



Boosting Literacy and Numeracy Skills for Roma people

Desk research of current peer learning strategies in adult education

Output 2: Design and delivery of a Roma Adult Educators

Upskilling Material in the form of OER

Task 1: Training Needs Analysis and definition of Learning Outcomes

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INTRODUCTION

As already highlighted in 2011 in the objectives of the European Adult Learning Agenda, there is a need for better possibilities for all adults to access high-quality learning opportunities at any time in their lives, for any purpose. Unfortunately, 11 years later there is no standardized training delivery to vulnerable groups with Roma cultural background. Adult Roma population, with a low-literacy level, due to cultural and other reasons is not attracted to follow upskilling opportunities and in cases they are convinced to attend trainings (i.e. through incentives), low attractiveness and lack of adjustment to their cultural particularities, result to high drop-out rates.

Every adult Roma teacher/trainer designs a single approach that is being delivered. Therefore, there is an absence of collaboration among trainers, the training material developed and used during adult Roma education is not broadly tested, resulting to a lack of improvement. As a result, adult Roma training becomes insufficient and is not -widely- adapted to the improvements in trending adult training methodologies. With the development, introduction and testing adult Roma peer learning activities, implemented during the second phase of the ROMA+ project, we are offering a solid, common, shared knowledge database of training activities that Roma Plus Teachers/Trainers are going to use during the pilot implementation.

This report outlines the results of the conducted desk research on peer learning in adult education in the framework of the ROMA PLUS project. It aims to provide a review on the up-to-date state of the art regarding both the theory and practice of peer learning and peer teaching activities across the EU. The desk research covers peer learning in broader educational environments and contexts; not only focusing on the particularities of the project's target groups, with the intent to highlight interesting aspects, ideas and practices that have resulted to reduced drop-out rates and that increased the interest of the participants overall.

The present Report outlines the definitions as well as the benefits, challenges and overall approaches and methodologies of peer learning implementation. It also includes some interesting case studies that are particularly relevant for more vulnerable target groups and more specifically for Roma people. The conclusions are comprised of recommendations and suggestions for implementing peer learning activities among Roma participants and are meant to feed into the upcoming deliverable of the ROMA PLUS project (T2.2) which is the Design of peer learning activities tailored to increase Roma Literacy.

1. DEFINITIONS

Peer learning essentially refers to participants/students learning with and from each other as fellow learners without any implied authority to any individual, based on the notion that “Students learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their peers” (Boud, 2001). A peer group consists of individuals with the same status who interact one another (Falkchikov, 2001). Mostly, this method is practiced by the teachers in learning teaching process especially where constructive learning approached is used

Peer learning is not a single, undifferentiated educational strategy. It encompasses a broad sweep of activities. For example, researchers from the University of Ulster identified 10 different models of peer learning (Griffiths, Housten and Lazenbatt, 1995). These ranged from the traditional proctor model, in which senior students tutor junior students, to the more innovative learning approaches, in which students in the same year form partnerships to assist each other with both course content and personal concerns. Other models involved discussion seminars, private study groups, a “buddy” system or counseling, peer-assessment schemes, collaborative project or laboratory work, projects in different sized (cascading) groups, workplace mentoring and community activities.

The term 'peer learning', however, remains abstract. The sense in which we use it here suggests a two-way, reciprocal learning activity. Peer learning should be mutually beneficial and involve the sharing of knowledge, ideas and experience between the participants. It can be described as a way of moving beyond independent to interdependent or mutual learning (Boud, 1988). Students learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their peers. They develop skills in organizing and planning learning activities, working collaboratively with others, giving and receiving feedback and evaluating their own learning. Peer learning is becoming an increasingly important part of many courses, and it is being used in a variety of contexts and disciplines in many countries.

In essence, peer learning can be defined as the acquisition of knowledge and skills through active helping and supporting among status equals or matched companions. It involves people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by so doing.

Peer learning encompasses a two-way, reciprocal learning experience. Peer learning involves participants learning from and with each other in **both formal and informal** ways. It includes mutual benefits and a sharing of knowledge, ideas and experience among participants. The emphasis is on learning rather than teaching, and on the support and encouragement learners offer to each other, as much as the learning task. In peer learning the roles of teacher and learner may either not be defined, be blurred and may shift during the course of the learning experience, unlike other learning events in which roles are fixed. Peer learning takes place spontaneously and informally in many circumstances, but it can be desirable to prompt it when there is the possibility that some members of a group may be excluded or ignored, or when other circumstances may inhibit it.

Mentoring can be defined as an encouraging and supportive one-to-one relationship with a more experienced learner in a joint area of interest. It is characterized by **positive role modelling**, promotion of raised aspirations, positive reinforcement, open-ended counselling, and joint problem-solving. It is often cross-age, always fixed-role, quite often cross-institution, and **often targeted to disadvantaged groups**.

We define peer learning in its broadest sense, then, as 'students learning from and with each other in both formal and informal ways'. The emphasis is on the learning process, including the emotional support that learners offer each other, as much as the learning task itself. In peer teaching the roles of teacher and learner are fixed, whereas in peer learning they are either undefined or may shift during the course of the learning experience. Staff may be actively involved as group facilitators or they may simply initiate student-directed activities such as workshops or learning partnerships.

According to Topping's review of literature, surprisingly little research has been done into either dyadic reciprocal peer tutoring or same-year group tutoring (Topping, 1996). He identified only 10 studies, all with a very narrow, empirical focus. This suggests that the teaching model, rather than the learning model, is still the most common way of understanding how students assist each other. Although the teaching model has value, we must also consider the learning process itself if we want to make the best use of peers as resources for learning.

As mentioned earlier, it is important to recognize that peer learning is not a single practice. It covers a **wide range of different activities** each of which can be combined with others in different ways to suit the needs of a particular course. It is like peer assessment in this regard (Falchikov, 2001) and it is unfortunately similarly misunderstood as referring to a particular practice.

1.1 Peer Mentoring

Peer mentoring is more of a two-way process than traditional mentoring; often absent from the equation are differences in levels of experience and the power of the traditional mentor. These differences can produce additional benefits. The lack of a hierarchical relationship may make communication, mutual support, and collaboration easier, as well as produce personal benefits such as mutual learning, exposure to different perspectives, and friendship. The type of interaction allowed in peer mentoring provides more of an opportunity for the relationship to become transformative. Peer mentoring involves pairing mentees with individuals who have had similar experiences to provide training, information, and emotional support.

In peer mentoring, the mentor is a student more advanced in the degree who accompanies beginners or mentees through periodic meetings. In this format, there is less power disparity, which allows the sharing of opinions, daily problems and personal and social support. Unlike hierarchical mentoring, peer mentoring matches mentors and mentees who are roughly equal in age and power for task and psychosocial support (Angelique, Kyle, & Taylor, 2002; Terrion & Leonard, 2007).

Peer teaching, or peer tutoring, is an instrumental strategy in which advanced students, or those in later years, take on a limited instructional role. It often requires some form of hierarchy structure between the person acting as the teacher and the learner. Peer teaching is a well-established practice in many formal

education environments, whereas reciprocal peer learning is often considered to be incidental-a component of other more familiar strategies, such as the discussion group.

1.2 Reciprocal peer learning

Reciprocal peer learning typically involves students within a given class or cohort. This makes peer learning relatively easy to organize because there are fewer timetabling problems. There is also no need to pay or reward with credit the more experienced students responsible for peer teaching. Students in reciprocal peer learning are peers by definition, and so there is less confusion about roles compared with situations in which one of the 'peers' is a senior student, or is in an advanced class, or has special expertise.

Reciprocal peer learning emphasizes students simultaneously learning and contributing to other students' learning. Such communication is based on mutual experience and so they are better able to make equal contributions. Issues of power and hierarchy are less prominent than when one party has a designated 'teaching' role and thus takes on a particular kind of authority for the duration of the activity.

2. PEDAGOGICAL THEORIES BEHIND PEER LEARNING

Peer learning is a teaching method based on psychological and sociological theories: cognitive constructivism, social constructivism, cognitive distribution, social groups, and peer groups. The basic view of **constructivism** is that the student learns by doing rather than by observing. Dewey (2001) says that education is not an effort of "telling" and being "told". It is active and constructive process. Specifically, the learner uses his previous knowledge in combination with the present learning situation to understand the learning outcome critically and in a way so he/she can evaluate it. Constructivism has developed under two logical approaches: cognitive constructivism and social constructivism

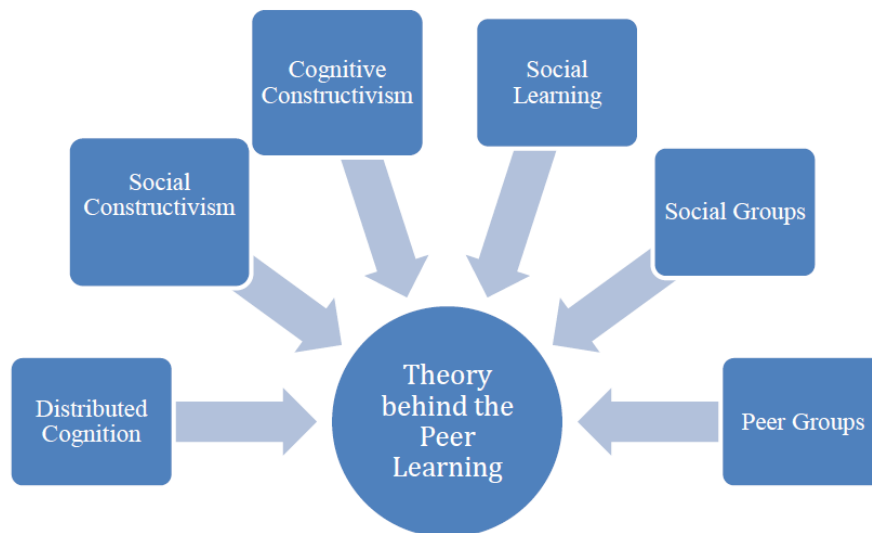


Figure 1: Peer learning theories

Cognitive constructivism mainly focuses on the individual's cognitive formation of mental structures.

Social constructivism outlines that the learner uses social interaction and cultural practices in the construction of knowledge (Keerthirathne, 2018).

The theory of "**Distributed Cognition**" developed by Edwin Hutchins (2020) expresses that knowledge lies not only within the individual but situated in the individual's social and physical environment. Cognitive distribution is the process whereby cognitive resources are socially shared; and allow groups to accomplish something individuals cannot achieve alone.

In **social learning** adults provide the young the opportunity to work with concrete objects, to make choices, explore things and ideas, and do experiments. Social learning theorists broadened the scope of behaviorism to include not only observed behavior but also how information about the environment is cognitively processed (Santrock, 2006). To Bandura, observational learning (imitation or modeling) is an information processing activity. The process that happens in observational learning takes place when the learner observes information about the environment and transforms them into cognitive representations. Then, the information transformed to cognitive process serves as a guide (Ibid).

A **peer group** consists of individuals of the same status who interact with one another (Falkchikov, 2001). The peer group can influence what the individual's values, believes, and is interested in.

A **social group** is a set of people who identify with one another and interact in informally structured ways based on tangible and intangible shared values, norms, and goals. Basically, the social group is a unit consists of two or more people who come into meaningful contact for a purpose.

Peer learning activities can also have elements of different learning approaches such as self-directed, active, experiential and collaborative learning

2.1 Benefits

Formalized peer learning **can help students learn effectively**. It can offer learners the opportunity to learn from each other. It gives them considerably more practice than traditional teaching and learning methods in taking responsibility for their own learning and, more generally, learning how to learn. It is **not a substitute for teaching** and activities designed and conducted by staff members, but an important addition to the repertoire of teaching and learning activities that can enhance the quality of education.

It is important to consider who are the 'peers' in peer learning. Generally, peers are other people in a similar situation to each other who do not have a role in that situation as teacher or expert practitioner. They may have considerable experience and expertise or they may have relatively little. They share the status as fellow learners and they are accepted as such. Most importantly, they do not have power over each other by virtue of their position or responsibilities. Throughout the book we will be discussing the role of students who are in the same classes as those from whom they are learning.

Peer learning is mutually beneficial as it helps learners to share knowledge, attitudes and skills among the group. It is more effective **when learning objectives are clear**.

Peer learning creates by definition a collaborative, team-based learning environment which in turn fosters the learners' ability to manage independently the learning process and to reflect on how to learn. As such, a **sense of ownership** is fostered, as well as the **development of soft skills** such as team-work, critical, social and communication skills, in addition to the various set learning objectives.

Psychological benefits may also be evident during the peer learning activities as revealed by Albert Bandura and Vygotsky. In peer learning the learners can be more relaxed and feel **more comfortable** since they are not under the pressure of teacher like in traditional classroom where lecture method is dominant.

The main evident benefit of this kind of learning process is the remarkable increase in **learners' motivation**.

2.2 Challenges

The potential of peer learning is starting to be realized, but examination of the ways in which it is being implemented suggests that practices are often introduced in an ad hoc way, without consideration of their implications. When such practices are used unsystematically, learners unfamiliar with this approach **may become confused** about what they are supposed to be doing, they miss opportunities for learning altogether, and fail to develop the skills expected of them. Much peer learning occurs informally without staff involvement, and students who are already effective learners tend to benefit disproportionately when it is left to chance.

Peer learning has common problems, which lie mainly on the fact that educators and learners might have **different expectations**. Educators often underestimate how much practice learners need, how hard learning the most important skill is, and how much coaching novices need to develop expert thinking and behaviors. Learners misperceive the costs of missing out on peer learning as well as the value of their contributions. Learners' expectations for what instructors should do can also create problems in peer learning, as it is a practice that diverges the traditional linear teaching method during which the educator transmits knowledge to the learner. On the contrary, it puts learners at the center and requires more commitment and ownership from them, potentially putting them out of their comfort zone, thus potentially risking a decrease of their interest and participation.

Psychologically, sometimes learners may have the **feeling of inferiority** since they are facilitated by a more knowledgeable peer.

2.3 Educator's role in peer learning

The teacher/educator who creates a peer learning environment should be aware of the peer learning principles. Prior preparation and training are important success factors in peer learning, as is the prior set

and agreement on clear learning objectives. The learner should be in a safe atmosphere under a shared leadership. It is not expected from the educator to be authoritative when peer learning occurs. On the contrary, the educator performs the role by **monitoring and facilitating the session** rather than directly influencing it.

Resource management is another important aspect of peer learning. Different activities require different types of resources and materials which the educational facilities might lack. Therefore, the teacher/educator should plan and select both physical and human resources carefully when organizing a peer learning environment since it is a flexible and adaptable learning method rather than a teaching method. Peer tutors should have similar abilities to share between them. Moreover, talented and/or advanced learners should be managed in a way as both the tutor and tutee are comfortable in the learning teaching process.

Ethical considerations are very important in peer learning. Since the process is closely linked to learner-centered learning, the educator should treat and consider every student as unique with specific needs, capabilities, and talents. Truth, honesty, and mutual respect are good qualities that should be developed by both the teacher and the learners. Each learner should be treated fairly and humane manner. **Equality** should be a prominent feature and discrimination and favoritism should not appear during peer learning as it will hinder the safety of the learning environment and can decrease learners' motivation to participate. **Openness**, student's personality and student's privacy should always be taken into consideration by the educator.

3 PEER LEARNING APPROACHES AND STRATEGIES

To take advantage of the benefits of peer learning and overcome the challenges as described above, the trainer/educator should take into consideration specific organizational and operational aspects before planning and executing peer learning activities.

First and foremost, the **trainer/educator should be adequately trained** and aware of peer learning principles, its limitations, its theories, and its practice.

Secondly, a **safe, inclusive environment** should be fostered among the peer learning groups by the facilitator. Conflict management and no discrimination policies should be in place in order to allow the participation of all learners.

A **clear set of learning objectives** should be agreed upon the trainer and the learners before the start of the process. The trainer should explain how peer learning works and what is expected from the learners in order to fully take advantage of the process in a clear and direct way.

In order to avoid learners feeling inferior and unmotivated, the trainer should foster a close relationship between the tutor and the tutee since this is part of the collaborative learning process. **Getting to know each other** and developing strong sense of community are two basic principles in peer learning.

Fostering the learner's self-confidence is another major task of the trainer. One to one discussion to empower the learner is advised when the first signs of lost interest and/or motivation are evident.

One additional consideration related to the above is that the trainer should provide **adequate response time** the learners themselves are the center of the learning process on their own pace.

Especially when it comes to adult education environments with learners belonging to vulnerable societal groups, peer learning activities can be proven extremely beneficial and effective when implemented properly.

For doing so, the trainer is advised to **create groups** of 2 – 3 peer learners who will be working together during the activities. The activities should be designed around themes and topics that interest the learners, potentially drawn from their everyday life needs.

Especially when it comes to adult learners from vulnerable groups, it is very important to design activities around topics that interest them and which they consider useful in practice in their everyday lives.

Some other important strategies to be used for the design and implementation of peer learning activities among adult learners are:

- **Gamification of learning**, with the combination of the use of an **incentive/reward system** (the informal and competition/gamified approach can make the learners feel more safe and increase their interest, their commitment and motivation)
- **Role playing and simulation-based activities**, especially on everyday life topics increase their teamwork and participation potentially minimizing drop out rates

4 GOOD PRACTICES AND EXAMPLES

This chapter includes some examples of activities tailored to Roma adult learners on basic literacy and numeracy skills. These activities have been effectively put in practice in various adult education contexts and can be considered good practices. In each described activity, suggestions for its efficient adaptation into peer learning are included.

4.1 Reading Writing Speaking

Exercise no:	1
Subject:	Letter by letter
Title:	At home / At work / The city / The countryside
Task/s:	The participants shall deal with words connected to their home.
Learning objectives:	<p>The participants</p> <ul style="list-style-type: none"> • get more familiar with letters (e.g. their shapes) through matching sounds to these letters as a result of saying out loud the word they see on a picture. • will improve their skill to recognise letters and to create words out of them, therefore, they will also deepen their knowledge to construct words appropriately, letter by letter.
	Level 1
Description	<p>The trainer prepares paper pieces of each letter of the alphabet and gathers pictures of simple everyday objects that can be found in a house (ex. spoon, blanket, chair, table, etc)</p> <p>The trainer scatters the paper pieces of letters and pictures on a table, and asks the participants to select and match the letters to the pictures. The participants can do the selection by searching for the identical signs in the corner of each paper piece. Once they found the letters of a word, they can try to put them in order, synthesising the word they see on the picture by also saying out loud that word.</p>
Duration/time needed	15'
Material needed	<p>Pictures/illustrations of words connected to houses/flats.</p> <p>Letters of the words on separate paper pieces.</p>
Why is this activity effective	<p>It allows Roma learners to learn at their own pace through a small challenge-like activity,</p> <p>i) identify the object,</p> <p>ii) choose the letters,</p> <p>iii) write the word</p> <p>iv) read the word out loud (This is important because many may not read correctly or mispronounce letters)</p> <p>Variations: can include objects from school, from work, from the countryside or from the city/town</p>

<p>Adaptation into peer learning</p>	<p>The basic principle is to put them in groups of three or have them work in pairs and do the activity so that one is actually helping and learning from and with the other and correcting each other's mistakes.</p> <p>Gamification of the activity:</p> <p>The trainer divides the learners into groups of twos or threes.</p> <p>The trainer gives the pictures of the objects, and each group writes the corresponding word. They read it to each other and finally they tell it to the trainer.</p> <p>The trainer then keeps secretly the score (each correct answer is 1 point – negative points for wrong answers are not allowed in adult education)</p> <p>Then each group with their own notebook looks at the pictures of the other groups and they give their answers or make corrections to the other groups' answers using different colored pens or markers. At the end they discuss their choices together and the teacher distributes the points.</p> <p>The team with the most points at the end wins the activity and the pre-agreed small reward.</p>

Exercise no:	2
Subject:	Professions
Title:	My profession is ...
Task/s:	The participants will have to find out the name of the profession by listening to the trainer's description about the specific profession (a more detailed description, including the main competences needed for that profession) connected to education and social services. At the same time, they will also get a paper with different pictures/illustrations about the professions which they can use to help in finding out the right profession. Once they guessed the profession, the trainer writes the name of the profession on the board/flipchart, and asks the participants to write the word under the right picture by copying it from the board, letter by letter.
Learning objectives:	The participants <ul style="list-style-type: none"> • can gain more information and deepen their knowledge about certain professions and competences needed for each profession • will learn the names of the professions • will learn and develop to form letters and to write words.
	Level 1
Description	Participants get a paper with pictures on it about different professions connected to education and social services. The trainer describes the given profession, tells about the competences needed for that profession and lets the participants guess the profession. Once they found out the profession, they write the name of it under the right picture by following the trainer as he/she writes the word on the board/flipchart, letter by letter.
Duration/time needed	20'
Material needed	Paper with pictures on it and a blank space under each picture, pens
Why is this activity effective	It allows Roma learners to understand simple language descriptions given by the trainer and to understand simple written text of 1-2 sentences maximum with pictures at their own pace through a small challenge-like activity. More specifically it helps them to: <ul style="list-style-type: none"> i) identify the profession, ii) name it iii) write the word

	<p>iv) read the word aloud (This is important because many may not read correctly or recognise letters).</p> <p>Variations: can include various professions that Roma adults might be familiar with, for example, social worker, agriculture, driver, etc</p>
<p>Adaptation into peer learning</p>	<p>The basic principle is to put them in groups of three (triads) or have them work in pairs and do the activity so that each one is actually helping and learning from and with the other and correcting each other's mistakes.</p> <p>Gamification of the activity:</p> <p>1) Learners are divided into groups of twos and/or threes</p> <p>Each group is given the pictures associated with 3 occupations and short texts. The trainer reads out loud the description and give some time so that everyone will identify the profession, write it down and read it to each other in their group. Then they tell the trainer the word (Scoring secretly, each correct answer is 1 point, negative score [i.e. -1 for wrong] is not used in adult education).</p> <p>At the end they discuss their choices together/all groups and the trainer distributes the points.</p> <p>The team with the most points wins.</p> <p>2) The trainer gives to each group a card with a picture and the name of two professions, and they have to give the correct description to all the other learners to answer. All 2 or 3 members of the group participate and add information, clarify or correct their teammates. The team that gives the best description wins, i.e. the team that leads the other teams to correctly identify which profession they are talking about. The exercise is also good for using oral language, sentences and understanding words.</p>

Exercise no:	3
Subject:	Filling Texts
Title:	Incomplete interview (sport, handicraft, music, etc.)
Task/s:	The participants will have to listen to a short interview of a sportsman, then they will have to read the same text where some words are missing. In order to find the right words, they will have to select from the words written on paper pieces and scattered on the table. Finally, they can try to copy the words and write them into the blank spaces of the text.
Learning objectives:	<p>The participants</p> <ul style="list-style-type: none"> • improve their reading and writing skills by filling a text, based on an interview that they can previously listen to. • will also develop their understanding about sentence construction and a word's place within a sentence, seeing words in a context..
	Level 1
Description	Participants listen to a short interview then they get the same text written on a paper, but where some words are missing. They will also receive the missing words written on paper pieces, from which then they'll have to choose the right word and match/write it to the right place of a text.
Duration/time needed	20'
Material needed	An interview's text written on a paper, words written on paper pieces and pens.
Why is this activity effective	<p>It allows Roma learners to understand simple language descriptions given by the trainer or from multimedia (recorded passage) and to understand simple written text 3 sentences maximum at their own pace through a small challenge-like activity,</p> <p>i) understand the meaning aurally,</p> <p>ii) read the sentence and try to complete the meaning</p> <p>iii) choose the appropriate word</p> <p>iv) read the sentence aloud</p> <p>Variations: can include various topics that learners might be familiar with, for example, sports, handicraft, music, etc</p>

<p>Adaptation into peer learning</p>	<p>The basic principle is to divide them into groups of three or have them work in pairs and do the activity so that each one is actually helping and learning from and with the other and correcting each other's mistakes.</p> <p>Gamification of the activity:</p> <p>Learners are divided into groups of twos and/or threes</p> <p>Each group listens to a different passage and receives a text with blanks and words to fill in. Each group fills in their own and then the groups switch tables/tables and do each other's exercise by correcting or filling in their answers with a different color pen or marker. At the end they discuss their choices together/all groups and the instructor distributes the points.</p> <p>The team with the most points wins</p>
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Exercise no:	4
Subject:	Dialogue
Title:	Incomplete comic strip
Task/s:	The participants will have to read a short comic strip where one part of the dialogue is missing, meaning that the script of one of the characters is missing entirely. The other part of the dialogue is written on separate paper pieces ("dialogue bubbles"), therefore it is the participants' task to select and put the pieces to the right places of the dialogue. Finally, participants can try to read out loud the dialogue.
Learning objectives:	The participants <ul style="list-style-type: none"> • improve their reading and will get more understanding on how a dialogue is constructed. • will also develop their understanding about sentence construction and a word's place within a sentence, seeing words in a context
	Level 1
Description	Participants will get a short comic strip with an incomplete dialogue. The task of the participants is to select and find the missing parts of the dialogue and to complete the whole text. Finally, they can try to read out loud the dialogue.
Duration/time needed	20'
Material needed	An incomplete comic strip and paper pieces with the missing phrases/sentences on them.
Why is this activity effective	It allows Roma learners to understand simple language descriptions) and to understand simple written text 3 sentences maximum at their own pace through a small challenge-like activity. It helps them to: <ul style="list-style-type: none"> i) understand the meaning in written form, ii) read the sentence and try to complete the meaning iii) choose the appropriate word(s) iv) read the sentence aloud

<p>Adaptation into peer learning</p>	<p>The basic principle is to divide them into groups of three or have them work in pairs and do the activity so that each one is actually helping and learning from and with the other and correcting each other's mistakes.</p> <p>Gamification of the activity:</p> <p>Learners are divided into groups of twos and/or threes</p> <p>The groups get different comic strips; the groups answer by understanding the text and choosing the correct words to fill in. Each group discusses and completes their own comic strips as a group and then goes to the others' desks and gives their own answers or corrects others' comic strips with a different color pen or marker. At the end they read the sentences aloud and discuss their choices and corrections together while the trainer distributes the points.</p>
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Exercise no:	5
Subject:	Speaking
Title:	Describe a term
Task/s:	The participants will need to describe a certain term so that the others can guess what is described.
Learning objectives:	The participants <ul style="list-style-type: none"> • improve their reading skills. • develop their skills to describe something in their own words.
	Level 1
Description	Participants will get a short comic strip with an incomplete dialogue. The task of the participants is to select and find the missing parts of the dialogue and to complete the whole text. Finally, they can try to read out loud the dialogue.
Duration/time needed	20'
Material needed	Terms on cards
Why is this activity effective	The activity focuses mainly on correct pronunciation in the correct descriptions and finding the requested words. It is necessary to choose a topic/word that directly concerns and interests the Roma learners in order to arouse their interest.
Adaptation into peer learning	<p>Gamification of the activity:</p> <p>Learners are divided into two groups.</p> <p>One member of each group receives a card with a written word by the trainer. Then he describes it to the next group member, and so on and so forth, until someone from the group guesses the word. The trainer keeps a timer of 2 min. per word. The team that finds the most words and fastest wins.</p>

4.2 Numeracy

Exercise no:	6
Subject:	Figures
Title:	Phone numbers
Task/s:	<p>The participants will be asked to write several phone numbers down on their own by listening to the teacher.</p> <p>The teacher can even provide a short description of the invented person, tell his/her name and then his/her phone number (depending on the level, the numbers can be said individually, one by one, or even in pairs, such as: twenty-five, etc...).</p> <p>When participants finished writing, they can repeat the numbers they've written down to each described person and see if they got those phone numbers right.</p> <p>Optional: if participants are uncertain with the written forms of the numbers, we can give them the numbers from 0-9 on different paper pieces, scatter them on the table, and so participants might just select and put the given numbers in the right order.</p>
Learning objectives:	<p>The participants</p> <ul style="list-style-type: none"> • will be able to recognise and write numbers on their own • will improve creating connections between the heard numbers and their written forms • will become more confident users of numbers in general.
	Level 1
Description	The participants will have to listen to the trainer's description about several people, including their phone numbers which participants will have to write down. Once they finished with this task, they can check whether they got the numbers right by repeating the numbers orally, either one by one, or in pairs (e.g. twenty-five).
Duration/time needed	15'
Material needed	Paper, pens
Why is this activity effective	<p>This exercise is for people with very low numeracy skills who cannot recognise numbers.</p> <p>The trainer reads the numbers, and the learners write them down</p>
Adaptation into peer learning	Gamification of the activity:

	A simple simulation game is organized where the learners are divided into groups, and the trainer gives each one a small list of 3-4 numbers of imaginary landline and mobile phones (closed list, each one cannot see the other's) and asks each learner to say the numbers of their list to the other one in order to see if they write them correctly. Then they discuss and correct their choices within the group with the supervision of the trainer. This activity needs good supervision from the trainer)
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Exercise no:	7		
Subject:	Money		
Title:	All about pocket money		
Task/s:	<p>In a game, the players can earn, spend and save money. They start with a certain amount and can earn money to spend it on a market/fun fair/in a shop. They need to think about what to spend and where they can save money. In addition, they need to implement a few activities that cost money. In the end, the winner is who has the most money left.</p> <p>Depending on the level, different exercises can be made:</p> <p>Level 1) Starting with 2 Euros. Level 2) Starting with 50 Euros. Level 3) Starting with 100 Euros.</p>		
Learning objectives:	<p>The participants</p> <ul style="list-style-type: none"> • will improve their calculating skills up to 10/50/100. 		
	Level 1	Level 2	Level 3
Description	<p>One participant (the player) starts with 2 € and can earn money to spend it on a market. He/she needs to think about what to spend and where to save money. In addition, he/she needs to implement a few activities that cost money.</p> <p>The others play the sellers on the market. They write on a card their products and</p>	<p>One participant (the player) starts with 50 € and can earn money to spend it on a fun fair. He/she needs to think about what to spend and where to save money. In addition, he/she needs to implement a few activities that cost money.</p> <p>The others play the showmen and carnies at the fun fair. They write on a card their attractions and prices</p>	<p>One participant (the player) starts with 100 € and can earn money to spend it in a shop. He/she needs to think about what to spend and where to save money. In addition, he/she needs to implement a few activities that cost money.</p> <p>The others play the shop assistants. They write on a card their products and prices</p>

	prices and negotiate with the player. There should be two rounds – one with a male and one with a female player. The winner is who has the most money left in the end.	and negotiate with the player. There should be two rounds – one with a male and one with a female player. The winner is who has the most money left in the end.	and negotiate with the player. There should be two rounds – one with a male and one with a female player. The winner is who has the most money left in the end.
Duration/time needed	30'	30'	30'
Material needed	Play money Cards for the participants Tables and chairs as market stands	Play money Cards for the participants Tables and chairs as attractions	Play money Cards for the participants Tables and chairs as shop departments
Why is this activity effective	This is a role play activity; the definition of peer learning but it is used at a stage when the cohesion and dynamics of the group are at a very good level to avoid cooperation problems. It's an excellent exercise/game for calculating money flow		
Adaptation into peer learning	A playful and helpful variation: The trainer can take on the role of an accountant or tax accountant to monitor whether transactions made are being calculated correctly! And intervenes when needed.		

Exercise no:	8		
Subject:	Calculating		
Title:	Math problems		
Task/s:	The participants are given worksheets with short Maths problems connected with their every-day life and they are asked to answer, in writing, some questions.		
Learning objectives:	The participants <ul style="list-style-type: none"> • will be able to answer the final question in the end of each situation, operating with maths calculations. 		
	Level 1	Level 2	Level 3
Description	The participants will be able to answer, in writing, the 2 questions in the first problem.	The participants will be able to answer, in writing, the questions in both problems.	The participants will be able to connect the given Maths problems

			to their real life using other figures.
Duration/time needed	25'	25'	25'
Material needed	Worksheets with questions, pens.	Worksheets with questions, pens.	Worksheets with questions, pens.
Why is this activity effective	It is important that each math problem's example and description is connected to the every-day life of the learners so as to stimulate their interest		
Adaptation into peer learning	Learners are divided into groups of twos and/or threes. Each group is given 2-3 math problems to solve, different than the other groups' but at the same difficulty level. Each group tries to solve the problems collectively and in the end each group presents the problem and its answer to everyone. The rest of the learners discuss and/or correct the responses under the guidance of the trainer.		

Exercise no:	9
Subject:	Dates
Title:	Reading dates in a calendar
Task/s:	The participants practice reading a calendar through answering questions connected to months, days and activities. The questions will be asked orally, and participants can either write the answers to the paper, or answer the questions orally.
Learning objectives:	The participants <ul style="list-style-type: none"> • will get familiar with reading a calendar while they can practice numbers as well • will develop their counting skills.
	Level 1
Description	The participants will have to listen to several questions which are connected to days, months and activities, and they will have to answer them either orally or in writing.
Duration/time needed	15'
Material needed	Paper, pen, a full year calendar to each participant
Adaptation into peer learning	This activity is an excellent opportunity for a simulation game e.g. The date of appointment at the Employment Agency (or at a different service). The appointment date is being orally said (or shown on a calendar) by the trainer and the learners groups write it down. The trainer also asks on how many days from today is their hypothetical appointment at this service

Exercise no:	10
Subject:	Counting
Title:	How many can you see? – fruit and vegetables
Task/s:	<p>The participants practice counting simply through looking at pictures of different fruits and vegetables.</p> <p>They can also practice writing numbers, as it will be their task as well to write the total amount of fruits and vegetables under each picture.</p> <p>Then, participants can tell how many of which fruit/vegetable they have counted. Moreover, besides counting, the participants could also practice subtraction by answering the trainer’s questions</p>
Learning objectives:	<p>The participants</p> <ul style="list-style-type: none"> • improve their counting skills and get a deeper understanding of numbers, of how they increase or decrease, and they can actually visualise these processes through pictures as well.
	Level 1
Description	<p>Learners are divided into groups of twos and/or threes. Each group receives a paper with several pictures on it of the different fruits and vegetables. It will be the participants’ task to count the fruits/vegetables and to write the total amount under each picture. Finally, they can do some subtraction as well by answering to the trainer’s questions regarding the decreasing number of the fruits/vegetables.</p> <p>In the end the groups discuss their answers, and the trainer distributes the points (1 point per correct answer). The group with most points wins</p>
Duration/time needed	15’
Material needed	A paper with pictures/illustrations of fruits and vegetables; pens

Exercise no:	11
Subject:	Planning
Title:	Shopping plan and list
Task/s:	<p>The participants can practice calculating and planning their expenses.</p> <p>They will all get a list, containing pictures about different products that they “wanted to buy” for the next days/week (there should be healthy and unhealthy products on the pictures). However, they are now asked to select from the list. The participants can find the prices of the products on the list, as well as the given amount of money that they have, which must be less</p>

	<p>than the amount of money that would be necessary to buy/pay for all the things from the list.</p> <p>Therefore, based on their calculations and their order of importance, participants should select the goods on which they had spend the money and create a plan. At the end, each participant can tell what he/she chose to buy and explain their choices as well.</p>
Learning objectives:	<p>The participants</p> <ul style="list-style-type: none"> • will improve their planning skills and learn to make differences between what is essential to buy and what is not. • can practice to manage their expenses which can really benefit them in their daily lives.
	Level 1
Description	<p>The participants will get a shopping list containing pictures about the goods they can choose from to buy for the next days/week. They will have to calculate wisely and choose to buy only the most necessary goods from the list. After they have created their plan, participants can tell about their shopping plan to each other.</p>
Duration/time needed	15'
Material needed	A paper with pictures/illustrations of goods and their prices; pen
Adaptation into peer learning	<p>A simulation game with predefined lists of products with pictures and letters to choose from as well as prices. Learners are divided into groups and each group makes their own household basket and calculates what to choose from the list, records it and does the calculation.</p> <p>The trainer asks each group to present their result; they can remove or add things to one group's list and ask the other group to recalculate the other groups' list to do the new calculation. At the end all teams discuss their answers together.</p>

Exercise no:	12
Subject:	Dividing
Title:	Dividing equally
Task/s:	<p>The participants will practice dividing objects into two groups.</p> <p>There should be two boxes of the same small objects, but they are divided unequally. Therefore, it will be the participants' task to first take out all the objects from the boxes, count them, divide them equally and put them to the boxes (in this sense, the total amount of these objects must be dividable by two in all cases).</p> <p>The participants can also write down the total number of the objects, and then the number they get after dividing these objects into two groups.</p>

	This activity can be repeated several times, with different amounts of objects, of which total is dividable by two.
Learning objectives:	<p>The participants</p> <ul style="list-style-type: none"> • will improve their ability to count and divide things through concrete examples of arranging objects into two groups • will get a deeper understanding of doing addition and division through one-to-one correspondence activities.
	Level 1
Description	The participants will have to count the number of the objects in the two boxes and divide them equally so that the total number of these objects will be the same in these two boxes. While they are doing this activity, they can also write down the total number of the objects, and then the number they get after dividing these objects into two groups.
Duration/time needed	15'
Material needed	Paper, pen; two boxes with small objects in them
Adaptation into peer learning	<p>Learners are divided into groups of twos and/or threes</p> <p>Each group get two boxes and they work collectively in order to divide the objects evenly between them. Each group discusses and fills its boxes and then goes to the others' desks and gives feedback.</p> <p>The trainer distributes the points (1 point per correct division)</p>

Exercise no:	13
Subject:	Multiplying
Title:	Simple multiplications from every-day life
Task/s:	<p>The participants will practice multiplying objects.</p> <p>They are divided into groups of twos and/or threes.</p> <p>The trainer places several objects on the table of each group (e.g. three pencils), while there should be a box full of the same objects as well. This time, the participants will be asked to take e.g. two times/three times/four times, etc. as many pencils from the box, and put them on the table.</p> <p>Finally, they will be asked to count the amount they got and to write it down on a paper.</p> <p>This activity can be repeated several times with different amounts to practice multiplication and addition as well.</p> <p>The trainer distributes the points (1 point per correct answer) and the group with most points wins</p>
Learning objectives:	<p>The participants</p> <ul style="list-style-type: none"> • will improve their ability to count and multiply things through concrete examples of arranging objects and adding more objects to them

	<ul style="list-style-type: none"> • will get a deeper understanding of doing addition and multiplication through one-to-one correspondence activities.
	Level 1
Description	The participants will have to count the number of the objects on the table, and then adding more objects to them by following the trainer’s instructions of how many times more objects they should take out from the box. Finally, they will be asked to count the amount they got and to write it down on a paper.
Duration/time needed	15’

5 RECOMMENDATIONS FOR THE UPTAKE OF PEER LEARNING IN ROMA PLUS

In peer learning situations it is necessary that the tutors are trained and they are aware of the peer teaching process. The tutors should be able to manage the learning and teaching situations without much intervention that would affect the learners’ personality. In peer learning the experience is organized by the learners themselves under the facilitation and guidance of a qualified tutor. Hence, students are active. The reward system should be very strong, especially positive reinforcement. Adequate response time should be given as the learner himself/herself solves the learning situation. Learning experiences should be organized carefully and appropriately. The facilitator can select group types: buzz groups, affinity groups, and solution and critics groups. The facilitator should emphasize the importance of active learning by implementing scaffolding where necessary. Explanation on provided feedback is essential.

In essence, the recommendations below are important towards designing and implementing peer learning activities, especially when targeted at a group of adult learners that belong to socially vulnerable groups:

- Be sure tutors are trained on the implementation and design of peer learning
- Use a reward system
- Emphasize confidentiality, positive reinforcement and adequate response time
- Chose the learning exercise and the appropriate tools for it
- Use group strategies (Buzz groups, affinity groups, and solution and critics groups)
- Use role playing and modeling
- Emphasize the important of active learning
- Teach instructional scaffolding
- Explain directive versus nondirective tutoring
- Explain how to provide feedback

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