



MIRANDA – Roma Inclusion through Vocational Education

2021-1-DE02-KA220-ADU-000033517

Activity 4.1: Identification of Learning Objectives

Prepared by AIS



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Activity 4.1 – Identification of Learning Objectives

1. Purpose and Strategic Role of Activity 4.1

MIRANDA's Activity 4.1 serves as a cornerstone from where a developing specialised curriculum will aim to build up and lift the capacities of Vocational Education and Training (VET) trainers and staff who work with Roma learners, among other disadvantaged groups. Through Activity 4.1, learning objectives are identified, defined, and structured in a way that ensures that the future curriculum responds directly to the real challenges faced by VET institutions, educators, and learners.

The introduced process is strategic rather than theoretical. It ensures that the curriculum design aligns with the overall project objectives, the professional needs of VET trainers, and the institutional realities of vocational schools operating in diverse national contexts. By doing so, Activity 4.1 designs a list of skills, knowledge and competencies based on the Learning Objectives from WP2 and WP3 MIRANDA's packages. Foremost, the developed list and summary of ready-to-use materials produced along the project cycle will serve as a pillar for VET trainers and staff who wish to better engage with this sensitive part of the learning process and learn how to better motivate, encourage, and embrace Roma learners, as well as learners from other underrepresented groups.

Furthermore, this will result in a culturally sensitive VET education system that meets the specific needs of Roma learners, by promoting their social and economic inclusion, which later on, will give more equal access to learning opportunities, and recognition that Roma learners deserve. VET institutions have a much greater role in the inclusion process. Namely, VET institutions can increase participation and higher retention rates, can build much-needed skills and professional competencies for employment. The proportion of learners who remain enrolled and engaged, meaning that they will continue their studies in a vocational education programme over time, rather than dropping out.

2. Scope of Learning Objectives

This section opens a concise scope of learning objectives identified under Activity 4.1. It addresses and explains the full range of competences required by VET trainers and staff to be able to create inclusive, supportive, and effective learning environments. The scope of learning objectives is organised around three axes: skills, knowledge, and competencies.

- Knowledge required to understand the context and challenges of Roma inclusion in VET;
- Practical skills needed to design, deliver, and adapt vocational training that will meet learners' needs;
- Attitudes and professional competencies necessary to create a trusted classroom, equity, and inclusion;
- Institutional competences related to the prevention of dropout and learner disengagement.

The learning objectives presented here address a range of competences that are required by VET trainers and staff. Equipping them with the necessary knowledge, attitudes, and skills means we are building a better educational future for Roma learners, and have taken another step closer to improving the settings for institutional awareness and a more sustainable inclusion.

3. Identified Learning Objectives in WP2 and WP3

The identification of learning objectives follows a structured, multi-step approach designed to ensure relevance, completeness, and applicability.

<i>Learning Objective</i>	<i>Context</i>
2.1 Public Roma Stakeholder database	A database created with a list of Roma stakeholders, policymakers, experts, and organisations involved in exploring the attractiveness of VET for Roma learners. It includes around 130 entities that can serve for expertise and consultation. Each entry provides direct links, a brief description of the organisation, contact details, and information on scope of work and areas of interest.
2.2 Engagement Methodology with the Roma people	A comprehensive methodology outlining the processes and steps taken when engaging with Roma learners, ensuring their ideas and perspectives on VET are included. Covers effective communication with the Roma community, cultural characteristics, and trust-building methods.
2.3 Outreach strategy for Roma learners	An outreach strategy with information on educational challenges met by Roma learners in each partner country. Results drawn from roundtables, questionnaires, and interviews with Roma learners and stakeholders – a cornerstone for future actions and policy recommendations strengthening inclusion within VET systems.
2.4 Guide and Action plan for VET schools	A Guide and Action plan for VET schools building on the Outreach strategy, compiled from five national reports. These reveal diverse settings in the popularity and affordability of VET schools/programs, and expose systemic barriers to participation despite consistently high interest.
3.1 Supporting/Empowerment Services for Roma learners	A Guidebook designed to assist educators, vocational trainers, social workers, Roma mediators, and community leaders in delivering culturally sensitive, tailored services to Roma learners – bridging gaps and fostering an inclusive educational environment.

3.2 Intervention Mechanism for tackling dropouts	A Guidebook assisting educators, trainers, social workers, mediators, and community leaders in addressing dropout among Roma youth learners, integrating assessment, planning, implementation, and policy sustainability.
3.3 Development of short-term "power up" courses	Modules with Learning Units in all partner languages, focused on: (1) Introduction and Skill-building Foundations, (2) Professional skills and Work readiness, (3) Vocational exploration and Skill development, (4) Career development and Next steps.

4. Learning Objectives by Modules in WP4

Module 1

- Understand how social and educational factors affect the experiences of Roma learners
- Identify the issues that stop Roma learners from taking part in VET
- Improve professional knowledge, skills and attitudes based on what they learn about the context
- Identify inequalities that affect VET participation
- Differentiate between stereotypes and evidence-based understanding of Roma learners
- Adapt new knowledge and approaches based on contextual awareness of Roma learners

Module 2

- Identify discrimination types: distinguish between direct, indirect, structural, and everyday exclusionary practices affecting VET students
- Assess institutional bias: recognize how neutral-looking procedures disadvantage Roma and other marginalized groups
- Apply equity principles: integrate non-discrimination methods into teaching, assessment, student support, and communication
- Respond to incidents: action appropriate interventions for discriminatory events and contribute to institutional prevention

Module 3

- Learn about the policies that make VET inclusive at EU and national level
- Find out what kind of support can be given to learners so they feel included, and how to use these support mechanisms
- Ensure VET providers work well with external stakeholders to make this happen

Module 4

- Create educational activities that encourage involvement from varied adult learners
- Modify content, speed, interaction, and evaluation while maintaining appropriate standards
- Implement inclusive teaching methods that enhance participation, self-assurance, and advancement
- Recognize obstacles posed by instructional design and classroom practices
- Ensure pedagogy corresponds with inclusion, respect, and learner-focused practices

Module 5

- Clarify the significance of flexible learning pathways for inclusive involvement and advancement
- Pinpoint institutional constraints that obstruct learner advancement
- Assist learners in managing transitions, breaks, and re-entry opportunities
- Implement progression planning techniques that acknowledge varied paths
- Suggest pathway modifications that maintain quality while expanding involvement

Module 6

- Communicate with learners and stakeholders in ways that build trust and respect
 - Identify communication barriers related to language, assumptions, power, and institutional culture; apply intercultural competence in everyday VET interactions
 - Use active listening and dialogic approaches to support learner engagement
 - Reflect critically on how their own communication style affects inclusion or exclusion
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Module 7

- Recognise essential risk elements and preliminary indicators associated with dropout in VET
- Differentiate between personal, social, educational, and organisational causes of disengagement
- Implement preventive measures that enhance student engagement, community, and persistence
- Organise prompt interventions for attendance issues and risks of student departure
- Support comprehensive retention approaches focused on inclusion instead of disciplinary actions

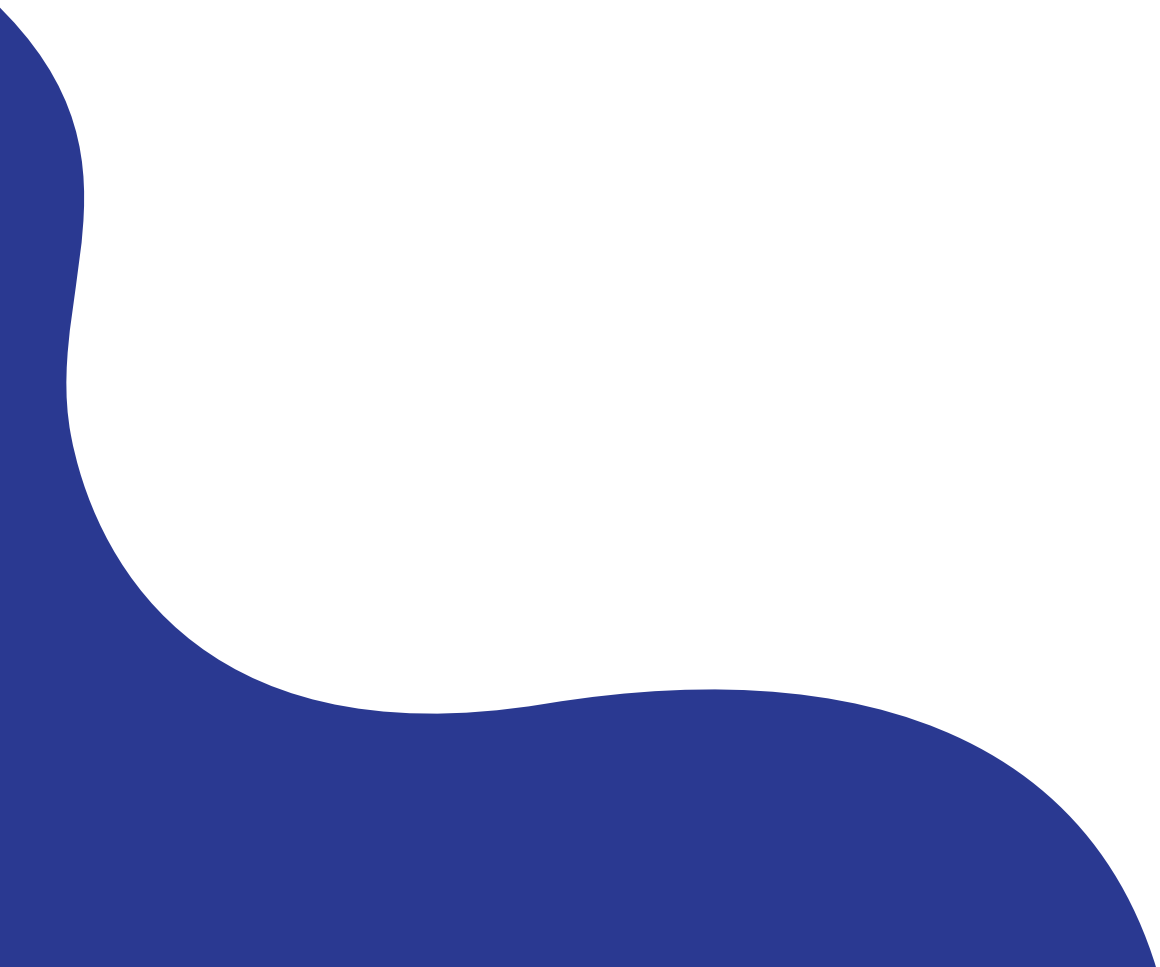
Module 8

- Describe the function of reflective practice within inclusive VET
- Pinpoint individual, professional, and institutional biases that could influence judgment and actions
- Employ systematic reflection to enhance teaching, support, and decision-making
- Acknowledge how bias can influence expectations, communication, evaluation, and disciplinary actions
- Foster a reflective professional environment in their organisation

Module 9

- Outline the characteristics of an inclusive culture within VET
 - Evaluate the impact of institutional norms, leadership, protocols, and collaborative frameworks on learner inclusion
 - Pinpoint chances to enhance collaboration among various roles and agencies
 - Aid in institutional development initiatives concerning inclusion, equity, and learner assistance
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