



Peer Learning Buddies

Building an Inclusive Learning Environment for Migrant and Non-Migrant Students

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This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant No. 101004807. The contents of the document are the sole responsibility of the authors. The European Commission is not responsible for any use that may be made of the information it contains.

Agenda



1. Literature review on buddy systems
1. What is KIDS4ALL and what are we trying to achieve?
1. Methodological aspects
1. Results
1. Discussion

Systematic literature review

- Peer reviewed literature in education and social sciences
- Keywords: Buddy system, peer buddy
- Focus of the paper on the buddy system as applied in educational setting

Features of buddy systems



Target groups	<ul style="list-style-type: none">• pre-primary• primary• secondary• higher education• community
Socio-demographic characteristics	<ul style="list-style-type: none">• new entrants to school• students with learning difficulties• students with disabilities / Autism Spectrum Disorder• students facing difficulties with social integration
Types of interventions	<ul style="list-style-type: none">• academic / literacy programmes (e.g. 'book buddies')• orientation programmes (for new entrants to school)• social integration programmes (e.g. 'buddy bench')• specific integration programmes for students with disabilities / Autism Spectrum Disorder

Features of buddy systems

01

Academic / social skills programmes

- Book buddies
- Students struggling academically

02

Social integration programmes

- Orientation programmes
- Remedial programmes (e.g. social exclusion / bullying)
- Integration programmes (e.g. intergenerational exchange)

03

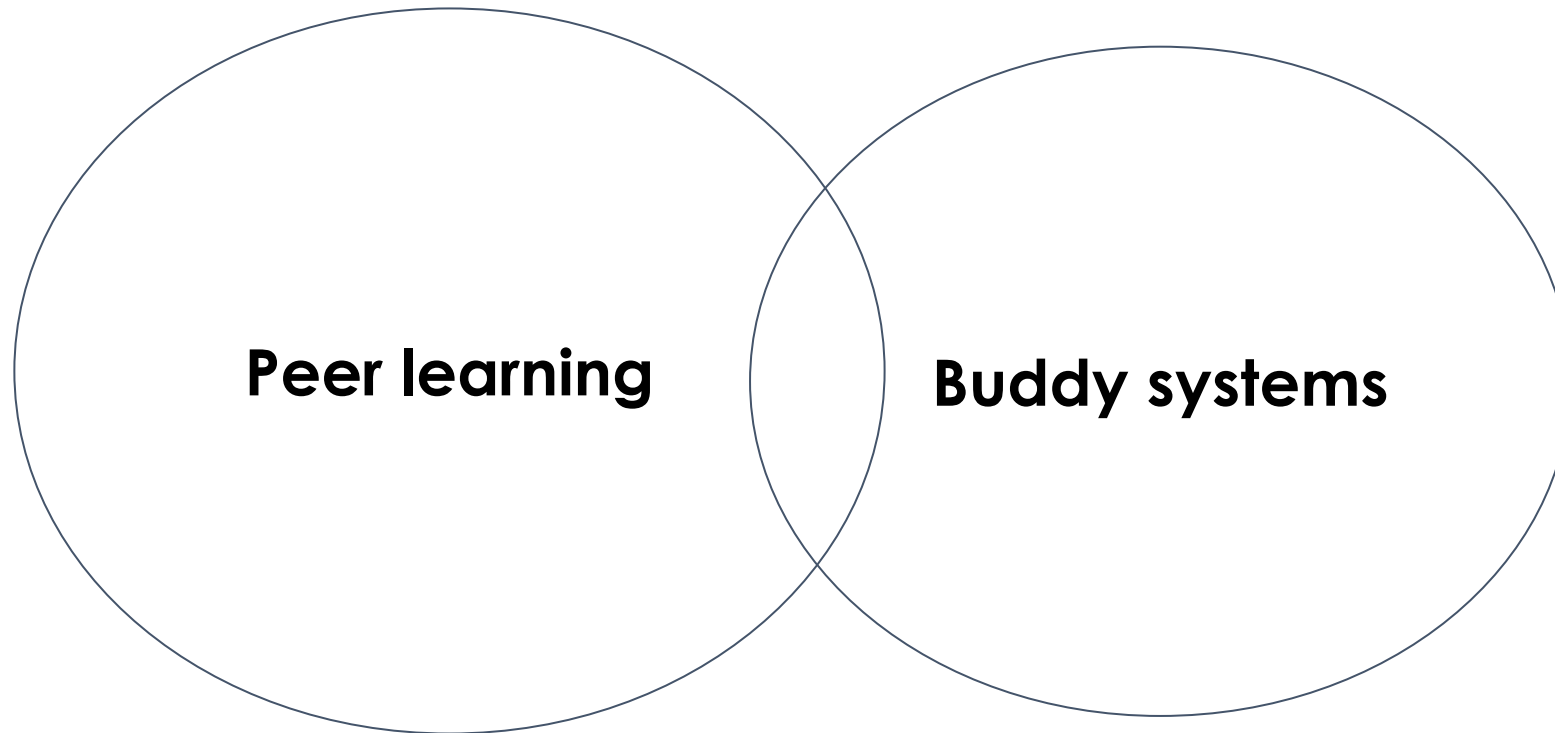
Special integration programmes

- Integration programmes for students with disabilities
- Integration programmes for students with ASD

Characteristics of buddy systems

- No clear definition of buddy systems or distinction with other peer learning / mentoring approaches ⇒ rooted in and adapted to the needs of the context in which they are developed
- Features specific to buddy systems appear to be:
 - Mutual, dialogic relationship of the intervention
 - Mutual interest, teaching and learning
 - Difference as 'motor' for learning ⇒ solidarity, empathy and curiosity as triggers to engage
- Generally externally initiated (not by the target population of the intervention)
- Focussed on prevention or remedial action of (perceived) exclusion

Characteristics of buddy systems



Characteristics of buddy systems

Buddy pairing

- one-to-one / one-to-many
- student-student; teacher-teacher; student-teacher; student-other
- same age / different age

Buddy setting

- Structured settings (schools / school-community projects)
- Initial structured training
- Material / structural support
- Specific period / duration of intervention ⇒ sustained intervention (not a one off)

Impact

- Generally impact felt beyond the period of implementation of the intervention
- Success depends on commitment of initiators and target audience of intervention

KIDS4ALLL (Key Inclusive Development Strategies for LifeLong Learning) (April 2021-March 2024)

**Grant-holding institution: UniTo, Italy
Prof. Roberta Ricucci (PI)**

BELGIUM

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Key data

Call: H2020-SC6-MIGRATION-2020

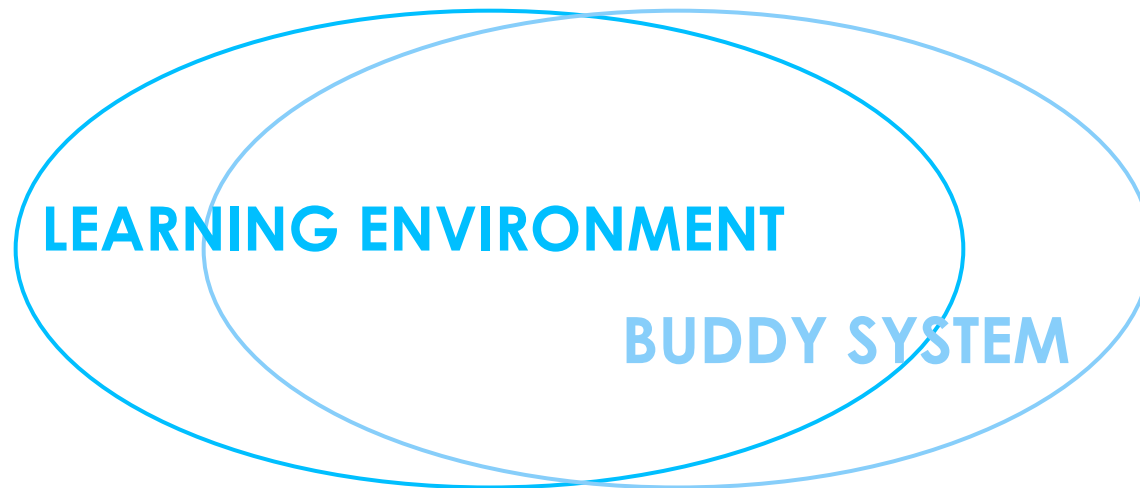
Topic ID: MIGRATION-05-2018-2020

Mapping and overcoming integration challenges for migrant children

Start date: 01/04/2021 (36 months)

EU financial contribution: € 3,039,903.63

KIDS4ALL (Key Inclusive Development Strategies for LifeLong Learning)



Features of buddy systems



01	Academic / social skills programmes	<ul style="list-style-type: none">• Book buddies• Students struggling academically
02	Social integration programmes	<ul style="list-style-type: none">• Orientation programmes• Remedial programmes (e.g. social exclusion / bullying)• Integration programmes (e.g. intergenerational exchange)
03	Special integration programmes	<ul style="list-style-type: none">• Integration programmes for students with disabilities• Integration programmes for students with ASD

Methodology

Research design:

1. desk-based research for institutions working with different variations of the buddy system
 2. semi-structured interviews with
 - project managers
 - educators/teachers involved in the project
 - project participants
- online format / in-person
 - 9 single interviews, 5 buddy-team interviews
 - interview: one hour per participant
 - May-August 2021

Methodology

Interviewees:

- 7 of projects
- 9 persons involved in project management, some of them also working directly with the buddy teams
- 2 social workers
- 6 project participants (4 refugees), age between 14 and 23

Goal:

- understanding very concretely, how different buddy systems work:
 - how they create the teams and how they support them
 - what are the factors of success
 - what are their challenges
 - what competence they need and the buddy teams need

BUDDY-SYSTEM

Different forms of buddy systems:

- 1 to 1 (1 older, 1 younger and refugee)
- 1 to 2 (1 older, 2 younger)
- many for all (also among parents)
- No fix teams and no fix buddies but buddy as culture

BUDDY-CULTURE

- symmetrical relationship (also beyond hierarchy)
- openness and respectful curiosity towards the other and the peculiarities which the other might carry
- perceived reciprocal enrichment through interaction



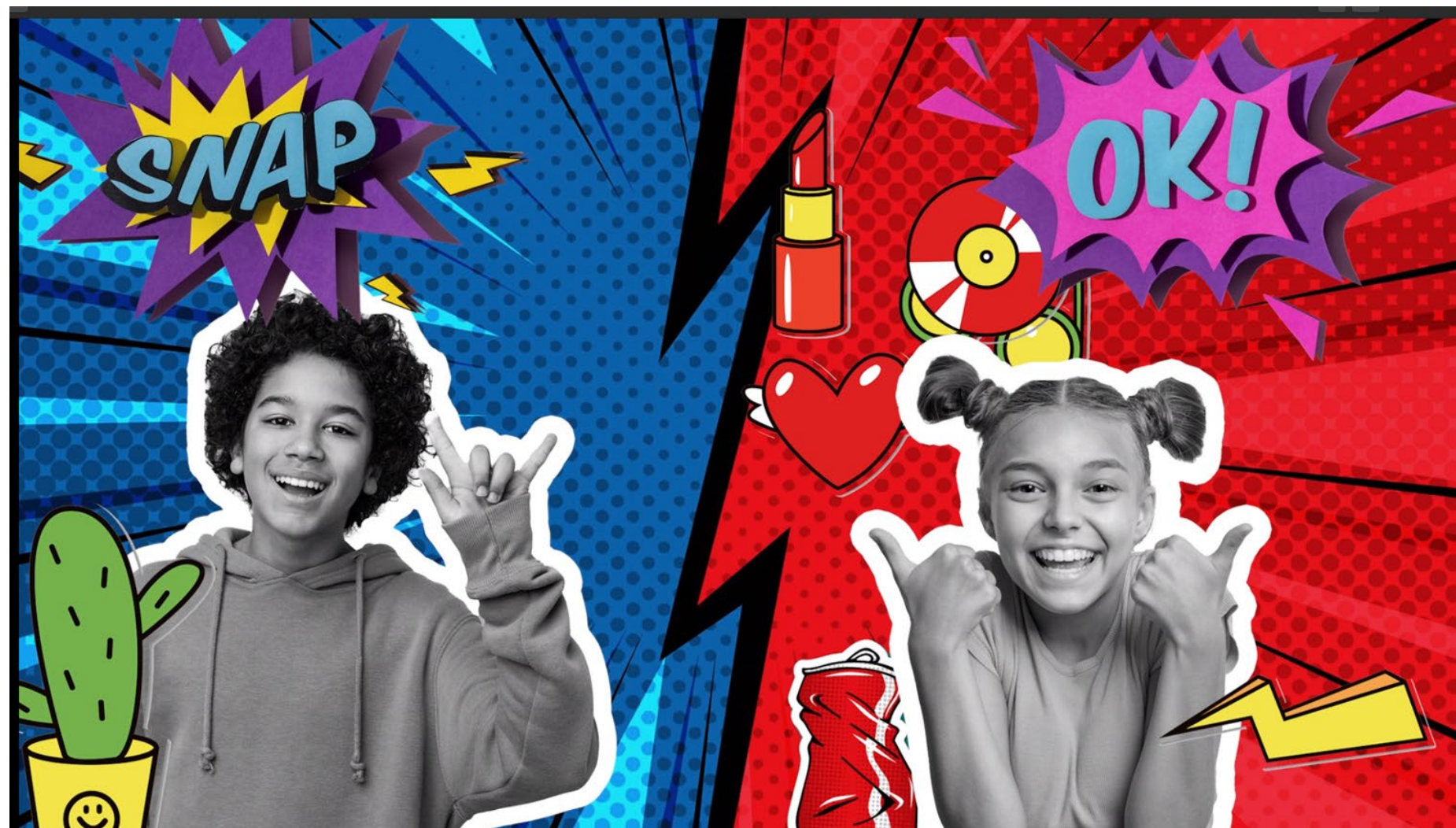
Amazing BUDDY-TEAMS

Lifelong learning in BUDDY-TEAMS through:

- clarity on mutual expectations
- balanced relation and reciprocal enrichment
- frequent tasks
- rules for wellbeing
- Recurring exchange with teacher/educator



BUDDY in KIDS4ALL



Thank-you very much

and... stay tuned!

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