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## IO1.A2: Collection of Good Practices

**Support Trainers Problem Solving Mentalities in inclusive Near-Peer Learning Environments**

SAFE SPACES FOR LEARNING

SAFE

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# Support Trainers Problem Solving Mentalities in inclusive Peer Learning Environments

## Short Description of the Action

In the context of SUPPORT project, the SUPPORT partners identified a conceptual framework that describes better the NPL as essential to enhance the problem solving skills of adult educators to create more inclusive and safe environments and confront barriers to participation in adult education because of social and other inequalities. Near-peer learning can act beneficial to the needs of the learning setting as a problem-posing and problem solving premise as it is based on the conceptualization that prior expertise is at the core of the educational goal.

In this framework the project consortium has tried to showcase in theoretically and in schematically, a common understanding of the use of near-peer learning methodologies as a way facilitate conflict-resolution, problem-solving, inclusion and motivation of learners among other underlying qualities.

## Short Description of the Project and Project Consortium

It is the view of the "SUPport of Problem-solving mentality in lifelOng leaRning for Trainers" SUPPORT consortium that adult learning consists of a an everlasting process of problem-posing and problem-solving, especially in the case of dealing with persons with low level of skills or qualifications where the learning environment is not only challenged by the knowledge to be acquired but has to deal with a variety of existing preconceptions, social exclusion, stereotypes, language barriers, cultural limitations and others. By supporting the trainers in what we call "problem-solving" situations, with multiple tools and methods as well as valuable background information and scenarios, the project aims to enforce in an antihierarchical way inclusion, retention and outreach in the adult learning environment in order to maximise the positive effect for the direct and indirect target group. SUPPORT will provide trainers with an online platform with useful tools and methods and an open discussion forum that will extend the trainers' competences and professionalize their work. The SUPPORT project will also develop a "near-peer" methodological framework for learners in order to promote their active participation, on equal terms with the tutor, and foster their motivation.

The project Consortium has a wide spread including partners from Greece (DAFNI KEK-Adult Education and Research Center), Lithuania (PANEVEZYS- MultiLevel Educational Center), Italy (Patatrac Community Center), Spain (Prat Higher Education Center) and Belgium (European Association for the Education of Adults).

## Aspects that make this practice a good example of safe learning space

It is the goal of this framework and the SUPPORT Project as a whole to create a simple but inspiring and practically useful tool to facilitate the expansion of problem-solving mentalities in an antihierarchical way in the learning setting as a way to battle unsafeties and establish trust.

## Exploring cross-border transferability

Near-Peer Learning is a key tool that can extend the competencies of educators and trainers, in all contexts, in tackling challenges and solving problems. That includes the facilitation of communication between trainers as well as their learners, enforcing the problem-solving and decision-making needs of both trainers and learners and finally support in creating a concise, inclusive and stimulating learning environment thriving for openness.

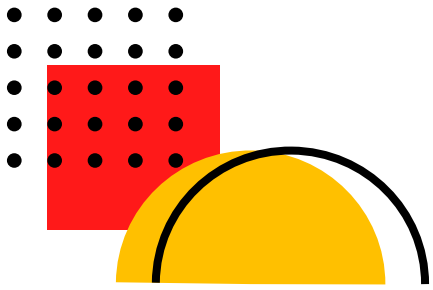
## Contacts and links for further reading:

The Near Peer Learning Framework:

https://supportae.eu/index.php/land/support-project-homepage-en/supporting-trainers-en/#framework

English Site:

https://supportae.eu/index.php/land/support-project-homepage-en/

All available Languages can be found here:

https://supportae.eu