



ONE FOR THE OTHER:

COOPERATIVE LEARNING METHOD FOR ROMA WOMEN
THROUGH SHARED ITINERARIES.

*Romani
Phen*



Arate Caló



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INTRODUCTION

Roma women are a particularly vulnerable group in the field of equality, we face systematic historical discrimination, institutional, social, public, educational, professional (if we have the remote possibility that we can develop a professional career or have access to the labor market)

In our situation, both society (through antigypsyism, stereotypes, segregation...) and the role that women play in the world (patriarchy, roles, upbringing, the cares...) have separated us and distanced us, leaving us without access to education, among other things, but from many of the competencies and skills necessary to face the challenge of obtaining

degrees

and guarantees

The lack of access to training, employment, housing... starts from structural inequalities that favor the exclusion of the Roma population and specifically Roma women. To change this situation, fair and equitable societies and systems are necessary. While we denounce these situations, we must reinforce the situation of Roma women, correcting inequalities. In this case, we consider it necessary to facilitate the education.

Returning to the educational system means compensating part of the inequalities experienced, since the training and permanence of Roma women in formal educational systems is not comparable to that of the majority society due to structural inequalities where asymmetric and exclusion relations are reproduced towards the Roma population.

Therefore, to return of adult roma women to regulated education requires new specific methodologies adapted to their needs, abilities, capacities, and situations. We need new method of teaching and learning to generate itineraries adapted to the reality of each woman so they become not a passive subject of their formation but their main character. These methodologies must be coupled with appealing and interesting educational materials, both due to their contents, reflecting the perspective of roma women as historical subjects.

With this objective, the project “EDUCATION REQUIRES OUR POINT OF VIEW” We present this guide, the result of the work of the different entities that participate in the project.

This guide is the proposal and sharing and reflection on the experience of working with adult Roma women that we have been carrying out from:

Asociación Gitanas Feministas Para la Diversidad AGDF, (Spain)

RIBALTAMBIÇÃO- Associação para a Igualdade de Género nas Comunidades Ciganas (Portugal),

Romaniphen (Germany)

Centrul Romilor “Amare Rromentza” (Romania)

E-Romnja Association for Promoting Roma Women ´s Rights (Romania).

Arate caló (Spain)

The logo for Romani Phen features the word "Romani" in a green, cursive font and "Phen" in a red, cursive font.The logo consists of a purple female symbol with a gear-like center, followed by the text "Asociación Gitanas Feministas por la Diversidad" in purple.The logo features a blue circular emblem with a red and white geometric pattern, followed by the text "Amare Rromentza" in blue.The logo is a red square containing a yellow sunburst or wheel-like symbol, with the text "Ribaltambição" below it.

Arate Caló

This guide is based on the need to transform the reality of Roma women, promote inclusion, offset inequalities and improve life options. We propose the possibility of compensating especially women, who are striving to improve their basic knowledge in training, thus trying to repair the difficulties they had in their childhood to be able to study. This guide aims to collect the training mechanisms and strategies based on the peer-to-peer teaching-learning system. Participation during the learning process promotes and helps to generate community and advance in the educational field collectively.



EMPOWERMENT AS THE BASIS OF EDUCATION: ROMANI FEMINISM

Roma women are the most vulnerable minority group in the EU. Large proportion of Roma women (and girls) are exposed to multiple discrimination in all sectors, which keeps them in a situation that limits the exercise of their rights.

The European Union Agency for Fundamental Rights (FRA) offers an accurate picture of the unfavorable situation of Roma women (mainly in the framework of the EU-MIDIS II survey¹)

Hostility towards Roma can be seen at almost all levels of activity at the European level, both within public administrations and in institutions, which deprives Roma of equal access to public services and prevents them from asserting their rights. rights and demand the obligation of equal treatment, make political decisions on issues that affect them and protect themselves against the consequences of discrimination. This is even more pronounced in the case of Roma women.

The schooling of Roma girls goes largely through the segregated and the ghetto school. This necessarily leads to school failure, has unfavorable consequences in the lives of Roma women, they end up seeing reduced or annulled equal opportunities, improvement and Social Mobility. The consequence of school segregation ruins the future of Roma youth. Therefore, mechanisms are necessary to correct all these inequalities from which Roma women start.

In order to increase their educational opportunities and reduce the consequences of the failed educational system, it is necessary to implement an alternative training and education methodology that grants greater opportunities to Roma women, so that they can have another vital option

1

<http://fra.europa.eu/en/project/2015/eu-midis-ii-european-union-minorities-and-discrimination-survey/publications>.

(employment, social, economic, housing, health...), and can exercise their rights equally.

On many occasions, Roma women in Europe live in segregated or difficult-to-access areas, and for this reason it is necessary to enable new forms that facilitate the training processes.

Roma women need to be able to promote their socialization and provide essential knowledge to transform the social environment according to their needs, based on their analysis and proposals.

Dropout and school failure is a reality in the Roma community and in Roma women. The Roma population is at a disadvantage in terms of education compared to the general population.

This failure and school dropout is not an internal issue of the communities, it is a failure of the educational system and of society that is not capable of guaranteeing the basic rights of Roma women. The causes of abandonment and failure are multiple (historical exclusion, prohibition or school segregation, the lack of Roma culture in the classroom, discrimination, vital needs, lack of opportunities after training...

According to the FRA² report that arouses the greatest concern about the situation of the European Roma population, the following stand out in education: An average of 16% of Roma women have never attended formal education. This average increases at ages over 45 years. Only 15% of Roma youth complete compulsory education.

The situation is alarming, which is why there is an urgent need to improve the lives of Roma women. According to the FRA, 72% of Roma women between the ages of 16 and 24 neither work nor study nor are trained, generating pockets of poverty, precariousness, vulnerability, marginality... that need to be transformed into opportunity and equality.

There are very few specific studies on the Roma populations, but the data produced by one of the latest comparative studies on employment and social inclusion are revealing:

² Second European Union Minorities and Discrimination Survey Roma women in nine EU Member States <https://fra.europa.eu/en/themes/roma>

- 6 out of 10 roma over 16 years old are illiterate. Only 10% manage to complete secondary or higher education.
- The Roma population has a higher activity rate than the population as a whole, of 68,9%, compared to 60,1%, among the other reason, due to their early incorporation into the labor market.
- Only 38.5% of employed roma are salaried, against the 83.6% of the remaining population. This huge difference is one of the distinguishing features of the employment of roma men and women, since wage employment is an important part of social protection and labor rights.
- Among the employed roma population, 26% “collaborate in family economic activity” compared to 0.8% of the population as a whole.
- Unemployment affects the roma population more than the population as a whole, with rate of 36,4% compared ti 20,9%. In the case of roma women it is higher than 84%.
- Of all unemployed roma people, 14,2% are between 16 and 19 years old, tripling the proportion of the population as a whole in that age group (4,5%)

These data show that roma women are a particularly vulnerable group in the field of equality, with almost no opportunity to access the labor market, high levels of illiteracy, and without any educational qualification that promotes their social and labor inclusion. In order to overcome these serious barriers, we must deconstruct the prejudice and stereotypes that society assigns us, but above all establish an accessible and adapted adult education, since this educational branch is especially important for equal opportunities for all citizens and, unfortunately, many roma adults were unable to access school in their childhood, or did not complete it.

This situation at the educational and training level that a large part of the population of Roma women in Europe presents needs corrective measures and new proposals to be able to reverse the reality of Roma women.

If we look at the educational and academic situation of Roma women, we can deduce that to a great extent the system and the learning method have not worked for us. This form and system has not served us, it has not worked

same hierarchical, colonizing, patriarchal and racist schemes to which we are subjected throughout our lives and our academic training is not free from these systems-axes of oppression.

We need to break the schemes and systems that oppress us in order to build new ways of relating to education and educational systems. Only by first being aware of the situation in which we find ourselves and why we are like this, is how we can intervene in communities to correct situations of inequality and potential conflicts that we face regarding the lack of opportunities and inequalities in the system. These inequalities, hierarchies and power structures affect the Roma community and the lives of Roma women in a specific way.

This specific form, which we call antigypsyism, is what makes it possible for the situation of discrimination and inequality to perpetuate and become chronic among Roma women.

We firmly believe that to combat antigypsyism it is necessary to be able to train ourselves and empower our lives. Combating anti-Gypsyism requires an individual and collective exercise, as these are not individual facts, nor isolated cases, but a whole system of beliefs and values that do not allow Roma women to develop their abilities and rights. This is why it is necessary to go beyond the individual and move on to the collective elaboration of discourse and the fight against anti-Roma practices. Organising and understanding what is happening at the community level, since it is also collectively how anti-Gypsyism, ghetto school, ghetto neighbourhood, etc., affects the community.

Empowerment understood as self-organization used to overcome, in this case, training barriers. Empowerment as a collective responsibility to improve and transform the situations in which we find ourselves. In this context, we will talk about educational and learning empowerment in order to transform the reality of school dropout and failure. Empowering not only the women who are educated, but the whole community, eradicating illiteracy and the failed relationship between the Roma community and successful schooling and school promotion. For the next generations to see their participation in

formal education systems normalised. In access, continuity and promotion in education

Empowerment as a form of participation in decisions and having access to spaces of power. Have the security of being able to participate on equal terms. Another aspect of empowerment will be the capacity and possibility to access spaces of power, where decisions are made. For this to happen, it is essential that women are able to express and decide on equal terms in a racist and patriarchal system. We understand that access to these spaces does not depend on them or on their capacities, but is the result of power relations and hierarchies, but it is necessary to guarantee that they have the capacity to fight for these spaces and the capacity to organise them.

Romani feminism to create community and alliance between women, spaces of solidarity and fight against discrimination through mutual support, learning, training and sharing knowledge.

For us, the tool for analysing this situation and the one that provides us with the corrective and transformative elements is Romani feminism.

From the analysis and diagnosis of the situation we know and understand the reality. We live in situations of widespread disadvantage, discrimination and oppression at different levels that affect our daily lives and access to rights and welfare.

The violence to which we are subjected is the product of a patriarchal, racist and capitalist system that places us in the lower layers of the system. This hierarchy and oppression to which we are subjected translates into situations of poverty, helplessness, disadvantage, lack of access to education, training, employment, our rights are not guaranteed like those of any other citizen. These situations can be explained by emphasising our responsibility in the situation. It makes the victims responsible for their own situation by making them responsible for not wanting to improve in order to get out of it. Offering mechanisms and making them available is not enough to correct these situations. You can build schools in the neighbourhoods, provide them with good professionals, but if you do not correct and cut the historical relationship of years of oppression and rejection in the education system, it will not be enough and it will not be enough to change the perspective of

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the Roma population in the education system. Being educated or not does not make a difference because we do not have access to jobs, the perspective and the vision of the educational pathways is not positive and does not make any change in our lives.

Successful careers and professions of Roma women



As mentioned above, there are few data and studies on the educational and social situation of Roma women in Europe, our colleague Hajdi from Romaniphen analyzes the situation based on research in Germany on 15 Roma women who were successful in their careers and professions.³

Jane Weiss and Elizabeta Jonuz, a Sinti and a Romani female researcher, spoke to 15 successful Romnja and Sintize about their educational and professional paths. They wanted to find out about factors for their success and the structural obstacles and challenges which could be found in their narrations. The women have very different biographies, whereas some belong to the German minority of Romnja and Sintizze, others migrated as refugees or were the children of immigrants. Also, the difference between an eastern and western German upbringing was considered in the choice of interviewed women. Educational success hereby, was defined as an intergenerational social upward mobility as well as a career mobility.

In a historical review they explain the history of racism against Romnja in education, how they were constructed as subjects that needed to be patronized, later were declared unfair for education and legitimized to be murdered. They also impressing show how science about Romani people, throughout history has been about Romnja, but never by them. Randjelovic calls this “Gadje- Expertise” an essential element of racism against Romnja. From the early “Gypsyologists” whose pseudo-science was used to classify and legitimize the exclusion of Romnja and Sintizze to reports on

³Jane Weiss and Elizabeta Jonuz:(In-) visible Success Stories. Educational Paths of Sintizze and Romnja in Germany. Berlin, Cologne 2013

Empowerment of Roma women conducted by the Institutions of the European Union, Romani women were always researched, their fate was generalized and ethics of research and data collection did not apply. In recent studies, Romani women are constructed as mere victims of patriarchy of their own communities and families are identified as major barriers for educational success for Romani girls.

Contrary to these “findings” Weiss’s and Jonuz’s research points to the fact that none of the women talk about family or tradition as barrier for their educational paths. Also, the often- named barrier of learning the local language (in this case German) was not named by any of the immigrated women as a barrier. Actually, the support of family and community was underlined as a factor for their success without which they wouldn’t have had the same chances. The families are also spaces for the grief and the rage against the history of persecution. The constant feeling of a threat of a repetition of the genocide is part of an intergenerational trauma which could be found in all the interviews as family- knowledge.

It comes with a development of strategies against oppression and the building of resilience. Other factors for educational upward mobility that could be identified were the role of individual gatekeepers and solidary people, who through their efforts and best use of their power helped the girls or women to achieve. The authors of the research stress, based on the findings that this has no structural element, as these individuals acted well for the women, not necessarily out of their roles, but rather as exceptional individuals. Speaking about structural barriers, the case of a practicing nurse who emigrated to Germany as a refugee point to the disregard of children’s rights, legal racism in terms of deportation laws, which left the family illegalized and brought legal, social and therefore very existential challenges to the interviewed woman. Another case shows how a Romni achieves to study although she could be deported at any time, and it’s even forbidden to start an educational training or studies. As a refugee, she was not allowed any financial support that is granted to any other Person with German prior educational qualifications. Therefore, she had to work next to her studies. Other women, who migrated later struggled with the recognition of their qualifications, which led them sometimes having to start all over again. To all

the women, the stereotypical and racist images of Romani women as notorious liars, as uneducated and victims of sexism offer no chances for personal development. As a consequence, they would manage their identities for example by deciding, whom they would “out” themselves to as Romni.

The authors conclude that the idealistic and financial support of Romani women needs laws of positive discrimination in politics, administration and the educational system. To Jonuz and Weiss it is crucial to grant refugees and immigrants access to basic human rights and they demand a stop of deportations. They also warn from creating ethnical and racialized laws which target Romnja and Sintizze exclusively as it usually results in racism. They end their book by stating that the mentioned women live in an experience of hypervisibility of their “ethnicity” and the invisibility of being an educated Romani woman.

This is why we propose the peer-to-peer, one for the other method for adult roma women, trying to help to promote the educational progression or roma students through an open methodology and educational resources that allow roma women collaborate with each other and develop the study habits and skills that allow them to reengage in the regulated adult education system. This way of sharing knowledge notably eliminates the racist and gender biases to which Roma women are subjected by the educational systems and teachers.

We intend to obtain success stories promoted by the community itself, since as we have seen in the previous analysis, shared success stories have a central pillar of support such as the family and the community against antigypsyism and other structural barriers.

This learning method arises from the need to create support material for roma women in defense of their rights, knowledge of their history, fight against patriarchy, rights as women, encourage greater participation in community life and politics, empowerment and take power. We fight against the patriarchy, from within the community and outside of it, which oppresses all women.

The method is aimed at both teachers and Roma women, and Roma women can use it jointly and under the guidance of teachers or independently between them. We intend with this material:

Transform the system and combat the stereotype.

Become aware of the rights as citizens

Foster debate and develop Roma feminism

Motivate Roma women to use and exercise their rights

Facilitate shared knowledge

educational return

improvement of life expectancy

generate spaces of trust, resistance and self-organization

In a context where training and education is completely failed, segregated, denied... and the situation of poverty and discrimination is increasing, our training and educational promotion must start from our communities, disseminating knowledge and sharing knowledge among us.

We are facing a situation of disadvantage and lack of opportunities because we are Roma women. There is a lack of both development and recognition of our abilities and skills. In a system where everything must be recognised and demonstrated through qualifications, our abilities and skills are not recognised, and we are unable to acquire formal skills because the education system does not take our situation into account and We are doomed to abandonment and educational failure.

The approach of this method and our proposal is based on the question: what should we do as a collective and as a community to improve our situation?

We need programs that address our needs from our interest that improve our opportunities. Roma women need to re-enter the formal educational system. Create learning opportunities and be able to transform the reality in

which we live. If we facilitate peer learning internally, the educational and learning situation of Roma women can benefit and be transformed. The main factor of educational failure and abandonment is the antigypsyism that is suffered in schools as well as in the development of daily life.

The greatest element of support for success and school continuity is the support of the family, as indicated by the study.

Most of the studies on the situation of roma women and the formation or the relationship between the roma community and the educational system are carried out by gadjes, who normally forget and ignore the roma perspective on this matter. It is not uncommon to find studies on the school failure of Roma minors where no Roma family is interviewed to find out their position or explanation of what is happening or how they are experiencing the situation, however the explanation and perception of teachers, social services, management team, educational guidance, police... It is crucial in the analysis and explanation, these explanations by these studies supposes that the proposals for improvement start from the same failed and partial explanations, obviously having disastrous results as up today more than 40 years ago when the intervention in educational matters began with the roma people.

For this reason, we must base ourselves on those studies that take into account the analysis and perspective of the Roma people in the face of the failed educational system. These studies can be key and give us the clues to be able to base the improvement response and the correction system on the current situation.

Based on the aforementioned study, we see how the family is one of the key elements in school success. If we expand the family concept of support understood as broader networks of support and solidarity, we transfer to the community and peers as the basis for success in the continuity of training.

The family is a key element of support and spaces where to express the pain and anger of the discriminatory situations experienced in the educational system.

The community will be a safe space to learn and learn to resist and organize situations of injustice. Learning support groups are created and in addition to social organization.

Creating groups where women have their own spaces dedicated to learning is transformative. Daily relationships with the environment and the majority society are changed. These peer groups are the first piece to build independent knowledge of the educational system where discrimination, rejection or failure has been suffered and create knowledge for school success.

Through these groups of equals in the community, support and mutual trust are generated to be able to face the situations to which Roma women are subjected on a daily basis.

A space of trust and resistance with the aim of improving the learning situation.



Objectives

The main objective of this didactic programming responds to the need to broaden access to learning opportunities for Roma women.

The objective is to facilitate the incorporation of Roma women to access adult education through a methodology that promotes empowerment and organization in the community.

Expand access to training opportunities for Roma women with deficiencies in their basic skills or with little or no level of qualification through the support of other women in the community.

Create and generate educational communities that act as transmitters of knowledge for educational promotion.

Create a network of equals, who share their knowledge and promote collective wisdom

DESCRIPTION OF THE WORKING METHOD

This section contains a general description of the method proposed learning process, as well as its structure, processes and participants. Competences and normative in adult education and the regulation in the different systems according to the participants partners countries.

THE METHOD

“Shared knowledge is multiplied power”

One for the other: cooperative learning method for roma women through shared itineraries is a cooperative method, designed taking into account the needs and barriers imposed on roma women. Is based on the creation of asymmetrical couples of roma women, in which the participants themselves will assume sometimes the role of teacher and the others the role of students according to their competences and knowledge. The teacher or tutor will train itineraries, managing to develop the knowledge, skills, and attitudes necessary to access the regulated adult education.

The proposed learning method is based on the peer- to- peer tutoring methodology, widely used in many countries both in regulated and non-regulated education, and recommended by education experts like example UNESCO as one of the most instructive practices effective for quality education (Topping 2000), One for the other will further develop peer to peer tutoring method, adapting it to the specific characteristics and barriers of roma women and adult education, complementing it with the development of the empowerment and self confidence of the participants and the recognition of the value of the effort and sacrifice of the companion so both in educational centers and in social entities that offer the training.

The method is developed in a family environment, close to their real living conditions, but with a marked intention of not limiting it exclusively to her microworld. It encourages roma women to become aware of the need for

education for the development of their communities, to obtain employment and improve their quality of life. It takes into account the gender approach, since it tries to encourage female participation for the sake of children's education.

This shared learning system can end up generating workspaces in alliances and networks on common objectives, aimed at eradicating poverty, illiteracy, discrimination...



WHAT IS PEER LEARNING?

The first thing we must define or understand is what we mean by "equals". When we talk about equals, we refer to people with the same origin and social status, but who in turn have characteristics that differentiate them.

Learning can be defined as a process of social, interpersonal and communicative construction. Piaget's theory (1978) proposes that interaction with other people ends up implying new progress and socio-cognitive gains, on its side as well, and Vygotsky (1979) proposes that interaction will suppose the possibility of a space of intersubjectivity where the zone can be reached. of proximate development due to the mediation of another person with greater competence. Bruner (1997) also emphasizes interaction for learning development, it is through interaction that babies learn about culture, to perceive the world and to understand the codes in which they live.

In the field of learning and education, interaction gives us the opportunity to learn from others.

Therefore, we can understand that any person, regardless of their characteristics, can be the owner of the development of their learning, for this they need interaction with others and with older people or with other skills or knowledge.

Peer learning is an educational method that will help roma women to increase their knowledge by teaching each other. One roma women tutoring another with a proposal of activities can result in better learning and retention. Teaching to another one means that one must first fully understand the lesson themselves. Verbalizing the lesson and concepts , sharing information and elaborate discourse with a peer or a group of peers, serves to reinforce the knowledge gained.

Peer Learning is a learning technique that promotes collaboration and teamwork to gain individual and collective knowledge



WHAT MEANS PEER TO PEER TO US?

For us, the possibility of working through the peer-to-peer method means establishing another type of relationship and perception of Roma women with regard to education and learning.

The traditional mentoring of an external tutor, with a hierarchy of power and directed to a group or student, has not worked correctly, which is why we believe that traditional mentoring does not imply equal education.

As a proposal for learning among equals, we understand that there are several ways to carry it out, not only from one woman to another woman, but there are also more possibilities of organizing it since "among equals" in this situation means between Roma women belonging to the same community, It is not only a matter of age, it's a community, cultural, social, and place situation.

Types of peer-to-peer learning

Peer to peer. 1-1 .

- A woman with higher grade level, from the same community, share knowledge and skills with another women.
- A more skilled women helping a less skilled women. It doesn't mean grade or studies.

Peer to peer 1-1 allow apprentices and tutors to learn at the same time by sharing knowledge, experiences and insights. In this way, a tutor who has knowledge and experience in a certain subject or activity shares this knowledge with an equal.

Girls-women group. Support Group.

Here knowledge and learning are shared and cooperative, they can treat self-care, self-value...These are small learning groups (from 3 to 6 people) where knowledge is worked on, questions are shared, debates and actions are carried out and learning is done together. Peers can push each other past difficulties and help each other by sharing advice, experiences...

Discussion groups

The group it could be bigger than 6 women. In discussion groups, people share comments, opinions, and collective decisions. It is a way of reflecting collectively and learning. It may happen that a leadership within the group or several emerge, being these the ones that energize and offer more questions, reflection and debate. The purpose of the seminar is for peers to talk in a group about the topic they have just learned and interested about. The seminar or discussion group is not structured, women talk about their thoughts or contributions when they want to say something or add about the topic. We need to create a safe and comfortable space, where women feel free to talk about anything in front of their peers.

Cascade groups (Peer Women who talks to a group)

Group of women to whom another women explains different topics and their function is to make it known to the rest of the community. In the cascade groups there is a similarity to the traditional classroom model, but this time the teacher or main role that guides learning and the topics to be discussed is a Roma woman from the community or recognized by it. she will be in charge of facilitating the knowledge, debate and reflection so that the participants can replicate it with other women. They can be information sessions of relevant things for the community.

Some ways of work in cascade:

- -Successively smaller: large group that splits in half for an activity. Then, those two groups split into halves again, and then again, until students end up in pairs or as individuals.
- Successively larger: starting out as an individual, then pairing up, then going into a group of 4, then 8, and so on.

Principles on which the method is based

- **All materials and contents are related to practice and everyday life.** The proposed materials and activities are related to daily life practices. We ensure that Roma women can find meaning and practice in the proposed sessions. The topics presented are useful and are often the focus of interest and need of Roma women. The topics refer to Romany women, which usually arouses interest and curiosity as they have never had the opportunity to get to know themselves or to recognise themselves in the topics offered.
- **Principle of cognitive independence:** fosters the will, interest and desire to learn, as well as the willingness to carry out the given tasks.
- **Each participant must feel a commitment to his or her own learning.** Students feel a commitment to their own learning, they are

responsible for their own decision to learn. They participate voluntarily in the training

- **Principle of accessibility, flexibility and contextualisation.** The training is flexible, accessible and according to the context of the students. the activities proposed do not necessarily have to follow an order, they can be adapted to the needs both in terms of pace and timing.
- **Constant stimulation of will and self-esteem:** focuses on values and people's will to learn. Participation through discussion and feedback, actively participating by offering an opinion, being listened to and being heard promotes self-esteem and personal growth.
- **Linking with training, peers and the community.** Learning is based on and connected to the needs of the community, of the peers, and with practical issues for the daily life of Roma women.
- **Gradual and bottom-up learning.** Learning is gradual, it grows as the activities are carried out, opinion is cultivated and critical capacity is formed.
- **Connecting the individual with the collective.** It connects individual training needs with collective needs. Individual training also responds to collective transformation needs.
- **This enables commitment to one's own results and the results of one's peers.** It generates the responsibility and commitment to learning of each one with the community.
- **Principle of motivation and commitment:** raises participants' awareness of the need for education for individual and collective development.
- **Motivation and interest.** In each class something new is introduced that arouses enthusiasm, expectation and interest.
- **It is based on the principle of metacognition.** Metacognition is the ability to self-regulate learning processes. developing awareness and control over thinking and learning processes. This implies that the person is able to understand the way he or she thinks and learns and, in this way, to apply this knowledge on these processes in order to obtain better results. In this way, metacognition is a very useful tool for improving intellectual skills, optimising learning processes, and even

facilitating the execution of everyday tasks, as simple as, for example, making a decision.

- **Principle of coexistence and community.** Peer to peer learning is based on the principle of coexistence and community. To learn I need peers and the peers and the community need me.
- **It aims to promote solidarity, tolerance and respect.** Learning with equals promotes having contact with different and equal women, this generates solidarity, respect, diversity so that the group can advance and continue learning
- **Principle of equality, anti-racism and anti-hegemonism.** Learning among equals is an anti-hegemonic exercise, overcoming hierarchies and oppressions and free of racism

Cross-Cutting Issues and benefits in Peer Education between roma women.

Why we are committed to peer-to-peer education?

Among the reasons for using this type of learning-training method, there are also the multiple benefits that derive from it

- **Roma and young women already talk to their peers and provide information.** Young people already tend to talk about a lot of subjects. We therefore use the same forms and manners similar to the natural forms of communication between equals.
- **Peer to peer programme is community based.** Are rooted in the community and can be employed in a variety of settings and in combination with other activities and programs.
and programs, its flexible, it can be used in different situation.

- **It also provides strong benefits to tutors themselves.** It works both ways, the tutor also gets benefits and learning. Increases their communication skills, synthesis, self-esteem, leadership.
- **It's a popular intervention approach from the inside of the community.** Intervention from the community itself facilitates the processes, as teaching and learning take place in the community itself. **Its flexible and complementary.** This method can be compatible with other programs being carried out in the community or trainings in which you are participating. It is flexible in terms of time, schedules and development.
- **Encourage dialogue.** Encourages dialogue and communication among community members. Allows for greater communication and topics to be discussed among women. Provides a structured agenda of topics to discuss according to proposed scripts and needs.
- **Assumes an equal education.** It provides an equal education without hierarchies of higher social position or rank, since the trainers are people from the community and the social environment. there is no hierarchy in learning.
- **Different skills can be taught from one to another.** There are knowledge and skills that can be taught in the community, without the need for formal training.
- **Can build self-organization and work in network.** Teaching and peer-to-peer contact can involve self-organization and networking to improve their own situations.
- **Roma knowledge production and access to the information.** During formal education, the knowledge, know-how and experience of Romani women are not taken into account. In this way, it is possible to produce and disseminate their own knowledge and experience.
- **Can be arranged horizontally.** Learning among equals can involve agreements and strategies resolved on the basis of equality and horizontality.
- **Counteract the whiteness effect that the gadje teach.** Peer learning among peers belonging to the same minority can eliminate the hierarchical and power relations of white learning.

- **Feminist roma production, knowledge and learning.** The materials and the interactions and learning that emerge from peer to peer among roma women imply the production and transmission of roma knowledge.
- **Knowledge multiplier.** Peer to peer knowledge will be transferred in the community with a cascade effect
- **Students see each other's perspectives** to help them progress their knowledge. Knowing the perspective of another equal can mean progress in your own knowledge. That the explanations are made by an equal is to facilitate access to information, since communication and transfer of knowledge is easier
- **Supports Diversity.** Peer learning fosters diversity and depth in a student's knowledge and opinions.
- **Better Feedback:** when they learn with their peers, they can see new processes for answering questions and come up with creative, collaborative solutions.
- **Teamwork:** Peer learning fosters teamwork, cooperation, patience, and better social skills. In a cooperative peer learning environment, each student's strengths can serve to complement the group and enhance learning
- **Teaching others helps us to learn** a topic in even more depth. When we acquire the role of peer tutor, we learn and deepen our knowledge of the subject that we have to present. We become more expert and acquire greater communication skills
- **Social interaction may help motivate students to learn.** Participating during the study and learning with other people can be one more motivation for the students. Establishing positive and supportive social relationships motivates students to continue along the learning path
- **Studying together can become 'fun',** which in turn may encourage students to continue to focus on the topic for longer. Study groups can help maintain study and training over time.

Benefits

- Students see each other's perspectives to help them progress their knowledge. Getting to know new perspectives from other colleagues helps to increase one's own knowledge.
- Teaching others helps to learn more about the topic we are teaching. Preparing a session, explaining it, and elaborating the speech helps to fix the knowledge and the desire to continue learning, as well as to develop new skills.
- Interaction with other students helps to motivate students to learn. Sharing with peers motivates to continue studying and learning. Learning through socializing is more motivating than learning alone.
- Learning together can be motivating to continue studying the subject for a longer period of time. Learning together can help sustain interest in learning over time
- Encourages the desire to continue studying. Studying in a peer group encourages and aids study. Feeling part of the group and identifying with a study group encourages the desire to learn.
- Encourages continuous lifelong learning. Learning to learn. The study peer group helps to motivate for lifelong learning, not only at specific moments to pass a test. The pleasure of learning
- Generates new forms of knowledge and methodology. Accustomed to the traditional teacher-authority learning model, peer-to-peer collaborative learning creates new opportunities
- Creates a system of empowerment Breaking away from the traditional learning scheme generates new systems of empowerment, by having the capacity for peer-to-peer self-training.
- Encourages educational return. Feeling that one has the capacity to learn encourages the decision to return to the education system.
- Ability to transform the educational reality in communities of roma women. Working through the peer to peer method Improves the training of Roma women and their communities

Adult education: Competences and normative



Adult Education Regulations The objectives and principles of adult education are set out in the Law ECD/651/2017, of 5 July. The objectives and principles of adult education are set out in Chapter IX of Organic Law 2/2006, of 3 May, on Education:

1. The aim of adult education is to offer all those over eighteen years of age the possibility of acquiring, updating, completing or extending their knowledge and skills for their personal and professional development.
2. In order to achieve the proposed aim, the educational administrations may collaborate with other public administrations with competences in adult education and, in particular, with the labour administration, as well as with local corporations and the various social agents.
3. Adult education shall include the following objectives:
 - a)** To acquire basic training, to broaden and renew their knowledge, skills and abilities in order to maintain and facilitate access to the different teachings of the educational system.
 - b)** To improve their professional qualification or to acquire a preparation for the exercise of other professions.
 - c)** To develop their personal abilities, in the expressive, communicative, interpersonal and knowledge-building fields.
 - d)** To develop their capacity to participate in social, cultural, political and economic life and to exercise their right to democratic citizenship.
 - e)** To develop programmes that reverse the risks of social exclusion, especially for the most disadvantaged sectors.
 - f)** Respond adequately to the challenges posed by the progressive ageing of the population by ensuring that older people have the opportunity to increase and update their skills.

g) To prevent and resolve personal, family and social conflicts peacefully. To promote effective equality of rights and opportunities between men and women, as well as to analyse and critically assess inequalities between them.

Adults can learn both through formal and non-formal educational activities and through experience, work or social activities, and therefore connections will be established between both and measures will be adopted for the validation of the learning acquired.

Basic and educational competences:



This proposal focused on adult Roma women. The European Union guidelines indicate the need to acquire key competences as a necessary requirement to achieve a full personal, social and professional development that meets the demands of today's reality as citizens. All individuals need key competences for lifelong learning for their personal fulfilment and development, as well as for active citizenship, social inclusion and employment. Key competences are therefore relevant to all sectors of education and training (schools, vocational education and training, higher education, adult learning)

The OECD (Organisation for Economic Co-operation and Development) in the DeSeCo Project (Project for the Definition and Selection of Competences, 2003) defined competence as “the ability to respond to complex demands and to carry out diverse tasks appropriately”. Competence “involves a combination of practical skills, knowledge, motivation, ethical values, attitudes, emotions, and other social and behavioural components that are mobilised together to achieve effective action”

Competences are therefore conceptualized as “know-how” that is applied to a variety of academic, social and professional contexts. To transfer this

know-how to different contexts, it is essential to understand the knowledge present in the competences, and its connection with the practical skills or abilities that it includes. Competence-based learning is characterised by its comprehensive and transversal nature as well as its dynamism. Therefore, a competence-based teaching-learning process must be approached from all areas of knowledge and by the whole educational community, in both formal, non-formal and informal settings. Its dynamism is reflected in the fact that competences, are not acquired and then remain unaltered, but they entail a development process through which individuals gradually acquire higher levels of performance through their use. In addition, this learning experience provides a comprehensive education for those who, by the end of the academic period, will need to be able to transfer their acquired knowledge to the new instances that will appear in their chosen life option. In this way, they will be able to reorganise their thoughts and acquire new knowledge, improve their performance, and discover new forms of action and new skills that will enable them to efficiently carry out tasks, thus favouring lifelong learning. The European Union has contributed to the definition of key competences in education. In its Lifelong Learning Programme (2006), the EU adopted a framework of key competences. Out of the eight competences defined in the Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning⁴.

Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.

⁴<https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:en:PDF>

The Reference Framework sets out eight key competences:

Communication in the mother tongue



Communication in the mother tongue is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure. Essential knowledge, skills and attitudes related to this competence: Communicative competence results from the acquisition of the mother tongue, which is intrinsically linked to the development of an individual's cognitive ability to interpret the world and relate to others. Communication in the mother tongue requires an individual to have knowledge of vocabulary, functional grammar and the functions of language. It includes an awareness of the main types of verbal interaction, a range of literary and non-literary texts, the main features of different styles and registers of language, and the variability of language and communication in different contexts. Individuals should have the skills to communicate both orally and in writing in a variety of communicative situations and to monitor and adapt their own communication to the requirements of the situation. This competence also includes the abilities to distinguish and use different types of texts, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context. A positive attitude towards communication in the mother tongue involves a disposition to critical and constructive dialogue, an appreciation of aesthetic qualities and a willingness to strive for them, and an interest in interaction with others. This implies an awareness of the impact of language on others and a need to understand and use language in a positive and socially responsible manner.

Communication in foreign languages

Communication in foreign languages broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual's level of proficiency will vary between the four dimensions (listening, speaking, reading and writing) and between the different languages, and according to that individual's social and cultural background, environment, needs and/or interests. Essential knowledge, skills and attitudes related to this competence: Competence in foreign languages requires knowledge of vocabulary and functional grammar and an awareness of the main types of verbal interaction and registers of language. Knowledge of societal conventions, and the cultural aspect and variability of languages is important.

Mathematical competence and basic competences in science and technology

Definition: A. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts). B. Competence in science refers to the ability and willingness to use the

body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions. Competence in technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs. Competence in science and technology involves an understanding of the changes caused by human activity and responsibility as an individual citizen. Essential knowledge, skills and attitudes related to this competence:

A. Necessary knowledge in mathematics includes a sound knowledge of numbers, measures and structures, basic operations and basic mathematical presentations, an understanding of mathematical terms and concepts, and an awareness of the questions to which mathematics can offer answers. An individual should have the skills to apply basic mathematical principles and processes in everyday contexts at home and work, and to follow and assess chains of arguments. An individual should be able to reason mathematically, understand mathematical proof and communicate in mathematical language, and to use appropriate aids. A positive attitude in mathematics is based on the respect of truth and willingness to look for reasons and to assess their validity.

B. For science and technology, essential knowledge comprises the basic principles of the natural world, fundamental scientific concepts, principles and methods, technology and technological products and processes, as well as an understanding of the impact of science and technology on the natural world. These competences should enable individuals to better understand the advances, limitations and risks of scientific theories, applications and technology in societies at large (in relation to decision-making, values, moral questions, culture, etc). Skills include the ability to use and handle technological tools and machines as well as scientific data to achieve a goal or to reach an evidence-based decision or conclusion. Individuals should also be able to recognise the essential features of scientific inquiry and have the ability to communicate the conclusions and reasoning that led to them. Competence includes an attitude of critical appreciation and curiosity, an interest in ethical issues and respect for both safety and sustainability, in particular as regards scientific and technological progress in relation to oneself, family, community and global issues.

Digital competence



Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet. Essential knowledge, skills and attitudes related to this competence:

Digital competence requires a sound understanding and knowledge of the nature, role and opportunities of IST in everyday contexts: in personal and social life as well as at work. This includes main computer applications such as word processing, spreadsheets, databases, information storage and management, and an understanding of the opportunities and potential risks of the Internet and communication via electronic media (e-mail, network tools) for work, leisure, information sharing and collaborative networking, learning and research. Individuals should also understand how IST can support creativity and innovation, and be aware of issues around the validity and reliability of information available and of the legal and ethical principles involved in the interactive use of IST. Skills needed include the ability to search, collect and process information and use it in a critical and systematic way, assessing relevance and distinguishing the real from the virtual while recognising the links. Individuals should have skills to use tools to produce, present and understand complex information and the ability to access, search and use internet-based services. Individuals should also be able use IST to support critical thinking, creativity, and innovation. Use of IST requires a critical and reflective attitude towards available information and a responsible use of the interactive media. An interest in engaging in communities and networks for cultural, social and/or professional purposes also supports this competence.

Learning to learn



Definition: 'Learning to learn' is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence. Essential knowledge, skills and attitudes related to this competence: Where learning is directed towards particular work or career goals, an individual should have knowledge of the competences, knowledge, skills and qualifications required. In all cases, learning to learn requires an individual to know and understand his/her preferred learning strategies, the strengths and weaknesses of his/her skills and qualifications, and to be able to search for the education and training opportunities and guidance and/or support available. Learning to learn skills require firstly the acquisition of the fundamental basic skills such as literacy, numeracy and ICT skills that are necessary for further learning. Building on these skills, an individual should be able to access, gain, process and assimilate new knowledge and skills. This requires effective management of one's learning, career and work patterns, and, in particular, the ability to persevere with learning, to concentrate for extended periods and to reflect critically on the purposes and aims of learning. Individuals should be able to dedicate time to learning autonomously and with self-discipline, but also to work collaboratively as part of the learning process, draw the benefits from a heterogeneous group, and to share what they have learnt. Individuals should be able to organise their own learning, evaluate their own work, and to seek advice, information and support when appropriate.

A positive attitude includes the motivation and confidence to pursue and succeed at learning throughout one's life. A problem-solving attitude supports both the learning process itself and an individual's ability to handle obstacles and change. The desire to apply prior learning and life experiences and the curiosity to look for opportunities to learn and apply learning in a variety of life contexts are essential elements of a positive attitude.

Social and civic competences



These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

Essential knowledge, skills and attitudes related to this competence:

A. Social competence is linked to personal and social well-being which requires an understanding of how individuals can ensure optimum physical and mental health, including as a resource for oneself and one's family and one's immediate social environment, and knowledge of how a healthy lifestyle can contribute to this. For successful interpersonal and social participation it is essential to understand the codes of conduct and manners generally accepted in different societies and environments (e.g. at work). It is equally important to be aware of basic concepts relating to individuals, groups, work organisations, gender equality and non-discrimination, society and culture. Understanding the multi-cultural and socio-economic dimensions of European societies and how national cultural identity interacts with the European identity is essential. The core skills of this competence include the ability to communicate constructively in

different environments, to show tolerance, express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy. Individuals should be capable of coping with stress and frustration and expressing them in a constructive way and should also distinguish between the personal and professional spheres. The competence is based on an attitude of collaboration, assertiveness and integrity. Individuals should have an interest in socio-economic developments and intercultural communication and should value diversity and respect others, and be prepared both to overcome prejudices and to compromise.

B. Civic competence is based on knowledge of the concepts of democracy, justice, equality, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and how they are applied by various institutions at the local, regional, national, European and international levels. It includes knowledge of contemporary events, as well as the main events and trends in national, European and world history. In addition, an awareness of the aims, values and policies of social and political movements should be developed. Knowledge of European integration and of the EU's structures, main objectives and values is also essential, as well as an awareness of diversity and cultural identities in Europe. Skills for civic competence relate to the ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community. This involves critical and creative reflection and constructive participation in community or neighbourhood activities as well as decision-making at all levels, from local to national and European level, in particular through voting. Full respect for human rights including equality as a basis for democracy, appreciation and understanding of differences between value systems of different religious or ethnic groups lay the foundations for a positive attitude. This means displaying both a sense of belonging to one's locality, country, the EU and Europe in general and to the world, and a willingness to participate in democratic decision-making at all levels. It also includes demonstrating a sense of responsibility, as well as

showing understanding of and respect for the shared values that are necessary to ensure community cohesion, such as respect for democratic principles. Constructive participation also involves civic activities, support for social diversity and cohesion and sustainable development, and a readiness to respect the values and privacy of others.

Sense of initiative and entrepreneurship



Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance. Essential knowledge, skills and attitudes related to this competence: Necessary knowledge includes the ability to identify available opportunities for personal, professional and/or business activities, including 'bigger picture' issues that provide the context in which people live and work, such as a broad understanding of the workings of the economy, and the opportunities and challenges facing an employer or organisation. Individuals should also be aware of the ethical position of enterprises, and how they can be a force for good, for example through fair trade or through social enterprise.

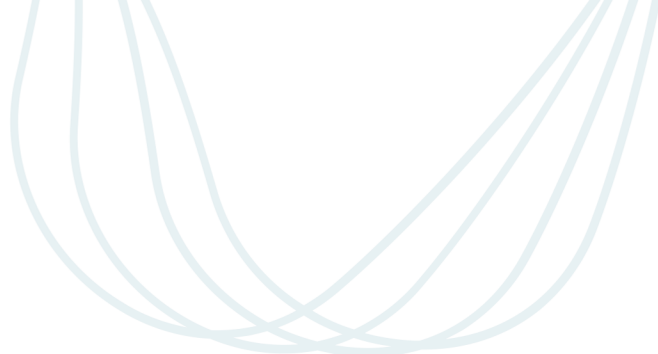
Skills relate to proactive project management (involving, for example the ability to plan, organise, manage, lead and delegate, analyse, communicate, de-brief, evaluate and record), effective representation and negotiation, and the ability to work both as an individual and

collaboratively in teams. The ability to judge and identify one's strengths and weaknesses, and to assess and take risks as and when warranted, is essential. An entrepreneurial attitude is characterised by initiative, pro-activity, independence and innovation in personal and social life, as much as at work. It also includes motivation and determination to meet objectives, whether personal goals, or aims held in common with others, including at work.

Cultural awareness and expression.



Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts. Essential knowledge, skills and attitudes related to this competence: Cultural knowledge includes an awareness of local, national and European cultural heritage and their place in the world. It covers a basic knowledge of major cultural works, including popular contemporary culture. It is essential to understand the cultural and linguistic diversity in Europe and other regions of the world, the need to preserve it and the importance of aesthetic factors in daily life. Skills relate to both appreciation and expression: the appreciation and enjoyment of works of art and performances as well as self-expression through a variety of media using one's innate capacities. Skills include also the ability to relate one's own creative and expressive points of view to the opinions of others and to identify and realise social and economic opportunities in cultural activity. Cultural expression is essential to the development of creative skills, which can be transferred to a variety of professional contexts. A solid understanding of one's own culture and a sense of identity can be the basis for an open attitude towards and respect for diversity of cultural expression. A positive attitude also covers creativity, and the willingness to cultivate aesthetic capacity through artistic self-expression and participation in cultural life.



Education system in Spain

The key competences in the Spanish Education System are listed and described in Law ECD/65/2015, of 21 January, which describes the competences, contents and assessment criteria for primary education, compulsory secondary education and baccalaureate

Education system in Portugal

The key competences in the Portuguese Education System are set out in Decree Law 6/2001 and in the regulations Regulatory Dispatch n. ° 5908/2017.

Education system in Romania

Key competences in the Romanian Education System are listed in POSDRU 55/1.1/S/41523 ID 41523 - Obiectivul general al proiectului.

The main legislative texts regulating the system of Adult Education (AE) in Romania are:

National Education Law no. 1/2011, and its successive amendments and additions.

Governmental Decree No. 129/2000 on Vocational Training for Adults, republished in the Official Gazette, Part I No. 110 of 13 February 2014; by NCA decision No. 57/03.03.2014 the regulation on Vocational Education and Labor Training was approved. Specialists will be able to identify the specific activities of a job, as well as the skills necessary to exercise it at a minimum acceptable level on the labor market, considering the main functions and responsibilities specific to a job, described in the International standard classification of Occupations (ISCO) in the Romanian Classification of

⁵RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on key competences for lifelong learning (2006/962/EC)

Occupations (COR) and in the European Classification of Skills/Competences, Qualifications and Occupations (ESCO).

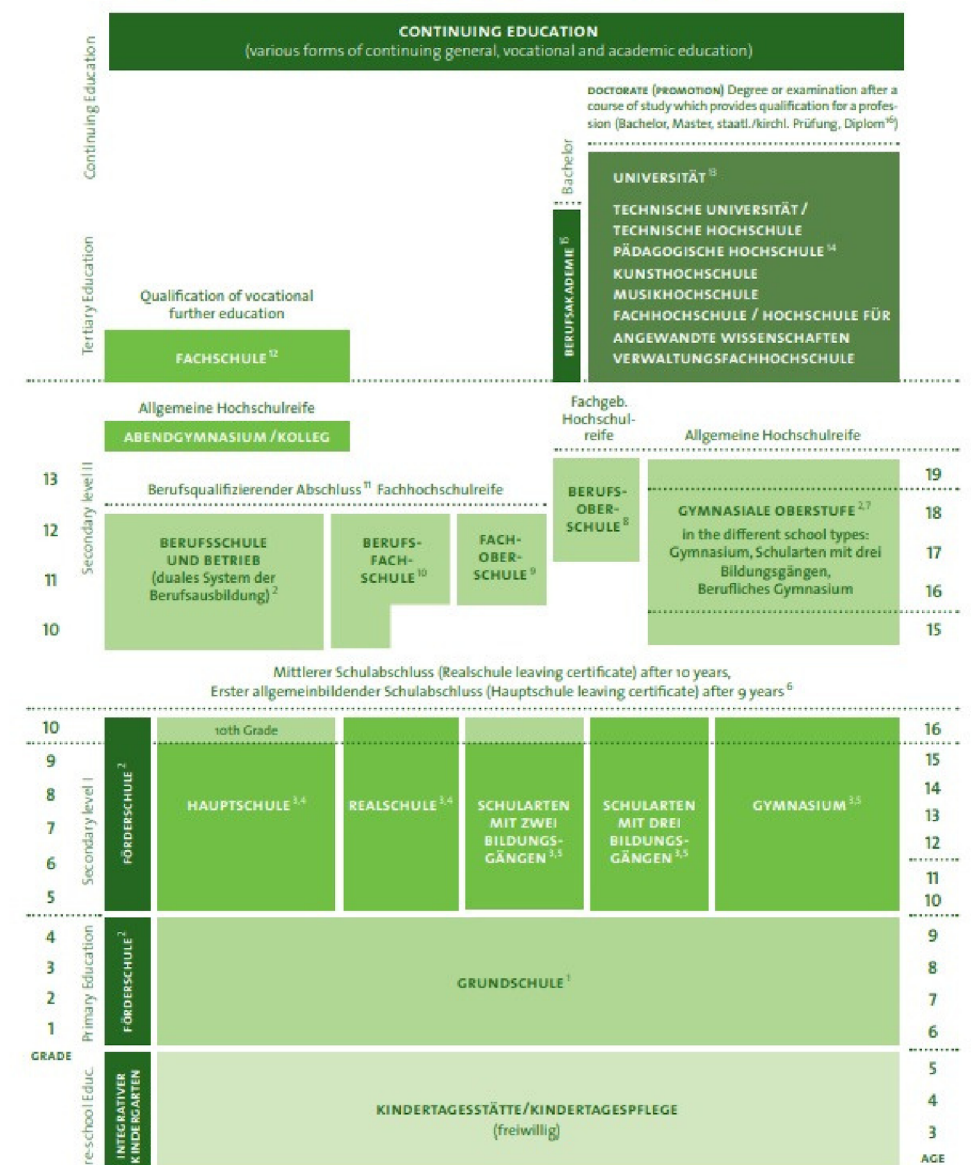
Legislative texts subsequent to DG 129/2000 (on implementation rules, methodologies, procedures, classifications and specific lists), which regulate: criteria and procedures for quality assurance of adult education training programs. y Competence-based vocational training, assessment, and certification; y Assessment and recognition of competences acquired in non-formal and informal educational contexts.

Labor Code (newly published Law no. 53/2003 and its successive amendments and additions) has specific provisions regarding vocational training in companies and encourages the obligation of companies to provide vocational training to staff every two years (or every three years for companies with a small number of employees); Law no. 76/2002 on insurance systems for unemployment and employment promotion and its successive amendments and additions; Government Decision no. 918/2013 on the approval of the National Qualifications Framework.

Other legislative texts concerning vocational training regulated at sectoral level. These regulations may concern the content of training, the conditions of access to training, providing training, evaluation, and certification of training results. Through Adult Education Training legislation in Romania, the main European principles concerning transparency of qualifications and recognition of competences and qualifications have been implemented, regardless of the learning context.

Education System in Germany

Basic Structure of the Educational System in the Federal Republic of Germany



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Based on The Education System in the Federal Republic of Germany 2018/2019 A description of the responsibilities, structures and developments in education policy for the exchange of information in Europe

Continuing education is offered by municipal institutions, in particular Volkshochschulen, as well as by private institutions, church institutions, the trade unions, the various chambers of industry and commerce, 28 political parties and associations, companies and public authorities, family education centres, academies, Fachschulen, institutions of higher education and distance learning institutions. Radio and television companies also provide continuing education programmes.

Continuing education in Germany is regulated by the state to a lesser degree than other areas of education. A central principle of continuing education courses is that attendance should be voluntary. The activities of the state in the field of continuing education are, for the most part, restricted to laying down principles and to issuing regulations relating to organisation and financing. Such principles and regulations are enshrined in the legislation of the Federal Government and the Länder.

The responsibilities of the Länder include in particular the following powers to regulate and promote:

- continuing general education
- continuing education leading to school-leaving qualifications
- continuing academic education at higher education institutions
- continuing cultural education
- some elements of continuing political education
- some elements of continuing vocational training

⁶<https://www.kmk.org/fileadmin/Dateien/pdf/Eurydice/Bildungswesen-engl-pdfs/adult.pdf>

The prerequisites and principles for the promotion and funding of continuing education are laid down in continuing education legislation (R170–183) and employment release legislation (R184–194) of the Länder.

Continuing and adult education legislation describes continuing education as an independent education sector which incorporates continuing general and political education and continuing vocational training and the development of which is the responsibility of the public sector. Continuing education legislation guarantees a diverse range of institutions maintained by a variety of organizations and lays down a state approval procedure for such institutions. All Land legislation includes regulations which recognize the maintaining body's freedom to prepare curricula and independence in staff selection. In addition to continuing education legislation, school legislation at Land level (R86– 103) contains regulations on continuing education within the school system, and higher education legislation (R129– 144) regulates the development of academic continuing education.

The responsibility for the promotion of continuing vocational training according to the Federal Government's Social Security Code III lies with the Federal Employment Agency (Bundesagentur für Arbeit – BA), and the responsibility for supporting benefit recipients in accordance with the Social Security Code II (Zweites Buch Sozialgesetzbuch – Grundsicherung für Arbeitsuchende – R165) with the Jobcenters.

Promotion under Social Security Codes III and II includes the following measures:

- Further vocational training: schemes to assess, maintain, extend or adapt the vocational knowledge and skills of adults who have a vocational qualification or appropriate work experience.
- Vocational retraining leading to a qualification in a anerkannter Ausbildungsberuf (recognised occupation requiring formal training): targeted mainly at unemployed people with no vocational qualifications and low-skilled persons.

Continuing education is offered by municipal institutions, in particular Volkshochschulen, as well as by private institutions, church institutions, the trade unions, the various chambers of industry and commerce, political parties and associations, companies and public authorities, family education centres, academies, Fachschulen, institutions of higher education and distance learning institutions. Radio and television companies also provide continuing education programmes.

Under various continuing education legislation of some Länder (R170–183), it is mainly the task of the VOLKSHOCHSCHULEN, the local adult education centres, but also of other maintaining bodies from the private sector, to take care of basic provision of continuing education courses in the field of general continuing education, in other words to provide a regular and comprehensive range of courses which meets the most diverse social requirements and individual needs. The Federal Agency for Civic Education (Bundeszentrale für politische Bildung) and the respective bodies of the Länder hold events in the field of continuing political education and

promote

private sponsors of continuing political education. It is usually possible to acquire school-leaving qualifications later in life at evening classes (Abendhauptschulen, Abendrealschulen, Abendgymnasien) and in what is called Kollegs. Abendhauptschulen prepare adults in a one-year course (two semesters) for the acquisition of the Hauptschulabschluss. Abendrealschulen take adults through to the Mittlerer Schulabschluss in evening classes (four semesters). Abendgymnasien allow suitably capable adults to obtain the Hochschulreife (higher education entrance qualification) usually in a three-year period. Kollegs are full-time schools where adults can obtain the Hochschulreife. The Länder and maintaining bodies from the private sector offer qualification courses for young people and adults to obtain school-leaving certificates. These measures are designed to give young people with migrant backgrounds in particular the opportunity to obtain a school-leaving certificate.

Types of provision:

Provision to Raise Achievement in Basic Skills (Strategy for Literacy and Basic

Education of Adults 2012–2016” (Nationale Strategie für Alphabetisierung und Grundbildung Erwachsener)

Provision to Achieve a Recognised Qualification during Adulthood

(Applicants for evening classes for the acquisition of a higher education entrance qualification (Abendgymnasien) must provide evidence of a vocational qualification or evidence that they have been in employment for at least two years)

Learner assessment/progression

Certification For information about how adults can attain school-leaving certificates through the so-called Zweiter Bildungsweg (second-chance education)

Provision Targeting the Transition to the Labor Market



DESCRIPTION OF THE WORKSHOPS OR STUDY SESSIONS

This section includes a description of the workshops and sessions, timetable and specific objectives, with the profiles, functions and needs of each of the participating roles

Through peer to peer learning people can learn collectively, through collaborative learning, jointly and also reciprocally and horizontally from each other. This learning is based on natural learning from one person to another, knowledge shared between people.

Collaborative learning is a learner-centered approach, derived from social learning theories. In order for collaborative learning to be effective we seek three key elements :

- Positive Interdependence: Mutual goals, assigning roles, division of tasks. Every group member is not just obtaining benefits for herself, but also for the group.
- Individual Accountability : Students learn together, but perform alone.
- Interpersonal and Social Skills: Not only academic knowledge is acquire, but social skills too that will be needed to work with other peer or in groups (effective communication, leadership, conflict management, making decisions, building trust...)

Collaborative learning must enhance and develop students ability to learn. Thus, we must create a meaningful learning experiences activities and to define very well our tasks and final products. For a student, discovering how she learns is the most powerful tool to continue learning more consciously

and effectively. The variety of roles and activities that this project proposes will enable students to understand which learning strategies work best for them, to learn more by listening, reading, writing, practising, doing their own research, debating, through art....?

Through peer to peer learning people can learn collectively, through collaborative learning, jointly and also reciprocally and horizontally from each other. This learning is based on natural learning processes, from one person to another, knowledge shared between people, therefore, students are the active protagonists of their own learning.

Peer learning is useful to challenge the students to think critically, summarize information and also to improve communication skills.

In collaborative learning the students are not just mere passive subjects that receive information, but must actively participate in their learning process, recognizing the way they learn and the strategies that are useful for them, and at the same time sharing them with their peers.

The following didactic sessions are proposed and designed under the perspective of collaborative learning.

Ways of applying the method, workshops and sessions:



Tutoring

- A woman with higher grade level, from the same community, share knowledge and skills with another women.
- A more skilled women helping a less skilled women. It doesn't mean grade or studies.

Peer to peer 1-1 allow apprentices and tutors to learn at the same time by sharing knowledge, experiences and insights. In this way, a tutor who has knowledge and experience in a certain subject or activity shares this knowledge with an equal.

Active learning groups

These are small learning groups (from 3 to 6 people) where knowledge is worked on, questions are shared, debates and actions are carried out and learning is done together.

Girls-women group. Support Group.

Here knowledge and learning are shared and cooperative, they can treat self-care, self-value...These are small learning groups (from 3 to 6 people) where knowledge is worked on, questions are shared, debates and actions are carried out and learning is done together. Peers can push each other past difficulties and help each other by sharing advice, experiences...

Discussion groups

In discussion groups, people share comments, opinions, and collective decisions. It is a way of reflecting collectively and learning. It may happen that a leadership within the group or several emerge, being these the ones that energize and offer more questions, reflection and debate.

The group it could be bigger than 6 women. In discussion groups, people share comments, opinions, and collective decisions. It is a way of reflecting collectively and learning. It may happen that a leadership within the group or several emerge, being these the ones that energize and offer more questions, reflection and debate. The purpose of the seminar is for peers to talk in a group about the topic they have just learned and interested about. The seminar or discussion group is not structured, women talk about their thoughts or contributions when they want to say something or add about the topic. We need to create a safe and comfortable space, where women feel free to talk about anything in front of their peers.

Cascade groups

In the cascade groups there is a similarity to the traditional classroom model, but this time the teacher or main role that guides learning and the topics to be discussed is a Roma woman from the community or recognized by it. she will be in charge of facilitating the knowledge, debate and reflection so that the participants can replicate it with other women. They can be information sessions.

Cascade groups (Peer Women who talks to a group)

Group of women to whom another women explains different topics and their

function is to make it known to the rest of the community. In the cascade groups there is a similarity to the traditional classroom model, but this time the teacher or main role that guides learning and the topics to be discussed is a Roma woman from the community or recognized by it. she will be in charge of facilitating the knowledge, debate and reflection so that the participants can replicate it with other women. They can be information sessions of relevant things for the community.

Some ways of work in cascade:

- Successively smaller: large group that splits in half for an activity. Then, those two groups split into halves again, and then again, until students end up in pairs or as individuals.
- Successively larger: starting out as an individual, then pairing up, then going into a group of 4, then 8, and so on.

During the activities we will use three basic forms of grouping:

- Large group: the entire class participates
- Small groups : the students will be divided in gropus from 3 to 6 memers each.
- Cascading group : the groups will vary the number of members, increasing or decreasing according to the task that the students have to complete.

ROLES STUDENTS

In each form of grouping the roles the students will play are going to be different. We do not need the same roles in a discussion group as in a working group. So, Although it is not an immovable role designation, this distribution will serve as a guide.

In Large Groups :

- **Encourager:** This student gets discussion moving and keeps it moving, often by asking the other group members questions, sometimes about what they've just been saying.
- **Timekeeper:** This student controls that the group stays on track and gets through a reasonable amount of material in the given time period.
- **Summarizer:** This student, perhaps once per question for a list of questions, or at the end for one question, provides a summary of the discussion for other students to approve or amend. Can also just summarize at the end of the meetings to have a clearer concept of the topic treated,
- **Reflector:** This student will listen to what others say and explain it back in her own words, asking the original speaker if the interpretation is correct.
- **Elaborator:** This person seeks connections between the current discussion and past topics or overall course themes.

In Small Groups:

- **Editor:** This student is in charge of organizing the final product of the project .
- **Speakerwoman:** This student would be responsible for the technical details of the final product and would be ready to summarize the group's progress.
- **Secretary:** This person takes notes whenever the group meets and keeps track of group data.

In Cascading Groups:

- **Organiser:** This student will be on charge of organising the information of the group. She will be the one to pass on the information from their group to the other students.
- **Assistant:** This student will be helping the new students adding to the group, offering a short introduction to the topics of the group and clarifying any possible doubts for the new students coming in.

We can have Large Group Activities, as it can be watching a video, where no role will be need to be played all the students

The roles will be assigned randomly in the beginning of the program, to ensure all the students practice all roles and responsibilities, but once the students have practiced several roles, they can distribute the roles among themselves as they feel more comfortable.

In no case should the practice of one of the roles be imposed on anyone, for example, a student is too shy to perform as the speakerwoman of her group, her decision not to act in that role will be respected if she is not prepared.

The roles help us to involve the students in group activities and ensure their active involvement in the development of these activities. The students are in charge of their own learning process, they are the essential engine for the learning process to be carried out successfully.

DIDACTIC PLANNING:

Didactic planning is the organization of a set of ideas and activities for the development of an educational process with sense, meaning and continuity. Although planning is essential in education, our programme is highly flexible and will be adjusted to the context in which it is implemented.

Many of the activities are designed to be done manually, but if we have the necessary digital equipment; computers, tablets, digital boards and internet connection, almost all the activities can change the medium in which they are carried out. We can create a virtual portfolio, a virtual reflective log journal, write our texts on computers... We can even alternate the media we want to use in our activities. The performances can also be recorded if the students allow it.

This programme has been developed to be carried out with a group of approximately 15 to 30 students. Although the indications are just that, indications, so the number of students attending can be flexible within a logical framework.

TIMING:



The temporary duration of the program is of 35 hours and 50 minutes, although we will round the timing to 37 hours, taking into account, for example, the time used at the beginning and end of the sessions, (arriving, greeting, taking seats, preparing the material....) or the time we can spend solving any logistic problem, clarify.

In every session we will use a time extra to receive feedback and to plan the next session.

A proposed timeframe for the programme would be one session per week. In this way the students have time to expand on the knowledge received in class, to reflect on the development of the session, to prepare well for the next session... But if there is availability and motivation, two sessions per week or even daily can be carried out. The time of the project may vary in a non-significant way, as the students work and acquire the routine of the new methodology. A high motivated group can make the session a bit longer, adding information from their own searching works, for example.

There are sessions of 1 hour lasting and other sessions of more than 3 hours, so we recommend the lessons to be a maximum of one and a half hour, so some sessions with only one lesson are already finished and others will take

us several lessons to complete them. The only session that we recommend to be run all at once is the **introductory session**, with a duration of one hour and a half plus 45 minutes to clarify doubts and plan the next session.

STRUCTURE:

Our learning planning is divided into three main learning blocks:

- LANGUAGE
- COMMUNICATION. SOCIAL .
- NEW TECHNOLOGY.

Each block is made up of five sessions, each session can vary from having two to seven activities, plus the time used for the assessment and the time we will use to plan the next session, to inform the students what topics will be addressed and to choose who will be performing the role of peer tutor in the following session, thus allowing the student who has to lead the class some time to prepare and the rest of students to make a research of the subject if they feel motivated to.

The order of the session it is shown in a certain way in the program, but it does not necessary to be submitted this way. The sessions can be presented by blocks or can be alternated , (e.g *block 1 session 1, block 2, session 2, block 3, session 3....*) There are three exceptions to the order in which sessions are held:

- TThe Introductory session, that must be the first one, it is of vital importance for the proper functioning of our program , because through this introductory session we establish the basis which will work with. In this session we will also develop materials that will be useful in each of the following sessions. Also information on the peer method will be passed on to the students, such as what roles they will play.

- In the Social Area: “ Roma Women, the Dream that Move Us” and “ Working for Our Dream” will be will be carried out correlatively and following the order presented, first “ Roma Women, the Dream that Move Us” and next “ Working for Our Dream” as the final product of the first session will be used and completed in the second session.
- We also recommend to keep the session number one from the the new technologies block “ My Email Account” , as the first session of this block, since its content will be necessary for the development of the following sessions of the same area.
- “ Let's join an online free course!” from the new technology block, has been created to be the last, with no added time for planning. With this session we want to reinforce the idea that we try to transmit with this educational method, that learning and studying is possible in a different way and nowadays we have the resources that allow us to benefit from the acquisition of new knowledge.

For the rest of the sessions we can say that each session contains its own specific objectives and is independent of the others, it is not necessary to pass the knowledge of a session to move on to the next one.

After clarifying the particularities related to their order of execution of these sessions, we will analyze now the rest of the program.

OBJECTIVES:

As general objectives the project aims to promote sense of self- worthy, to have acces to resources, to improve the power to control their lives, improving self-expression ,valuing collaborative work and discovering its benefits, creating a positive identity, freeing ourselves from prejudices, discovering a new way of learning, recognizing who we are without complexes and equipping ourselves with skills to face today's reality.

As said before, the plan is divided into three main blocks of knowledge areas, in each area we will pursue different **objectives** :



LANGUAGE AND COMMUNICATION

- To learn the importance of the use of language.
- To discover the different functions of the language.
- To promote collaborative dialogues between the students.
- To develop a critical view
- To recognize the characteristics of a news item
- To motivate oral production and listening in different situations.
- To reproduce an imaginary new .
- Identify different journalistic genres.
- Differentiate between oral and written codes.
- To know the characteristics of a journalistic interview.
- Preparing, conducting and writing a journalistic interview.
- To differentiate the three basic forms in literature.
- To read a testimony from a Roma survivor of the Holocaust.
- To write a text of a personal experience.
- To express orally.
- To develop a critical approach to a historical event.
- To know Roma women poets.
- To read poems, to read songs.
- To sing poems.
- To give a personal opinion about a poem.
- To learn what are the adjectives.
- To learn what antonyms and synonyms are.
- To write a poem.
- To use language as a communication, representation,
• expression of ideas and feelings.
- To value oral language as a means of relating to others.
- To express emotions, feelings, desires and ideas through oral language
- -To understand, reproduce and recreate some literary texts.
- To explore theatre as a means of social denouncement.

- To know cooking recipes.
- To work as a team in an equitable way.
- To use basic quantifiers in the use of recipes.
- To use the functional form of the language.



SOCIAL AREA

- To encourage self-confidence and empowerment.
- To build a confidence attitude.
- To improve the perception of Roma women in the community.
- To know and contextualize the situation of Roma women.
- To promote the cooperation and teamwork.
- To consolidate and achieve new knowledge.
- To develop a critical view.
- To analyze contexts and situations.
- To encourage ourselves through other women experiences.
- To practice social skills.
- To analyse a didactic project.
- To reflect on our educational experiences
- To learn about the work of other women for a social change.
- To write about a Roma woman we admire.
- To appreciate other's one qualities.
- To learn about associations.
- To reflect in other Roma women live stories.
- To think about what things we would like to be changed in the society.
- To determine our own choices.
- To develop abilities to fight for our rights.
- To understand what civil rights are.
- To learn about Roma women's struggle for them.

- To recognize acquired improvements.
- To realize what still remains to be done.
- To find our own way to fight.



NEW TECHNOLOGY

- To open a gmail account.
- To follow practical instructions.
- To perform the tasks as instructed.
- To handle in a basic way computer devices.
- To acquire basic internet skills
- To understand simple vocabulary related to new technologies.
- -To open a new channel in our Telegram.
- To perform the tasks as instructed.
- To practice basic internet skills
- To increase the vocabulary related to new technologies.
- To learn how to convert a text to pdf .
- To expand our knowledge of the use of technology.
- To become familiar with technological vocabulary.
- To use social network.
- To learn new ways to use our app.
- To make a message more powerful.
- To analyze the social media and its use.
- To enroll an online course
- To discover a didactic use of the internet
- To reflect on the advantages and disadvantages online learning can have.
- To find our study areas of interest

As said before, every block is made up of five independent sessions, where we will deal with a wide range of topics.

At the end of each session the students should have achieved a **final product**, so every session has a final product attached to itself.

Next we will make a list relating each session with its final product:

0.- Introductory Session , Wellcome, Let ´s Know Each Other! :

Final Products: suggestion box, cardboard with standars, individual portofolio, log journal.

LANGUAGE and COMMUNICATION:



1.- **While We Talk, We Create.** Final Product: Written new and Oral interview.

2.- **Language is a Tool, Let's Express Ourselves!.** Final Product : Written narrative text of a past event in your life.

3.- **The Songs are Sung Poems.** Final Product : A written poem .

4.- **3, 2, 1 and Action!.** Final Product: writing and performing a play.

5.- **Time to Eat!.** Final product: A written cooking recipe. A group menu.

SOCIAL AREA :



6.- **Roma Women, the Dream that Move us!.**Final Product: “ Planning my dream” worksheet.

7.- **Working for Our Dream.** Final Product: Creating a personal motivational phrase.

- 8.- **Aven, Sikla Kente! Come, Let's learn Together!.** Final Product: Short biography of an admired woman.
- 9.- **Zoralipé, Empowerment.** Final Product: Our association.
- 10.- **With Our Own Voice .** Final Product: A claiming slogan.

NEW TECHNOLOGY

- 11.- **My Email Account.** Final Product: To open an email account.
- 12.- **My Telegram Channel.** Final Product: To create a new channel in Telegram.
- 13.- **How to Convert a Text into a PDF Document.** Final Product: To convert a text into a PDF.
- 14.- **How to Share a Youtube Video in our Instagram Story.** Final Product: To add a youtube video to our Instagram story.
- 15.- **Let's join an Online Free Course!.** Final Product: To enroll a course in MOOC web. we

DEVELOPMENT OF THE SESSIONS:

0.- **Introductory session, WELCOME; LET'S KNOW EACH OTHER!: 1** and a half hour (+30 minutes to clarify doubts + 15 minutes for planning next session) It will be the one we will start with .

In this session we will inform the students about the about the peer-to-peer learning and its features, we will informe them about the various forms of grouping that will be carried out in the sessions, they will be informed oabout the different roles they will perform:

- **Peer tutor:** the student in charge of managing the session. (this role

will be rotative and it will be assigned taking into account the students' prior knowledge and motivation)

We will also list some of the qualities a peer tutor must develop as the following :

- Ability to listen and communicate in an effective way.
- Emphathy.
- Non-judgmental attitude.
- To be flexible and adaptive.
- To know how to encourage and provide support.
- Ability to keep up to date and well informed on the topics being addressed.
- Ability to look at things from various perspectives.
- Ability to make decisions.
- Peer to peer: a mutual learning process is established, where each one contributes by its knowledge and ideas that are shared with the peer.

(Peer to peer ,1-1 or Peer tutoring will allow apprentices and tutors to learn at the same time by sharing knowledge, experiences and insights. In this way, a tutor who has knowledge and experience in a certain subject or activity shares this knowledge with an equal.)

- **Small groups or Active learning groups** : We will explain to the students the roles to be assigned within the working groups. These are small learning groups (from 3 to 6 people) where knowledge is worked on, questions are shared, debates and actions are carried out and learning is done together.

These groups consist from 3 to 6 members, we will use the next roles described;

- **Editor:** This student is in charge of organizing the final product of the project . Speakerwoman: This student would be responsible for the technical details of the final product and would be ready to summarize the group's progress.
- **Secretary:** This person takes notes whenever the group meets and keeps track of group data.
- **Large group or Discussion groups :**the whole group will participate in open discussions, maintaining an order of intervention and contributing their own ideas and reflections.

In discussion groups, people share comments, opinions, and collective decisions. It is a way of reflecting collectively and learning. It may happen that a leadership within the group or several emerge, being these the ones that energize and offer more questions, reflection and debate

Roles when we work in large groups:

- **Encourager:** This student gets discussion moving and keeps it moving, often by asking the other group members questions, sometimes about what they've just been saying.
- **Timekeeper:** This student controls that the group stays on track and gets through a reasonable amount of material in the given time period.
- **Summarizer:** This student ,perhaps once per question for a list of questions, or at the end for one question, provides a summary of the discussion for other students to approve or amend.Can also just summarize at the end of the meetings to have a clearer concept of the topic treated,
- **Reflector:** This student will listen to what others say and explain it back in her own words, asking the original speaker if the interpretation is correct.

- **Elaborator:** This person seeks connections between the current discussion and past topics or overall course themes.
- **Cascading Groups:** Cascading groups is a learning method by which students are split into groups that get either progressively larger or smaller. For instance, students might be encouraged to learn about a distinct topic on their own and then share it with a partner. That partnership would then share their knowledge with another partnership and so forth. The teacher can also play the role as information giver to a small number of students who will then, in turn, transfer the information and knowledge to the group.

In these kind of groups we will have just two roles to play :

- **Organiser:** This student will be on charge of organising the information of the group. She will be the one to pass on the information from their group to the other students.
- **Assistant:** This student will be helping the new students adding to the group, offering a short introduction to the topics of the group and clarifying any possible doubts for the new students coming in. The students playing any role in the cascading groups will have to be dropped at somepoint , during the activity, as they will have to go to other groups to complete their own proposed activity. We will name other two members of the group to be their substitutes when some of the students are absent.
- **Individually:** the work will be carried out individually, although doubts can be raised at any time.



Sometimes, it is a good idea to pick the roles and to give them to the students; other times it is better to let the students sort out their roles in the groups. One important thing to do is to ensure that the roles rotate among the group members. Roles can randomly be assigned to group members or randomly determine an order for students to pick their role for the activity. This will help to avoid rigid group structures and expectation effects. It also allows different individuals to develop and utilize different competencies. Random procedures also combat potential prejudices associated with roles played in groups (the shy, the bossy, the lazy...). Finally, random procedures also create a non-threatening means for students to share personal information and to develop closer relationships.

Rotating the roles will assure that all students experience a multitude of roles .

Although, as we have explained above, the rotation of roles provides great advantages, when working with adults, who have already acquired a certain maturity, they will be the last ones to decide whether or not they want to perform the assigned role, and their final decision will always be respected. Once all the students have practised all the roles (if they agreed to), it is advisable that they can choose the role with which they feel more comfortable and their work will be more effective.

In this introductory session , apart from giving the students basic information about collaborative learning and the roles they will play in the sessions, depending on the kind of group we are working with, we will also elaborate materials that will be used by the students to reflect on the

learning process they are carrying out and will be very useful at the time of evaluation, as a portfolio, which will be very important for the students to be aware of all the work they have done and the progress and knowledge they are achieving, as same as a powerful tool for assesment and evaluation, and a Reflective Journal Log, where the students can write down their learnings, feelings, conclusions...after every session.

They will also have a Reflective Group Work template, where the students in charge of it,will have to write down how it was the group work.

A suggestion box will also be created and will be available for the members of the educational community to make use of it at any time, making suggestions, complaints, proposals

The content of the box can be reviewed before starting the sessions or at the end of them, suggestions will be shared with the group and improvements will be made as necessary to make the whole learning process more effective. The students should feel that their proposals are important and that their suggestions are listened to, this will make the way of executing the sessions more advantageous.

In this first session we will also democratically establish the rules that we would like to be followed and respected in the classroom to create a favorable environment for the acquisition of knowledge and to work in a safe and respectful manner.

It is also very important because of the activities 2 and 3 that are developed in it, in order for students to introduce themselves and get to know each other and have their first contact.



1.-AS WE TALK WE CREATE. -2 and a half hour (+ 25 minutes)

Peer Tutor : To carry out the Tutoring peer of this session we will need a student who has knowledge in the area of language and the world of

communications, a student who feels really interested in the news, newspapers, interviews and the way we deal with information.

Activity 1: 20 minutes

We will work in small groups, so in each group we will need three students to perform the role of **Editor, Speakerwoman** and

Secretary.

Activity 2 : 20 minutes

The speakerwomen of each group will show the list of their reflections on the topic and then new roles will have to be given in order to facilitate the large group discussion: **Encourager, Timekeeper, Summarizer, Reflector, Elaborator.**

Activity 3 : 20 minutes

We will work individually and we will share it with the group. The students must guess the function of the language used by their mates.

Activity 4 : 20 minutes

Working Peer-to peer, 1 to 1 , face to face, working in pairs.

Activity 5 : 30 minutes

Working in small groups, analyzing a new , we will need for each group an **Editor**, a **Speakerwoman** and a **Secretary.**

Individual work: to write a made-up new.

Share with the entire group the written news, vote the most liked! In this part of the activity we will need a **Secretary** to write down the new's title and count the voting.

Activity 6 : 40 minutes

Working Peer to peer, doing and interview and performing it to the group.

2.- LANGUAGE IS A TOOL, LET'S EXPRESS OURSELVES! - 2hours (+ 25 minutes)

Peer tutor: In this session the profile of the Peer Tutor we need is more related to the psychological field, because although it is a language session, we will deal with the psychological aspect of traumatic experiences.

We will need a Peer tutor capable of guiding the others to express their feelings, she will promote the empathy and will encourage the students to share their experiences.

Activity 1 : 30 minutes

Large group

discussion. Roles : **Encourager, Timekeeper, Summarizer, Reflector, Elaborator.**

Activity 2 : 40 minutes

Large group discussion, same roles as in activity 1.

Activity 3: 50 minutes

Peer to peer, work and assessment.

Large group sharing (not discuss) , we will need just a **Timekeeper**, to organaise the time for the students who want to read their texts and the **Summarizer**, to make a summary of the task.

3.- THE SONGS ARE SUNG POEMS.- 2 hours (+25 minutes)

The profile for being the Tutor peer in this session will be related with Language and artistic area. We need a student who appreciates the artistic use of the language, even related with the song lyrics composition will be appropriate.

Activity 1: 25 minutes

Reflection in a large group of the Memorial video.

Roles:: **Timekeeper, Summarizer, Reflector, Encourager, Elaborator.**

Activity 2: 30 minutes

Small Group: To read and analyze the poem. Roles: **Editor, Speakerwoman, Secretary.**

Cascading group: When the reading and analysis and written comment of the poems are done in each group students will move to other groups to obtain new information reading new poems and knowing new writers. Roles : **Organiser , Assistant.**

Activity 3: 25 minutes

Individual work, shared with the group if would like to. **Activity 4: 40 minutes**

Individual or Pair work, as they prefer.

Sharing the result with the group.

4.- 3,2, 1 AND ACTION! - 3 hours and a half (+25 minutes)

Peer Tutor: The profile of the peer tutor for this session must be an outgoing and dynamic person with the ability to organise events, it would be desirable that she have knowledge of the world of entertainment world same as being interested in the performing arts.

Activity 1: 30 minutes

Large Group: the whole class will have a discussion about theater world, actresses, performing, shows....Roles:

Encourager, Timekeeper, Summarizer, Reflector, Elaborator.

Activity 2: 20 minutes

Large Group: they will interpret reading an excerpt from a play by Lorca, so appart of the same roles as in activity 1 , the students will have to cast the roles of the characters .

Activity 3: 10 minutes

Large group, no roles, just watching a video.

Activity 4: 60 minutes

Large groups : Creative process of a theater play. Roles:**Editor,**

Speakerwoman, Secretary.

Activity 5 : 1 and a half hour.

The theatre play they wrote will be played. Roles: **Timekeeper and Summarizer.**

5.- TIME TO EAT! - 1 hour and 30 minutes (+ 25 minutes)

Peer Tutor: The desired profile of the pt for this session will be that of a student who likes the world of cooking, who has studied catering, who works or has worked in something related to cooking, or who is simply a person who cooks on a daily basis and enjoys it.

Activity 1 : 10 minutes

The **Peer tutor** explains the functional use of the language to the class group.

Activity 2: 20 minutes

Large group: Commenting on the video and the cooking. It is not a discussion group, just a sharing experiences group.

Roles: **Encourager, Timekeeper, Summarizer.**

Activity 3 : 30 minutes

Small groups of 3 members each. Roles: **Editor, Speakerwoman, Secretary.**

Activity 4: 30 minutes

Large group and small group, the groups of 3 member each, will show to the rest of students their menu, the large group (the entire class) will vote her favourite menu.

In this activity we need a **Spokerwoman** of each small group to present the menu, and we will need to have a **Timekeeper** and a **Summarizer**, in order to control the time while the presentations are done and a **Summarizer** to carry out the voting.

SOCIAL AREA

6.- ROMA WOMEN, THE DREAM THAT MOVE US.- 2 hours and a half. (+25 minutes)

Peer tutor: The profile of the student required for the performance of the tutor peer role in this session will be that of a person capable of motivating and helping others. It would be excellent if she had knowledge in the field of self-improvement, the achievement of goals ...someone with knowledge of human behaviour, a person who could be a personal trainer.

Activity 1: 45 minutes

Large group: Roles: **Encourager, Timekeeper, Summarizer, Reflector, Elaborator.**

Activity 2: 10 minutes

Individual work

Activity 3: 45 minutes

Individual work to share later with the **entire group.**

For the entire group working, we will need just a **Timekeeper**, to ensure all the students have time to participate in the activity.

Activity 4: 50 minutes

Small groups: form 3-6 members. Roles: **Editor, Speakerwoman, Secretary.**

7.- WORKING FOR OUR DREAM.- 2 hours (+ 25 minutes)

Peer tutor: In this session we will find someone with a profile with the same characteristics as in the previous session, someone capable to encourage and motivate.

Activity 1: 40 minutes

Large group: Discussion of the video watched. Roles:

Encourager,

Timekeeper, Summarizer, Reflector, Elaborator.

Activity 2 : 50 minutes

Cascading group: Activity with paper slips and the motivational phrases from the women on the video.

Roles: **Organiser** and

Assistant.

Large group: Roles: **Encourager, Timekeeper, Summarizer, Reflector, Elaborator.**

Activity 3: 30 minutes

Peer-to-peer: Create in pairs a motivational phrase.

8.- AVEN, SIKLA KENTE! COME , LET'S LEARN TOGETHER!- 2 hours (+ 25 minutes)

Peer Tutor: The profile of the student guiding this session should be and student related somehow to the educational work. Someone who can help the students to analyse an educational document and their own educational experiences. Also she will help the students on how to write a biography.

Activity 1: 60 minutes

Large group: Analysing a didactic project, reflecting in our own official education received. Roles: **Encourager, Timekeeper, Summarizer, Reflector, Elaborator.**

Small group 3-6 : Roles:

Editor, Speakerwoman, Secretary.

Activity 2 : 60 minutes

Individual work: write about a roma woman you admire.

Peer to peer: Share your writing, together analyse the good qualities in each other.

9.- ZORALIPÉ, EMPOWERMENT. - 2 hours (+25 minutes)

Peer Tutor: the profile we will search to carry out this session will be a student with experience in the social field, preferably someone with experience in association activism. Someone that likes to stay informed and share that information, someone with organisational and mass mobilisation skills, a person with natural leadership traits.

Activity 1: 40 minutes

Large group: Open discussion about the video. Roles: **Encourager, Timekeeper, Summarizer, Reflector, Elaborator.**

Activity 2: 80 minutes

Cascading Group: Peer tutor will inform the editors of each group and they will transfer the information to the rest of the group. Roles : **Editor, Speakerwoman, Secretary.**

10.- WITH OUR OWN VOICE!- 2 hours and a half (+ 25 minutes)

Peer Tutor: We look for similar personal features as we look for in the prior session. Active person in the civil rights fight with a leadership skills. Also legal knowledge will be a plus.

Activity 1: 40 minutes

Large group: Informing about civil rights, watching a video, sharing their personal written commentaries. Roles: **Encourager, Timekeeper, Summarizer, Reflector, Elaborator.**

Individual: write a commentary about the video and what they talk about on it.

Activity 2: 50 minutes

Large group: Video and group discussion. Roles: **Encourager, Timekeeper, Summarizer, Reflector, Elaborator.**

Small group: 3-6 Working in our own slogan. Roles : **Editor, Speakerwoman, Secretary.**

Activity 3: 60 minutes

Small group: to organise and write up information in order to make an oral presentation of the same information. Roles :**Editor, Speakerwoman, Secretary.**

11.- MY EMAIL ACCOUNT. - 1 hour (+ 25 minutes)

Peer tutor: The profile of the student performing this session should be a person with basic knowledge in the use of new technologies, someone with patience who knows how to calmly transmit the steps to follow in order to achieve the desired results.

Activiyt 1 : 20 minutes

Large group: watching a tutorial video. No roles required.

Activity 20 minutes

Peer to peer : Following the instruction to open an email giving and receiving support, asking for help when we need it.

Activity 3 : 20 minutes

Small groups that will become **Cascading groups**. From the original groups , students will move to other groups until each student will obtain the email of the rest students. No roles required, it is a more practical activity.

12.- MY TELEGRAM CHANNEL. - 1 hour (+ 25 minutes)

Peer tutor: We will look for one student who has natural ability to handle digital applications, who enjoys them and uses them on a daily basis, a student who is a good communicator, dynamic and helpful.

Activity 1 : 15 minutes

Large group : giving information and asking who has telegram to divide the class according to this.

Activity 2 : 15 minutes

Grouping depending on the students who have an instagram account and the students that do not have it.

Small group or peer to peer. The students with Instagram will be helping students that do not use the application.

Activity 3 : 30 minutes

Large group: Watching a video tutorial about how to create a new channel in Instagram. Np Roles needed.

Peer to peer : Creating a channel following the video instructions. Sharing with the entire group.

13.- HOW TO CONVERT A TEXT INTO A PDF DOCUMENT.-1hour(+ 25 minutes)

Peer Tutor: For this session the profile of student we will need is the profile of someone who understands and handles the composition of texts in technological supports, someone related to the administrative world, for example, or someone who handles digital written documents on a daily basis and is skilled at it.

Activity 1 : 20 minutes

Small group or peer to peer : depending on the number of students who already know to process texts to PDF. Roles: **Editor, Speakerwoman, Secretary.** We first write down in a paper the steps to follow for the conversion.

Activity 2 : 30 minutes

Individual: Working individually we will write a text in our devices and then watching the tutorial and following the given instructions convert the text into a PDF.

Activity 3: 10 minutes

Individual : Sharing the PDF via email, Telegram....etc.

14.- HOW TO SHARE A YOUTUBE VIDEO IN YOUR INSTAGRAM. - 1 hour and a half (+ 25 minutes)

Peer Tutor: The profile of this student must be someone who has an Instagram account and is fluent in it, is active in the networks and can contribute with her knowledge to her mates.

A person with ease of communication, patience and with passion for networking but with a critical view of how they can be used in harmful ways.

Activity 1 : 40 minutes

Large group: Open discussion of social media. Roles: **Encourager, Timekeeper, Summarizer, Reflector, Elaborator.**

Small group or peer to peer : Again, depending on the number of students that already have an Instagram account we will work in small groups or peer to peer, until all the students have their Instagram account. The students with an Instagram account will help the students that do not have it, to open one.

Activity 2 : 50 minutes

Small groups or Peer to peer: Writing down the steps to follow , and executing the instructions to achieve the objective. Roles: **Organiser** and **Assistant.**

15.- LET'S JOIN AN ONLINE FREE COURSE! - 1 hour (+ 15 minutes)

Peer Tutor: The qualities needed for the student to fulfil this role are that of a person who has a basic knowledge of the internet, who values very positively the learning options that the internet offers and who is aware of the importance in our lives of being able to train and continue learning. Will be someone able to help others in discovering their own areas of interest too.

Activity 1 : 30 minutes

Large group: Open discussion about internet possibilities to acquire new knowledge.

Roles: **Encourager, Timekeeper, Summarizer, Reflector, Elaborator.**

Creating small groups according to similar interests.

Activity 2 : 30 minutes

Small group: To enroll and online course. No roles required for the activity.



CONCLUSION

With our project based on collaborative learning we want to show to the students that another way of learning is possible, that the capacity for learning in human beings never ends. We want to transmit to them that by seeking the help and support of our peers our knowledge expands significantly. Contributing personal experiences, comparing points of view, participating in debates, working in pairs... all this helps us to enrich ourselves and brings a great improvement to the community.



EVALUATION

The evaluation of the project will be an open and continuous evaluation based on observation and the recopilation of information through their reflective materials, final products , and the evaluation tools added in every session.

- Reflective materials
- Final products
- Evaluation tools

The Final Products of each session and the quality of these products will be a very valuable tool to know if the learning method is being effective. At the end of each sessions the students will have different ways to evaluate , self assesstment, group assesstment or peer assesstment materials, such as rubricas, questionnaires, tests...Interviews are going to be carry out to know how students are experiencing the learning process.

- Self assesstment
- Group assesstment
- Peer assesstment

These evaluations sheets will help us to extract concrete information about which aspects of the learning rocedure are working and which ones need to be improved.

- Rubricas
- Questionnaires
- Tests
- interviews...

In order to have an adequate knowledge about the functioning of the sessions and the success or not of these, we will review daily the suggestion box, our students reflective log journals and the reflective group templates we have given them in our first meeting. Also checking in their portofolio will help us to know if they are motivated to learn and work on the activities we have designed or not.

- Suggestion box
- Journals
- Portfolio

We will continuously seek and value the opinions of our students on the development of the sessions, on the interest of the topics covered, we will openly ask them how they felt, what did they like or not...and all these information will guide us to redirect the sessions adapting them to the needs and motivations of our students.

- Conversation
- Do you like the topic? Is it of your interest?
- How do you feel?

The method of evaluation is done in several directions, individual, self-evaluation, peer to peer tutor, peer to peer, peer to peer, group, pair to pair. It will always be carried out on a continuous basis in order to be able to detect the needs and motivations for learning.

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We must bear in mind that the evaluation is not about the acquisition and demonstration of knowledge that is memorised and presented, but about the development and acquisition of new skills and competences.

- Continuous assessment of the development of new skills and competences
- Continuous assessment to know the motivation towards learning and the topics and to be able to adapt the lessons.



TIPS FOR ACCESING THE CLASSROOM

Here you will find some TIPS and advice for those women who have passed this previous training and have developed the basic skills, can access formal education.

Now that you have arrived here, we want to remind you that you have been able to develop an entire course. As a final exercise we want you to reflect on your capacity to learn and all the possibilities that are now open to you.

The best way to continue learning throughout your life is to learn from the interest and pleasure of knowing.

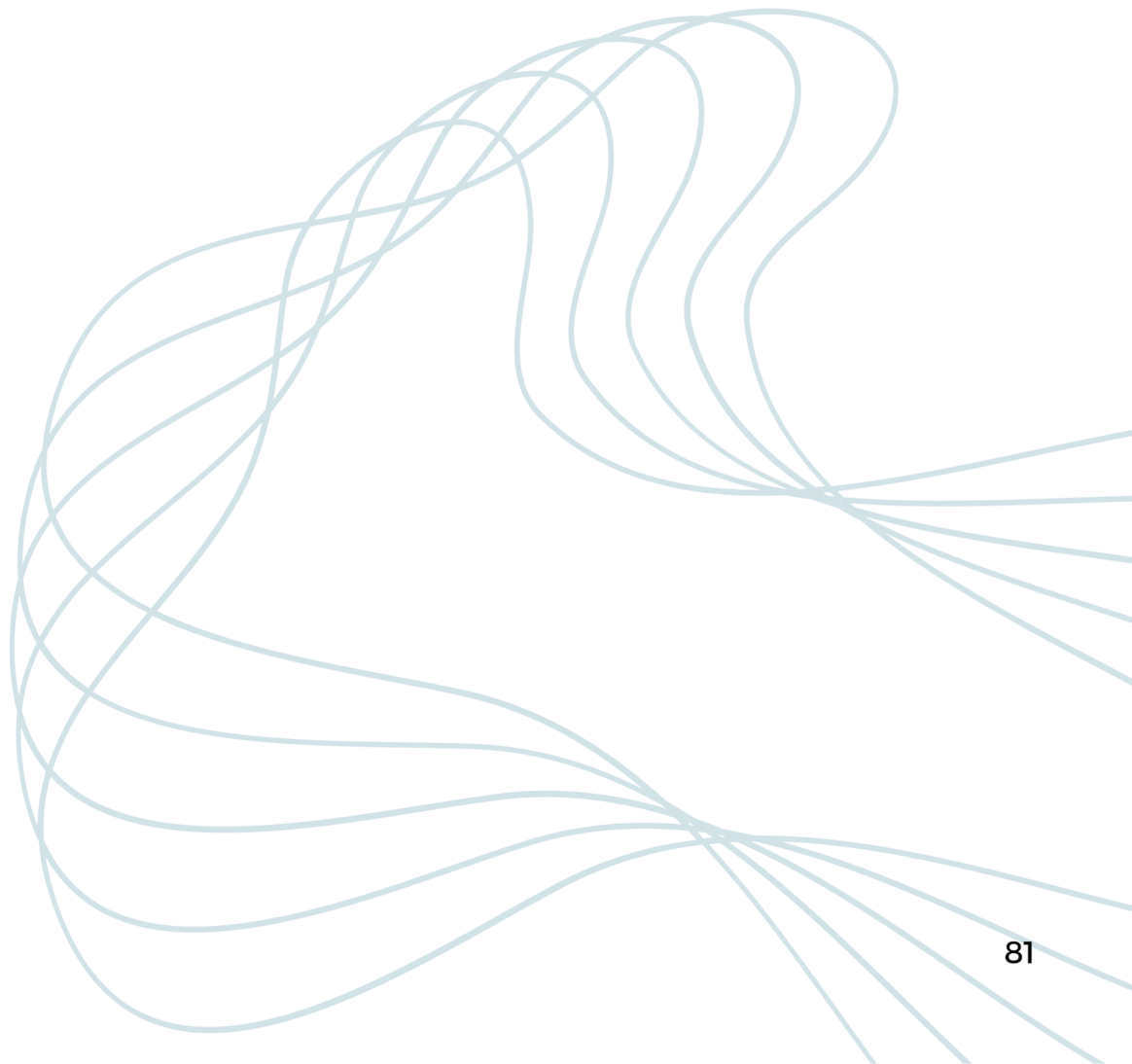
You have taken this course with your peers, in your community, you already have enough tools and knowledge to take a step further and begin the challenge of formal education. Being able to obtain a degree will open doors for you in the future. In mainstream society, certification and a degree are highly valued. We know you have the skills to get it.

This training and the following ones will have an impact on you, your family, your community and your daughters. You are and will be an example of strength, knowledge and power.

You have the knowledge, experience and skills to do whatever you set your mind to. And now you have the support of your peers and your learning community.

- Think about your preferences for the future
- Discover your interests and aspirations
- Listen to yourself and your desires
- Enjoy the achieved
- You have to be satisfied with where you have arrived.
- Set realistic, short-term, step-by-step objectives.
- Establish a plan with a roadmap of your goals
- Observe how you feel and how you feel when you achieve what you set out to do. This will strengthen you to continue

- When faced with mistakes or failures, learn from them. They all come with a valuable lesson. Do not lose heart
- Continue learning on your own
- Organize your time
- Take time for your care and rest
- Try to find out what you like to learn
- Think of all the things you are good at doing
- Use the resources we provide to continue to complement and develop learning
- If possible involve your family, friends, peers, community. With support it is easier
- Your long term training will be very rewarding, investing in yourself and those around you will pay off.
- Whatever you set your mind to and achieve, big or small, is a great success.





ADAPTATION TO OTHER GROUPS

HOW TO MAKE AN ADAPTATION OF THIS MATERIAL

As we said in the introduction of the project description, this material is widely flexible and adaptable.

All the activities can be remake for any other group of students just changing the informative cotnets of the activities. We can reproduce the same structure just changing the informative contents accordingly to the students charasteristics the program will be adress to.

This project has been originally created to be used with groups of Roma Women, so in the session we talk about the Civil Rights, “ WITH OUR OWN VOICE” , we offer to the students a short selection of Roma women, activist of the Civil Rights movements, if this program needs to be adress to any other collective, what has to be done is to replace the examples of these activist Roma Women for Activist persons that belongs to the same collective, e-g If this program wants to be used for training dalit women in india, we will name Ruth Manorama or Asha Kowtal as examples of activists for Civil Rights.

The program structure, objectives, activities, evaluation, methodology or roles for the groups, can be reproduced without any problem in other collectives, as it is said before, just adapting the informative contents, changing the language.

It is a program highly adaptable to other social groups with small modifications.

The material can be adapted to other groups and minorities, adapting the main themes and topics of interest. The method and delivery of the sessions is key in those groups where training and access to education is at a disadvantage with the social majority.

The peer to peer method aims to put empowerment and critique of the racist power system at the centre, and can therefore be used in the same way with other disadvantaged and oppressed groups.

The blocks and activities proposed, social, new technologies and social, develop competences to develop and be able to access formal training, and also to be able to develop the skills and abilities to cope with situations of violation of rights.



CONCLUSION

Finally, a reflection is necessary that will help us to be successful in the peer learning process. In any learning process, as we have previously commented, positive emotions are necessary to fix knowledge and, furthermore, illusion is central during the learning-teaching process. Illusion is the nexus of educational principles to work for an inclusive, egalitarian, participatory education, illusion to transform the future. Education as a transmission of citizenship values, capable of empowering and transforming their reality, their future, that of the environment and that of those to come.

have the responsibility and the belief that through new teaching methods situations of inequality can be corrected and correcting the determinism of social origin.

Facilitators, monitors and tutors must fulfill their role of simple accompaniment and not make the same mistakes that have led Roma women to this situation of inequality. To make it possible, it is necessary for Roma women to guide their own learning processes through their own needs and situations, without being valued or judged.

Challenges and opportunities



Like all learning methods and processes, we are going to encounter challenges that we must be aware of in order to improve and implement the method and the way to apply and disseminate it.

The proposal that we present here is not a standardized method and it is always possible that information is lost and knowledge is not reproduced.

Our challenge and proposal is to be able to carry out peer learning, Roma women to train and empower the situations in which they live.

Not only good intentions will serve, it will be necessary to reflect and be able to observe how the whole process develops.

Sometimes working by peers can be distracting, especially for younger students, so this excitement can lead to distraction, and focus on anything but learning. The peers must redirect this excitement to motivation of learning.

Another major challenge is to change and transform the culture of learning and hierarchy. Normally the figure of the teacher is assumed to be an authority in the classroom and is assumed to be an expert in the subject and possessor of knowledge. This is why it can happen that when a peer gives us feedback it is not taken into account. To begin to value and take into account the knowledge of our peers, our own knowledge and to reposition hierarchical relationships within the learning culture is a challenge in our communities.

Emotions have space in learning. It is essential that there be emotion in learning so that knowledge can be transmitted and fixed in the best possible way. Positive emotions facilitate learning. Being able to speak and communicate in confidence is another basic pillar to create a positive and friendly learning environment.

Our biggest challenge will be with those women who are not willing to participate in the program or show discouragement, demotivation or refusal to learn.

These situations usually arise when starting from the position of impossibility of improvement or transformation. Resistance to change due to the lack of belief in the possibility of living in another way, since for centuries that has been the "destiny" or the designated way of life for roma women.

When it is impossible to see a solution to the problem, we must offer that they know success stories and can trust their own transformation. The challenge that is presented is to get them to see a minimal possibility of utility in the project. It can be used for learning, change, improvement, socialization... to find the need from which they start to offer the solution.

These challenges in turn present great opportunities for women and their communities.

We are faced with the opportunity to build, in addition to learning systems, systems and spaces for relationships that are different from those that women usually have. Opportunity and building a community with transformation capacity.

Transform the perception, the relationship and the educational context in Roma women who had a history of failure and rejection in the educational system.

Create safe learning spaces without having to go through the shared experience of all Roma women of being discriminated against for being Roma. To be able to study and train in environments free from ethnic, class and gender-based violence.

Rewriting Roma women's relationship with formal learning processes. Beginning this transformation will be a great challenge, but a great opportunity for the community and the next generations who are in school, and those who are about to drop out. Offer the opportunity to change the educational narrative and start new stories of positive learning and success.

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