



Co-funded by
the European Union

Project Number:
2022-1-RO0-KA220-SCH-000086373

COMPETENCE MATRIX

for teachers, mediators, and tutors working with Romani Children



PAL LAB

PAL Network
November 2023





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The PAL LAB Project

Context of the Project

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.

The specific objectives of the project Include:

Objective 1: 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.

Objective 2: Supporting the creation of a competence matrix for Intercultural skills and social & Inclusion competences for schoolteachers working in segregated schools.

Objective 3: 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.

Objective 4: 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. A thorough examination has been conducted for both groups, scrutinizing their requirements to engage them in relevant activities and initiatives that promote their well-being and professional advancement. Specifically, the project aims to benefit the following:

A. PAL LAB trainers

Upskilling professionals working in the sector of pedagogic support and school training on how to work with Romani children and prepare their materials in a more interactive and accessible way.

- Trainers and educators working in/with schools and seeking interpersonal and intercultural skills to work with people from socially excluded groups, specifically with Romani children.



- Schools' facilitators working with high pedagogical skills but without related experience in working with socially excluded groups and Romani.

B. PAL LAB learners

Upskilling schoolteachers with new pedagogical skills in working directly with Romani children or in segregated schools.

- Schoolteachers in segregated schools
- Schoolteachers in normal schools but with high percentage of Romani pupils
- School assistants and counselors

C. Other stakeholders

- Local and national 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;

Early-school leaving

Early school leaving, also known as school dropout or early school withdrawal, refers to the phenomenon where students disengage from formal education before completing their required or expected years of schooling. This issue is a significant concern globally, as it has implications for individual students, communities, and society as a whole.

The General Concept

Early school leaving is typically defined as leaving formal education before obtaining a certain level of qualification, often before completing high school or equivalent levels of education.

The true issue is that early school dropouts are unlikely to pursue more education or skills throughout their lives, which raises a number of other social issues and hazards. Early school dropouts have higher rates of unemployment, the need for various social services and supports, reliance on government social programmes, criminal activity, poverty, and social exclusion. Furthermore, the number of positions in EU that merely require a low level of education is steadily declining, and the labour market is becoming more and more in need of highly skilled workers as a result of the rapid advancement of technology.

Both national and international scientific literature lists several causes as indicators of early school leaving, but four groups of them can be usually identified: individual, family, school, and community/society.

- Bad family background: disadvantageous family, low-qualified parents.
- Dysfunctional family background, little family support.
- Difference, conflict between school and family values.
- Students belong to groups at risk: live on child-welfare support, physically or mentally disabled, students with special needs.
- Students are regularly absent from school.
- Students do not like going to school, they are excluded from school community.
- Students belong to an ethnic minority group (Romani).
- Their place of living often changes, they often change school.

Family is one of the most significant Indicators contributing to early school leaving. Based on studies, the socio-economic status of the family has a fundamental Influence on school dropout: children from low-income families are 2.4 more likely to leave education than their middle-class peers. Same research also proves that students whose families receive social maintenance are more likely to drop out of school when starting secondary education.

School is another important component, in addition to family. Early in a student's academic career, failures can serve as the catalyst for a downward spiral that impairs the student's engagement with the classroom and ultimately results in school dropout.



According to researchers, school dropout is a lengthy process that can be anticipated by specific symptoms like disengagement (repeated absences), an unsatisfactory school experience, and behavioral or learning issues. They typically begin in elementary school and become more intense over time as negative feelings about school and a sense of exclusion are added.

School culture has an important impact on early school leaving: teachers have an important social capital for their students. If students' social capital is mostly based on their teachers, it can decrease the possibility of dropout by 50%. Moreover, the physical environment of the school has an influence on early school leaving: in schools that were clean and neat and better equipped lower ratio of dropout could be identified.

Both national and foreign research supports that dropout is a long process and although it typically appears in secondary school, most risk factors can be identified in primary education.

Students at risk often display certain behavior, such as aggression towards teachers or peers, a too intense or a too shy temper, which is in close connection with dropping out. However, these behavioral patterns are considered to be a distress signal that hides deeper conflicts inside the person or their circumstances. On the other hand, frustration that can derive from a long-time school failure, lack of success or negative feedback from teachers may lead to behavior problems. Although bullying on a certain level is thought to be the part of normal school life, it may end in isolation and exclusion of some students. The feeling of loneliness and humiliation can quickly lead to alienation from school and then dropping out. Harassment and school violence is the active mental or even physical abuse. The timely intervention of a professional adult is essential to solve the problem and stop the process before its escalation.

The Romani Children

The early school leaving of Romani children in Europe is a significant and complex issue that involves a combination of social, economic, cultural, and educational factors. The Romani people, also known as Roma, are a diverse ethnic group with distinct languages, cultures, and histories, and they face various challenges that contribute to high rates of early school leaving in many European countries. Here are some key aspects of the early school leaving of Romani children in Europe:

1. Social and Economic Disparities:

- Romani communities often face economic marginalization and live in poverty, which can lead to challenges in accessing educational resources and opportunities.
- Discrimination and social exclusion contribute to the perpetuation of socio-economic disparities, affecting Romani children's access to quality education.

2. Cultural and Linguistic Diversity:

- Romani children may come from diverse linguistic backgrounds, and the lack of recognition of their languages in the educational system can be a barrier to effective learning.
- Cultural differences and misunderstandings between Romani families and educational institutions can impact the engagement and participation of Romani children in school.

3. Discrimination and Stereotyping:

- Negative stereotypes and discrimination against Romani children within educational settings can create a hostile environment, leading to a sense of alienation and discouragement.

4. Limited Access to Quality Education:

- Many Romani children face challenges in accessing quality education due to issues such as inadequate infrastructure, lack of transportation, and a shortage of qualified teachers in Romani settlements.

5. Early Tracking and Segregation:

- Some education systems employ early tracking or segregate Romani children into lower-quality or special education streams, limiting their opportunities for academic advancement.

6. Cultural Sensitivity and Inclusivity:

- Educational institutions that lack cultural sensitivity may not effectively engage with the diverse backgrounds of Romani children. Inclusivity and culturally responsive teaching practices are essential for addressing these challenges.

7. Parental Involvement and Support:

- Limited parental involvement in the education of Romani children can be related to factors such as low literacy levels, distrust of the educational system, and economic constraints.

8. Community Empowerment:

- Empowering Romani communities through targeted support programs, community involvement initiatives, and awareness campaigns can contribute to breaking the cycle of early school leaving.

9. Policy and Legal Frameworks:

- Advocacy for policies that promote inclusivity, combat discrimination, and address socio-economic disparities is crucial for creating an educational environment that supports the retention and success of Romani children in schools.

10. International Collaboration:

- Given the transnational nature of the Romani population, addressing early school leaving requires collaboration at both national and international levels. Sharing best practices and learning from successful initiatives across countries can contribute to more effective solutions.

Efforts to address early school leaving among Romani children involve a combination of targeted policies, cultural sensitivity training for educators, community involvement, and advocacy for inclusive education. By addressing the complex interplay of social, economic, and educational factors, there is potential to create more equitable and supportive educational environments for Romani children in Europe.

The Pedagogical Approaches

What is Pedagogy

Pedagogy encompasses the methods and practices employed by a teacher. It involves their approach to teaching, encompassing various theories they utilize, feedback mechanisms, and the types of assessments they implement.

When individuals discuss the pedagogy of teaching, they are referring to how a teacher presents the curriculum to the class. During lesson planning, educators carefully consider the most effective ways to convey relevant information, aiming to provide students with the optimal learning experience. This consideration involves accounting for the subject's context and the teacher's own preferences in teaching methods.

The manner in which information is conveyed depends on various factors such as the age of the students, their background, their current status, and the specific classroom environment.

Approaches to Pedagogy

Pedagogy refers to the theory and practice of education, particularly the methods used in teaching. There are various approaches to pedagogy which aim to support learners through their journey so they can achieve the maximum outcome. Employing effective pedagogy approaches enables students to reach their full potential and provides a strong foundation for learning.

This also helps students realize their own capabilities which improves their self-confidence and self-esteem. In turn, this increases the likelihood of students achieving, as they will be more motivated to participate in different activities.

On the other hand, pedagogy is also important to teachers since it gives them an insight into the best practices for a classroom setting. It allows them to understand how different students learn so they can tailor their lesson to suit those needs. As a result, teachers have the opportunity to improve the quality of their teaching as it will be well received by students.

There are countless pedagogies that can help engage students while some teachers choose to implement activities from different pedagogical techniques to ensure that students learn in a way that best meets their needs. Here are some basic pedagogical approaches that constitute the base for higher-order thinking skills development and a more nuanced understanding:

1. Constructivist Pedagogy



The constructivist approach is based on the pedagogical research of Jean Piaget (1896-1890), a Swiss Psychologist who studied child development. In his work, Piaget wrote about 'schemas' which refers to the idea that children come to the classroom ready to engage and learn.

Constructive pedagogy can also be described as progressive teaching style which is a response to a traditional method of teaching. It focuses on the idea that children are active rather than passive learners. The idea behind this theory is that children learn through experiences and reflection. Constructivist pedagogy places the child at the center of the learning, and can also be referred to as 'invisible pedagogy'.

Project work, play, exploration, and inquiry-based learning would be at the heart of a constructivist approach. It is the role of a teacher to create activities that facilitate this learning and enhance their progression. Older children can manage more abstract ideas whereas younger children learn through play. By experiencing different things around them, children in early years discover the world by directly interacting with it. A lesson might include more student led learning and less focus on the teacher. Using this approach, nursery practitioners and teachers might also encourage children to spend more time outdoors and engage with nature.

Teachers might also adopt a Montessori method which is based on self-directed play. In a Montessori classroom, children lead their own learning and teachers are there to guide.

2. **Behaviorism**

With this approach, the teacher is at the center of all learning practices. It focuses on the use of direct instruction, and lecture-based lessons to communicate different topics to students. The theory of Behaviourism in a classroom derived from pedagogical research by Thorndike (1911), Pavlov (1927) and Skinner (1957). Behaviourist pedagogy believes the teacher should be the sole authority figure and leads the lesson. This totally goes against the ideas of Piaget, and in some senses Vygotsky, who believe children should direct some or all of their own learning.

Behaviorism believes knowledge should be delivered in a curriculum where each subject is taught discretely. This contrasts with topic-based learning which provides cross curricular opportunities to allow students to explore subject matters in more depth. They can then make better connections between different areas of learning. In a lesson using a behaviourist pedagogical approach, practices would include lecturing, modelling and demonstration, and choral repetition. Each activity is 'visible' and structured and is led by the teacher at the front.

However, there may be times during the lesson, where there is a slight shift and the student becomes the center of the activity. Children then have the opportunity to demonstrate their own learning to the rest of the class.

3. **Liberationism**





Developed by Brazilian educator, Paulo Freire, Liberation is an important pedagogy approach. During his lifetimes, Freire was the Director of the Department of Education, and developed an approach of teaching that enabled him to teach illiterate adults to read in just 2 months. To accomplish this, Freire focused on removing two key barriers to learning: poverty and hunger.

Following the overthrow of the Government, Freire was imprisoned. Once he was released, he began writing a book titled 'Pedagogy of the Oppressed' where he focused on the dehumanization of students in schools. Freire wanted children to have more of a say and he was passionate about fairness and cooperation. He believed education was a discovery process, and for it to be a success, learners and educators need to collaborate together to test different concepts.

A liberationist approach is one where the student voice is placed at the center, and the classroom is democratic in culture. There is value placed on having the teacher as a learner, and the class works collaboratively together to discover new subjects. In a classroom setting, the teacher might use examples of literature that contain non-standard constructions, such as graffiti. Students are given more authority and may take on the role of the teacher. They will then have the freedom to choose the topic for the duration of the lesson. It is the responsibility of the teacher to provide opportunities for the students to show off and highlight their learning. There is room to be creative here as activities can take the form of a performance, speech, or dance.

This approach is also referred to as "Critical Pedagogy".

4. **Inquiry-based Learning**

Inquiry-based learning (IBL) is an educational approach that places an emphasis on the active involvement of students in the learning process through questioning, exploration, and investigation. It shifts the focus from a teacher-centered model to one that is learner-centered, encouraging students to construct their own understanding by asking questions, seeking answers, and making connections between concepts. It is used across various disciplines and grade levels, and it aligns with constructivist and student-centered educational philosophies. It aims to cultivate lifelong learners who are curious, capable of critical thinking, and prepared to apply their knowledge in meaningful ways.

5. **Socratic Method**

The Socratic Method is a pedagogical approach named after the ancient Greek philosopher Socrates, who used this method to stimulate critical thinking and elicit deeper insights from his students. The Socratic Method involves a form of cooperative argumentative dialogue between individuals, with an emphasis on asking and answering questions to stimulate intellectual exploration.

The Socratic Method has been influential in various educational settings, particularly in philosophy and law schools. It continues to be a valuable tool for

encouraging critical thinking, active engagement, and the development of intellectual skills.

6. **Problem-based Learning**

Problem-Based Learning (PBL) is an educational approach that focuses on the use of real-world problems to drive the learning process. In PBL, students collaborate to understand and solve complex problems, applying knowledge and skills from various disciplines. This approach is designed to promote critical thinking, problem-solving skills, and the ability to apply theoretical concepts to practical situations.

This approach has been implemented in various educational settings, including medical schools, business schools, and undergraduate programs. It provides a dynamic and engaging learning environment that prepares students for the complexities of the real world, where problem-solving skills and collaboration are essential.

7. **Collaborative Pedagogy**

Collaborative pedagogy refers to an instructional approach that emphasizes collaboration, interaction, and shared learning experiences among students. In collaborative pedagogy, the focus is on fostering a sense of community within the classroom, encouraging students to work together, share ideas, and collectively construct knowledge. This approach can be applied across various educational levels and disciplines.

Key features of this approach include group work, active participation of students, shared responsibility among all members of the learning community, peer learning, and social interaction.

Collaborative pedagogy aligns with constructivist and social constructivist educational theories, emphasizing that learning is a social and interactive process. It prepares students for collaborative and teamwork-oriented environments, which are common in many professional settings.

8. **Integrative Pedagogy**

Integrative pedagogy is an instructional approach that seeks to integrate or connect diverse areas of knowledge and skills within a learning experience. This approach emphasizes the interconnectedness of different subjects or disciplines, aiming to provide a more holistic understanding of a topic. Integrative pedagogy goes beyond traditional subject boundaries and encourages students to make meaningful connections between various areas of knowledge.

It is employed in various educational settings, and it can take different forms depending on the curriculum, subject matter, and educational level. This approach aims to prepare students for a world where complex problems often require a multidisciplinary and integrated approach.

9. **Reflective Pedagogy**



Reflective pedagogy is an instructional approach that emphasizes the importance of reflection in the learning process. It involves educators encouraging students to engage in reflective practices, which can include thinking critically about their own learning experiences, considering the strategies they use, and assessing their own understanding. Reflective pedagogy is grounded in the belief that metacognition, or thinking about one's own thinking, enhances learning and fosters deeper understanding.

The 3 key features of this approach include:

- ✓ *Metacognition*, which refers to students being able to think about their thought processes, being aware of how they learn, the strategies they used and the factors that have influenced their learning.
- ✓ *Self-awareness*, through encouraging students to reflect their strengths, weaknesses, and areas of improvement.
- ✓ *Critical reflection*, that involves analyzing and evaluating their own experiences, beliefs and assumptions.

Reflective pedagogy is applied in diverse educational settings, including K-12 classrooms, higher education, and professional development programs. It encourages students to become active and self-aware learners, promoting a deeper understanding of the material and the development of essential metacognitive skills.

10. Culturally Responsive Teaching

Culturally Responsive Teaching is an instructional approach that recognizes and values the cultural backgrounds, identities, and experiences of students. The goal of culturally responsive teaching is to create an inclusive and equitable learning environment where all students feel respected, represented, and engaged. This approach acknowledges the diversity of students in terms of race, ethnicity, language, socioeconomic status, gender, and other cultural factors.

Key features and principles of culturally responsive teaching include:

- ✓ *Cultural Awareness*: Culturally responsive teaching starts with educators developing a deep understanding of their own cultural identities and biases. This self-awareness is crucial for recognizing and addressing potential biases in teaching practices.
- ✓ *Student-Centered Approach*: Students are placed at the center of the learning process. Educators strive to understand each student's cultural background, experiences, and strengths, and they tailor their teaching to meet the diverse needs of the learners in the classroom.
- ✓ *Inclusive Curriculum*: The curriculum is designed to be inclusive and reflective of diverse cultural perspectives. Culturally responsive teachers incorporate a variety of materials, resources, and examples that represent different cultural backgrounds, histories, and contributions.
- ✓ *Multicultural Pedagogy*: Culturally responsive teaching employs instructional strategies that celebrate and integrate diverse cultures. This



may involve using diverse literature, incorporating culturally relevant examples in lessons, and highlighting the contributions of historically marginalized groups.

- ✓ *Language and Communication:* The importance of language and communication styles in different cultures is recognized. Educators strive to create a classroom environment where students feel comfortable expressing themselves in ways that align with their cultural backgrounds.
- ✓ *Relational Teaching:* Building positive and supportive relationships with students is a key aspect of culturally responsive teaching. This involves understanding students' individual needs, fostering a sense of belonging, and creating a classroom community that values and respects diversity.
- ✓ *Equitable Assessment:* Assessment practices are designed to be fair and culturally sensitive. Culturally responsive teachers recognize that standardized assessments may not accurately measure the abilities of students from diverse backgrounds, and they seek to use a variety of assessment methods that align with culturally diverse learning styles.
- ✓ *Community and Family Engagement:* This approach extends beyond the classroom to involve families and the broader community. Culturally responsive teachers recognize the importance of understanding and collaborating with families to support students' learning and well-being.
- ✓ *Critical Consciousness:* Culturally responsive teaching encourages students to develop critical consciousness – an awareness of social issues, inequalities, and injustices. This awareness empowers students to become advocates for social justice and change.
- ✓ *Continuous Learning and Reflection:* Educators engaged in culturally responsive teaching are committed to ongoing professional development and reflection. They continually seek to enhance their cultural competence, adapt their teaching practices, and respond to the evolving needs of their diverse student population.

Culturally responsive teaching is not a one-size-fits-all approach but rather a dynamic and evolving process that requires ongoing reflection, responsiveness, and a commitment to creating inclusive learning environments that honor the unique identities and backgrounds of all students.

Justification of the Competency Framework

Developing a Competence Matrix for teachers, mediators and tutors that work with Romani children can serve several important purposes. However, in the context of the PAL LAB project the main reason lies behind the development of teachers' skills and competences in order to fight against and eliminate early school leaving by Romani students, enhancing this way their progress and their future vocational rehabilitation.

Romani culture often differs from mainstream culture, and teachers, mediators, and tutors need to understand and respect these differences. A competence matrix can outline the necessary cultural competencies needed to effectively work with Romani children, such as understanding traditional values, communication styles, and family structures. Moreover, Romani children may face discrimination and marginalization in educational settings. A competence matrix can ensure that educators are equipped with the skills to create inclusive environments where Romani children feel valued and supported.

Romani children usually have unique learning needs and preferences and educators must be provided with strategies to adapt their teaching methods in order to better meet the Romani students' needs. This may include incorporating culturally relevant materials and utilizing interactive and experiential learning approaches. Additionally, establishing trust and rapport with Romani children and their families is essential for effective educational outcomes. Therefore, educators need specific guidelines for building positive relationships, fostering open communication and demonstrating respect for the cultural background of Romani students and their families.

Romani communities often face socioeconomic challenges that can impact educational attainment. A competence matrix can help educators understand the socioeconomic factors affecting Romani children and provide support services or referrals to address these needs, such as access to social services, financial assistance, or community resources. Going one step further, this matrix can provide guidance on engaging with community members, seeking input and feedback targeting collaborations with the Romani communities and involving parents and caregivers in the educational process.

Educators may hold biases or stereotypes about Romani children and their families, which can negatively impact interactions and outcomes. A competence matrix can include training on recognizing and challenging biases, promoting empathy and cultural humility, and fostering a strengths-based approach to working with Romani students.

Overall, developing a competence matrix for teachers, mediators, and tutors working with Romani children is essential for promoting cultural competence, inclusivity, and effective educational outcomes within diverse educational settings.

Basis for Data Collection - Methodology

The Competence Matrix is the result of all the Activities developed under Work Package 2, and includes the following actions:

Activity 2.1: State of the art review of school education systems in the partners countries

All partners developed a state-of-the-art review of school education systems in their countries where they analyzed the structure of the education system and the existing curriculums. Each partner reviewed 5 case studies and 8 reports with educational techniques and practices for working with and teaching Romani children or children from socially excluded groups.

The Romanian report provides an overview of the education system in Romania, highlighting its common core curriculum and the challenges it faces, particularly regarding early school leaving (ESL). Factors contributing to Romania's high ESL rate include structural issues in education, inequality between rural and urban areas, and fragmented policy approaches. Key challenges identified include addressing ESL rates, ensuring equal access to quality education, and implementing ESL reduction strategies effectively. The Strategy on reducing early school leaving in Romania, adopted in 2015, targets vulnerable groups such as minorities, rural children, and those with special needs. The strategy focuses on four pillars: access to education, completion of mandatory schooling, reintegration of early school leavers, and institutional support. The text concludes by referencing a report from the European Commission and expressing hope that efforts, including their project, will improve outcomes for Roma children and those facing ESL in Romania.

The Turkish research on early school leaving indicates that preventing undesirable outcomes is feasible, with common contributing factors including socioeconomic status, parental education level, peer influence, substance abuse, health issues, absenteeism, and academic failure. These multifaceted challenges underscore the need for comprehensive interventions. Proposed solutions across various studies include early detection measures to identify at-risk students, the establishment of permanent policies to create a supportive educational environment, peer education initiatives to promote positive behaviors and attitudes, engagement in social activities to foster a sense of belonging and community, and personalized support to address individual needs. Despite the diversity in approaches, the overarching goal remains consistent: to mitigate early school leaving and its associated challenges. While many interventions have shown promise, the persistent nature of the issue underscores the importance of continuous dissemination and implementation of evidence-based practices. Sustained efforts are necessary to address the complex interplay of factors contributing to early school leaving and to ensure the long-term success of prevention strategies.



According to the Greek report, there is a detrimental impact of early school leaving on economic development, employment opportunities, productivity, competitiveness, and social inclusion. Europe's shrinking workforce highlights the necessity of maximizing human resources, but early school leavers are at risk of lacking necessary skills and qualifications, facing higher unemployment rates, social exclusion, and poverty. The use of art in various forms, such as music, dance, theater, and literature, is highlighted as a tool to promote social inclusion among Roma students and enhance their cognitive development, particularly in learning the Greek language. Incorporating experiential methods and examples from Roma culture and tradition is deemed crucial in building trust and preventing early school leaving. The text also underscores the complexity of early school leaving as a multifaceted phenomenon requiring holistic intervention, emphasizing that it is influenced by historical, social, and economic conditions rather than individual origin. Additionally, it suggests that schools must embrace the cultural and linguistic diversity of students to prevent exclusion, yet acknowledges challenges in integration due to perceived lack of cooperation from parents and limitations within the educational system.

The Belgian research suggests that the education system in Belgium is actively addressing inclusivity and equality challenges, particularly for immigrants and disadvantaged groups, through innovative initiatives such as the Bridge Person project. This project focuses on fostering trust and cooperation between educational institutions and families, operating autonomously and emphasizing cultural competence to create a more equitable educational landscape. Additionally, the School Consultation Roma and Education platform has evolved to address systemic issues, with participants influencing policy discussions and providing valuable insights based on real-world experiences. Co-teaching at University College Leuven-Limburg has shown effectiveness in enhancing the educational experience for aspiring teachers and their students, fostering a more equitable dynamic and suggesting potential benefits for wider adoption in teacher education. Finally, teamwork approaches in Flemish schools have successfully promoted collaboration among students, accommodating diversity and reinforcing individual responsibility within a collective learning framework. These initiatives collectively demonstrate Belgium's commitment to inclusivity and equality in education.

Bulgaria has implemented numerous official regulations aimed at promoting inclusive education, access to education, children's rights, and preventing aggression and discrimination, particularly concerning Roma children and communities. Research conducted on Bulgaria's educational policies and strategies reveals ongoing challenges but also significant progress, particularly in rural areas. Policy makers, school principals, and teachers are increasingly recognizing the negative impact of disciplinary practices such as suspension and expulsion, which disproportionately affect ethnic minority children and contribute to higher dropout rates. Efforts to prevent early school leaving and improve student performance have led to increased enrollment and retention of Roma children in the educational system over the past decade. However, there remains a need to enhance teachers' intercultural competences and develop innovative tools to support their efforts in creating inclusive environments and engaging the Roma

community in the educational process. Emphasizing ongoing teacher education and fostering greater understanding and acknowledgment of Roma culture and differences are essential steps toward improving educational outcomes and promoting greater societal inclusion of Roma children in Bulgaria.

Activity 2.2: Interviews with teachers and mediators

All partners organized Interviews with teachers and mediators discussing the competences and needs of the teachers and mediators while working with Romani children. Each partner organized 10 Interviews locally.

Romania

In addressing the multifaceted needs of students, educational institutions must turn to personalized intervention plans tailored to individual students' circumstances. This approach involves the application of interest questionnaires and the examination of case studies to better understand each student's unique needs and preferences. Additionally, counseling and personal development programs must be implemented to support students in navigating challenges and fostering healthy behaviors, including comprehensive sex education to promote informed decision-making and prevent risky behaviors.

Recognizing the value of engaging teaching methods, educators must embrace non-formal, experiential, and play-based approaches in the classroom. These methods will not only prove successful but will also pique the interest of all students, enhancing their learning experiences. Moreover, non-formal activities aimed at boosting self-esteem must be integrated into the curriculum to empower students and promote positive self-perception.

In leveraging technology for educational purposes, an interactive approach to teaching should be adopted, utilizing online platforms to facilitate learning beyond the traditional classroom setting. Access to teaching materials, educational platforms, and the internet should be prioritized to ensure that students have the resources needed to thrive in today's digital age. Through these initiatives, educational institutions are striving to create inclusive learning environments that cater to the diverse needs and interests of all students, fostering holistic development and academic success.

Turkiye

The methodology and training materials proposed encompass a comprehensive approach to addressing cyberbullying and peer bullying in schools while enhancing digital competencies among students. This involves utilizing digital content course materials, including augmented reality, to educate students about the dangers of cyberbullying and equip them with the skills to navigate digital platforms safely. Additionally, effective communication channels within schools, such as in-school and school-family communication, are vital for fostering a supportive environment and ensuring the involvement of all stakeholders in addressing bullying issues.

To support students in developing self-confidence and resilience, self-confidence training programs are implemented, along with early detection methods and e-school early warning systems to identify and intervene in cases of bullying promptly. Furthermore, initiatives such as inside-out training and peer education empower students to become advocates for positive behavior and support their peers in times of need. Leveraging gamification-based solutions and social media platforms effectively can further engage students and promote positive interactions online.

Collaboration among ministries, local governments, non-governmental organizations, stakeholders, and families is essential for implementing comprehensive anti-bullying strategies, which also include family education to prevent factors such as early marriage and child labor. In-service training programs in early school leaving (ESL) and its sub-topics, along with the integration of artificial intelligence-based systems and adherence to legal requirements, ensure that schools have the necessary tools and resources to address bullying effectively. Additionally, the utilization of ICT-based, online, and call center-supported intervention and information services further enhances accessibility and support for students facing bullying situations. Through these collective efforts, schools can create safer and more inclusive learning environments for all students.

Greece

The proposed methodology and training materials aim to enhance communication within schools and strengthen relationships between administration, teaching staff, support staff, and students. This includes upgrading internal communication channels and improving school-family communication through the involvement of educational mediators. Additionally, training programs will be offered to develop students' self-confidence, empowering them to navigate academic and social challenges effectively.

Networking platforms will be established for mediators and educators to exchange knowledge and best practices, while game-based approaches will be utilized to make learning more engaging and interactive. Self-confidence development programs will be incorporated into the curriculum to equip students with the skills and mindset needed for success. Furthermore, yearly teacher training sessions will focus on topics relevant to the Roma community, fostering cultural understanding and sensitivity among educators.

Methods to provide support and motivate students' engagement with the learning process will be integrated into teaching practices, ensuring that all students feel valued and supported in their academic journey. Additionally, family education programs will be promoted to prevent factors such as premature marriage and early parenthood, fostering a supportive environment both within schools and in students' homes. Through these initiatives, schools can create inclusive and supportive learning environments that empower students to thrive academically and personally.

Belgium

The proposed methodology and training materials aim to create a supportive and inclusive learning environment for Roma students, fostering their academic success and personal development. One key strategy is the promotion of role models within the

school community, including Roma teachers and successful professionals, to inspire and motivate students. By inviting these role models to engage with students, they can share their experiences and provide valuable insights into achieving success.

In addition to academic instruction, teaching moral values is emphasized to instill a strong sense of right and wrong in students, guiding their decisions and boosting their confidence. Developing a close relationship between students, teachers, and families is crucial for setting goals, monitoring progress, and providing guidance and support. Counseling services will be available for parents and families to address any challenges they may face.

A personalized approach to education will be implemented, with tailored extracurricular activities designed to attract students' interests and develop their competencies. Teaching materials will be upgraded to be more inclusive and engaging, while a STEAM education approach will be introduced to boost curiosity, involvement, and creativity, particularly through arts education.

Gamification will be integrated into the curriculum to make learning more interactive and enjoyable for students. Furthermore, Roma students' confidence will be bolstered by providing basic materials such as stationery and more advanced tools like laptops. Reinforcement teaching will be offered to students who need additional support, with after-class sessions and orientation programs to help them keep up with the curriculum.

Lastly, active participation and coordination among ministries, local government, NGOs, schools, and Parent-Teacher Associations (PTAs) will ensure a collaborative effort in supporting Roma students' educational journey. Through these collective actions, schools can create a nurturing environment where Roma students can thrive academically, socially, and emotionally.

The proposed methodology and training materials aim to enhance communication and collaboration within schools while addressing the diverse needs of students and families. Firstly, improvements in in-school communication between administration, teachers, staff, and students will be prioritized to create a cohesive learning environment. Additionally, efforts will be made to strengthen school-family communication by increasing the involvement of educational mediators, fostering greater engagement and support from parents and caregivers.

Effective participation of the guidance service, school management, and families will be essential in driving positive outcomes for students. An individualized approach to addressing students' interests and needs will be adopted to ensure personalized support and encouragement, rather than relying on generalized approaches. Self-confidence training programs will be integrated into the curriculum to empower students and build their resilience.

Early problem detection methods will be defined to identify and address issues promptly, while strategies for supporting and motivating students' interest in learning will be implemented to foster a positive and engaging educational experience. Furthermore,

sharing of good practices and gamification-based learning approaches will enrich teaching and learning methods, making education more interactive and enjoyable for students.

The effective use of audio-visual-based smart devices will enhance teaching and learning experiences, while peer education initiatives will empower students to support one another. Family education programs will be promoted to prevent factors such as early marriage and early childbirth, promoting healthy family dynamics and academic success.

To ensure coordinated efforts, unity of action among Bulgarian ministries, local governments, non-governmental organizations, stakeholders, and families will be encouraged, facilitating collaborative initiatives to support students' educational journey. Finally, adherence to appropriate legal requirements will ensure that interventions are implemented ethically and effectively, safeguarding the rights and well-being of all students. Through these concerted efforts, schools can create a nurturing and inclusive environment that supports the academic and personal development of all students.

Activity 2.3: Creation of a synthesis report

The Synthesis Report summarizes the Information collected in the two previous activities.

The Report outlines various approaches and strategies employed in different countries, namely Romania, Turkey, Greece, Belgium, and Bulgaria, to address challenges related to education, particularly concerning Romani children. Each country presents a distinct set of methodologies, training materials, and tools to enhance educational outcomes and reduce early school leaving (ESL) among Romani children.

In Romania, the emphasis is on personalized intervention plans, interest questionnaires, and non-formal teaching methods to increase student engagement. However, challenges such as the lack of basic materials and modern facilities persist.

Turkey focuses on digital competencies, cyberbullying prevention, and effective communication between schools and families. Strategies include using digital content and early warning systems to address risks and promote student confidence.

Greece prioritizes internal and school-family communication, self-confidence training, and game-based learning approaches. Additionally, efforts are made to involve mediators and educators, offer yearly teacher training, and promote family education programs.

Belgium emphasizes the inclusion of Roma teachers, teaching moral values, and personalized approaches to student needs. Strategies include upgrading teaching materials, introducing STEAM education, and providing reinforcement teaching and orientation programs.

In Bulgaria, the focus is on improving communication, early problem detection, and peer education. Efforts are made to support student interests, prevent early marriage and child labor, and ensure the coordination of actions among various stakeholders.

Overall, these initiatives aim to create inclusive learning environments, enhance teacher competencies, and promote the academic success and well-being of Romani children across different contexts.

Activity 2.4: Inception meetings

In the framework of this activity, each partner organized one Inception meeting in each partner country to pilot the findings of the synthesis report and gather information on the skills and competencies that teachers, mediators and tutors must have in order to fight against early school leaving of Romani students. The results of the Inception meetings are presented below:

According to the Inception Meeting organized in Romania, the skills and competences required by teachers working with Romani children include:

1. **Inclusive Collaboration:** Ensuring the involvement of relevant stakeholders such as ministries, local authorities, NGOs, and families in addressing educational issues.
2. **Specialized Training:** Integrating education and rehabilitation support for early school leaving (ESL) into teacher training programs, including university education.
3. **Innovative Teaching Methods:** Increasing the use of gamification, social networks, and audio-visual-based smart devices to enhance student engagement and learning outcomes.
4. **Curriculum Simplification:** Streamlining course content and duration to make it more accessible and manageable for students.
5. **Holistic Education:** Integrating social and cultural activities into course delivery to provide a well-rounded educational experience.
6. **Early Intervention:** Introducing orientation programs and providing support for students who may be struggling academically.
7. **Individualized Guidance:** Guiding students towards professions and lessons that align with their interests and abilities.
8. **Family Engagement:** Facilitating cooperation between schools, families, and teachers, including conducting home visits and reorganizing homework systems to support parental involvement.
9. **Student Support:** Identifying and providing support for students at risk of early school leaving, including peer mentoring programs.
10. **Personal Development:** Promoting self-learning skills and boosting students' self-esteem through counseling, extracurricular activities, and tailored educational materials.

In addition to these skills and competences, teachers require specific materials, trainings, and resources to effectively support Romani children, including counseling services, non-formal activities to increase self-esteem, diverse educational materials and platforms, extracurricular resources, and education/training courses for parents. By possessing these competences and utilizing the necessary resources, teachers can create inclusive and supportive learning environments that cater to the unique needs of Romani children.

According to the Inception Meeting In Turkiye, the successful implementation of suggested methods to prevent early school leaving among Romani students requires teachers to possess specific skills and competencies tailored to the needs of this demographic. These include:

1. **Cultural Competence:** Teachers must understand and respect Romani culture and values to create an inclusive learning environment where all students feel valued and understood.
2. **Intercultural Communication:** Effective communication across diverse cultural backgrounds is essential for building rapport with Romani students and fostering positive relationships.
3. **Pedagogical Techniques:** Teachers need skills in adapting teaching methods to cater to the specific learning needs of Romani students, ensuring that instruction is accessible and engaging.
4. **Empathy and Patience:** The ability to connect with students on a personal level and remain patient when facing challenges is crucial for building trust and rapport with Romani students.
5. **Cultural Sensitivity Training:** Ongoing education in Romani culture and history is necessary to avoid stereotypes and prejudices, promoting a more inclusive and respectful learning environment.
6. **Conflict Resolution:** Teachers should possess skills to handle conflicts or misunderstandings in a culturally sensitive way, resolving issues while maintaining dignity and respect for all parties involved.
7. **Adaptability:** Flexibility in curriculum and teaching methods is essential to address the individual needs and preferences of Romani students, ensuring that instruction is tailored to their unique circumstances.
8. **Community Engagement:** Building relationships with Romani communities and involving parents and guardians in the educational process fosters collaboration and support, enhancing students' overall educational experience.
9. **Language Proficiency:** Proficiency in the Romani language, if applicable, or knowledge of the students' native language, facilitates effective communication and understanding in the classroom.

10. Inclusive Classroom Management: Techniques for managing diverse classrooms and fostering an inclusive atmosphere are essential for creating a supportive learning environment where all students feel valued and respected.

These skills and competencies are crucial for teachers seeking to prevent early school leaving among Romani students, ensuring that every student has the opportunity to thrive academically and personally. By possessing these attributes, teachers can create inclusive and supportive learning environments that empower Romani students to succeed.

At the Inception Meeting in Greece, the discussion centered around the pressing issue of school dropout rates among Roma students and how educators can play a pivotal role in mitigating this problem by understanding Roma culture and cultivating essential skills. Before exploring these skills, it was emphasized that establishing a comprehensive framework is crucial. This framework entails the presence of a permanent support system comprising psychologists, social workers, and mediators, fostering trust among Roma students and parents while providing educators with reliable resources. Moreover, the need for stable educational environments was underscored, highlighting challenges posed by frequent turnover of substitute teachers and the importance of community engagement and parental involvement.

Key skills identified by participants included empathy, a positive attitude, and cultural competency, essential for fostering understanding and trust within the Roma community. Educators were urged to grasp the intricacies of organizing supportive frameworks, emphasizing the collaborative nature of addressing dropout rates. Multilingual proficiency and effective team-building techniques were also highlighted as valuable assets, alongside pedagogical methods like theatrical play, music, and art, which engage students and promote cultural appreciation. Additionally, the need for readily available educational materials to alleviate educator fatigue was acknowledged, underscoring the goal of creating inclusive learning environments through a nuanced understanding of values and attitudes.

The Inception Meeting in Belgium concluded with a focused discussion on the essential skills and competencies required by teachers and teaching staff to effectively implement strategies aimed at reducing early school leaving (ESL) among Romani children. Participants highlighted four main categories of competences necessary for this endeavor:

A. Interpersonal Skills: Emphasized as crucial for building positive relationships and effective communication with Romani children, these skills include communication, listening, empathy, conflict resolution, teamwork, adaptability, assertiveness, negotiation, problem-solving, and cultural sensitivity.

B. Intercultural Skills: Also known as cross-cultural competence, these skills enable teachers to interact effectively with Romani children and their families from diverse cultural backgrounds. Important points highlighted included developing cultural



awareness, sensitivity to cultural variations in norms and communication styles, open-mindedness, adaptability, and patience in navigating cultural differences.

C. Digital Skills: Essential for utilizing digital technologies to enhance Roma children's participation and learning, these skills go beyond basic computer proficiency and encompass creating interactive presentations and videos, evaluating digital content, establishing collaborative virtual spaces, generating media-rich visuals, and designing interactive quizzes.

D. Pedagogy Skills: These abilities and strategies are essential for facilitating effective teaching and learning, considering the cultural diversity and varied needs of Romani children. They involve understanding and accommodating diverse learning styles, designing curriculum and lesson plans tailored to learners' needs, implementing strategies to maintain a positive learning environment, and promoting active learning and technology integration to enhance student engagement and interaction.

Overall, the discussion underscored the importance of these competences in equipping teachers to address the complex challenges associated with reducing ESL among Romani children, emphasizing the need for a comprehensive approach that integrates interpersonal, intercultural, digital, and pedagogical skills.

Based on the feedback provided during the Bulgarian Inception Meeting, the participants reached a consensus on the primary skills essential for every teacher working with Romani children:

1. **Cultural Competence:** Teachers must possess a deep understanding of Romani culture, values, and traditions to create an inclusive and supportive learning environment that respects and honors students' cultural identities.
2. **Conflict Resolution:** Given the potential for complex conflicts to arise in diverse classroom settings, teachers need strong conflict resolution skills to address conflicts effectively and promote harmonious relationships among students.
3. **Adaptability:** Teachers must demonstrate flexibility and adaptability in response to the diverse needs and backgrounds of Romani children, adjusting their teaching methods and approaches to accommodate individual learning styles and preferences.
4. **Creative Pedagogical Approaches:** Teachers should possess the ability to innovate and employ creative teaching strategies that engage and inspire Romani students, fostering a love for learning and promoting academic success.
5. **Inclusive Classroom Creation:** Creating an inclusive classroom environment where all students feel valued, respected, and supported is crucial. Teachers must proactively address barriers to learning and ensure that every student has equitable access to educational opportunities.
6. **High Communicational Skills:** Effective communication skills are paramount for building positive relationships with Romani children, their families, and the broader school community. Teachers should be adept at fostering open



communication channels, actively listening to students' needs, and providing clear and constructive feedback.

By cultivating these skills, teachers can play a pivotal role in promoting the academic achievement, social-emotional development, and overall well-being of Romani children, fostering an environment where every student can thrive and reach their full potential.





Competency Framework Structure

This Competency Framework for teachers working with Romani children represents a structured set of guidelines and standards that outline the knowledge, skills, attitudes, and behaviors required for effective teaching and engagement with Romani students. This framework is designed to help teachers understand the specific needs, backgrounds, and experiences of Romani children and to equip them with the tools necessary to support their academic, social, and emotional development in order to eventually prevent early school leaving.

Competence	Knowledge	Skills	Summary	Priority Score
Interpersonal Skills	<ul style="list-style-type: none"> Establish rapport and build trusting relationships with Romani children and their families. Communicate effectively and empathetically, demonstrating active listening and understanding. Collaborate with colleagues, community members, and stakeholders to support Romani children's holistic development. Demonstrate professionalism and ethical conduct in all interactions with Romani stakeholders. 	Effective Communication - Active listening	<p>Effective communication skills are essential for building rapport and conveying information clearly and accurately to Romani students. This includes using appropriate language, tone, and body language, as well as being mindful of cultural differences in communication styles.</p> <p>Active listening involves giving full attention to what Romani students are saying, both verbally and non-verbally. Teachers should listen attentively, show genuine interest, and seek clarification to ensure understanding and promote effective communication.</p>	
		Emotional Intelligence (empathy)	<p>Emotional intelligence involves being aware of one's own emotions and those of others, and using that awareness to manage interpersonal relationships effectively. It includes self-awareness, self-regulation, social awareness, and relationship management.</p> <p>Empathy is essential for understanding and connecting with Romani students on an emotional level. Teachers should strive to understand students' perspectives, experiences, and challenges, and</p>	

Competence	Knowledge	Skills	Summary	Priority Score
			respond with compassion and support.	
		Problem Solving	Problem-solving skill refers to the ability to identify, analyze, and find effective solutions to complex or challenging issues or obstacles. This skill is essential for teachers working with Romani students to address challenges, adapt teaching strategies, and support student success effectively.	
		Conflict Resolution	Conflict resolution skills are important for addressing conflicts or misunderstandings that may arise among Romani students or between students and teachers. Teachers should approach conflicts calmly, listen to all perspectives, and work towards finding mutually acceptable solutions.	
		Cultural Awareness	Intercultural skills begin with a fundamental understanding of one's own culture and an awareness of cultural differences. This includes knowledge of cultural norms, values, beliefs, and practices, as well as an understanding of how culture shapes behavior and communication.	
Inter-Cultural Skills	<ul style="list-style-type: none"> Recognizes and respects the cultural diversity within Romani communities. Demonstrates knowledge of Romani culture, history, and traditions. Adapts communication styles and approaches to be culturally sensitive and inclusive. Facilitates cross-cultural understanding and dialogue among Romani children, their families, and school personnel. 	Open-mindedness	Being open-minded involves being receptive to new ideas, perspectives, and ways of doing things. It means suspending judgment and being willing to learn from people with different cultural backgrounds.	
		Empathy	Empathy is the ability to understand and share the feelings and perspectives of others. In an intercultural context, empathy is essential for bridging cultural gaps and building connections across cultural differences.	
		Communication skills	Effective communication across cultures requires sensitivity to cultural nuances and differences in	

Competence	Knowledge	Skills	Summary	Priority Score
			communication styles. This includes verbal and nonverbal communication, as well as understanding the impact of language barriers and cultural context on communication.	
		Adaptability	Intercultural skills involve the ability to adapt to different cultural environments and adjust one's behavior and communication style accordingly. This may involve being flexible, tolerant of ambiguity, and comfortable with uncertainty.	
		Respect	Respect for cultural diversity is essential for successful intercultural interactions. This includes respecting cultural customs, traditions, and values, as well as demonstrating respect for individuals from different cultural backgrounds.	
		Curiosity and learning orientation	Intercultural competence requires a curious and learning-oriented mindset, characterized by a genuine interest in other cultures and a willingness to continuously learn and adapt.	
		Cultural Sensitivity	Being culturally sensitive involves recognizing and acknowledging the impact of one's words and actions on individuals from different cultural backgrounds. It involves avoiding stereotypes, biases, and cultural assumptions.	
Digital Skills	<ul style="list-style-type: none"> Utilizes digital tools and resources to enhance teaching, learning, and mediation processes. Integrates technology into instruction and mediation to engage Romani children and promote 	Basic technology skills	Skills in using computers, tablets, smartphones and other digital devices	
		Internet navigation	Teachers should be able to effectively navigate the internet to find relevant educational resources, information, and materials that can support the learning needs of Romani students. This includes using search engines, websites, and online databases	
		Critical	Teachers need to teach Romani students how to	

Competence	Knowledge	Skills	Summary	Priority Score
	<p>active participation.</p> <ul style="list-style-type: none"> Ensures equitable access to digital resources and supports for Romani children, addressing digital divides and disparities. Promotes digital citizenship and responsible use of technology among Romani children, fostering digital literacy skills and awareness. 	evaluation of online information	critically evaluate the reliability, credibility, and accuracy of information found online. This involves assessing the source, authority, bias, and currency of digital content.	
		Digital communication skills	Teachers should be proficient in digital communication skills, including email etiquette, online messaging, and virtual communication tools. This enables them to effectively communicate with students, parents, colleagues, and community members.	
		Digital citizenship	Teachers need to educate Romani students about responsible digital citizenship, including topics like online safety, privacy, security, and appropriate online behavior. This involves teaching students how to protect their personal information, respect others' privacy, and engage respectfully in online communities.	
		Multimedia creation and editing	Teachers should be able to create and edit multimedia content, such as videos, images, audio recordings, and presentations, to enhance their teaching materials and engage Romani students in interactive learning experiences.	
		Adaptive learning platforms	Teachers should be familiar with adaptive learning platforms and digital tools that can personalize instruction and provide targeted support to Romani students with diverse learning needs. This includes using educational software, apps, and online platforms that adapt to students' individual strengths, interests, and progress.	
		Cultural sensitivity and	Teachers should use digital technologies to promote cultural sensitivity and inclusion in the classroom by	

Competence	Knowledge	Skills	Summary	Priority Score
		inclusion	incorporating diverse perspectives, representations, and resources that reflect the experiences and contributions of Romani communities.	
		Data Literacy	Teachers should be able to collect, analyze, and interpret data related to Romani students' academic performance, attendance, and engagement using digital tools and educational software. This enables them to make data-informed decisions to support student learning and success.	
Pedagogy Skills	<ul style="list-style-type: none"> • Implements evidence-based instructional strategies that meet the diverse learning needs of Romani children. • Differentiates instruction to accommodate various learning styles, preferences, and abilities. • Designs culturally relevant and responsive curriculum and learning experiences that empower Romani students. • Assesses student progress and learning outcomes effectively, using a variety of assessment strategies and tools. 	Cultural Competence	Teachers need to develop cultural competence to understand and respect the cultural backgrounds, traditions, and values of Romani students. This includes awareness of Romani history, language, customs, and experiences to create a supportive and inclusive learning environment.	
		Differentiated instruction	Teachers should be able to differentiate instruction to accommodate the diverse learning needs, strengths, and interests of Romani students. This involves using a variety of instructional strategies, materials, and assessments to meet individual student needs and promote academic success.	
		Relationship Building	Teachers should build positive relationships with Romani students based on trust, respect, and empathy. This involves getting to know students individually, understanding their backgrounds and experiences, and fostering a sense of belonging and community in the classroom.	
		Culturally Relevant Curriculum	Teachers should develop and implement a culturally relevant curriculum that reflects the experiences, perspectives, and contributions of Romani communities. This includes selecting instructional	

Competence	Knowledge	Skills	Summary	Priority Score
			materials, literature, and resources that are representative and inclusive of Romani culture and history.	
		Language Support	Teachers should provide language support to Romani students who may speak different dialects or languages. This may involve incorporating bilingual instruction, providing language assistance, or leveraging technology to support language development.	
		Collaborative Learning	Teachers should facilitate collaborative learning experiences that promote peer interaction, communication, and teamwork among Romani students. This involves creating opportunities for group work, cooperative learning activities, and collaborative projects that foster social skills and academic engagement.	
		Strengths-based Approach	Teachers should adopt a strengths-based approach that recognizes and builds upon the strengths, talents, and assets of Romani students. This involves focusing on students' capabilities, interests, and aspirations to promote confidence, motivation, and academic achievement.	
		Culturally Responsive Teaching Strategies	Teachers should use culturally responsive teaching strategies that connect classroom instruction to the cultural backgrounds and experiences of Romani students. This includes incorporating storytelling, experiential learning, music, art, and other culturally relevant pedagogical practices into instruction.	
		Flexible and Adaptive Teaching	Teachers should be flexible and adaptive in their teaching practices to accommodate the diverse needs and learning styles of Romani students. This may	

Competence	Knowledge	Skills	Summary	Priority Score
		Practices	involve adjusting instructional pace, providing additional support, or modifying assignments and assessments as needed.	
		Equitable Classroom Practices	Teachers should promote equity and fairness in the classroom by addressing systemic barriers and biases that may impact Romani students' access to education and opportunities for success. This includes advocating for inclusive policies, resources, and support services that address the unique needs of Romani learners.	