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**Facilitating Peer Learning and
Co-creation in Diverse Adult Classrooms**

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OER 5: Facilitating Peer Learning and Co-creation in Diverse Adult Classrooms

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1. Introduction

Peer learning and co-creation are powerful strategies for transforming adult education, especially in diverse and inclusive contexts. In Finland, adult education centres such as LFI (Learning for Integration) embed these strategies into daily practice to build learner agency, foster intercultural dialogue, and promote active citizenship.

Unlike top-down, instructor-led approaches, peer learning places the learner at the centre as both knowledge receiver and contributor. This OER explores real-world practices observed during Erasmus+ KA122-ADU job-shadowing activities and presents tools to support collaborative, learner-driven methodologies.

2. Why Peer Learning Matters in Adult Education

Peer learning acknowledges that adults bring rich lived experiences into the classroom. In mixed groups—migrants, job seekers, older learners—this diversity becomes a resource. Finnish adult education recognizes that:

Learners feel more motivated when learning from relatable peers.

Trust and communication improve when hierarchies are flattened.

Knowledge is better retained when learned through social interaction.

Peer learning encourages dialogue, collective problem-solving, and mutual respect, supporting the EU goals of inclusive education and civic engagement.

3. Peer Learning in Action: LFI Examples

a. Collaborative Project Teams.

At LFI Helsinki, adult learners worked in 4-person teams to co-design "green micro-actions" for their community (e.g. litter-free zones, upcycled product ideas). Teams were mixed in age, language, and ability.

b. Story Circles

Migrants and local learners engaged in story-sharing rounds, each telling a short life experience related to sustainability. This helped language development, cultural exchange, and empathy.



c. Peer Mentoring Sessions

Advanced learners were invited to mentor new arrivals. One example: a Syrian learner with basic IT skills helped others open email accounts and complete online forms.

These examples show how peer-led activities improve confidence, foster relationships, and decentralize the educator's role.

4. Designing Peer Learning Activities: Practical Steps

Step 1: Set Common Goals

Define learning outcomes collaboratively (e.g. "Everyone will learn how to design a digital eco-poster").

Step 2: Form Diverse Groups

Use structured diversity: different levels, languages, backgrounds.

Step 3: Assign Rotating Roles

Facilitator, timekeeper, notetaker, presenter—rotated across sessions.

Step 4: Use Co-creation Tools

Try Jamboard, Canva, Google Slides, Padlet for collaborative creation.

Step 5: Reflect Collectively

Each group shares challenges, decisions, and feedback in plenary.

5. Co-creation and the Role of the Educator

Educators become facilitators, not transmitters of knowledge. They:

- a. Support group dynamics and inclusion.
- b. Provide scaffolding and tools.
- c. Encourage autonomy and experimentation.

At LFI, educators prepared initial prompts but let learners take ownership. The result: learner-created videos, posters, and social media campaigns that lived beyond the classroom.

6. Case Study: "Design Your Own Workshop" Challenge

During the mobility, participants observed a co-creation exercise where learners were tasked to design and deliver their own micro-workshop (30 minutes). Topics included:

- How to shop sustainably on a budget
- Traditional eco-practices from back home
- Using Google Maps for green commuting



Learners selected the format (slides, demo, discussion), roles, and evaluation method. Educators only intervened for logistical or accessibility support. The result: deeper learner engagement and pride in ownership.

7. Evaluation, Micro-Credentials and Impact

Suggested evaluation methods:

- Peer review rubrics
- Reflection logs
- Group presentations with feedback rounds
- Community showcase events

Relevant micro-credentials:

- "Peer Collaboration in Adult Learning"
- "Facilitation and Team Leadership"
- "Co-Creation for Sustainability"

These can be issued via Europass and linked to national competence frameworks.

8. Resources and Further Reading

- European Commission (2022). Pathways to School Success.
- EPAL (2024). Peer Learning in Adult Education. <https://epale.ec.europa.eu>
- OECD (2021). Adult Learning and Motivation.
- Finnish National Board of Education. (2023). Collaborative Pedagogies in Adult Learning.

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