

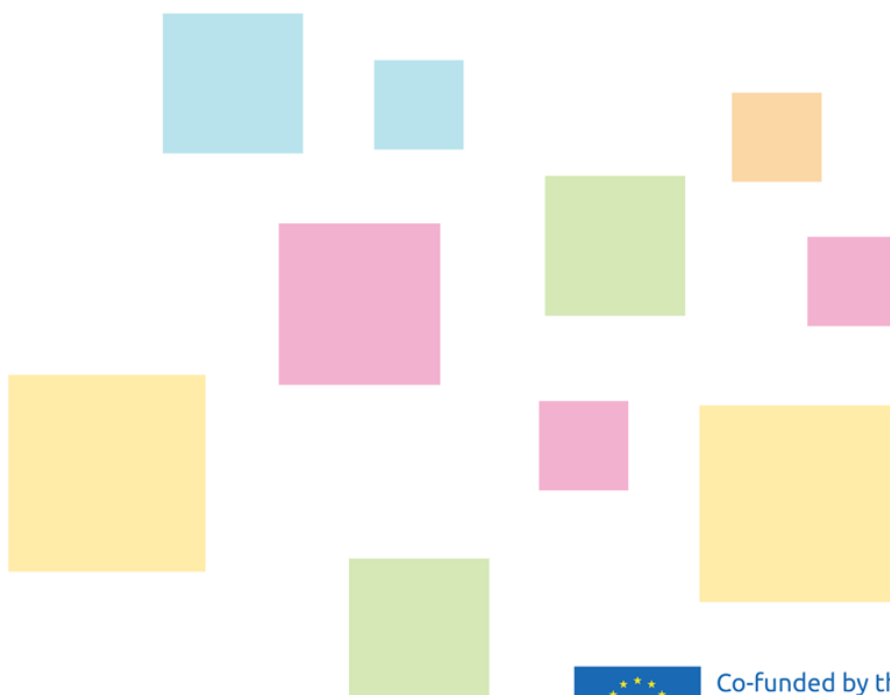


Erasmus+

PROJECT:



PAL LAB



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Pedagogy Toolbox for teachers and mediators



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The following project partners contributed to its development:

Centrul Judetean de Resurse si Asistentă Educatională Braşov, Romania

MUCUR SAGLIK SOSYAL EGITIM VE YARDIMLASMA VAKFI, Ankara, Turkey

AeliaPath, Thessaloniki, Greece

PAL NETWORK, Brussels, Belgium

Educational Co-operation Foundation, Sofia, Bulgaria

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Manual for Training program development



Project information

The PAL LAB project seeks to create a forward-looking model that facilitates both formal and informal school processes. This model aims to equip schoolteachers and professionals with foresight, creativity, and practical skills to address the issue of poor learning outcomes in basic skills and early school dropout among Romani Children across Europe at national, regional, and local levels. The project's approach is based on the understanding that the elevated rates of early school dropout and inadequate learning outcomes among Romani children, as well as other segregated groups, stem from the conventional teaching methodologies' incapacity to adjust to evolving realities.

Project objectives

- Promote equal opportunities and access to quality education of Romani children and youth, upskilling schoolteachers and introducing them to new techniques supporting the social integration process.
- Supporting the creation of a competence matrix for Intercultural skills and social & Inclusion competences for schoolteachers working in segregated schools
- Promote equal opportunities and access to quality education of Romani children and youth, upskilling schoolteachers and introducing them to new techniques supporting the social Integration process.
- Creation of digital platform supporting the practical application of pedagogy tools and materials.

Target Groups

The PAL LAB project is directed towards two primary categories of participants: trainers and learners:

PAL LAB trainers

- Upskilling professionals working in the sector of pedagogic support and school training how to work with Romani children and to prepare their materials more interactively and accessibly
- Trainers and educators working in/with schools and seeking interpersonal and intercultural skills to work with people from social excluded groups, specifically with Romani children
- Schools facilitators and mediators working with socially excluded groups and Romani

PAL LAB learners

- Upskilling school teachers with new pedagogical skills in working directly with Romani children or in segregated schools
- School teachers in segregated schools and/or with high percentage of Romani pupils
- School assistants and counsellors

Stakeholders

- Local and national stakeholders working in the field of social support and family orientation
- Local and national public authorities
- Social partners and NGO supporting Romani children educational process
- NGOs working with social excluded groups
- Networks and grassroots organizations

Introduction

Extensive research consistently highlights the crucial role school staff play in fostering school engagement among learners, particularly Romani students. This influence spans social, emotional, and behavioral well-being, as well as attitudes toward learning. As educators evolve into facilitators of learning, their ability to motivate, guide, and provide unwavering support to all students, becomes increasingly vital.

Furthermore, the proficiency and competencies of teachers, acquired through rigorous professional development, are indispensable in effectively supporting Romani students. These elements form the basis for creating positive classroom and school environments where learning is both meaningful and engaging for all students, regardless of their backgrounds. Prioritizing teacher well-being contributes to an overall positive educational atmosphere for Romani students and their peers.

Teachers, given their daily interactions with Romani students, are uniquely positioned to promptly recognize signs of disengagement or learning challenges among students and intervene effectively. They also possess insights into factors contributing to an unfavorable school climate for Romani students, pinpointing areas that require additional professional support.

Recent research highlights the value of collaborative efforts among educators and other professionals, especially in supporting Romani students. Schools that foster a culture of collaboration characterized by mutual support among peers and leadership, along with opportunities for active involvement in decision-making, tend to experience higher levels of job satisfaction among teachers. Such collaborative

practices not only enhance professional growth but also cultivate school cultures rooted in shared objectives, motivations, responsibilities, and values, ultimately benefiting all students.

While teachers refine their professional judgment with experience, it is essential for them to continually develop new skills and competencies through ongoing professional development initiatives tailored to address the needs of Romani students. Additionally, there may be a need to revise initial teacher education programs to incorporate emerging methodologies and approaches that are culturally responsive and inclusive.

In conclusion, the role of teachers in supporting Romani students transcends traditional educational boundaries. By fostering strong relationships, enhancing professional competencies, promoting collaboration, and prioritizing well-being, teachers can create inclusive and supportive learning environments where all students, including Romani learners, can thrive academically, emotionally, and socially.

What is “Pedagogy Toolbox for teachers and mediators”

The purpose of this document is to outline the methodology for developing a curriculum for teachers, titled the "Pedagogy Toolbox for Teachers and Mediators." This toolbox is specifically designed to support school teachers and mediators in their work with students from Romani backgrounds, covering five crucial topics that will be detailed in five learning modules within the Toolbox' training program with total duration of 40 didactic hours.

The curriculum aims to establish a foundation for delivering comparable and high-quality education for teachers and mediators, with the primary goal of initiating both qualitative and quantitative improvements in teaching practices to enhance the quality of education and the educational experiences of Romani students.

This training program follows a structured approach to impart knowledge, skills, and enhance the performance of teachers working with Romani students in partner countries. It provides a step-by-step guide for developing an effective training program, outlining the methodology of work and the necessary templates to be utilized in creating the modules for the toolbox.

The "Pedagogy Toolbox for Teachers and Mediators" for working with Romani students encompasses inclusive teaching frameworks, dimensions of multicultural education, lifelong learning principles, pedagogical approaches, teacher content knowledge, and training. These elements are intended to offer comprehensive support for educators and mediators to effectively engage with and support minority groups in educational settings.

The toolbox serves as a comprehensive resource that includes a wide array of teaching strategies, instructional approaches, assessment methods, and classroom management techniques specifically tailored to support the learning and well-being

of Romani students. This toolbox equips educators with the necessary tools and skills to create culturally responsive and inclusive learning environments that promote student engagement, foster positive relationships, and enhance academic achievement among Romani learners.

Effective methodology within the "Pedagogy Toolbox" encompasses strategies for differentiated instruction to accommodate diverse learning styles and abilities, culturally relevant teaching practices that align with Romani students' backgrounds and experiences, and collaborative learning approaches that encourage peer interaction and support. By integrating a variety of pedagogical approaches customized to the needs of Romani students, teachers and mediators can create dynamic and engaging learning experiences that cater to the individual strengths and challenges of each student.

Moreover, the "Pedagogy Toolbox" underscores the importance of ongoing professional development and reflective practice for teachers and mediators. Continuous learning and adaptation of teaching methods based on feedback and assessment results are essential to ensure that the curriculum remains relevant, effective, and responsive to the evolving needs of Romani students. By consistently updating their pedagogical practices and expanding their "Pedagogy Toolbox," teachers and mediators can enhance their instructional effectiveness and cultivate a supportive learning environment where all students, including Romani children, can thrive academically and socially.

Aims of the training program

This training program is designed to equip teachers and mediators with comprehensive knowledge, essential skills, and effective pedagogical techniques tailored to empower them in supporting the education and holistic development of Romani children. Emphasizing a culturally sensitive approach, the training addresses the unique educational, cultural, and emotional requirements of Romani students. By gaining a deeper understanding of these aspects, participants will be

better equipped to create inclusive and nurturing learning environments that foster the academic and personal growth of Romani children.

Intended target group of the Toolbox

The training program is directed towards the following categories of learners:

- Professionals working in the sector of pedagogic support and teachers training
- School teachers and mediators working in segregated schools in the partners countries;
- School teachers and assistants working in general schools with high percentage of Roma students.

Training needs of the target group

Many pressing needs remains still unaddressed pertains to the support for teachers working with ethnic minority children. There is a necessity to enhance their intercultural competencies and cultivate specific professional and personal qualities and characteristics. A plethora of practical and innovative tools must be developed to aid teachers who aspire to transform the school environment, fostering positive attitudes towards diversity and encouraging greater societal participation among all members.

The majority of the reports we've examined underscore the importance of ongoing teacher education. In order to effectively educate their students, general education teachers must possess a deeper understanding and appreciation of Roma culture, behavior, and diversities. As evident from various case studies, the more teachers involve the Roma community in the educational process, the more significant the improvements in student outcomes.

In line with this, the teachers working with Romani students, need support and training on:

- Understanding the linguistic diversity within Roma communities and developing strategies to support language acquisition and proficiency among students with varying language backgrounds.
- Enhancing skills in bilingual education and promoting multilingualism in the classroom to facilitate effective communication and learning.
- Exploring and implementing creative teaching methods that cater to diverse learning styles and engage Roma children in the learning process.
- Training on incorporating technology, hands-on activities, and collaborative learning approaches to make lessons more interactive and relevant to students' experiences.
- Building skills in conflict management and resolution to address interpersonal conflicts among students and promote a positive and inclusive classroom environment.
- Developing strategies to de-escalate conflicts, promote empathy, and foster a culture of respect and understanding among students from different backgrounds.
- Enhancing communication skills to effectively engage with Roma students, families, and colleagues, including active listening, clear articulation of expectations, and culturally sensitive communication.
- Training on intercultural communication to navigate cultural differences, promote mutual understanding, and build positive relationships with diverse stakeholders within the school community.
- Building emotional intelligence skills to recognize and manage emotions

effectively, both in oneself and in students, to create a supportive and emotionally safe learning environment.

- Training on empathy, self-awareness, and conflict resolution skills to better understand and respond to the emotional needs of Roma children and promote their social and emotional well-being.

The training curriculum within the "Pedagogy Toolbox" strives to address these specific training needs, and enhance teachers capacity to meet the unique educational, social, and emotional needs of Roma children, create inclusive and supportive learning environments, and promote positive outcomes for their students.

Toolbox structure

The Toolbox comprise 5 modules with total duration of 40 didactic hours, following the competencies and skills, devised as part of WP2 and the Competence matrix of the project. Each module shall provide:

- theoretical information;
- suggested teaching approaches to achieve the learning goals;
- teaching methods, exercises and lesson plans.

The modules will reflect and encompass the following topics:

1. Effective language skills in diverse classroom
2. Innovative pedagogical techniques
3. Conflict resolution
4. Communication skills in school and intercultural communications
5. Emotional intelligence

The modules development shall be **linked to selected case studies practices using one (or more) of the following pedagogy techniques:**

- flipped classroom, to shift the focus from teacher-centered instruction to student-centered learning, promoting active engagement and personalized learning experiences
- blended learning where students are introduced to content at home and practice working through it at school, and introducing different online tools to update information
- integrated learning, using the integration of art-related topics with lessons of science and math in order to enhance the interest of the children and support their art talents.
- open labs approach is considered a fresh approach that lets children use outdoor areas for research and demonstration projects, independently driven projects and new contexts for research and sustainability and related to environmental sustainability.
- open schooling approach of fostering science education for all by linking science learning processes to children' participation in real-life science challenges in society and real research.
- children universities approach that encourages pupils' participation in extra-curricular activities in and outside of school, with a focus on tertiary institutions, that allows pupils to make use of outdoor spaces for projects.

General methodological approaches for the development of the training modules

All training modules must adhere to the following approaches:

1. Cultural Awareness

The curriculum of the toolbox should underscore cultural sensitivity and competence, fostering an environment where students affirm and appreciate their cultural heritage. It is essential to recognize and embrace students' cultures, languages, and experiences, and integrate them into classroom learning.

The content of the toolbox should equip educators with the requisite skills and knowledge to effectively engage with students from diverse cultural backgrounds. The training modules should encompass the following key areas:

Intercultural Communication: The module content should focus on how cultural backgrounds influence communication styles. Teachers need to learn to identify and adapt to varied communication norms, including non-verbal cues, language barriers, and attitudes towards authority and family dynamics.

Cultural Values and Behaviors: Educators shall be introduced to the concepts of cultural values and their influence on behaviors and preferences. This includes developing sensitivity and understanding of students' beliefs, attitudes, and values, fostering a proactive approach to learning about Romani children's cultural backgrounds.

Conflict Resolution and Teamwork: The course shall cover the origins of conflict and strategies for reconciliation across cultures. It will also explore the dynamics of individualism and group approaches in different cultural contexts, offering real-life examples and challenges for practical application.

Cultural Competence and Equity: The training shall encourage educators to enhance their cultural competence by examining their beliefs, biases, and cultural assumptions, and develop sensitivity, honor, acceptance, respect, and compassion towards diverse cultural identities and groups, fostering a culturally sensitive and equitable learning environment.

The course should offer tools and insights necessary for creating inclusive and culturally responsive learning environments, where students feel valued, respected, and supported on their educational journey.

2. Inclusive Pedagogy and Curriculum:

The toolbox should offer strategies to transform pedagogy and curriculum to be more inclusive, meaningful, and conducive to encouraging and supporting students, effectively meeting their needs and fostering collaboration.

Inclusive pedagogy and curriculum aim to establish a learning environment that caters to the needs of all students, irrespective of their background or identity, and promotes their engagement with the subject matter. To implement inclusive practices, it is crucial to cultivate an environment where all students have the opportunity to participate and learn, regardless of their background or identity.

Inclusive Pedagogy

The Toolbox training program shall focus on a student-centered approach to teaching that engages the diverse social identities and positionalities that all students

bring to the classroom. It shall permeate every aspect of curriculum and course design, classroom management, and assessment of teaching and learning.

The goal is to create a more welcoming classroom environment by removing barriers to inclusion and fostering a nurturing classroom where students feel valued because of their differences and feel comfortable participating in class. Inclusive pedagogy practices shall embrace cultural differences, constructs welcoming environments for sharing cultural perspectives, and assigns tasks that challenges students to think critically about diversity and equity issues.

Inclusive Curriculum

Inclusive curriculum features representation by reflecting diverse perspectives, cultures, and identities in the curriculum. It shall offer flexibility by providing various learning paths and assessment methods to accommodate different learning styles, adapting teaching approaches and materials to meet individual student needs.

Collaboration shall be encouraged among students with diverse backgrounds and abilities, fostering teamwork and a supportive learning community. Equity shall be ensured by providing equal opportunities for all students to access and succeed in the curriculum.

The teachers training program shall suggest strategies and considerations for implementing inclusive practices, like:

Create an Inclusive Classroom Environment: Ensure that all students are treated respectfully and have access to general education and technology. This includes fostering an atmosphere of respect where students can develop and maintain friendships with others in their schools and communities

Incorporate Inclusive Teaching Methodology: Adopt inclusive teaching strategies that impact how students learn and how educators structure their lesson plans. This

shall involve investing time and effort to employ common characteristics and features of inclusive classrooms, such as providing a flexible learning environment that benefits a variety of learners by offering multiple ways to access learning and demonstrate knowledge

Promote Equality and Diversity: Understand the inclusive practice definition and how it can be applied to the classroom. This involves promoting equality and diversity in every school activity to ensure that children grow up as accepting, well-rounded, and kind individuals.

Observation and Communication: For teachers, inclusive practices shall be implemented from early childhood. By observing children and communicating with parents, educators can better understand a child's capabilities and their specific way of learning. This information can be incorporated into lesson plans to create an inclusive classroom accessible for all students.

By integrating inclusivity into curriculum design, educators can build a learning environment that celebrates diversity, boosts student engagement, and supports the academic achievement and well-being of every learner.

3. Continuous Pursuit of Skills and Knowledge:

The toolbox encompasses the continuous pursuit of skills, knowledge, and personal growth needed to establish a meaningful connection between teachers, mediators and students.

The Continuous Pursuit of Skills and Knowledge approach involves the ongoing expansion of teachers and mediators' knowledge and skill sets, both formally and informally, to reinforce previous learning and develop new skills. The continuous learning initiative would increase engagement, job satisfaction, and knowledge retention, ultimately contributing to career advancement and personal development of the school staff.

The course shall involve also leadership skills, communication and empathy, aiming to build confidence, enhance job satisfaction, and improve job performance for the Romani students benefit.

In the context of teaching, continuous learning shall encompass the development of deep content knowledge, pedagogical content knowledge, and knowledge of curricular development. This includes mastering the theories, principles, and concepts of a particular discipline, as well as understanding the most effective forms of representing and communicating teaching content to Romani students.

The Continuous Pursuit of Skills and Knowledge approach shall focus on:

Adapting Instructional Strategies and employ teaching methods that accommodate diverse learning styles, abilities, and backgrounds. This shall involve using a variety of instructional techniques, incorporating multimedia resources, and providing multiple means of engagement and representation.

Designing Inclusive Curriculum, that reflects diverse perspectives, experiences, and cultures. This includes selecting inclusive readings, incorporating diverse examples and case studies, and ensuring representation of various identities and backgrounds.

Promoting Equitable Assessment that are fair, unbiased, and accessible to Romani students. This shall involve using of alternative assessment methods, and considering different forms of evaluation to assess and support student learning and achievement.

Building Cultural Competence to enhance teachers' understanding and appreciation of different cultures, identities, and experiences. This includes developing cultural competence, self-reflection, and awareness of implicit biases to better support diverse students

Collaborating with Families and Communities, to establish partnerships with families and communities to support student learning and well-being. This involves engaging parents/guardians, seeking community input, and valuing the cultural backgrounds and knowledge that families bring.

4. Embracing Flexibility and Adaptability:

Being open to change and adapting teaching and mediation approaches based on cultural nuances can foster stronger relationships and understanding. The Toolbox shall explore the crucial skills of being flexible and adaptable in the dynamic environment of education.

As educators, it's imperative to be able to adjust to various situations, challenges, and student needs effectively. Throughout the training program, we will delve into practical strategies, techniques, and mindsets that will empower teachers to thrive in diverse teaching environments.

The teachers training program shall pursue the following adapting teaching and mediation approaches:

Understanding Different Learning Styles

Understanding Different Learning Styles delves into the diverse preferences of learners, including visual, auditory, and kinesthetic modalities. Through this module, educators gain insights into tailoring teaching methods to accommodate various learning styles, fostering an inclusive and effective learning environment.

By recognizing and addressing individual learning preferences, teachers can enhance student engagement and comprehension, ultimately promoting academic success.

1. Visual, auditory, kinesthetic, and other learning preferences

2. Adapting teaching methods to cater to diverse learning styles

Strategies for Adapting Lesson Plans

Flexible lesson planning techniques involve designing instructional plans that are adaptable to the dynamic needs and circumstances of learners, like:

Differentiation: Incorporating differentiation strategies that allow teachers to modify lesson content, process, and result to meet the diverse needs of Romani students, providing alternative materials, adjusting the level of difficulty, or offering varied instructional methods to ensure all students can access and engage with the content effectively.

Scaffolded Instruction: Implementing scaffolded instruction involves breaking down complex concepts into smaller, manageable steps, gradually increasing the level of difficulty as students progress.

By providing appropriate support and guidance, teachers can help students build upon their existing knowledge and skills, fostering deeper understanding and independence.

Use of Multiple Modalities: Integrating multiple modalities, such as visual aids, auditory cues, hands-on activities, and technology, allows teachers to cater to different learning styles and preferences.

By presenting information in various formats, educators can accommodate the diverse needs of students and enhance their comprehension and retention of the material.

Flexibility in Assessment: Adopting flexible assessment methods enables teachers to evaluate student learning in ways that align with individual strengths and abilities. This may involve offering options for demonstrating understanding, such as through written assignments, oral presentations, projects, or performances, allowing students to showcase their knowledge and skills in ways that resonate with them.

Responsive Teaching: Remaining responsive to students' feedback, questions, and misconceptions during the lesson enables teachers to adjust their instructional approach in real-time.

By being attuned to students' needs and understanding their progress, educators can make on-the-spot modifications to lesson plans to ensure optimal learning outcomes for all learners.

Reflective Practice: Engaging in reflective practice involves regularly assessing the effectiveness of lesson plans and instructional strategies, identifying areas for improvement, and making adjustments as needed.

By reflecting on their teaching practices and the impact on student learning, educators can refine their approach and continuously strive for greater flexibility and effectiveness in lesson planning.

Managing Unexpected Situations in the Classroom

The teachers shall effectively manage unexpected situations in the classroom, maintain a positive learning environment, and promote student success despite the challenges that may arise.

The Toolbox shall involve the following strategies for managing unexpected situations:

1. **Stay Calm and Composed:** One of the most critical aspects of managing unexpected situations is maintaining a calm and composed demeanor. When

teachers remain calm, it helps reassure students and prevents the situation from escalating. Taking deep breaths, pausing for a moment to assess the situation, and maintaining a positive attitude can all contribute to managing unexpected challenges effectively.

2. **Quick Assessment of the Situation:** Upon encountering an unexpected situation, such as a disruptive behavior, technical issue, or unforeseen event, it's essential for teachers to quickly assess the nature and severity of the problem. This assessment allows educators to determine the appropriate course of action and respond promptly to address the situation before it escalates further.
3. **Implement Classroom Management Strategies:** Having established classroom management strategies in place can help teachers effectively address unexpected situations. Techniques such as proximity control, nonverbal cues, and assertive communication can be employed to redirect disruptive behavior and maintain a positive learning environment. Consistency in applying classroom rules and expectations also contributes to managing unexpected situations effectively.
4. **Flexibility in Lesson Delivery:** In the event of unexpected disruptions or changes to the lesson plan, teachers should be prepared to adapt and modify their instructional approach as needed. Flexibility in lesson delivery allows educators to make on-the-spot adjustments, such as shifting to alternative activities, revising timelines, or incorporating unplanned discussions, to keep the learning process on track despite unforeseen circumstances.
5. **Utilize Support Systems:** Teachers can leverage support systems within the school community, such as administrators, counselors, or support staff, to assist in managing unexpected situations. Seeking guidance or assistance from colleagues when faced with challenging circumstances can provide valuable support and resources to effectively address the situation.
6. **Model Problem-Solving Skills:** Demonstrating problem-solving skills and resilience in the face of unexpected challenges sets a positive example for

students. By modeling adaptability, critical thinking, and effective decision-making, teachers not only navigate unexpected situations successfully but also impart valuable life skills to their students.

7. **Reflect and Learn:** After managing an unexpected situation, it's beneficial for teachers to reflect on the experience and identify lessons learned. Reflective practice allows educators to evaluate their responses, consider alternative strategies, and refine their approach to better handle similar situations in the future. This continuous learning and improvement process contribute to professional growth and resilience as an educator.

5. Empowerment of Roma Students

Training empowers teachers to actively involve Roma students in their own learning process and decision-making. By fostering student voice and agency, educators encourage self-advocacy, leadership skills, and a sense of ownership over their education.

Teachers shall become agents of change in promoting the educational success and well-being of Roma students. By fostering understanding, empathy, and collaboration, teachers shall create inclusive learning environments where all students feel valued, respected, and empowered to achieve their full potential.

Teaching and learning methods of the training

The training methods for a teachers' training program aimed at supporting the education and development of Roma children should be **interactive, participatory, and culturally sensitive**.

1. **Case Studies and Role-Playing:** Presenting case studies and engaging in role-playing scenarios provides teachers with practical examples of challenges they may encounter in the classroom and opportunities to brainstorm solutions collaboratively. This approach promotes critical thinking, problem-solving skills, and empathy.
2. **Peer Learning and Collaboration:** Facilitating peer learning and collaboration enables teachers to share their experiences, expertise, and strategies with colleagues. This can take the form of peer mentoring, peer observation, or collaborative lesson planning sessions, promoting a supportive learning community among educators.
3. **Interactive Lectures and Presentations:** Delivering interactive lectures and presentations using multimedia tools, and engaging activities keeps participants actively involved and promotes retention of information. Encouraging questions, discussions, and reflections during presentations enhances engagement and understanding.
4. **Hands-On Workshops and Demonstrations:** Providing hands-on workshops and demonstrations of effective teaching techniques, such as differentiated instruction, culturally responsive teaching, and behavior

management strategies, allows teachers to practice new skills in a supportive environment and receive feedback from peers and facilitators.

5. **Cultural Competency Training:** Offering specialized training on cultural competency and sensitivity ensures that educators understand the unique cultural backgrounds, values, and traditions of Roma communities. This training may include activities such as cultural awareness exercises, discussions on implicit bias, and exploring strategies for building positive relationships with Roma students and families.
6. **Reflective Practice and Feedback:** Incorporating opportunities for reflective practice and feedback allows teachers to critically evaluate their teaching practices, identify areas for improvement, and set goals for professional growth. Peer feedback, self-assessment tools, and guided reflection exercises support continuous learning and development.
7. **Technology Integration:** Leveraging technology tools and resources, such as online learning platforms, webinars, and educational apps, enhances accessibility and flexibility of training delivery. Providing resources for self-paced learning, virtual communities of practice, and online forums encourages ongoing engagement and collaboration among participants.

Assessment methods

Assessment methods for a teachers' training program focused on supporting the education and development of Roma children should be designed to evaluate participants' understanding of key concepts, application of skills, and readiness to implement effective practices in the classroom. Here are some suitable assessment methods:

1. **Pre- and Post-Training questionnaires:** Administering pre- and post-training questionnaires allows trainers to assess participants' knowledge, attitudes, and perceptions related to the training needs for supporting Roma

children's education and development. Comparing questionnaires responses before and after the training will provide insights into the effectiveness of the program in providing knowledge and skills, changing attitudes and increasing awareness.

2. **Case Study Analysis:** Presenting case studies related to teaching Roma children and facilitating group discussions or written reflections enables participants to apply their knowledge and problem-solving skills in real-world scenarios. Assessing participants' responses to case studies provides insights into their ability to address challenges and make informed decisions.
3. **Lesson Plan Development:** Assigning participants the task of developing lesson plans or instructional materials tailored to the needs of Roma children allows trainers to evaluate their ability to apply effective pedagogical strategies learned during the training. Assessing the quality, creativity, and cultural relevance of participants' lesson plans provides valuable feedback on their readiness to implement inclusive teaching practices.
4. **Role-Playing and Simulations:** Conducting role-playing exercises or simulations of classroom scenarios involving Roma students enables trainers to assess participants' communication skills, problem-solving abilities, and cultural sensitivity in interactive contexts. Observing participants' interactions and providing feedback on their performance allows for targeted skill development.
5. **Peer Evaluation:** Facilitating peer evaluation activities, where participants provide constructive feedback to their colleagues on presentations, lesson plans, or teaching strategies, promotes collaborative learning and self-reflection. Peer evaluation criteria can include adherence to cultural competency principles, effectiveness of instructional methods, and clarity of communication.
6. **Observations and Feedback:** Conducting classroom observations of participants' teaching practices, either in simulated or actual classroom settings, allows trainers to assess their implementation of inclusive teaching

strategies and interactions with Roma students. Providing constructive feedback and coaching based on observations supports ongoing professional development.

7. **Post-Training Projects or Presentations:** Assigning participants post-training projects or presentations on topics related to supporting Roma children's education and development enables them to demonstrate their understanding, creativity, and commitment to implementing effective practices. Assessing the quality and relevance of participants' projects or presentations provides a comprehensive evaluation of their learning outcomes.

By utilizing a combination of these assessment methods, trainers can effectively evaluate participants' knowledge, skills, and readiness to support the education and development of Roma children, ensuring the training program's success in preparing educators for inclusive and equitable teaching practices.

Language of instruction

Language of each partner country (Romania, Belgium, Turkey, Greece, Bulgaria) and English

Modules content



Training Module 1: Teaching Effective Language Skills in a Diverse Classroom

This training module aims to:

- Equip educators with the knowledge and skills required to effectively teach language skills in diverse classroom settings.
- Understand the needs of diverse learners, implement inclusive teaching strategies, and foster a supportive learning environment to help all students develop strong language skills, regardless of their linguistic background.
- Cover key principles, practical strategies, and resources for teaching effective language skills in diverse classrooms.

Module duration – 8 training hours, including theory and exercises

Module Content:

1. Understanding Diverse Learners – duration 20 minutes:

- Recognizing the linguistic and cultural backgrounds of students - **theory**
- Understanding the impact of language diversity on learning outcomes - **theory**

2. Principles of Effective Language Teaching – duration 40 minutes:

- Communicative language teaching approach - **theory**

- Differentiated instruction to meet the needs of diverse learners - **theory**
- Incorporating cultural relevance in language teaching – **theory**

3.Strategies for Teaching Reading and Writing Skills – duration 120 minutes:

- Scaffolded reading activities for language development - **theory**
- Writing prompts and exercises to improve writing skills – **theory and learning-by-doing exercises**
- Peer editing and feedback techniques for collaborative learning - **theory and learning-by-doing exercises**

4. Strategies for Teaching Speaking and Listening Skills – duration 120 minutes:

- Interactive speaking activities to promote oral fluency
- Listening comprehension exercises for improving listening skills
- Role-playing and group discussions for effective communication

5. Incorporating Technology in Language Teaching – duration 60 minutes:

- Utilizing digital tools and resources to enhance language learning
- Online platforms for language practice and skill development
- Virtual communication tools for engaging with diverse learners

6.Creating an Inclusive Classroom Environment – duration 60 minutes:

- Establishing a supportive and respectful classroom culture
- Encouraging peer collaboration and language exchange
- Celebrating linguistic and cultural diversity within the classroom

7. Assessment and Feedback – duration 40 minutes:

- Formative and summative assessment strategies for language skills
- Providing constructive feedback to support language development
- Monitoring progress and adjusting teaching strategies as needed

8. Resources and Professional Development - 20 minutes:

- Recommended reading materials, websites, and resources for language teaching
- Opportunities for professional development in language education

By implementing the principles, strategies, and resources outlined in this training module, educators can create an inclusive and effective learning environment for teaching language skills in diverse classrooms. By valuing linguistic diversity, adapting teaching practices to meet the needs of diverse learners, and fostering a culture of respect and collaboration, educators can empower all students to develop strong language skills and succeed academically with other educators to share best practices and experiences



Training Module 2: Innovative Pedagogical Techniques for Teaching Roma Students

This training module aims to:

- Explore innovative pedagogical techniques and strategies to effectively teach Roma students
- Understand their cultural background, educational challenges, and specific needs
- Create inclusive and engaging learning environments that foster academic success and personal growth.
- Discover best practices, creative teaching approaches, and resources to support educators in meeting the diverse learning needs of Roma students.

Module duration - 8 training hours, including theory and exercises

Module Content:

1. Understanding the Roma Community – 30 minutes theory and exercises:

- Understanding the educational challenges and barriers faced by Roma students - **theory**
- Recognizing the strengths, resilience, and assets of Roma students - **theory and practical exercises**

2. Culturally Responsive Teaching – 60 minutes theory and practical exercises:

- Importance of culturally responsive teaching for Roma students - **theory**
- Incorporating Roma culture, language, and history into the curriculum – **theory and practical exercises**
- Building positive relationships with Roma students and their families - **practical exercises**

3. Strengths-Based Approach – 90 minutes theory and practical exercises :

- Identifying and leveraging the strengths and talents of Roma students –**theory and practical exercises**
- Fostering a growth mindset and positive self-image in Roma learners - **theory and practical exercises**
- Empowering Roma students to take ownership of their learning and success - **theory and practical exercises**

4. Differentiated Instruction - 120 minutes theory and practical exercises:

- Adapting teaching methods and materials to meet the diverse learning needs of Roma students
- Providing individualized support and scaffolding for academic success
- Using multiple modalities and strategies to engage Roma students in learning

5. Student-centered teaching techniques - 60 minutes theory and practical exercises:

- Implementing project-based learning activities to promote student engagement and creativity - **theory and practical exercises**
- Encouraging collaboration, critical thinking, and problem-solving skills in Roma students - **theory and practical exercises**
- Connecting classroom learning to real-world applications and experiences - **theory and practical exercises**

6. Community Engagement and Partnerships - 30 minutes theory and practical exercises:

- Collaborating with Roma community members, organizations, and leaders to support student learning
- Connect classroom learning to the local community by incorporating field trips, guest speakers, and service-learning projects that address community needs and interests.
- Engaging parents and families in their children's education and school activities

7. Technology Integration - 30 minutes theory and demonstration of resources:

- Utilizing technology tools and resources to enhance learning opportunities for Roma students
- Incorporating digital literacy skills and online resources to support academic achievement
- Providing access to educational technology that bridges the digital divide for Roma students

8. Assessment and Feedback – 60 minutes theory and practice:

- Implementing culturally sensitive assessment practices to gauge student progress and growth - **theory and practical exercises**
- Providing constructive feedback and support to help Roma students succeed - **theory and practical exercises**
- Using assessment data to inform instructional decisions and tailor support for individual students - **theory**

By integrating innovative pedagogical techniques, culturally responsive practices, and inclusive teaching strategies, educators can create a supportive and empowering learning environment for Roma students. By recognizing the strengths and potential of Roma learners, fostering positive relationships, and engaging with the Roma community, educators can help Roma students thrive academically, socially, and emotionally. Through collaboration, creativity, and a commitment to equity and inclusion, educators can make a meaningful impact in the lives of Roma students and contribute to their educational success.



Training Module 3: Conflict Resolution for Teachers Working in Schools with Roma Students

This training module aims to:

- equipping teachers with effective conflict resolution skills to navigate challenging situations in schools with Roma students.
- Understand the dynamics of conflict, develop communication strategies, and foster positive relationships.
- Create a harmonious learning environment that supports the academic and social-emotional well-being of all students.
- Explore conflict resolution principles, proactive strategies, de-escalation techniques, and resources to empower teachers in managing conflicts effectively.

Module duration - 8 training hours, including theory and exercises

Training content:

1. Understanding Conflict in School Settings – 30 minutes guided discussion:

- Common sources of conflict in schools with Roma students - **discussion**
- Recognizing the importance of addressing conflicts proactively and constructively – **practical exercise**

2. Conflict Resolution Principles - 60 minutes theory and practice:

- Importance of empathy, active listening, and understanding perspectives in conflict resolution - **theory**
- Building trust and rapport with students, colleagues, and families to prevent and resolve conflicts – **theory and practical exercises**

-Promoting a culture of respect, collaboration, and open communication in the school community- **practical exercises**

3. Proactive Strategies for Conflict Prevention - 60 minutes theory and practical exercises:

- Establishing clear expectations, rules, and procedures to prevent conflicts
- Implementing restorative practices and conflict resolution frameworks in the school environment
- Encouraging positive behavior and respectful interactions among students through social-emotional learning programs

4. De-escalation Techniques - 90 minutes theory and practical exercises:

- Recognizing early signs of conflict and potential triggers
- Strategies for calming escalating situations and diffusing tension
- Maintaining composure, staying neutral, and modeling positive behavior during conflicts

5. Communication Skills for Conflict Resolution - 60 minutes theory and practical exercises:

- Effective communication strategies for addressing conflicts with Roma students and families
- Using nonverbal cues, tone of voice, and body language to convey empathy and understanding
- Asking open-ended questions, paraphrasing, and seeking clarification to facilitate constructive dialogue

6. Cultural Sensitivity in Conflict Resolution - 60 minutes theory and practical exercises:

- Understanding cultural norms, values, and communication styles of Roma students and families

- Respecting diversity and promoting inclusivity in conflict resolution processes
- Considering cultural factors when addressing conflicts to ensure fairness and equity

7. Collaborative Problem-Solving - 60 minutes theory and practical exercises:

- Engaging all stakeholders in the conflict resolution process, including students, parents, and community members
- Encouraging collaborative problem-solving and seeking mutually beneficial solutions
- Building consensus and working towards sustainable resolutions that address underlying issues

8. Self-Care and Well-Being - 60 minutes theory and practical exercises::

- Recognizing the impact of conflict on personal well-being and professional practice
- Practicing self-care strategies to manage stress, maintain resilience, and prevent burnout
- Seeking support from colleagues, mentors, and mental health resources when dealing with challenging conflicts

By developing conflict resolution skills, fostering positive relationships, and promoting a culture of respect and understanding, teachers can create a supportive and inclusive learning environment for Roma students. Through proactive strategies, effective communication, and cultural sensitivity, educators can address conflicts constructively, build trust, and empower students to resolve differences peacefully. By prioritizing collaboration, empathy, and self-care, teachers can navigate conflicts with confidence and contribute to a harmonious school community where all students can thrive academically and socially.



Training Module 4: Communication Skills and Intercultural Communications for Teachers Working in Schools with Roma Students

This training module aims to:

1. Enhance communication skills and intercultural competence for teachers working in schools with Roma students.
2. Develop effective communication and intercultural understanding to build positive relationships, foster inclusivity, and promote academic success in diverse educational settings.
3. Explore communication strategies, intercultural competence development, cultural awareness, and practical tips for improving communication with Roma students and their families.

Module duration – 8 training hours

Module Content:

1. Importance of Communication in School Settings – 30 minutes guided discussion:

- Recognizing the impact of effective communication on student engagement, motivation, and academic achievement
- Exploring the challenges and opportunities of communication in multicultural school environments

2. Communication Skills for Teachers – 90 minutes theory and practical exercises:

- Active listening techniques to enhance understanding and empathy – **20 minutes theory**
- Assertive communication strategies for expressing needs and setting boundaries - **20 minutes theory**

- Nonverbal communication cues and body language in conveying respect and understanding- **20 minutes theory**
- **Practical exercises on the new skills – 30 minutes**

3. Intercultural Communication Competence - 60 minutes theory and practical exercises:

- Definition of intercultural communication and its importance in diverse educational environments- **theory**
- Developing intercultural sensitivity and awareness of cultural differences - **theory**
- Building cultural competence through self-reflection, learning, and adaptation - **theory and practical exercises**

4. Cultural Awareness and Sensitivity - 60 minutes theory and practical exercises:

- Understanding the cultural background, values, and traditions of Roma students and families - - **theory**
- Recognizing the impact of cultural factors on communication styles and preferences - **theory**
- Avoiding stereotypes, biases, and assumptions in intercultural interactions - **theory and practical exercises**

5. Building Positive Relationships with Roma Students and Families - 60 minutes theory and practical exercises:

- Establishing trust, rapport, and mutual respect through effective communication - **theory**
- Engaging Roma families as partners in their children's education through open dialogue and collaboration-**discussion and practical exercises**
- Creating a welcoming and inclusive school environment that celebrates diversity and fosters belonging - **theory and practical exercises**

6. Resolving Communication Challenges - 90 minutes theory and practical exercises:

- Strategies for addressing language barriers and promoting language access for Roma students -**theory**
- Dealing with miscommunication, misunderstandings, and conflicts in a culturally sensitive manner - **theory**
- Seeking support from interpreters, cultural mediators, or community resources –
discussion and practical exercises

7. Cross-Cultural Communication Strategies - 60 minutes theory and practical exercises:

- Adapting communication styles and approaches to meet the needs of Roma students
- **theory**
- Using storytelling, visual aids, and hands-on activities to enhance understanding and engagement -**theory**
- Encouraging student voice, participation, and self-expression in the classroom -
discussion and practical exercises

8. Professional Development and Continuous Learning - 30 minutes presentation and guided discussion:

- Participating in intercultural training, workshops, and professional development opportunities
- Reflecting on personal biases, assumptions, and communication patterns to enhance intercultural competence
- Collaborating with colleagues, mentors, and cultural experts to exchange best practices and insights

By honing their communication skills, developing intercultural competence, and fostering cultural awareness, teachers can create a supportive and inclusive learning environment for Roma students. Through effective communication, empathy, and

respect for cultural diversity, educators can build strong relationships, promote academic success, and empower Roma students to thrive in school and beyond. By embracing intercultural communication strategies, continuous learning, and a commitment to inclusivity, teachers can make a positive impact on the educational experiences and outcomes of Roma students in multicultural school settings.



Training Module 5: Enhancing Emotional Intelligence for Teachers Working with Roma Children

This training module aims to:

1. Equip teachers with the necessary knowledge and skills to enhance their emotional intelligence when working with Roma children.
2. Understand and manage your own emotions effectively to create a more inclusive and supportive learning environment for Roma students.
3. Improved academic outcomes and overall well-being.

Module duration – 8 training hours

Module Content:

1. Introduction to Emotional Intelligence – 60 minutes theory and discussion

- Definition and components of emotional intelligence - **theory**
- Importance of emotional intelligence in teaching and learning - **theory and discussion**
- Impact of emotional intelligence on student success, particularly Roma children - **theory and discussion**

2. Understanding the Roma Community - 60 minutes guided discussion

- Challenges and barriers faced by Roma children in education
- Stereotypes and misconceptions surrounding Roma children

3. Developing Self-Awareness and Self-Regulation - 120 minutes theory and discussion

- Techniques for recognizing and managing emotions effectively
- Stress management strategies for teachers working with diverse student populations
- Reflective practices to enhance personal and professional growth

4. Building Empathy and Interpersonal Skills - 120 minutes theory and discussion

- Importance of empathy in building trusting relationships with students
- Communication strategies for effective interaction with Roma children and families
- Culturally responsive teaching practices to create an inclusive classroom environment

5. Promoting Emotional Intelligence in the Classroom - 120 minutes theory and discussion

- Creating a safe and supportive learning environment for all students
- Implementing social-emotional learning activities to develop students' emotional intelligence
- Collaborating with colleagues and parents to support the emotional well-being of Roma children

By enhancing their emotional intelligence, teachers can better support the diverse needs of Roma children and create an inclusive school environment where every student can thrive academically and emotionally. This module provides practical strategies and tools for teachers to develop their emotional intelligence and foster positive relationships with Roma students, ultimately leading to improved educational outcomes and well-being for all.

TEMPLATES



Lesson Template

Lesson Title: *Topic and title of the lesson*

Activity 1 - Lesson preparation

Please, follow the steps below to prepare your lesson

Duration of the lesson/lesson unit: Please, estimate how many minutes are needed for each section of this lesson/lesson unit.

Grade Level: What grade are your students?

Objective(s) of the lesson:

State clear, measurable objectives for the lesson. What should students know and be able to do by the end of the lesson?

Methods you intend to use to deliver your lesson

Please, choose inclusive methods and design activities that accommodate diverse learning needs and styles. Provide options for students to demonstrate understanding through various means (e.g., visual, auditory, kinesthetic). Plan in advance to modify tasks or provide additional support, if needed, for students with different abilities.

Please, describe in details:

- How do you ensure that each activity you plan directly contributes to the achievement of the lesson objectives. Activities should provide opportunities for students to practice the skills and concepts targeted in the lesson.

- How do you plan to organise your lesson so that all students participate equally all the time?
- How do you plan to engage in the lesson specifically your Romani students?

Materials needed:

- List all materials needed for the lesson, including any presentations, textbooks, handouts, multimedia, etc.

Activity 2 - Lesson Outline

Please, develop your lesson using the template below:

Estimated time in minutes	Activities in class	Means and measures	Expected results
3 min	<p>1. Introduction:</p> <p>Create inclusive environment,</p> <p>energise and focus the class;</p> <p>Briefly introduce the topic to engage students' interest;</p> <p>Provide an overview of what they will be learning and what activities they will perform during the lesson.</p>	<p>Please, describe how you will create inclusive environment in class and how do you plan to keep your students engaged?</p> <p>Provide practical details. How will you measure that you have achieved your expected results?</p>	<p>Students are aware of the topic and what is expected from them during the lesson</p>
10 min	<p>2. Presentation:</p> <p>-Present the main content of the lesson using various teaching methods, like lecture,</p>	<p>Please, describe how do you intend to present the lesson content to your students, what teaching methods and visualization will you use so your students</p>	<p>Teacher effectively delivers the main content of the lesson to the students, and keep their engagement while catering to different</p>

	<p>demonstration, discussion</p> <p>-Break down the concepts into understandable parts and present them in detail to the students</p> <p>-Use visual materials (on paper or online), audio and/or kinaesthetic activities to keep students' engagement and attention.</p>	<p>stay engaged in your presentation.</p> <p>How do you measure that you have delivered the lesson effectively and that your students were engaged and focused all the time?</p>	<p>learning styles and preferences</p>
<p>15 minutes</p>	<p>3. Activities:</p> <p>-Include activities or exercises that reinforce the lesson objectives and accommodate diverse learning needs and styles</p> <p>-Incorporate group work, individual practice, or hands-on</p>	<p>Please, describe in details the activities you plan to perform with your students.</p> <p>How do you measure that the activities or exercises you planned:</p> <ul style="list-style-type: none"> - reinforce the lesson objectives; - accommodate diverse learning needs and styles; 	<p>Students are engaged in the learning process and have equal opportunities for meaningful practice and application of the lesson content with their fellow students.</p>

	<p>activities as appropriate.</p> <p>-Plan in advance to modify tasks or provide additional support as needed for some of the students.</p>	<p>- give equal opportunity for participation and achievement of all students?</p>	
<p>7 minutes</p>	<p>4. Assessment:</p> <p>-Describe how student understanding will be assessed during the lesson;</p> <p>-What kind of formative assessment strategies you will include?</p>	<p>Please, describe in details the assessment methods you intend to use for this lesson, especially the supportive formative assessment you plan to engage.</p>	<p>Students show good level of understanding of the learning content and feel supported in their learning path.</p>
<p>5 minutes</p>	<p>5. Closure:</p> <p>-Summarize the key points of the lesson.</p> <p>-Connect the lesson to real-life applications or future learning.</p>	<p>Please, prepare your summary of the lesson and describe:</p> <p>-How do you connect your lesson to the real-life applications of the</p>	<p>Students are interested in the topic of the lesson; they are aware of the practical application of the new knowledge and are motivated to learn more.</p>

	<p>-Assign any homework or independent practice tasks related to the lesson</p>	<p>new knowledge or with a future learning?</p> <p>-What activities do you plan to assign to the students beyond this lesson?</p> <p>-How do you measure your student's motivation to learn more?</p>	
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