Strategy 4 | Peer to peer learning and support in VET Education

Peer to peer learning and support in VET Education
TYPES OF STRATEGY
☐ Prevention ☐ Intervention ☐ **Compensation**
ADDRESSED TO THE RISK FACTORS

☐ **Personal challenges**
  ☐ **Lack of motivation, interest and expectations**
  ☐ **Low self-esteem and self-perception**
  ☐ **Low educational achievement**
  ☐ **Disengagement**
  ☐ **Irregular transitions**
☐ **Social relations**
  ☐ **Difficult relationships at the VET centre (with tutors, teachers, colleagues, etc.)**
  ☐ **Peer group pressure / negative external influence**
  ☐ **Internet risks: social media pressure, online gaming, preparation vulnerability**
  ☐ **Family expectations: low expectations for the future**
☐ **Institutional factors**
  ☐ **The educational management of student behaviour**
  ☐ **The educational environment**
  ☐ **Absenteeism/exclusion from classes**

STRATEGY LEVEL
☐ **Individual level (psycho pedagogical actions)** ☐ **Institutional level (institutional actions)** ☐ Education system level (actions of the education system)
AIM
Peer learning and support is an educational strategy that aims to prevent dropout through enhanced social interaction, which can help motivate and engage students in learning. It is about giving young people the confidence, resources and skills to respond to their support needs through a positive support role.
DESCRIPTION OF THE STRATEGY
Learning and interacting with colleagues is a very useful strategy. Peer learning occurs when students learn collaboratively. Peer-to-peer learning and support can be understood as a kind of mentoring, but it is important to consider that within this strategy the peers should be students. Everyone gets something educationally beneficial from the collaboration. Peer-to-peer learning and support has a positive impact on preventing the risk of dropping out as it helps young people to overcome any problem that affects their learning, whether related to studies or not; maintain motivation to learn; provide young people with the confidence, resources and skills needed to fulfil their potential.

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BENEFICIARIES

☐ **Young people**   ☐ **Teaching staff**   ☐ Families   ☐ Community   ☐ Others
………………

WHO IS IN CHARGE OF THE STRATEGY

☐ **Tutor**   ☐ Teacher/Trainer   ☐ **Support staff (e.g. counsellor)**   ☐ Families
☐ Other professionals (internal or external to the institution): ……………………………………

IMPLEMENTATION CHRONOLOGY *(When will the strategy be implemented)*

☐ At the beginning.   ☐ **During the academic year**   ☐ At the end of the academic year
☐ Transition between compulsory secondary education and post-compulsory studies (CFGM/Baccalaureate)
☐ Others (specify): ……………………………………………….

COST OF THE STRATEGY

☐ **Low**   ☐ Medium   ☐ High

STRATEGY DEVELOPMENT *(How can the strategy be achieved?)*

Any strategy that involves the collaboration of colleagues in a learning situation can be related to peer learning. In accordance with this premise, some actions are suggested that can be developed within the framework of learning and peer group support:

1. **Mentoring programs or peer tutoring programs**. They are based on young people supporting each other; match student mentors with student mentees to provide guidance and support, serving as positive role models. With appropriate training, guidance and supervision, mentor figures are able to listen and support other students; giving help to face challenges they may have difficulty with.

2. **Supervisor model**. The supervisor model includes second-year students tutoring first-year students. The student who acts as a tutor can also be a student of the same course, so that a more qualified student helps a less qualified student.

3. **Discussion seminars.** The aim of the discussion seminar is for the students to talk to each other and in groups about the topic they have just learned about. Discussion seminars tend to be unstructured and designed so that students can contribute when they feel they have something important to say. A teacher can present students with a stimulus question. Students use this stimulus as a starting point in a discussion about the topic at hand. For these seminars to be successful, teachers must create a safe and comfortable space where students feel free to speak in front of others.

4. **Peer support groups**. Peer support groups are also known as private study groups. A peer study group can be beneficial in motivating students. When studying with peers, a student can give ideas and provide support and explanations. These support groups do not usually have the presence of a teacher and are often organised by the classmates themselves. Peer study groups usually take place outside school hours. However, it is possible to promote this type of group with the support of a tutor in spaces/places of the educational institution. This support action is linked to the *Strategy 6. Support for young people's learning outside the formal curriculum*.

5. **Cooperative learning methods.** Cooperative learning methods organise young people in small groups with the aim of establishing the links and requirements necessary for cooperation. There is no one method that can be considered the best or more relevant than the others. It is about using the method that best suits the needs of the young person, taking into account the characteristics of the group of students and the activity to be carried out, so that the factors that favour cooperation and learning are improved. Example of cooperative learning methods: Puzzles, student team learning, group research, reciprocal teaching, CO-OP CO-OP, etc.

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RESOURCES *(What is needed?)*

- ☐ Adult tutor teacher figure
- ☐ Figure of the student/teacher tutor or the student/mentor
- ☐ Figure of the student-mentor
- ☐ Initial training and ongoing support
- ☐ Adequate and comfortable space
- ☐ Schedule
- ☐ Materials/One
- ☐ Others (specify): ……………………………………………… ..

OTHER CONSIDERATIONS

- ▪ Related protective factors:
  - Health and wellness.
  - Positive self-view and positive career choices (future expectations).
  - Positive self-perception linked to learning ability.
- ▪ It is relevant to personal challenges, social factors and compensatory factors when working with or learning from colleagues, it could have an impact on self-confidence and self-esteem.
- ▪ It is important that peers have personal experience and/or understand the barriers the young person has, as peer group testimonies (young people with similar barriers who have been successful in education) are particularly effective.
- ▪ It is a particularly important strategy for young people whose mental and emotional well-being is influenced by their previous negative educational experience.

REFERENCES *(Related resources)*

CEDEFOP. Toolkits. *VET toolkit for tackling early leaving*. https://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/protective-factors/supportive-family-environment

Cooperative learning methods. http://grupsderecerca.uab.cat/grai/en/content/cooperative-learning-methods

Kidscape. Thrive Peer Mentoring programme.https://www.wiltshirehealthyschools.org/partnership-projects/kidscape

Mentoring. Service-Learning Project. **https://www.mentoriaescolar.es/**

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