# PREDIS COURSE OUTLINE

## BRIEF INTRODUCTION OF GOALS AND OBJECTIVES

The PREDIS ONLINE BLC is a professional development program which is designed to strengthen the knowledge, competences, skills and abilities of teachers, VET trainers and other practitioners to better support disadvantaged youngsters of a migration and Roma background complete school and better transition to VET and employment. The rationale for the training are the very high rates of ESL amongst all youth and the disproportionate impacts on migrants and Roma as a result of discrimination, racism, migration status, language barriers and other social factors. Hence, new innovative methods are required in order to meet current challenges. The BLC responds to these needs, whereby contents focus on the needs of an increasingly diverse society and are applicable to the situation of other disadvantaged learners and other target groups.

Our six modules use state of the art methods. Their internally differentiated units comprehensively handle all central themes that are relevant to strengthening practice in preventing school failure.

### Selected Learning Outcomes

Upon completion of the course, participants will have multidisciplinary theoretical foundations and practical methods, as well as a systematic orientation for handling the problem area. They will be able to:

(a) Recognize structural parameters and effectively support disadvantaged learners complete school, transition into VET and employment.
(b) Support youngsters on the curricular level; Broker expertise for social support.
(c) Recognize cultural differences and utilize them within the educational contents.
(d) Recognize and counteract institutional, individual & subtle forms of discrimination &racism
(e) Critically reflect on own professional practice, stereotypes in the context of education and employment as well as assumptions about educational achievement and societal participation.

# BRIEF OVERVIEW OF THE SIX MODULES

(1) MODULE I: PEDAGOGICAL BACKGROUND INFORMATION, STRUCTURAL PARAMETERS, AND THE GENERAL THEORETICAL INTRODUCTION TO ALL MODULES.
(2) MODULE II: INCLUSION OF ROMA
(3) MODULE III: INTERCULTURAL & CONFLICT MANAGEMENT COMPETENCES
(4) MODULE IV: EMPOWERMENT OF TRAINEES
(5) MODULE V: CONCRETE METHODS FOR LABOUR MARKET INTEGRATION.
(6) MODULE VI: TRANSITION INTO THE VOCATIONAL TRAINING

## Module I: Pedagogical Background Information

The modules provides the general theoretical background for all six modules. It holds them together. Participants gain a fundamental knowledge of the political and societal framework conditions of Roma/Migrants. The module transfers pedagogical knowledge and theoretical foundations using state of the art methods and didactics. The exposition is based in Crenshaw's intersectionality, Foucault and Mecheril's power critical self-reflection in relationship to educational practice. Other topics promote a coherent understanding of risk factors. Content issues and questions regarding implementation in curricular, school and other areas of own praxis are considered. Participants learn to recognize and tackle explicit and subtle forms of discrimination. Normative foundations are reflected. The meaning and functions of stereotypes in the context of education and work is examined. Participants acquire tools for transferring competences for challenging stereotypes to learners. Participants also learn about epithets. Also handled is culture, the implication of culture and social location for designing curricular, They also understand relativity/identify arbitrariness of the concept of culture, and culture as a dynamic and not a static category.

## Module II: Inclusion of Roma

This module deals very specifically and in detail with the situation of the Roma, especially with regard to the factor of education. Topics handled include:

- ☐ CULTURES, HISTORY, ACTUAL SITUATION OF ROMA
- ☐ EDUCATIONAL SITUATION OF ROMA
- ☐ GENDER SPECIFIC IN REFERENCE TO EDUCATION
- ☐ ANTIZIGANISMUS: MEANING AND FUNCTION, YESTERDAY, TODAY.

The participants learn to apply the acquired knowledge while directly dealing with trainees. They also learn to design their lessons in an internally differentiated way.

## Module III: Intercultural and Conflict Management Competences

This module deals with the transfer of intercultural and conflict management competences in combination with each other. Methodologically, experimental and participatory approaches

are presented, such as interactions and role playing methods for settling conflicts. The acquired knowledge can be directly applied in working with the trainees.

## Module IV: Empowerment of Trainees

Discusses empowerment, transfers key competences to the trainees and strengthens independence, self-trust, self-responsibility and motivation. Topics include:

- Definition of empowerment which is rarely defined.
- Empowerment strategies and ways of measuring empowerment.
- The EU framework of key competence in combination with Maslow's Hierarchy of Needs and the City Bound Activities.
- Empowerment concepts and practices like self-organization, political articulation, voice, self-empowerment, engagement with public officials.
- Integrative learning.
- Curricular differentiation
- Edward Halls cultural contexts of communication.

Further topics handled include:

     (1.) Cooperation Learning
     (2) Group-based Work and Group-based Learning
     (3) Reflecting Religious Diversity

Strengthening critical media competences for preventing ESL through:

- Balancing entertainment and learning:
- Positive Identity Construction and Buffering Against hatred and violence as well as Skin Whitening, Racialized and Sexualized Social Hierarchies.

## Module V: Methods for Labour Market Integration of Migrants & Roma

This module deals with concrete methods of labour market integration as well as the acquisition of pedagogical competences and empowerment of secondary target groups.

Focal topics include labour market oriented curricular (work-based learning and work-based Language learning)

- Early career orientation.
- Employment counselling.
- Multi-sectoral Stakeholder Engagement, multiple and Multi-level interventions, etc.
- Good practices (Educational chains)
- Practical Tools and Activities.

Participants apply what they learn with trainees and pupils.

A summary of key aspects of the module can be found in the file containing the Handbook and the Toolkit.

## Module VI: Transition into the Vocational Training

This module focusses on support at the transition into vocational education of trainees. The curricular level is worked on as well as the structural level. Three transition points are considered because they are interdependent and influence each other:

1. School
2. VET (First Year of Training, where 'dropout' occurs most).
3. Labour market

The module identifies  ESL risk factors at each of these levels as well as the  measures and practical ways for tackling these problems. The didactic level is also handled.

## Technical Support

In case of any need for help, please contact John at the Moodle Technical Support under the email contacts below:


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