



OBESSU

Organising Bureau of
European School Student Unions

GUIDELINES ON PEER EDUCATION





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INTRODUCTION

This document - *Guidelines on Peer Education* - **provides school student activists and staff supporting them, with an overview of what it takes to organise an activity related to peer education and an activity implementing peer education.**

The Guidelines are an outcome of the **OBESSU Work Plan 2018-2020 #PeerPower - Peer education as tool to empower school students** that has been financially supported by the **European Youth Foundation of the Council of Europe.**

The Guidelines were created after a Kick-off meeting in Brussels in spring 2019. A working group of young students thought about what School Student Unions could do to help implement peer education and they came up with these Guidelines. The Guidelines contain chapters to explain the term and how to work with peer education to help overcome the barriers in implementing peer education in School Student Unions while making young activists aware of this tool. The main goal is to implement peer education further in educational work.

The Organising Bureau of European School Student Unions (OBESSU) is the platform for cooperation between the national school student unions active in general secondary and secondary vocational education in Europe.

The European Peer Training Organisation (EPTO) has been a partner and contributed with its professional expertise to the creation of the guidelines.

The participants of the following activities have been involved in the creation of these Guidelines:

- The Kick-off meeting in Brussels, Belgium (2019.03.05-2019.03.08),
- The Working Group in Brussels, Belgium (2019.05.14-2019.07.20),
- The Summer School in Sarajevo, Bosnia-and-Herzegovina (2019.07.14-2019.07.20),
- The Editorial Meeting in Berlin, Germany (2019.11.29-2019-12.02),
- The contributions of OBESSU Member, Candidate and Affiliate Organisations.

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UNDERSTANDING PEER EDUCATION

What is a peer?

Essentially, your “peer” will be someone in whom you see part of yourself. Someone “like you” in one or more aspects of your identity. Recognising someone as a peer is often unconscious and intuitive. It doesn’t necessarily mean that this person is your friend, but may as well be a start¹. Essentially, peers are on an equal level and learn together and from each other.

What is peer education?

All of us are at a different level of knowledge in any field. Even two peers who seemingly have studied the same subject, in the same school and were taught by the same teacher have different levels of knowledge. That is because we pay attention to the aspects that we find interesting, and that is what creates differences. The differences do not necessarily have to be education-related, they can be more domestic, like learning how to deal with mental issues or how to fill in a tax declaration form. To equate these different levels of knowledge, **we advise and get advised** in return – **we share our experiences**. In technical terms, we perform what is called peer education.

Peer education is a *“non-formal learning process that gives empowerment, confidence and independence to young people whatever their background”*². Differently from our traditional learning, peer education *“does not “teach” people but helps them to find the best solution to a given situation”*³. More specifically, peer education happens when *“young people carry out informal or organised activities with their peers, over a period of time, to develop their knowledge, skills, beliefs and attitudes enabling them to be responsible for themselves and others and to create a space where they can feel well, safe and respected”*⁴.

1 European Peer Training Organisation in its publication “Toolkit for Quality Peer Education” (http://www.epto.org/sites/default/files/toolkit/toolkit_EN.pdf; last accessed 27/05/2019).

2 SALTO Youth Organisation in its publication “PEERing In & PEERing Out” (https://www.salto-youth.net/downloads/toolbox_tool_download-file-585/Peer%20Education%20in%20Cultural%20Diversity%20Projects.pdf; last accessed 27/05

3 Ibid

4 European Peer Training Organisation in its publication “Toolkit for Quality Peer Education” (http://www.epto.org/sites/default/files/toolkit/toolkit_EN.pdf; last accessed 27/05/2019)

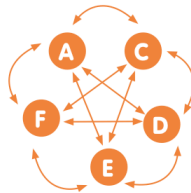
It is a key learning process for the youth as it erases any social or academic hierarchy between the peer educator and the learners, which, in turn, stimulates a more efficient and engaged learning. It also empowers youngsters to be more independent and to hold responsibility for what is happening in their communities, encouraging them to take a stand.

Peer education is a really important tool for activists and everyone should be aware of. It can take place in any setting where young people feel comfortable, and it can happen both in informal circumstances (your friend teaching you to play the guitar) and in "formalised" ones (training the members of a school council). Through peer education, we - social activists - can make a change in our society. We educate our peers on an important topic, these peers educate their peers, and so on, creating the so-called snowball effect. This way we can change mindsets, inspire to act, and ultimately, change the world.

PEER EDUCATION DIAGRAM

Peer education in informal settings:

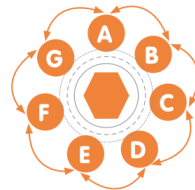
PEER A teaches something (how to knit) to PEER B



Peer educator developing a project with its peers:
PEER A is organising an exhibition with PEERS C, D, E, F

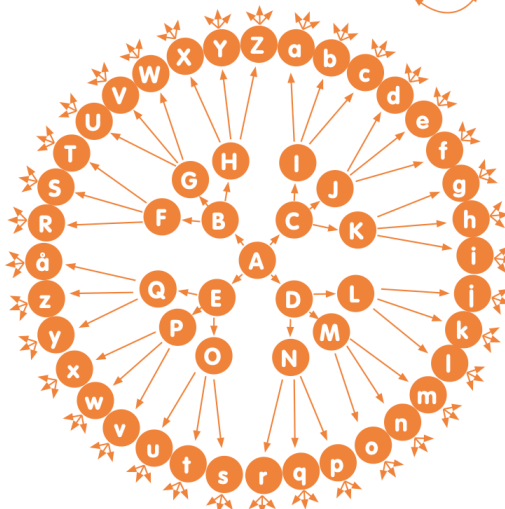
A youth worker encouraging peer exchanges, peer education between members of a youth groups:

Someone who's not a peer for the group (a 50 years-old youth worker) encouraging peer exchanges, peer education



Peer trainers train other peer trainers who will train other peer trainers:

PEER A trains PEERS B, C, D, E to become peer trainers who then train other peers, etc. = Snowball effect



2/ TYPES OF PEER EDUCATION

There are a wide range of different situations and scenarios in which you can use peer education. These guidelines will focus on peer training, peer mediation, staff to peer learning and peer learning by interest. You will find an example for each type!

1. **Peer training:** Peer training relates to non formal education, which is different than informal. It is non formal, by opposition to formal, but doesn't mean that there is no structure, no agenda, no organisation. For instance, in a peer training seminar, a lot of efforts are put in designing an agenda which would be meaningful for peers and conducive to sharing experiences. Some examples can be teaching a new language in a peer group.

Starting off with peer training, there are a lot of activities you can do with your school student union. In your general assembly, you could organise trainings on different topics, like climate change, equal rights or school student rights. Some people can be experts in one of these specific topics and educate others, but you can also elaborate your skills together. These newly trained persons can go to their local schools and educate them on these topics. But it is important to train your trainers, so they can give good quality workshops.

It is also practical to participate in peer education within an organisation. With this method you can assure that everyone has the same knowledge and no hierarchies of knowledge develop.

Hierarchies can appear when people are put at various levels or ranks according to their importance. Peer education doesn't use this system because everyone has the same importance inside the group they are working with. The big question is how we can avoid this system. The first thing everyone should take into consideration is that the group is working together in the project or the workshop we are attending or giving. Secondly, that peer education is about equality, so everyone has the same value in the group.

2. **Peer mediation:** Peer mediation is a process involving a person being a mediator to their peers. It is often seen that peer mediation can be very effective since the power relations or hierarchies are not involved and it can create an atmosphere of trust and understanding. For example, peer mediators know what to do when they see students arguing in school or at an event organised by a school student union where in a usual case, a teacher would intervene and often

it would come with the prospect of punishment. The peer mediator will have a discussion and find a middle-ground between the arguing peers.

The training to become a peer mediator should be given by an external trainer. This can also be used when people are new to a school as a buddy system to show where everything is and how it works out. In this system every student gets another student as a buddy or teampartner who is responsible for showing the school, etc. Here, a big part could be called "*emotional peer education*" - you do not necessarily gain new knowledge, sometimes it is about learning how to provide emotional support.

Teachers are often seen as an authority figure and adjudicator, and therefore it is important to have peer mediators. Peer mediators are on the same level as their peers in a conflict, which means they are capable of understanding the conflict and seeing it from another angle than a teacher. The peers might have more trust in their peer mediator than a teacher because the teacher often tells the students what to do. The peer mediator is there to mediate the conflict.

3. **Peer e-learning** can help us to get educated by peers all over the world, without costs, high CO2 emission and long travels. You want to learn from a good project in another country? Just have an e-conversation with them and exchange your knowledge. Workshops, mediations, everything can be done, without meeting up in person. Other types than face-to face e-learning can be a quiz or module. Also, for regional school student unions, a shared platform can help to keep all information together and visible for everyone. It is great to have an online participation tool everyone can join. Good platforms for communicating are Skype, Google Hangouts, Zoom or Whatsapp. There you can see each other while talking. Just for explaining and chatting, normal messenger services are also an option. An application OBESSU members like to use a lot is Kahoot. It's a quiz app that lets participants compete while having fun and getting informed. Have a look! Another idea is to organise webinars - this could also be an idea to exchange knowledge without travelling.

4. **Staff to peer.** Here a staff member shares their experience with young people. What is important for this type of peer education is to remember that peer education should avoid hierarchies. It can also be helpful to use a high proportion of participatory methods. Long monologues and frontal teaching are outdated and should be limited. The staff can also organise working sessions for the peers, giving them a space to share their knowledge and experience. The staff can facilitate the process and help extract the essence. For example, when peers are organising an event they can have a brainstorming meeting with the staff to learn from the advice based on their experience and knowledge, and the staff can also support the logistics of the activity.

5. **Peer learning by interest.** That is the form of peer education, when learning happens due to a shared interest among peers. The most relevant example for this, would be student activism which is when a group of peers work together for a cause. One of the most positive aspects of peer education is that it makes students want to know more about the topic you are talking about. There are some factors that make students more open to what is being explained to them. One thing that makes them want to know more is that they are your peers and you are learning from each other.

3/ RELATIONS

HOW TO WORK WITH THE AUDIENCE

Your activity might turn out very well but there is also a possibility that you will face some challenges. It can turn out different than you expected, but that's not the end of the world and provides you with a learning opportunity and with just another chance to try it out.

Here are some tips & hacks to make your life easier:

Radiate self-confidence!

When you enter the room, you need to radiate self-confidence. It is important that you show both your peers and whoever else might be there that you are confident in the topic you are about to explore. If you do not believe in yourself, neither will your peers.

EXERCISE - Take the stage

If you want to practice self confidence in front of a crowd or an audience, here is a good exercise. You will need to:

- Gather a group of at least 6 people
- Get one chair for each member of the group
- Place the chairs in minimum 2 rows, but more rows if possible
- Leave space in front of the rows, this will be the "stage".

Now everyone will sit on a chair. When you feel comfortable, walk from your chair to the stage. Place your feet on the floor, take a deep breath and look up over the audience. While you stand there looking, take a few more deep breaths. When you feel comfortable standing in front of the audience, you are allowed to walk down from the stage and take your seat again. Repeat until everyone has taken the stage.

Teachers or other people in a 'higher' position can be a pain - but there's a way!

There is nothing more distracting than a person constantly interrupting your session. It gets worse if that person is your teacher or any other person in a relatively higher power position than you are. Keeping them away from the session could be a solution, yet, doing so you lose a potentially valuable contribution. The best way is to clarify the roles with the teacher/manager/staff member before the session. Let them know your expectations and the way you want your session to be organised. After all, the interruption might not be bad intended. They might think they are helping you!

Safety first!

Here we mean safety in a broad sense - not only physical safety, but also social safety. Safe zones (positive environment, diverse involvement and constructive talks) are of vital importance when it comes to peer education. After all, if a person feels unwelcome or insecure, it is very likely that the person will stay quiet, rather than contribute to the discussions.

If you want to assure a safe space, you can create a "code of conduct". For every OBESSU event, a code of conduct is agreed upon. The code of conduct is a 'contract' or set of rules between the participants, where the way participants are expected to behave is detailed and if needed, there can be some sanctions mentioned too.

Example - Code of conduct

Code of conduct:

- Be on time
- No discrimination
- Listen to each other
- Use your phone only when necessary
- Positive vibes only

There are many examples of code of conduct online!

Keep them focused!

This is not rocket science - if the peers involved in the process are incurious about the topic discussed, you will have a group scrolling through Instagram. It is worthwhile to assess the needs of the group - what they want to talk about, what are their learning needs, etc. This has to be done before you organise the activity. For instance, you could make a questionnaire and send it to the group a week before the event.

However, should this not have been done, you can still try opening the space for

at the beginning of the event, you can address their expectations and needs to have a better oversight. Methods also play an active role in helping peers stay engaged, so switch between different ways of working. Do not do a two hours presentation, think of including some group work and individual work in your two-hour presentation to make it a bit more lively and participatory. If you want to know more about this, just surf the web for the OBESSU Toolbox or other existing publications; and read the example below.

Example - Different ways of working in one exercise

A local school would like to start a student council and they want you to do a workshop for its members to introduce them to student council work and rights. You start by doing a presentation, followed by an exercise. The topic of the exercise is "What would you like to change?" and is split into 3 sections: individual, group, and plenum.

Individual: For a few minutes, the students sit by themselves while brainstorming.

Groups: The students form groups of 3 and discuss the ideas they came up with. Together they pick the 3 best ideas and present them later to the rest of the council.

Plenum: Each group presents their best picks.

The exercise can be adjusted to any topic.

Emergency situations

Your peer starts crying. Your peer gets offended. Your peer leaves the room. Your peer... Those who organised events more than once, could make a list of the peculiar situations where they had to think and act fast. Firstly, organising an activity is a responsibility - you need to make sure you would be prepared to react or would at least have someone besides you who would be. Undoubtedly, some of the knowledge areas could be filled with Yahoo replies, yet, they will be generalised and not always adaptable to specific cases. This is where peer education for preparation comes in - have a meeting with an experienced peer, who organised activities before. Have a talk, make notes and invite them to join you! You can also use the case studies to prepare yourself for unusual or difficult situations.

Being a facilitator

There is a clear difference between a facilitator and a teacher, and when implementing peer education, you should be careful to ensure that you remain equal, both in knowledge and authority, with your peers. The beauty of peer education is that both the educator and the learner are volunteers in the learning process. You are not there to assert authority or assess your peers and so, you should not act as such.

4 HOW TO START

ENCOURAGING PARTICIPATION

One of the biggest problems when starting a peer group is getting people to participate in events and meetings! Fortunately there are different solutions and tricks to overcome this challenge.

Some of the ways to encourage participation are:

1. Show what are the **benefits of participation** and how the knowledge acquired can be used in different fields of life.
2. Treat the people you are working with as you would like to be treated yourself and **create a space where everyone is comfortable and equal**.
3. Create an **inclusive environment**. This means that your event should be barrier-free, not only in terms of accessibility but also being respectful and accepting everyone.
4. When inviting the participants **use invitations** (different forms are possible). This lets the participants know that they are important and that they can contribute as well.
5. When organising an event, **take into account the other events** happening in participants' lives. For example, you shouldn't plan events during the exam season. Also, it is important to **send reminders to participants of the event** so they don't forget about it.
6. Whatever the goal of the activity is, you have to **plan ahead** because participants should know what specifically is going to happen and what is being asked from them in order to participate.
7. Initiate **regular meetings**. This way participants will always be engaged with the activities and hopefully remain motivated.
8. **Your event should not be a financial burden** on the participants and so, where possible, costs of attending the events should be reimbursed or covered.
9. **Be on top of the algorithms!** Different social media platforms use different time, design and audience outreach algorithms but they can be mastered with a little effort. As these are changed often, and we want the guidelines to be universal, we can only say: "*Google is your friend*".
10. Keep the **design coherent and modern**. There are many websites available that will help you design posters. Also, try sticking to one theme of the design. If you use tools, like for example Canva, Design Bold, PiktoChart, etc., beware that a cool design is only as cool as long as it is visually coherent with other posts.

5/ SOCIAL MEDIA & COMMUNICATION

Peer Education benefits everyone, therefore, it needs to be shared with everyone. Social media is a convenient platform to store and publicise our findings and experiences. An organisation like OBESSU shares their activities on Facebook, Instagram, Twitter and YouTube. It helps to broaden our outreach to grassroots level and inspire activists. But how does OBESSU do it specifically?

Social media to attract potential participants

The first line in your post is the most important one. Try to be concise and keep the post as short as possible. Always accompany your text with a picture or video to increase your post's visibility. Having contrasting colors can draw people's attention to your post and further enable them to understand your message.

Social media to inspire activists

When you really have a passion for a topic, you want everyone to know and understand how important it is. This is where social media is your best friend. You can reach out to so many people at once and inspire them to fight alongside.

Updating your audience on what you are doing, as an organisation, is important. Writing an inspiring post makes the audience curious and will lead them to liking and following your social media accounts. Furthermore, it is important to update your financial sponsors - if this applies to you, make sure to keep the logo of your sponsor visible on your post and tag them when it is possible. You should always follow the visibility guidelines of your donor.

Social media to share findings and achievements

You did something cool, so why not share it with the rest of the world? It is important to speak directly to people when you want them to engage with your posts. Try to spark curiosity by giving the reader the opportunity to learn more about your organisation. If needed, you can add a link to your accomplishments. Those who are interested in learning more about what you've done will be able to further explore it.

On some social media platforms you can "boost" your posts. This means that you can pay to increase the visibility of your posts. If you are financially able to do it, go ahead, but bear in mind that it might not work as well as you hope it to! Talk to

another similar organisation who used it and see what their experience was. BUT it is important to choose specific posts you want to boost - all of your posts do not need to be boosted in order to attract attention! Also this is a massive tool to reach new people who haven't heard about your work.

Additionally you can create videos to convey your message. When creating videos it is important to remember that the shorter the better! Finding the balance between an interactive video and a dull one can be challenging but we have some tips:

- Keep the video as **short** as possible, unless necessary.
- Speaking is important! It depends on the video if you want a super energetic voice or a relaxed and calm voice, test out what works for you.
- **Subtitles, subtitles, subtitles! Inclusivity should be at the core of your video.** Put subtitles on your video to ensure that your message comes across clearly!
- **The first three seconds matter! If the viewer is not attracted within the first few seconds,** they are very likely to scroll down and to ignore your video and therefore ignore your message as well.

Tips to keep in mind

- Remember to always respect the rights of the copywriters and refer to the source of the content you're using.
- **Hashtags** are a cool way of keeping track of your internal and external engagements. If you have a cool hashtag it is more likely that people will use it, and in turn, boost your online visibility.
- **Coherence is key!** Develop a **visual identity** that is unique to your work, this makes it easier for your audience to recognise your work.
- Try to limit the number of posts to 2-3 per week. Of course, it depends on the work you do and the social media you use, but it is important to not dominate the timeline of your audience with your posts.
- **Stay updated!** From time to time the social media trends change and new functions appear.

6 HOW TO STRUCTURE

In this chapter you will find how to: make pedagogically coherent programs, divide tasks (should you organise the activity with a team), assess your financial capabilities, hold team meetings, get funding for an activity. A lot of information in this section has been taken from our previous publication - **Manual for School Student Rights, 2016**. You can find it on [OBESSU's webpage](#), check it out!

Setting up a program

It is necessary both for the work of the team and for the participants to have a clear written programme of the activity. This agenda should be handed out in advance and on the spot in a handy format. The programme should follow a clear educational path and should be thought through carefully by the team (if you are working with a team), should be composed of balanced educational activities/methods (5 plenary discussions is not the most creative way to run a peer education activity), and should include some free time and some reflection time. The latter serves the assessment of the activity, of which you will find more about in the next chapter. Nevertheless, the team might face the need to reshape and change the agenda on the basis of the discussions or the situations you encounter during the event, and you should never be afraid of doing so. Did you know that you can find an [agenda template on the OBESSU webpage](#)?

Project Management

Project management is one of the most critical components of a successful activity. Think of project management as a ladder you must climb. You can't leap to the top. A successful project management must go through these five basic steps of a project. But don't see it as a one-time plan. After every project, another project starts and you work along with the results of the previous one - it's a circle!

Step 0: Brainstorming Ideas

Step 1: Initiating (Write & define project)

Step 2: Planning (Plan project & develop roadmap)

Step 3: Executing (Put the plan into action)

Step 4: Monitoring and Controlling (Control the project progress)

Step 5: Closing (File report + hand over)

Step 1 again

Holding a meeting

While there are a lot of differences in meeting cultures, in our experience meetings are usually only effective if:

- All participants know the agenda points and are prepared for the meetings (*TIP: To plan a meeting, you can use for example doodle or poll unit, and everyone can vote for the date. That means there is a higher chance people can attend*)
- Participants in the meeting are really interested in the topics discussed;
- The meeting is chaired efficiently - if you feel the need to have a chair;
- Decisions are made and tasks are assigned to people;
- Deadlines are clearly defined;
- Minutes are taken;
- The next steps are laid out clearly (everybody knows what to do);
- There is communication between the meetings.

Tasks division

Here are some tips and tricks on how to effectively assign tasks to people:

- **Create a task list** (it helps you define and divide the tasks, and also keep up with deadlines; you can use Google Calendar or Trello)
- **Respect each other's abilities** (and assign them tasks they are realistically able to or feel comfortable to accomplish);
- **Clearly define the tasks** (to make sure nothing is forgotten or being done multiple times);
- **Agree on deadlines**;
- Make sure that team members who cannot accomplish their task will ask the team for help, and make sure you offer help to them as well. Encourage an **open culture of communication**. Keep in mind that asking for help is good, while silently backing out can be harmful for the group dynamics. Asking for help can also encourage learning;
- Find a **coordinating figure** that follows the work and makes sure tasks are fulfilled.

Assessing your financial capabilities

Most of peer education activities can be organised without a budget. However, should your activity last longer or require a special venue, then Excel is your friend so you can track your expenditure. It works best, if you get in contact with goods & services providers, for example, if you plan a food provision, most of the time the provider can tell you a specific price for the meals. Organising an activity should never become your personal financial burden, therefore, take into account even the smallest costs, like paper printing or local transport. Think of the

unexpected! A participant might break an item that you as an organiser will have to pay for; a participant might need their travel costs covered; or the venue you paid for cancels your reservation and you have to think of something on-spot. All these finances-related crises can be easily solved if there was a financial reserve in place.

Getting a sponsorship

There are many ways to have your activity funded. Although many organisations struggle to find funding, there is always a chance to succeed. Be aware that it can sometimes take time. When starting your projects, assess if it is only working with sponsorship or if you can downsize your project. Also keep in mind that an open(-minded) approach and the willingness to jump at any opportunity will often help you.

The following funds are examples, maybe in your country there are more ways to obtain money! Please bear in mind that we do not provide all sources available, since they can differ for everyone (e.g. in some cases there are some local, regional or national organisations who could support you that we do not know of). Moreover, there are many international foundations and grantors, but once again, we do not know your reality and therefore we tried to focus on alternative funding. Also think about which suggestions fit your organisation and do not feel like you have to use them all:

Crowdfunding	<p>Crowdfunding is a way of getting funding by the crowd, as the name suggests. It is usually done online and based on a particular peer education activity. As a collective fund, any person can give a little amount of money, and when enough people contribute to reach your goal, the whole amount is given to you. If you are not reaching your goal and your projects won't start, the money will not be paid to you. It's easy to create a crowdfunding campaign but you have to be ready to share and disseminate as much as possible, as there is a lot of competition in this field. In order to create a fundraising campaign, you will need:</p> <ul style="list-style-type: none">• An idea, a concrete project and a promoter;• One or more concrete outcomes to give as a reward for people giving money;• Supporters;• A platform where you want to start your crowdfunding campaign;• Social media channels to share your campaign.
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<p>"Old But Gold" - Chipping in</p>	<p>If the peer education project is for a small group of people, and all the expenses that you have foreseen are cookies and tea, then it might be best if you peers chipped in some little bit.</p>
<p>Public Money</p>	<p>Public money can come from different institutions. For countrywide activities, the ministry of education is a good partner. For projects in the city or in a specific part of your country, a local ministry or the mayor is the right contact person.</p>
<p>Gain money on your own</p>	<p>A known method to gain money is to work for it. You could sell self baked cakes on your school breaks or tinkered stuff on the nearby market. You will get a lot of money and extra donations and have a lot of fun. Make sure you pay the people who bought the raw materials back, so they don't have to pay with their own money.</p>
<p>Corporate sponsorships</p>	<p>For corporations, school student initiatives can offer an invaluable approach to a promising group of potential customers, that is young people. By convincing companies that you can give them a lot of positive exposure, they might be willing to support you. You can for example ask them to put their logo on the banner of the event you are organising, but you should always make sure that their money won't influence your peer education activity to their interest. At the end of the day, a peer education activity is meant to be peers sharing their knowledge and experience, not a corporate company teaching peers. Be aware of the company you are cooperating with. For example you don't want to be the advertising space for companies ruining our planet or participating in child labour. So choose your cooperation partner wisely! If you are interested in getting sponsorship from companies, we advise your organisation (or your team) to agree on an ethical conduct so you know who you are willing to take money from and who you want to be associated with.</p>

7 MONITORING & ASSESSMENT

To **monitor** is to check how project activities are progressing. By monitoring we can find helpful information to create a guide for strategic planning, to design and implement programmes and projects in better ways.

Assessment is the evaluation of the quality, or ability of the work that is being implemented. A well-designed assessment can encourage active learning especially when the assessment delivery is innovative and engaging. Peer and self-assessment, for instance, can foster a number of skills, such as reflection, critical thinking and self-awareness – as well as giving students insight into the assessment process. From the practice we see that following up with the tasks is one of the best monitoring techniques. There are several programs and apps that can be used to follow up on tasks, for example: Podio, Trello, Google Calendar, Gmail, Google Tasks, etc.

8/ FEEDBACK

"Feedback is information about reactions to a person's performance of a task, used as a basis for improvement. Feedback is a gift that can help us learn and improve ourselves through constructive observations that we get from others." (EPTO Toolkit on Quality Peer Education)

Maybe you are asking yourself why you should evaluate or feedback your project. First, you can learn from your experiences and help the next people organising to avoid trip hazards. Feedback is also important for individual development. If you get feedback for your work, you are able to improve yourself. Finally, it is an important tool for your project because, besides self assessment, you also need to be aware of other people's opinions and views.

Methods of receiving feedback

One way to receive feedback is by asking the participants to fill in prepared questionnaires after the end of your activity. You should include questions like *"What session did you like the most/the least and why?"/ "Is there something we should have done differently ?"/ "How did you feel during the event?"* You can use the website "Mentimeter" to get feedback from your participants.

9 FOLLOW UP

“Follow-up is something done to reinforce an initial action. It is an action or a thing that serves to increase the effectiveness of a previous one. It takes different forms but it is always about going further after a project or a particular activity.”

Follow up is about keeping engaged with the participants after the end of your project. Through follow up you keep people involved for a longer period of time, interacting with them and collecting their feedback about how they used your materials in their own initiatives. This way, you demonstrate that your project has the multiplier (or the snowball) effect and that you have a real impact in your community.

Suggestions for follow-up activities:

- send the pedagogical resources you used for the activity to the participants
- send them a survey after the event to assess the impact on them
- ask participants to send you reports of the activities they held using your resources⁶.

CONCLUSION

We hope you enjoyed reading these guidelines with specific regard to peer education and we hope that after reading them you will find it easier to implement peer education activities in your community.

This tool - *Guidelines on peer education for school students* - is of utter importance when it comes to empowering youth and we hope you find it useful!

Bear in mind that your activities are not set in stone and you can always adapt them to new circumstances or ask OBESSU for help.

Good luck with your initiatives!

⁶ European Peer Training Organisation in its publication “Toolkit for Quality Peer Education” (http://www.epto.org/sites/default/files/toolkit/toolkit_EN.pdf).

ANNEX

Case studies

A case study is supposed to simulate reality. It is an exercise that prepares the peer trainers for potential situations when performing peer education. To simulate reality, a case study states an example, a challenge, which you have to solve. There is no final answer. Case studies use a problem which has already happened or a realistic made up scenario. Then you have to imagine and design the potential solution(s), with a simulation approach. It will allow taking in consideration every kind of problems you can face when practicing peer education. When using case studies to educate peer trainers, there is supposed to be a facilitator who will do the workshop.

This is how to do it:

- Divide the group into smaller groups of at least 3 people.
- Each group is assigned a case study.
- The groups will spend as much time as they need, but approximately 30 minutes to an hour.
- When the groups have finished, they will meet and present their solutions.
- The other groups now have the opportunity to comment on the groups' solutions.
- There is a solution to each case study but it is not supposed to be revealed to the groups, before the exercise is finished.

Example

In high school, the majority of the students have requested homework help, specifically in history and math. The student council is interested in running a study cafe to meet the needs of the students. They wanted to explore the connection between teachers and salaries, but the school management was not pleased and turned it down. This has had a negative effect on the relationship between the student council and the school management and paused all cooperation between the two bodies. The students have turned to you for help in resolving this issue.

Potential solution: Suggest the homework help could be voluntary, and the student council should ask older students to teach the younger students. This way it is possible to give homework help to the students who need it and the older students teaching the younger students will develop their skills.

A peer starts to cry

You are doing a peer education session. 20 peers are participating and you are doing an exercise where you have to ask your peers about their personal opinion. You point out a person and ask: "Why are you for free education?" The person is not answering, just looking at you, so you try to help the person with yes and no questions. "If education is free, everyone will be able to have an education. Do you agree?" you ask. The person will still not answer and now you can see tears in the person's eyes. The person starts to cry. The rest of the participants are looking at you and the person. What do you do?

Potential solution: Ask if the person is okay, suggest that you two can go outside the room and talk. Tell the person you are sorry. You did not mean to cross a personal line and ask how you should act for the rest of the session.

One peer offends another peer

You are having a workshop on marriage and during the workshop there is a group discussion where participants can share their points of views. The group discussion is specifically about homosexual marriage. One person shouts: "Homosexuals should burn in hell!". One of the participants is homosexual and is offended by the other person's comment. The participant starts to cry. How will you handle the situation?

Potential solution: Talk to the reflection groups, one facilitator talks to the victim, one to the group. Disturber goes first. Make boundaries clear.

Some examples in practice

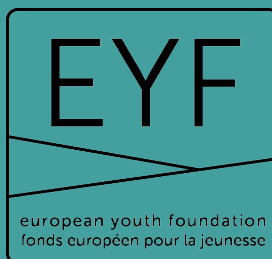
Peer Education and Simulation

Simulations are a simple method to understand difficult processes better. In many school student unions it is usual to organise a European Parliament Roleplay. This makes it possible for young students to be conscious of how politics is made on a European level. However, a motivated group is required, so that everyone participates actively. Of course it is possible to do it in other contexts, for example UN, national parliament, school board etc.

Peer Education and Inclusion

Many Mediterranean countries are facing a continuous flow of incoming migrants and many organisations, including students organisations, realised that the education system wasn't giving enough space to the needs of these people. Therefore, they decided to organise peer-to-peer education activities where they taught the basic language to the migrants for free; this helped a lot not only in developing linguistic skills but also starting together on the path of inclusion and understanding for each other and each other's background. (Obessu Manual for School Student)

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