



MIRANDA – Roma Inclusion through Vocational Education

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Activity 4.2 – Methodology for the Development of the Curriculum Outline for VET Trainers and Staff

Prepared by AIS



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1. Objective and Function of Activity 4.2

Activity 4.2 translates the learning objectives, topics, and subtopics identified under Activity 4.1 into a structured and operational curriculum outline for VET trainers and staff. The purpose of this activity is not to produce training content itself, but to define how the content will be structured, sequenced, distributed, and later developed in a coherent and pedagogically sound manner.

The curriculum outline developed under Activity 4.2 serves as a binding framework for all partners. It determines:

- the thematic scope of the training,
- the internal logic and progression of learning,
- the division of content into modules and units,
- the responsibilities of partners in content development,
- the basis for the final handbook and any pilot training activities.

Partners are expected to follow this methodology strictly in order to ensure consistency, quality, and transferability of results across different VET systems and national contexts.

2. General Approach to Curriculum Development

The curriculum outline is developed using a competence-based and modular approach. This means that learning is organised around competences that VET trainers and staff are expected to acquire, rather than around abstract thematic descriptions. Each competence area identified in Activity 4.1 is translated into a dedicated curriculum module.

The curriculum must be suitable for adult professionals and therefore follows principles of adult learning. It must be practice-oriented, reflective, and adaptable to participants with different professional roles, such as trainers, educators, counsellors, and administrative staff. The curriculum outline must remain flexible enough to be implemented:

- as a full training programme, or
- as selected standalone modules according to institutional needs.

3. Curriculum Blueprint

3.1 Course/Programme Overview

- Title: Curriculum Outline
- Description: The Curriculum Outline serves as a roadmap that integrates identified learning objectives and details the key topics, concepts and modules covered, supporting VET trainers in developing competencies and skills.
- Target Audience: VET trainers and teaching staff
- Duration: 6 hours per module / 1 week
- Delivery Mode: In-person / Online / Hybrid

3.2 Review and Analysis of Project Results

Each module must be internally divided into thematic units. These units are derived directly from the topics and subtopics defined in Activity 4.1.

Partners must ensure that:

- every subtopic is clearly assigned to a specific module and unit,
- no subtopic is omitted or duplicated across modules,
- the internal structure of modules is consistent across the curriculum.

This internal division will later allow handbook authors to develop content chapter by chapter without ambiguity.

3.3 Identification of Core Competences

Based on the findings from Activity 4.1 and previous project outputs, the partnership identified the key competences necessary for VET educators and staff working with Roma learners:

- I. Inclusive and learner-centred teaching approaches
- II. Prevention of discrimination and unconscious bias
- III. Classroom engagement and motivation techniques
- IV. Understanding socio-economic barriers and dropout risks
- V. Adaptation of teaching methods to diverse learning needs
- VI. Cooperation with mediators, families, and local communities

4. Foundational Skills to Build Upon

4.1 Being Creative in Inclusive VET Teaching

Creativity in inclusive VET teaching concerns both methodological and personal competences needed to design engaging, learner-centred educational processes. Trainers should use methods such as visual learning, storytelling, role play, problem-solving tasks, simulations, group work, project-based learning, and hands-on vocational activities – with creativity framed specifically as a tool for learner empowerment and self-confidence.

4.2 Writing and Presenting for Inclusive Communication

Clear, respectful written and oral communication is essential across lesson materials, reports, assessments, feedback, and family correspondence – particularly for Roma learners and families who may face language, literacy, or trust-related barriers. Trainers should be able to prepare learner-friendly materials and present information clearly.

4.3 Diversity Qualification for VET Trainers and Staff

Diversity should be understood as a resource for learning, not a challenge. In the context of Roma inclusion, this includes understanding specific forms of exclusion such as anti-gypsyism, stereotyping, low expectations, and institutional barriers, as well as recognising how trainers' own unconscious bias can affect practice.

4.4 Intercultural Communication in VET Schools

Intercultural communication requires more than awareness of cultural difference – it requires respectful dialogue, active listening, trust-building, and avoidance of stereotypes. Key practices include non-judgmental communication, conflict-sensitive language, mediation techniques, and communication with families and communities.



5. Curriculum Structure and Module Logic

5.1 Definition of Modules

The curriculum is divided into nine core modules, each corresponding to a major thematic area identified in Activity 4.1. These modules together cover all learning objectives, topics, and subtopics previously defined.

The modules are designed to function both independently and as part of a coherent learning pathway. However, partners must respect the recommended learning progression, which moves from contextual understanding to practical application and finally to institutional and reflective dimensions.

Each module must be treated as a complete learning unit that integrates:

- conceptual understanding,
- practical skills development,
- reflective and attitudinal components.

5.2 Internal Division of Modules

Each module must be internally divided into thematic units. These units are derived directly from the topics and subtopics defined in Activity 4.1.

Partners must ensure that:

- every subtopic is clearly assigned to a specific module and unit,
- no subtopic is omitted or duplicated across modules,
- the internal structure of modules is consistent across the curriculum.

This internal division will later allow handbook authors to develop content chapter by chapter without ambiguity.



6. Step-by-Step Methodology for Curriculum Development

6.1 Mapping Learning Objectives to Curriculum Modules

The first step for all partners is to map the learning objectives identified under Activity 4.1 to the corresponding curriculum modules. This mapping ensures that each learning objective is explicitly addressed within the curriculum.

Partners responsible for a module must verify that:

- all relevant learning objectives are fully covered,
- learning objectives are not addressed superficially,
- cross-cutting objectives (such as inclusion, reflection, and cooperation) are embedded throughout the module.

This step is coordinated by the project coordinator, who ensures coherence across modules.

6.2 Defining Module-Level Learning Outcomes

Once learning objectives are mapped, partners must define module-level learning outcomes. These outcomes describe what participants will be able to do after completing the module.

Learning outcomes must:

- be written in clear, action-oriented language,
- reflect professional practice in VET settings,
- integrate knowledge, skills, and attitudes,
- be realistically achievable within the module scope.

Partners must avoid overly generic or academic formulations. Learning outcomes should be understandable to practitioners and usable for training design.

6.3 Determining Scope and Depth of Each Module

Each module must have a clearly defined scope. Partners are required to specify:

- the thematic focus of the module,
- the level of depth appropriate for adult VET professionals,
- the balance between theoretical input and practical application.

The curriculum outline must indicate indicative workload per module. This includes:

- estimated learning hours,
- proportion of guided learning versus self-reflection,
- recommended balance between input, exercises, and discussion.

This information is essential for future training planning and piloting.

6.4 Selection of Pedagogical Approaches

The curriculum outline must propose pedagogical approaches, not detailed lesson plans. Partners must describe how learning will be facilitated, not exactly how it will be taught minute by minute.

Pedagogical approaches must be:

- learner-centred,
- participatory,
- experience-based,
- suitable for diverse professional backgrounds.

Partners must ensure that proposed approaches encourage:

- peer learning and exchange of experiences,
- reflection on personal practice,
- application of learning in real VET contexts.

6.5 Integration of Reflection and Practice

Reflection is a mandatory component of every module. Partners must explicitly describe how participants will be encouraged to:

- reflect on their own attitudes and practices,
- identify biases and assumptions,
- connect learning content to their institutional context.

Similarly, practice-oriented elements must be embedded in each module. These may include:

- analysis of real-life scenarios,
- institutional case studies,
- action planning exercises.

The curriculum outline must make clear that learning is intended to lead to concrete changes in practice.

7. Preparing for Implementation

7.1 Selection of Pedagogical Approaches

Step	What to Do	Why It Matters
1	Review the Curriculum Outline and Learning Objectives	At least one coordinator or VET educator should review the Curriculum Outline, Learning Objectives, and supporting materials from Activities 4.1 and 4.2 before implementation planning begins, paying special attention to inclusive education, intercultural communication, learner engagement, and dropout prevention.
2	Familiarise Staff with the Training Structure and Materials	VET trainers and staff should explore the modules, practical activities, and resources to understand how they are organised and how they can be adapted to different learner needs and institutional realities.
3	Hold an Orientation Meeting	Organise a 1.5–2 hour internal meeting with management, educators, trainers, mediators, and admin staff to review the curriculum structure, agree on implementation priorities, and assign responsibilities for preparation, delivery, learner support, and evaluation.
4	Select Priority Modules and Learning Areas	Choose the modules or thematic areas that best respond to learner needs and that can be implemented most effectively within your institution.
5	Establish a Baseline and Identify Learner Needs	Document the current situation — number of learners, staff profiles, and key challenges — to support monitoring and evaluate the effectiveness of the Curriculum Outline over time.

8. Curriculum Development and Division of Responsibilities

This section defines the mandatory operational procedure for the development of the curriculum under Activity 4.2. It establishes a common working methodology for all partners, clarifies the sequence of tasks, specifies the expected outputs and their length, and allocates responsibilities in a transparent and equitable manner. The procedure described below is binding for all partners and aims to ensure coherence, quality, and consistency across all curriculum modules.

The curriculum development process is organised in two consecutive phases:

- (1) development and validation of module outlines, and
- (2) development of full curriculum modules.

Only after successful completion and validation of the first phase may partners proceed to the second phase.

8.1 Phase 1 – Development and Validation of Module Outlines

8.1.1 Objective of Phase 1

The objective of the outline phase is to establish a shared conceptual and structural understanding of each curriculum module before detailed content development begins. This phase functions as a coordination and quality assurance step, allowing the partnership to verify alignment with the learning objectives identified in Activity 4.1 and to prevent overlap, inconsistency, or imbalance across modules.

8.1.2 Scope and Length of Module Outlines

Each module outline must have a length of minimum three (3) and maximum five (5) pages. The outline is a conceptual planning document and must not contain full training content, detailed exercises, or finalized learning materials.

Each outline must include, in a clearly structured manner:

- the proposed module title and its relevance within the overall curriculum;
- the learning objectives from Activity 4.1 addressed by the module;
- a clear division of the module into topics and subtopics;
- indicative learning outcomes formulated at module level;
- the proposed internal structure and sequencing of content;
- key concepts, terminology, and keywords to be addressed;
- indicative pedagogical approaches suitable for adult VET professionals;
- preliminary references and source materials (policy, academic, or practice-based).

Outlines must be sufficiently detailed to allow partners to assess scope, depth, and coherence, while remaining flexible for further development.

8.1.3 Submission, Sharing, and Review of Outlines

All module outlines must be uploaded to the shared project drive by the deadline agreed within the partnership. File naming conventions must clearly indicate the module number, title, and responsible partners.

The coordinator is responsible for initiating the review process. Each outline will be reviewed for:

- alignment with Activity 4.1 learning objectives;
- coherence with other module outlines;
- appropriate scope and level of detail;
- clarity of structure and terminology.

Feedback is provided in written form. Only outlines that have been reviewed and approved may proceed to Phase 2.

8.2 Phase 2 – Development of Full Curriculum Modules

8.2.1 Objective of Phase 2

The objective of Phase 2 is to transform the approved module outlines into full curriculum modules that constitute the core content of the curriculum. These modules will later serve as the basis for handbook development and training delivery.

8.2.2 Scope and Length of Full Modules

Each full curriculum module must have a length of minimum ten (10) and maximum fifteen (15) pages. This length ensures sufficient depth while maintaining coherence and usability. Each module must include:

- an introductory section outlining the pedagogical rationale and relevance;
- clearly formulated learning outcomes derived from Activity 4.1;
- structured thematic sections corresponding exactly to the approved outline;
- detailed explanations of key concepts and principles;
- guidance on application in real VET contexts;
- examples and practice-oriented explanations;
- reflective elements encouraging professional self-assessment;
- links to institutional practice and cooperation mechanisms.

Modules must be written in a professional, accessible style and must be adaptable to different national and institutional VET contexts.

8.2.3 Submission, Review, and Harmonisation of Modules

Draft modules must be uploaded to the shared drive in editable format. Each module must be reviewed by at least one partner not involved in its drafting. Review focuses on clarity, relevance, consistency, and alignment with the overall curriculum.

The coordinator oversees the harmonisation process, ensuring consistency of terminology, structure, and level of detail across modules.

8.3 *Division of Modules and Partner Responsibilities*

The development of the curriculum modules is organised using a lead and co-lead model to ensure balanced contribution and shared ownership.

8.3.1 *Module Allocation*

- Module 1 – Socio-Educational Context of Roma Learners

Lead: Roma Youth Centre Association

Co-Lead: Institute for Roma and Minorities Inclusion

- Module 2 – Discrimination, Exclusion, and Equality in VET

Lead: SYMPLEXIS

Co-Lead: Austrian Association of Inclusive Society (AIS)

- Module 3 – Inclusive VET Frameworks and Support Mechanisms

Lead: Austrian Association of Inclusive Society (AIS)

Co-Lead: BK Consult GmbH

- Module 4 – Inclusive Pedagogical Design and Delivery

Lead: AKMI

Co-Lead: BK Consult GmbH

- Module 5 – Flexible Learning Pathways and Learner Progression

Lead: Balkan Bridge

Co-Lead: AKMI

- Module 6 – Communication and Intercultural Competence

Lead: SYMPLEXIS

Co-Lead: Roma Youth Centre Association

- Module 7 – Dropout Prevention and Learner Retention

Lead: Balkan Bridge

Co-Lead: Institute for Roma and Minorities Inclusion

- Module 8 – Reflective Practice and Bias Awareness

Lead: SYMPLEXIS

Co-Lead: AKMI

- Module 9 – Inclusive Institutional Cultures and Cooperation

Lead: Austrian Association of Inclusive Society (AIS)

Co-Lead: Institute for Roma and Minorities Inclusion

ANNEX I – Learning Matrix

Module 1 – Socio-Educational Context of Roma Learners

Unit	Knowledge Acquired	Skills Developed	Competences Demonstrated
Unit 1: Roma Communities – History and Diversity	Understand Roma origins, migration patterns, historical persecution, resilience, cultural diversity, language, identity and internal diversity.	Recognise diversity within Roma communities and avoid stereotypes or generalisations when discussing Roma learners.	Create respectful, culturally sensitive and inclusive learning environments that acknowledge Roma identity, language and lived experience.
Unit 2: Socio-Economic Conditions	Understand how poverty, unstable housing, unemployment, healthcare barriers, social exclusion and intergenerational disadvantage affect Roma learners' participation in education and VET.	Analyse how socio-economic conditions influence attendance, motivation, learning continuity and access to services.	Respond to learner difficulties with empathy and contextual awareness instead of interpreting disengagement as lack of motivation.
Unit 3: Challenges to Education and VET	Identify structural, institutional, personal and social barriers, including segregation, transport difficulties, low expectations, bias, lack of support, family responsibilities, mobility and digital exclusion.	Map barriers across different levels and use empathetic communication to understand learners' individual situations.	Apply supportive, non-judgmental and inclusive approaches to reduce participation barriers and support learner retention in VET.
Unit 4: Policy and Inclusion Frameworks	Understand EU Roma strategies, national policies, anti-discrimination priorities, early school leaving prevention and the role of VET institutions in inclusion.	Connect policy priorities to practical VET measures such as mentoring, flexible learning, cultural awareness and learner support mechanisms.	Integrate inclusion, equality and anti-discrimination principles into VET programme design, delivery and institutional practice.

Module 2 - Socio-Educational Context of Roma Learners

Unit	Knowledge Acquired	Skills Developed	Competences Demonstrated
Unit 1: Understanding Discrimination	VET trainers understand the main forms of discrimination: direct, indirect, structural discrimination, exclusionary language, harassment, and microaggressions, with provided examples for better picturing the problem Roma learners may face.	Identify different forms of discrimination in everyday educational practice; recognise exclusionary language, biased behaviour, lowered expectations and unequal participation opportunities.	Actively recognise and challenge discriminatory behaviour and language, and promote fair, respectful and inclusive communication in the VET learning environment.
Unit 2: Legal and Policy Frameworks	VET trainers understand systemic inequality in education and its consequences. Trainers gain knowledge in procedural exclusion, hidden institutional barriers, unequal access, admission barriers, attendance barriers, internship barriers and communication barriers with Roma learners and families.	Analyse how apparently neutral rules, policies and procedures may disadvantage Roma learners; barriers linked to digital access, transport, financial costs, language and internship placement.	Included in this Unit is a group activity, which helps VET trainers learn about exclusion practices by VET schools and apply equality and non-discrimination principles when reviewing institutional procedures.

Unit 3: Equality, Rights and Professional Responsibility	VET trainers understand EU legal and policy tools to combat discrimination, plus brief info about national equality principles, anti-discrimination legislation, Roma inclusion frameworks, and professional ethics.	Connect legal and ethical responsibilities with daily teaching, learner support, assessment and institutional practice; with a Group Activity, reflect on the role of trainers and schools in addressing discrimination.	Demonstrate professional responsibility by acting ethically and supporting vulnerable learners; develop competences that contribute to institutional accountability and promote equal access and outcomes in VET settings.
Unit 4: Addressing Discrimination and Fostering Fair Practices	VET trainers understand reporting systems, with tips for institutions and a video on staff assessment. Trainers learn about preventive measures, inclusive communication practices and staff guidelines for addressing discrimination, with example assessment questions on safety, accessibility and resources.	A detailed set of assessment questions is provided, plus a separate set of questions for staff (teachers, managers).	Contribute to a safe, inclusive and discrimination-free VET environment, supported by a short guideline for staff and a quiz wrapping up questions from all units.

Module 3 – Inclusive VET Frameworks and Support Mechanisms

Unit	Knowledge Acquired	Skills Developed	Competences Demonstrated
Unit 1: What makes a VET framework inclusive	VET trainers learn the main elements of an inclusive VET framework: accessible information, flexible entry points, coordinated support, inclusive pedagogy, learner participation and equitable progression.	Skill developed through the Diagnosis stage of the group activity, examining entry points, support coordination, learner participation mechanisms and progression pathways, then the Redesign stage to propose concrete institutional improvements.	Trainers can assess institutional inclusion practices and recommend realistic changes that improve access, participation and progression for learners.
Unit 2: Types of learner support mechanisms	VET trainers learn about different forms of support: academic, social, emotional, financial, guidance-related, linguistic and transition support, and the importance of matching support to learner needs without stigma.	Skill developed through the Mapping activity (listing existing support services) and the Gap Analysis stage (identifying underserved learner groups and missing/hard-to-access support mechanisms).	Trainers can connect learners with appropriate support and help ensure that support is accessible, coordinated and respectful of learner dignity.
Unit 3: Coordination across roles and services	VET trainers learn how trainers, counsellors, administrators, managers and external services need to work together to create a coordinated support system.	Skill developed through a case study activity analysing a learner at risk, identifying communication failures, assigning responsibilities, defining referral points and creating a realistic support pathway.	Trainers can cooperate with internal and external actors, clarify responsibilities and ensure learners receive timely and connected support.

Unit 4: Barriers to support uptake and effectiveness	VET trainers learn why learners may not use available support, including low trust, stigma, unclear communication, fragmented services, poor timing and bureaucratic procedures.	Skill developed through the Identification stage (analysing why learners don't access support) and the Redesign stage (simplifying referral procedures, improving communication, reducing stigma, proposing proactive outreach).	Trainers can make support systems more learner-friendly, build trust and reduce practical or emotional barriers to accessing help.
Case Study 1: Amara	Trainers understand how poor coordination, delayed communication and unclear responsibilities can lead to learner withdrawal.	Developed by analysing Amara's missed sessions, the trainer's observation, the administrator's report, and the lack of communication with the support coordinator and referring agency; participants identify the earliest possible intervention point.	Trainers can respond early, share information appropriately and protect learner dignity while preventing dropout.
Case Study 2: Joseph	Trainers understand that learners may appear engaged while experiencing hidden financial, housing or family-related difficulties.	Developed by analysing Joseph's situation – a hardship fund exists but the application process is too complex, the welfare adviser is unclear, the liaison worker is invisible; participants redesign access through simplified procedures and proactive one-to-one outreach.	Trainers can identify hidden needs, normalise support, reduce stigma and ensure learners do not need to self-identify as 'struggling' before receiving help.

Module 4 – Inclusive Pedagogical Design and Delivery

Unit	Knowledge Acquired	Skills Developed	Competences Demonstrated
Unit 1: Principles of Inclusive Pedagogical Design	VET trainers understand the core principles of inclusive design: accessibility, clarity, flexibility, relevance, scaffolded learning and active participation. Inclusion should be planned from the beginning, not added only when learners struggle.	Developed through Unit 1.6 Group Activity: Redesign for Inclusion – diagnosing barriers in accessibility, clarity, participation and relevance, then redesigning with clearer instructions, scaffolded steps, alternative participation formats or more relevant examples.	Trainers can design learning activities that are accessible, structured, relevant and flexible, while maintaining learning standards and supporting different learner needs, including Roma learners and others at risk of exclusion.
Unit 2: Inclusive Delivery Methods	VET trainers learn how inclusive teaching is delivered in practice through dialogic teaching, collaborative work, multimodal input, structured support and safe participation routines.	Developed through Unit 2.6 Group Activity: Facilitation in Action – observing who is likely to participate or remain passive, then redesigning delivery by adding small-group work, thinking time, multimodal input, clear roles or safer participation routines.	Trainers can facilitate inclusive learning sessions where more learners feel safe, confident and able to participate, adapting delivery in real time.

Unit 3: Assessment for Inclusion and Progression	VET trainers understand assessment as a tool for learning and progression, not only final judgement – formative assessment, timely feedback, transparency, varied evidence of learning and fair progression support.	Developed through Unit 3.6 Group Activity: Rethinking Assessment – analysing an existing assessment task, identifying barriers such as unclear criteria or restrictive formats, and adapting it with formative feedback, clearer success criteria, alternative formats or revision opportunities.	Trainers can use assessment to build learner confidence, monitor progress, identify difficulties early and create fairer assessment pathways recognising different ways of demonstrating competence.
Unit 4: Adapting Pedagogy without Stigmatisation	VET trainers understand how support can unintentionally stigmatise learners if too visible, individualised or deficit-based – universal design, normalised support, respectful adaptation and learner dignity.	Developed through Unit 4.6 Group Activity: Designing Invisible Support and the cases of Elena's Culinary Course and Mateo's Digital Dive – identifying stigma triggers and redesigning support to be available to all learners (visual guides, optional scaffolding, peer practice, shared digital tools, flexible pacing).	Trainers can adapt teaching in respectful and discreet ways that protect learner dignity, normalise support, maintain high expectations and create an inclusive classroom culture.

Module 5 – Flexible Learning Pathways and Learner Progression

Unit	Knowledge Acquired	Skills Developed	Competences Demonstrated
Unit 1: Why learners need flexibility in their pathway	VET trainers understand why flexible learning pathways are essential for inclusion, especially for learners combining education with work, family responsibilities, interrupted schooling, migration experiences or economic challenges – flexible entry/exit points, modular learning, different learning speeds, blended learning, alternative progression routes.	Developed through sections 1.1 Why flexibility matters for Roma learners, 1.2 What Are Flexible Learning Pathways, and 1.4 Dimensions of Flexibility – analysing how time, place, mode, content and entry/exit points can be adapted.	Trainers can explain and promote flexible pathway options that support access, continuity and progression without lowering quality, and respond to non-linear learner journeys with inclusive planning.
Unit 2: Seeing that people start from different places and have prior learning	VET trainers understand that learners enter VET with different experiences, skills and knowledge gained through work, family life, community experience, informal learning or previous education – Recognition of Prior Learning (RPL), validation, evidence collection, portfolio assessment, competency-based progression.	Developed through Unit 2.1 Introduction, Unit 2.3 Understanding the RPL Process, and the Learning Activity: Mapping Prior Learning and Competencies – connecting learners' previous experience to formal learning outcomes.	Trainers can support learners in presenting their prior learning, guide them through evidence collection, help institutions recognise informal/non-formal competencies, and make progression more efficient and motivating.

Unit 3: Helping learners with transitions and getting back into learning	VET trainers understand the importance of transition support when learners start a programme, switch courses, take a break, return to learning, move into employment or continue further education – re-entry, continuity, progression guidance, retention pathways, mentoring, orientation, career guidance.	Developed through Unit 3.2 Common Types of Learner Transitions, Unit 3.3 Key Concepts, and Unit 3.4 Strategies for Supporting Learner Transitions – using orientation programmes, mentoring, flexible learning options, personalised plans and continuous communication.	Trainers can guide learners through changes in their learning journey, identify learners at risk of disengagement, and provide timely support for re-entry, retention and progression into employment or further education.
Unit 4: What institutions can do to help learners have a flexible pathway	VET trainers understand institutional strategies that make flexible pathways possible, including modularity, pacing, checkpoint reviews, progression planning and institutional adaptability.	Developed through Unit 4.1 Key Concepts, the Case Study: Supporting a Flexible Learning Pathway, and reflection questions on whether institutions support non-linear learner journeys in practice.	Trainers can contribute to institutional planning by recommending modular structures, flexible pacing, regular progress reviews and personalised progression plans.

Module 6 – Communication and Intercultural Competence

Unit	Knowledge Acquired	Skills Developed	Competences Demonstrated
Unit 1: Communication in Diverse Contexts	VET trainers understand communication barriers that may affect Roma learners, including language gaps, limited literacy, institutional jargon, cultural misunderstandings, mistrust, past negative experiences and power dynamics.	Developed through Unit 1.1 Identifying communication barriers, Unit 1.2 The role of mistrust and past experiences, and Workbook Activity 1 – comparing complex institutional language with simpler explanations.	Trainers can communicate more clearly and accessibly with Roma learners and other diverse learners, reducing misunderstandings through simple language, checking understanding, visual aids and awareness of mistrust or power imbalance.
Unit 2: Foundations of Inclusive Communication	VET trainers learn that inclusive communication is based on trust, transparency, empathy, clarity, language sensitivity, respect and hearing the learner's voice.	Developed through Unit 2.2 The power of empathy in interaction, Unit 2.3 Achieving clarity and language sensitivity, and Workbook Activity 2 – listening without interrupting, repeating what was heard, practising phrases such as 'I heard that you felt...'	Trainers can build respectful and trusting relationships with learners, communicate expectations clearly, listen to learners' experiences, create safe spaces and support learner participation in decision-making and classroom dialogue.
Unit 3: Intercultural Competence in Practice	VET trainers understand intercultural competence, self-awareness, identity reflection, cultural openness, cultural humility, power dynamics and respectful intercultural dialogue.	Developed through Unit 3.1 Developing self-awareness and identity reflection, Unit 3.2 Embracing cultural openness, Unit 3.3 Navigating power dynamics and differences, and Workbook Activity 3: Human Knot.	Trainers can interact with learners from diverse cultural backgrounds in a respectful and reflective way, recognising their own biases and adapting communication styles.

Unit 4: Communication Barriers and Misrecognition	VET trainers learn how institutional jargon, assumptions, stereotypes, misrecognition, deficit-based language and exclusionary communication can negatively affect Roma learners' engagement and sense of belonging.	Developed through Unit 4.2 Assumptions, stereotypes, and misrecognition, Unit 4.3 Deficit-based focus and exclusion, Unit 4.4 Strategies for making communication accessible, and Workbook Activity 4.	Trainers can communicate in ways that avoid stereotyping and misrecognition, using accessible, respectful and strengths-based language.
Unit 5: Difficult Conversations and Trust Repair	VET trainers understand how misunderstandings, disagreement, resistance, conflict, low trust and emotional reactions can appear in VET settings, especially around sensitive or Roma-related topics.	Developed through Unit 5.1 Navigating misunderstandings and conflict, Unit 5.3 Trust repair and reconciliation, Unit 5.4 Professionalism, self-care, and providing feedback, and Workbook Activity 5: Silent Discussion.	Trainers can handle conflict, resistance and misunderstandings calmly and constructively, repair trust, provide respectful feedback and maintain professionalism during emotionally sensitive conversations.

Module 7 – Dropout Prevention and Learner Retention

Unit	Knowledge Acquired	Skills Developed	Competences Demonstrated
Unit 1: Understanding Dropout and Disengagement	VET trainers understand that dropout is usually a gradual process, not a sudden decision – disengagement, attendance patterns, sense of belonging, cumulative risk, early warning signs (absenteeism, reduced participation, missed assignments, frustration, anxiety, social withdrawal).	Developed through Workbook Module 7 Unit 1 Activity: 'Walking the Path' – analysing a Roma learner case scenario, identifying warning signs and exploring possible personal, social and institutional causes.	Trainers can observe learner behaviour more carefully, identify dropout risks early and respond with supportive, non-blaming interventions.
Unit 2: Risk Factors and Protective Factors	VET trainers learn that learner retention is shaped by personal, social, educational and institutional factors – risks (low confidence, financial hardship, discrimination, weak belonging, rigid structures, poor communication) and protective factors (mentoring, peer support, inclusive teaching, positive relationships).	Developed through Workbook Module 7 Unit 2 Activity: Retention Support Planning for Roma Learners – identifying risk factors, protective factors and missing support, then proposing academic, social and institutional actions.	Trainers can assess dropout risk in a structured way and design practical support actions that strengthen belonging, confidence, participation and learner persistence.

Unit 3: Preventive Strategies in Daily Practice	VET trainers understand that dropout prevention happens through everyday teaching, mentoring and classroom interaction – strong trainer-learner relationships, inclusive pedagogy, timely feedback, mentoring and flexible learning pathways.	Developed through unit sections on building strong teacher-learner relationships, implementing inclusive pedagogy, providing constructive feedback, mentoring, and creating flexible learning pathways.	Trainers can create supportive learning environments where learners feel respected and able to ask for help, reducing disengagement before it becomes dropout.
Unit 4: Institutional Retention Systems	VET trainers understand that retention is also an institutional responsibility – retention-oriented culture, early warning systems, coordinated responses, re-engagement strategies, follow-up procedures and cooperation between teachers, counsellors, administrators and community partners.	Developed through the Training Activity: Designing an Institutional Early Warning and Response System – mapping existing monitoring mechanisms, identifying gaps, defining staff roles and designing response procedures.	Trainers can support whole-institution retention systems by reporting concerns early, cooperating with colleagues, and contributing to learner support plans and monitoring.

Module 8 – Reflective Practice and Bias Awareness

Unit	Knowledge Acquired	Skills Developed	Competences Demonstrated
Unit 1: Reflective Practice as a Professional Skill	VET trainers understand reflective practice, reflexivity, professional identity, critical incidents, the enhancement cycle, ethical practice and implicit bias – inclusion requires continuous reflection on one's own behaviour, values, communication and professional role.	Developed through Unit 1.1 Reflexivity and professional identity, Unit 1.2 Critical analysis through 'critical incidents', and Workbook Module 8 Unit 1 Activity 1 – answering questions such as 'How do I usually talk to others?' and 'What kind of person do I want to be when I work with people?'	Trainers can use reflection as a professional tool to improve teaching, communication and ethical decision-making, becoming more aware of how their own values and behaviour affect Roma learners and other vulnerable groups.
Unit 2: Comprehending Bias within Educational Environments	VET trainers learn about conscious and unconscious bias, stereotypes, generalisations, selective perception, prejudice, the 'Pyramid of Hate', expectancy bias and how expectations influence learners' performance.	Developed through Unit 2.1 Foundations of bias, Unit 2.2 Stereotypes and generalisations, Unit 2.3 Focused and selective perception, and Workbook Module 8 Unit 2 Activity 2 – judging a learner based on limited information, then revising after more context.	Trainers can identify bias in their own perceptions, avoid decisions based on stereotypes or incomplete information, and maintain high expectations for all learners.

Unit 3: Prejudice in Actions and Decision- Making	VET trainers understand how bias can influence placements, referrals, classroom interactions, discipline, grading, assessment and perceptions of motivation or ability – categorisation, attribution, decision prejudice, expectation influence, imbalanced evaluation.	Developed through Unit 3.1 Categorisation and decision prejudice, Unit 3.2 Attribution and classroom interactions, Unit 3.3 Expectation influence, Unit 3.4 Imbalanced evaluation, and Workbook Module 8 Unit 3 Activity: Pygmalion Effect.	Trainers can make fairer decisions in assessment, discipline, referrals and learner support, avoiding labelling and biased expectations.
Unit 4: Developing Practices of Reflective Self- Evaluation	VET trainers learn structured methods for professional reflection, including self-assessment, reflective journals, learning portfolios, significant event analysis, peer feedback, collaborative evaluation and the response cycle for continuous improvement.	Developed through Unit 4.1 Systematic self-assessment, Unit 4.2 Analysis of significant events, Unit 4.3 Collaborative feedback and peer evaluation, Unit 4.4 Response cycle, and the reflective activity: 'What did I do well today?', 'What problems did I face?', 'What can I do to improve next time?'	Trainers can build reflective habits, seek peer feedback, and use self-evaluation to improve inclusive teaching and contribute to a professional culture of continuous improvement.

Module 9 – Inclusive Institutional Cultures and Cooperation

Unit	Knowledge Acquired	Skills Developed	Competences Demonstrated
Unit 1: What is an Inclusive Institutional Culture	VET trainers understand that an inclusive institutional culture is shaped by shared values, everyday practices, leadership, communication, belonging, equity and shared responsibility – inclusion must be visible in daily routines, not only mission statements or formal policies.	Developed through Group Activity: Building an Inclusive Institutional Culture – analysing how learners are welcomed, how diversity is represented, who participates in decision-making, and where marginalised learners may feel included or excluded.	Trainers can recognise cultural barriers within their institution and propose practical changes that strengthen belonging, representation and inclusion for Roma learners and other marginalised groups.
Unit 2: Leadership, Policy and Everyday Implementation	VET trainers understand the role of leadership, policy implementation, accountability and whole-institution approaches in making inclusion real – policies only matter when clearly communicated, understood, monitored and applied in daily practice.	Developed through Group Activity Module 9 Unit 2 – observing how policies are applied, whether expectations are clear, how leadership decisions influence inclusion, and how accountability is shared across the institution.	Trainers can support inclusive implementation by improving communication around policies, strengthening staff participation and aligning institutional routines with inclusion goals.

Unit 3: Cooperation Inside and Outside the Institution	VET trainers understand that inclusion depends on cooperation between departments, trainers, support staff, managers, employers, community organisations, social services and other external partners – multidisciplinary work, referral networks, partnership building, shared action.	Developed through Group Activity Module 9 Unit 3 – analysing where communication breaks down, which roles or services are disconnected, and where learners may 'fall between systems'.	Trainers can contribute to stronger internal and external cooperation by clarifying roles, improving referral pathways and connecting learners with relevant institutional and community-based support.
Unit 4: Institutional Self-Review and Development Planning	VET trainers understand self-review, quality improvement, action planning, monitoring and institutional learning – long-term inclusion requires honest evaluation, evidence from learners and staff, measurable goals, assigned responsibilities and regular review.	Developed through Group Activity Module 9 Unit 4 – identifying institutional strengths and weaknesses, examining whose voices are included or excluded, and creating an action plan with goals, responsibilities, resources and monitoring steps.	Trainers can actively contribute to institutional development initiatives, helping create realistic inclusion action plans and monitor whether inclusion becomes embedded rather than symbolic.

Case Study: Samira	Trainers understand how exclusion can appear through weak representation, deficit-based language, lack of learner voice and unclear responsibility for inclusion, even when an institution describes itself as inclusive.	Developed through the Samira case — examining representation, staff language and belonging.	Trainers can move from symbolic inclusion to practical institutional change by improving representation, creating peer mentoring or welcome groups, and embedding learner consultation.
Case Study: Open Door Policy	Trainers understand how exclusion can persist even under a stated 'open door' approach.	Developed through the Open Door Policy case — analysing why an 'open door' message does not automatically create trust or participation.	Trainers can make inclusion a shared responsibility across all departments rather than a symbolic policy.



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Activity 4.2 – Methodology for the Development of the Curriculum Outline for VET Trainers and Staff

Prepared by AIS



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