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COMPETENCE+ DI

AN INNOVATIVE TRAINING CONCEPT FOR IMPROVING SKILLS IN PUBLIC TRANSPORT

Our TEAM



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Table of Contents



01

**Introduction to Competence+
D/I**



02

Purpose of the Manual



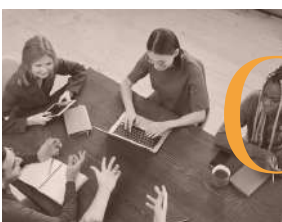
03

**Conceptual Framework of the
learning contents & Modules**



04

Guide for E- learning Platform



05

**How to use Virtual Reality
technology**

Competence+D/I



Welcome to the Competence Plus D/I Trainers Handbook – your guide to building more inclusive, supportive, and empowering learning environments.

This handbook is part of the upgraded Erasmus+ project Competence Plus D/I (Diversity and Inclusion), which continues and expands the work of the original Competence+ project. While the first edition focused on developing professional and emotional competences for employees in the public transport sector, Competence Plus D/I takes this vision further – helping trainers and educators across all sectors to bring diversity, equity, and inclusion (D/E/I) to life in their classrooms, organisations, and communities.

Here, you'll find ready-to-use guidance, activities, and digital tools designed for blended and experiential learning. The eLearning platform complements this handbook with interactive materials, quizzes, and immersive simulations, so you can help your learners develop real-world competences in empathy, communication, and courageous leadership.

Whether you are new to inclusive education or already experienced, this handbook will support you in:

- Integrating diversity and inclusion into your daily teaching practice,
- Using creative and digital learning methods, including VR, to engage learners,
- Strengthening wellbeing, self-awareness, and teamwork, and
- Building learning spaces where everyone feels respected, valued, and heard.

Together, we continue the Competence+ journey – expanding from competence to confidence, and from learning to inclusive action.



Purpose of the Manual



This handbook is designed to help you, as a trainer or educator, make the most of the Competence Plus D/I learning experience. It serves as both a practical guide and a source of inspiration for integrating diversity, inclusion, and well-being principles into your teaching or training context.

Purpose

- Support you in planning and delivering the Competence D/I modules through blended learning (online and face-to-face).
- Offer ready-to-use tools such as lesson structures, reflection exercises, and inclusive facilitation tips.
- Help you adapt the materials to the needs of your own learners, whether they are VET students, professionals, or adult learners.
- Encourage the use of digital and immersive tools, such as VR activities, discussion boards, and microlearning videos, to make learning more engaging and inclusive.
- Provide a common reference point for all trainers in the Competence Plus D/I network, ensuring consistent quality and accessibility across countries and training formats.

You can use this manual in many ways:

- As a step-by-step guide while running your training sessions;
- As a reference book when preparing materials or evaluating learner progress;
- Or as a creative resource to design your own inclusive learning experiences.

The most important aim is to empower you – the trainer – to build confidence, empathy, and understanding among your learners, and to make inclusion not just a topic of discussion, but a way of learning and working together.



Conceptual Framework of the learning contents

Methodology for Implementation

The Competence Plus D/I project builds upon the conceptual and methodological foundation of Competence+ (2020–2023) and introduces the Competence Framework for Diversity and Inclusion (CF-DI) – an upgraded, practice-oriented model that promotes social, emotional, and intercultural competences across professional and training environments.

This framework extends the original focus on environmental awareness, conflict management, stress control, and moral courage into a broader learning architecture that highlights:

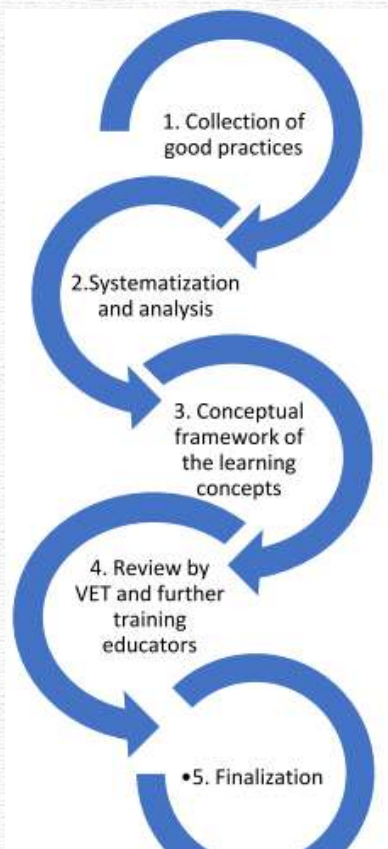
Module 1: Environmental Awareness

Module 2: Conflict Awareness

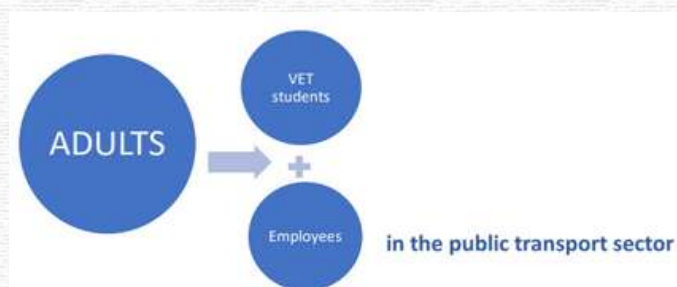
Module 3: Stress Management

Module 4: Moral Courage

Module 5: Diversity and Inclusion



TARGET GROUP OF THE PROJECT:



THE DEVELOPMENT OF THE OUTPUT HAVE BEEN IMPLEMENTED IN FIVE STEPS



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Methodological Principles

The Competence Plus D/I methodology remains grounded in experiential and reflective learning but integrates digital, immersive, and collaborative approaches to enhance engagement and accessibility.

Key methodological pillars include:

1. Competence-based learning design – focusing on measurable learning outcomes and behavioural indicators.
2. Blended and immersive learning – combining online self-learning, virtual reality simulations, and in-person workshops.
3. Emotional and intercultural learning – developing empathy, resilience, and cultural awareness as transversal competences.
4. Trainer facilitation model – providing flexible tools and adaptable formats for different learning groups.
5. Continuous evaluation and feedback loops – integrating learner reflections and peer input throughout the course.

Implementation Steps

The development and validation of the CF-DI followed five main stages:

1. Needs Analysis and Literature Review – mapping existing D/I competence models in professional and VET contexts.
2. Framework Design – defining key competences and related learning outcomes for trainers and learners.
3. Content Development – creating learning materials, activities, and microlearning units for the eLearning platform.
4. Pilot Testing and Evaluation – applying the framework in training sessions and collecting feedback from trainers and learners.
5. Final Integration – refining, translating, and embedding all results into the Competence D/I eLearning ecosystem for sustainable use.

By merging evidence-based research with digital innovation, Competence Plus D/I transforms competence development into an inclusive and transformative learning experience for trainers, educators, and professionals across Europe.



Modules & Workshop



starting the Competence D/I modules, we recommend following the steps below to get the most out of your learning journey:



Visit the Trainer's Library

Begin with a general review of the Trainer's Library section. There, you can explore resources that provide an overview of the Competence+ methodology, training philosophy, and blended learning tools. This step helps you connect the project's background with the Diversity & Inclusion (D/I) upgrade.



Check out the Workshop – Module 5: Diversity and Inclusion

Next, proceed to the Workshop section, where you will find Module 5: Diversity and Inclusion. This module serves as an introduction to the Competence D/I concept. It will guide you through how to design and deliver your own trainings around the four core modules (Modules 1–4) and help you integrate inclusive practices into your facilitation.



Complete Modules 1–4

After completing the introductory workshop, you can continue with Modules 1–4. Each module focuses on a key competence area (Environmental Awareness, Conflict Awareness, Stress Management, and Moral Courage).

By successfully completing all assessments and following the step-by-step guidance, you will earn the official Competence D/I Certificate, acknowledging your progress as a certified Competence D/I Trainer.



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ENVIRONMENTAL AWARENESS

Course Description

5 Units to sensitize public transport employees/VET students about the importance of green transport systems and their own contribution to fostering sustainability in public transport:

1. Basic concepts
2. External costs and benefits of mobility
3. Public participation
4. Sustainable Urban Mobility Plans
5. Examples of good practice



Knowledge

- Concept of Environmental awareness and its importance for public transport.
- Methodologies for developing sustainable urban mobility plans.



Skills

- A global vision of urban mobility and its economic, environmental and social impacts.
- Understanding how citizen participation works



Competences

- Personal attitude and motivation
- Willingness to change
- Teamwork and cooperation (willingness and ability)
- Sense of responsibility and decisiveness
- Learning to learn
- Creativity
- Communication skills
- Capacity for self-management and reflection
- Willingness to perform



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1. BASIC CONCEPTS

OBJECTIVES

VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:

- 1.1 DEFINE AND ANALYSE BASIC CONCEPTS OF ENVIRONMENTAL ISSUES.
- 1.2 APPLY INCREASED KNOWLEDGE OF BASIC ENVIRONMENTAL CONCEPTS
- 1.3 EXPLAIN BASIC ENVIRONMENTAL CONCEPTS TO OTHERS

PREPARATION:

SEND PARTICIPANTS CREDENTIALS AND LINKS TO ACCESS THE ONLINE PRESENTATION

COURSEWORK:

VIEWING THE PRESENTATION

REFLECTION:

SELF-ASSESSMENT QUESTIONNAIRE

2. EXTERNAL COSTS AND BENEFITS OF MOBILITY

OBJECTIVES

VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:

- 2.1 UNDERSTAND EXTERNAL COSTS AND BENEFITS OF MOBILITY
- 2.2 IDENTIFY EXTERNAL COSTS AND BENEFITS OF MOBILITY
- 2.3 DISCUSS AND DEBATE EXTERNAL COSTS AND BENEFITS OF MOBILITY

PREPARATION:

SEND TO THE PARTICIPANTS THE PDF FILE AND THE LINK TO ACCESS THE VIDEO.

COURSEWORK:

READING AND STUDYING THE MATERIAL.
WATCHING THE VIDEO

REFLECTION:

SELF-ASSESSMENT QUESTIONNAIRE

3. PUBLIC PARTICIPATION

OBJECTIVES

VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:

3.1 UNDERSTAND THE BENEFITS OF BEHAVIOURAL CHANGE AND THE IMPORTANCE OF PUBLIC PARTICIPATION IN ENVIRONMENTAL AWARENESS

3.2 UNDERSTAND HOW TO EFFECT PERSONAL ATTITUDE AND MOTIVATE PEOPLE

3.2 UNDERSTAND HOW TEAMWORK AND COOPERATION CAN MAKE A DIFFERENCE IN ENVIRONMENTAL AWARENESS

3.4 DISCUSS AND DEBATE THE IMPORTANCE OF PUBLIC PARTICIPATION IN ENVIRONMENTAL AWARENESS

PREPARATION:

THE TEACHER GIVES THE PRESENTATION AND EXPLAINS HOW THE ACTIVITY IS GOING TO BE CARRIED OUT.

COURSEWORK:

VIEWING THE PRESENTATION

REFLECTION:

SELF-ASSESSMENT QUESTIONNAIRE

4. SUSTAINABLE URBAN MOBILITY PLANS

OBJECTIVES

VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:

4.1 UNDERSTAND THE CONCEPT OF SUSTAINABLE URBAN MOBILITY PLANS

4.2 UNDERSTAND THE IMPORTANCE OF SHAPING AND ACHIEVING COMMUNITY GOALS IN ENVIRONMENTAL ISSUES

4.3 IDENTIFY THE COMMUNITY NEEDS, ADEQUATE PRACTICES AS WELL AS INTEGRATION, PARTICIPATION, AND EVALUATION PRINCIPLES OF SUSTAINABLE URBAN MOBILITY PLANS

PREPARATION:

THE TEACHER GIVES THE PRESENTATION AND EXPLAINS HOW THE ACTIVITY IS GOING TO BE CARRIED OUT.

COURSEWORK:

STUDENTS LISTEN TO THE PRESENTATION AND FOLLOW THE TEACHER'S INSTRUCTIONS FOR THE INDIVIDUAL ACTIVITY.

REFLECTION:

THE INDIVIDUAL TASK INCLUDES A REFLECTION SECTION.

5. EXAMPLE OF GOOD PRACTICES

OBJECTIVES:

VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:

- 5.1 GET AWARE OF THE IMPORTANCE OF BEING A ROLE MODEL REGARDING ENVIRONMENTAL ISSUES
- 5.2 LEAD BY EXAMPLE THE DISCUSSION ABOUT ENVIRONMENTAL AWARENESS
- 5.3 APPLY BEST/GOOD PRACTICE TO WORK/LIFE
- 5.4 MOTIVATE OTHERS IN APPLY BEST/GOOD PRACTICE TO WORK/LIFE

PREPARATION:

SEND TO THE PARTICIPANTS THE PDF FILE.

COURSEWORK:

STUDENTS READ THE INFORMATION ABOUT THE EXAMPLE OF GOOD PRACTICE AND DEVELOP A PROPOSAL FOR A NEW GOOD PRACTICE. F2F: PRESENTATION OF THE PROPOSAL.

REFLECTION:

QUESTIONS AND ANSWERS ROUND



ENVIRONMENTAL AWARENESS



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CONFLICT AWARENESS

Module 2

Course Description

5 Units to provide the public transport professionals/VET students with introductory materials for proper methods for defusing the escalated conflict.

1. Basic concepts: Introduction to Conflict
2. Conflict styles
3. Managing conflict
4. Effective communication strategies
5. Conflict Management in public transport



Knowledge

- Understand and analyse conflict at a basic level.
- Understand fundamental theories and principles for cooperation, competition, negotiation and the causes of conflicts as well as their development and handling.
- Understand fundamental problem-solving theory and conflict styles.
- Understand a problem-solving (win-win) approach as against a competitive (win-lose) approach to negotiation and conflict resolution as well as effective communication strategies.



Skills

- Apply concrete analytical tools and methods to specific real-life situations.
- Apply theories and principles to new situations through the characterisation and analysis of the problem situation and the development of suitable models for conflict resolution.
- Reflect on and use the mutual connection between theory and practice.
- Reflect upon basic concepts related to the cause, development and management of conflicts (e.g. trust, power and communication).
- Active listening
- Formulate and express desired outcomes
- Identify underlying interests
- Develop and analyze options





Competences

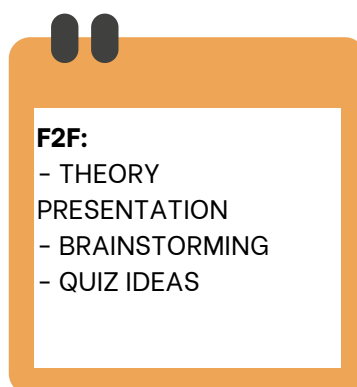
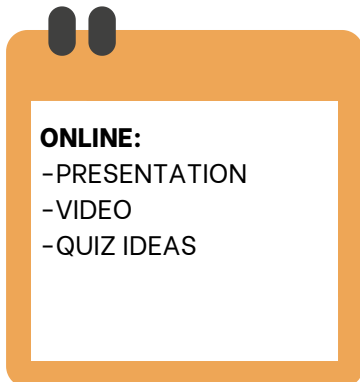
- Understand and analyse conflict and transform it into management strategy and action.
- To assess environmental conflict situations.
- Facilitate a decision-making process.
- Reflect upon one's own and other's behaviour and response in relation to conflict situations, collaboration and decision making.
- Understand the value of self-monitoring and self-reflection and actually monitor and reflect on one's own performance and impact in conflict situations.
- Discuss power, conflict management, democracy and decision-making processes as well as underlying value questions.

1. BASIC CONCEPTS: INTRODUCTION TO CONFLICT

OBJECTIVES

VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:

- 1.1 IDENTIFY CONFLICT AS AN OPPORTUNITY FOR CHANGE AND GROWTH
- 1.2 EXPLORE FIVE ROOT CAUSES OF CONFLICT
- 1.3 DETERMINE COMMON ESCALATION POINTS DURING THE INTERPERSONAL CONFLICT

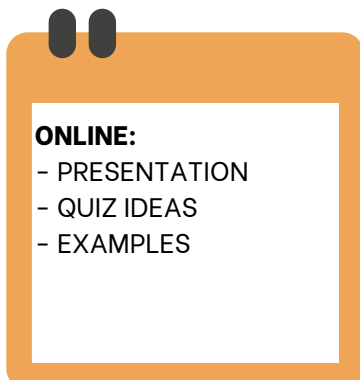


2. CONFLICT STYLES

OBJECTIVES

VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:

- 2.1 IDENTIFY THE DIFFERENCE BETWEEN A POSITION AND AN INTEREST.
- 2.2 ANALYZE INTENT VS IMPACT



3. MANAGING CONFLICT

OBJECTIVES

VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:

3.1 RECOGNIZE COMMON CONSTRUCTIVE AND DESTRUCTIVE TENDENCIES IN INTERPERSONAL CONFLICT

3.2 BE AWARE OF HOW THESE TENDENCIES SHOW UP IN A CONFLICT SCENARIO

3.3 ANALYZE SPECIFIC BEHAVIOURS (HOT BUTTONS) THAT TEND TO RESULT IN DESTRUCTIVE CONFLICT



ONLINE:

- PRESENTATION
- COMMUNICATION IN WORK
- QUIZ IDEAS



F2F:

- THEORY PRESENTATION
- TOOL FOR CONFLICT DEFUSION



LINK TO ALL RESOURCES

4. EFFECTIVE COMMUNICATION STRATEGIES

OBJECTIVES:

VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:

4.1 EFFECTIVE COMMUNICATION STRATEGIES

4.2 THE IMPORTANCE OF LISTENING FOR UNDERLYING INTERESTS<

4.3 IDENTIFY CONSTRUCTIVE REQUESTS



ONLINE:

- PRESENTATION
- STRATEGIES AND BARRIERS
- QUIZ IDEAS



F2F:

- THEORY PRESENTATION



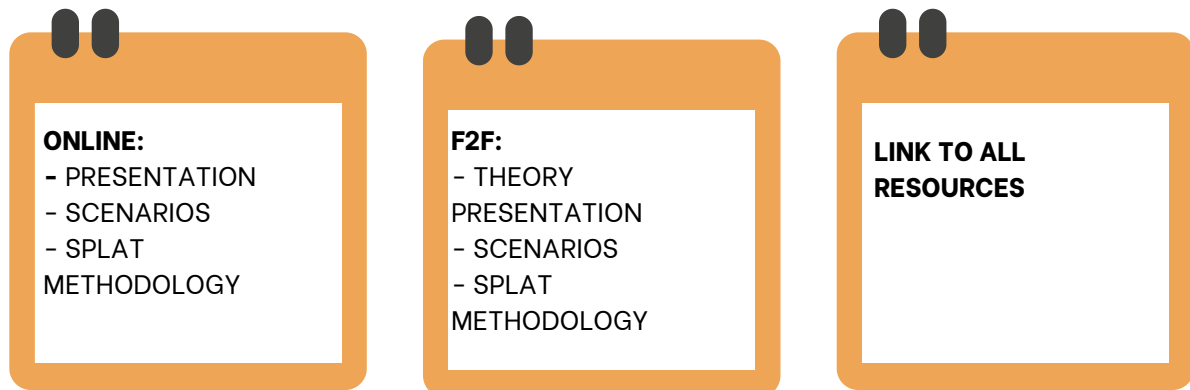
LINK TO ALL RESOURCES

5. CONFLICT MANAGEMENT IN PUBLIC TRANSPORT

OBJECTIVES

MAIN OBJECTIVE OF THIS MODULE IS TO APPLY THE THEORY INTO PRACTICAL THINKING.

APPLICATION OF KNOWLEDGE IN THE PRE-DEFINED SCENARIOS
ONBOARDING MATERIALS FOR NEW EMPLOYEES



CONFLICT MANAGEMENT



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STRESS MANAGEMENT

Module 3

Course Description

The module focuses on equipping VET students and employees of the public transport sector with tools and methods for detecting, recognizing, preventing and managing stressors. It will assist learners to build their own strategy towards managing stress more effectively and efficiently. The module is comprised by 3 units that aim to reach the modules goal.

Those units are:

1. Basic concepts: Understanding Stress
2. Detecting Signs of Stress of mass transportation workers
3. Confronting Stress



Knowledge

Understand the basic principles of stress management;
Understand the main internal and external factors causing stress;
Recognition of the subjective, behavioural, cognitive, physiological and organizational consequences of stress;
Learn how to cope with stressful situations and moderate physical reactions to stress.



Skills

Problem solving;
Communication with the public;
Communication within the work team;
Prioritizing responsibilities;
Self-management;
Reflection.



Competences

Recognize stress triggers and how to manage them;
Evaluate stress levels and dealing with stress positively;
Develop proactive responses to stressful situations;
Use coping tips for managing stress;
Willingness to perform;
Ability to cope with stressors;
Sense of responsibility & decision-making ability;
Customer & service orientation.



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1. BASIC CONCEPTS: UNDERSTAND STRESS

OBJECTIVES

VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:

- 1.1 RECOGNIZE STRESS SYMPTOMS
- 1.2 IDENTIFY SPECIFIC STRESS TYPES
- 1.3 GET ACQUAINTED WITH DIFFERENT THEORIES/MODELS OF STRESS
- 1.4 USE RESOURCES OF PSYCHOLOGICAL HEALTH AND WELL BEING
- 1.5 ANALYSE POSITIVE STRESS RESPONSE METHODS

PRESENTATION

- ABOUT
THEORIES/MODELS OF
STRESS AND STRESS
TYPES

DEMONSTRATION

- HOW TO
RECOGNIZE STRESS
SYMPTOMS –
TAKING 'CONTROL –
STRESS

SELF-REFLECTION EXERCISE

- CONSIDER THE
CONSEQUENCES

2. DETECTING SIGNS OF STRESS OF MASS TRANSPORTATION WORKERS

OBJECTIVES

VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:

- 2.1 IDENTIFY STRESSORS
- 2.2 ANALYSE STRESS FACTORS OF THEIR WORKPLACE
- 2.3 DISCUSS CAUSES AND EFFECTS OF THEIR WORK STRESS
- 2.4 INTERPRET EMOTIONAL AND PHYSICAL REACTIONS

GROUP WORK

- ANALYSING STORIES
IN GROUPS TO IDENTIFY
STRESS FACTORS

DISCUSSION

- PRESENTATION OF
THE WORK DONE IN
GROUPS TO EVERYONE
AND DISCUSSION OF
THEIR RESULTS

SELF-REFLECTION

- WHAT AND WHEN
THEY GET STRESSED,
WHAT MAKES THEM
STRESSED ETC &
- GROUP WORK

3. CONFRONTING STRESS

OBJECTIVES

VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:

3.1 MAINTAIN STRESS AWARENESS

3.2 ANALYSE EFFECTIVE TECHNIQUES OF STRESS MANAGEMENT

3.3 EVALUATE PERSONAL RELEVANCE TO PROPOSED STRESS MANAGEMENT TECHNIQUES

3.4 COPE WITH STRESS BY USING SPECIFIC TECHNIQUES AND TOOLS

PRESENTATION

-ON HOW TO
MAINTAIN STRESS
AWARENESS

EXERCISE THROUGH ROLE PLAY

-SET PRACTICE
TECHNIQUES OF
STRESS
MANAGEMENT

VIDEO

-GOOD PRACTICES
ON EFFECTIVE
TECHNIQUES OF
STRESS
MANAGEMENT



STRESS MANAGEMENT



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MORAL COURAGE

Module 4

Course Description

Increasing the sensitivity in public transport employees/VET students for acting with Moral Courage, to expand individual helper competences on different levels and to enabling the participants to develop Moral Courage. Additionally, the participants reflect on their own and cultural values and moral understanding, and their ability and willingness to step in.

3 Units to increase the sensitivity for acting with Moral Courage, to expand individual helper competences on different levels and to enabling the participants to develop Moral Courage. Additionally, the participants should reflect on their own and cultural values and moral understanding as the basis for Moral Courage and their ability and willingness to step in.

1. Basic concepts: What is Moral Courage and why do we need it?
2. Self-efficacy and Self-confidence: Moral Courage in Action
3. Tips for Moral Courage and examples of good practices



Knowledge

What is Moral Courage and why is it important for me and in public transport?

What are my helper competences?

How can I recognize situations where I should apply Moral Courage?

What are ways to apply Moral Courage



Skills

Identifying situations that require Moral Courage

Activating ones individual helper competences

Choosing an appropriate response



Competences

Self-management and reflection skills

Communication skills

Social skills

Assertiveness/self-efficacy

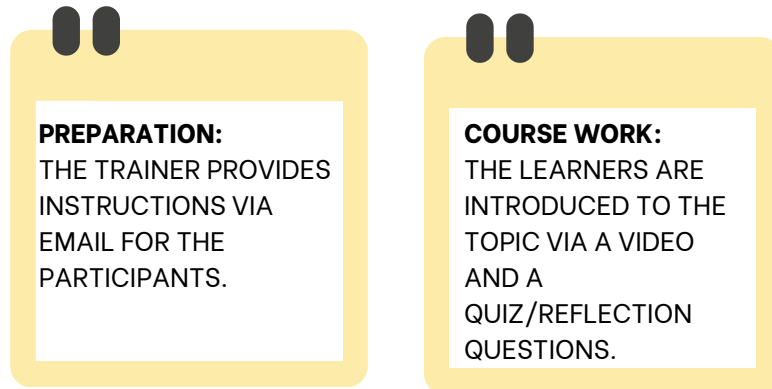
Conscious influence

1. BASIC CONCEPTS

OBJECTIVES

VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:

1.1 UNDERSTAND THE CONCEPT OF MORAL COURAGE



2. MORAL COURAGE IN ACTION: DEVELOPING HELPER COMPETENCE

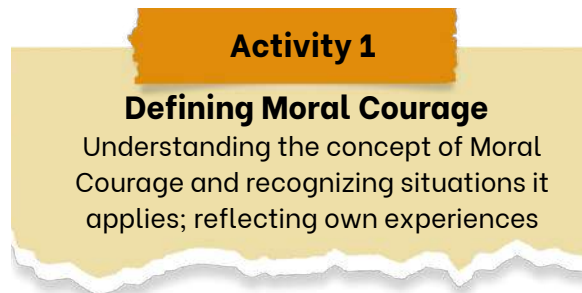
OBJECTIVES

VET STUDENTS AND EMPLOYEES SHOULD BE ABLE TO:

2.1 RECOGNIZE AND ANALYSE CONFLICT THAT REQUIRES MORAL COURAGE

2.2 BECOME AWARE OF ONE'S OWN INDIVIDUAL HELPER COMPETENCES

2.3 APPLY MORAL COURAGE IN ACTION ACCORDING TO OWN HELPER COMPETENCES



Preparation: The trainer prepares flash cards with examples of situations

They then chose situations that require Moral Courage from a pool of examples or from their own experience (if they volunteer). They do not have to come up with strategies of how to help/act, yet!

Course Work: Building on the introduction, the participants brainstorm to find definition for Moral Courage.

They then chose situations that require Moral Courage from a pool of examples or from their own experience (if they volunteer). They do not have to come up with strategies of how to help/act, yet!

Activity 2

Game “Value hike”

The goal is to reflect on their own values and beliefs*

Goals:

- get to know different value concepts
- identify commonalities in value concepts
- develop awareness of the fact that values are justified in different ways

*“**Discarded**“ values are not lost, but reflected upon. Their meaning is changed by the compromises that become necessary in the group. During the game it should become understandable that the meaning of individual values can shift against the background of different situations. However, the “own“ values should always

Activity 3

Stop game or Blocks game

Understanding different roles in conflict situations (victim /aggressor /bystander /helper)

Stop Game: Participants learn that they can and should set necessary boundaries

- Participants recognize their own abilities or inhibitions to set boundaries
- How difficult is it when everyone shouts “STOP“? And how hard is it to do it alone?
- Participants experience the difficulty of using body language, facial expressions, gestures, and voice in public.

Blocks Game: Reflecting on one’s own aggression potential

Evaluation: After each activity, the trainer gives the possibility to summarize and reflect on the experience. Particularly in situations that simulate aggression, a debriefing is central to ensure the well-being of the participants.

Activity 4

Role plays

The goal is to reflect on their own values and beliefs*

Preparation: Discussion guideline and hand out for activities; cards with role play scenarios.

Course work: Based on the experiences of the previous activities, participants develop guidelines of behavior for Moral Courage and resolving conflict.

Reflection: The session ends with a feedback round and evaluation.

Role plays: The participants engage in role play scenarios according to the provided cards (either simultaneously in small groups or 1 role play at a time, depending on the group size and facilities). They try to apply the guidelines developed previously.

Activity 5

Discussion

Develop behavior guidelines and ways of resolving conflict

Preparation: Previous to the session, the participants are asked to reflect upon what they have learned in the module and to come up with examples of how they can use and implement Moral Courage in their daily lives and work. This can be done individually or in small groups or pairs

Course Work: In the session, the participants present their ideas and discuss how the module has influenced them in thinking about moral courage.

Reflection: The trainer collects the ideas and visualizes them in a digital way. This document is then shared with the group for future reference.

Online alternatives:

Activity 2: Use zoom breakout rooms for group sessions

Activity 3: Debate Club

Shout exercises (microphones can be turned off) in combination with power posing/breathing; exercises for confident body language (vs. aggressive gestures or submissive behavior)

Activity 4: Debate Club

The group of participants is split into 2 groups (or more, if the group is very large)

For a given scenario, one group prepares arguments for stepping in, and one group prepares arguments against it.

The group then discusses the ways one could step in and what, possibly, stand against that. Try to find a solution for the situation according to individual helper competences.

Important: No judgment if a participant is not feeling equipped to step into a conflict situation. Try to find alternative ways of action.



MORAL COURAGE

Course Description

This workshop serves as the foundation of the Competence D/I learning experience.

It introduces the key principles of diversity, equity, and inclusion (D/E/I) and helps trainers reflect on their own biases, facilitation style, and group dynamics before implementing the other four modules.

Purpose

The purpose of this module is to help trainers:

- Understand the core concepts of diversity and inclusion in training and workplace settings.
- Reflect on inclusive communication, empathy, and the creation of safe learning environments.
- Explore how D/I principles connect with the original Competence+ areas:
- Environmental Awareness, Conflict Awareness, Stress Management, and Moral Courage.

Learning Focus

Participants will engage in self-assessment, case discussions, and practical exercises designed to:

- Build awareness of unconscious bias and intercultural sensitivity.
- Strengthen facilitation strategies that promote participation and respect.
- Develop action ideas to adapt the Competence+ modules with inclusive lenses.

Outcome

After completing this workshop, trainers will be able to:

- Design and deliver inclusive learning sessions aligned with Competence D/I methodology.
- Confidently integrate D/I values into all other modules.
- Begin their certified journey as Competence D/I Trainers.

Guide for E- learning Platform

The project platform is intended to be used as a tool for educators to access curriculum materials. At the same time it acts as the medium in which the trainers and trainees can seek the virtual reality experience with the games prepared for the purposes of the Project.

How to Navigate throughout the platform



Home Page: The main page of the platform. Through Home page you can access everything

Trainers Library

A digital resource hub offering guides, tools, and reference materials for trainers.

Start here to explore the Competence+ methodology and discover best practices in inclusive and experiential learning.

Trainers Library

A digital resource hub offering guides, tools, and reference materials for trainers.

Start here to explore the Competence+ methodology and discover best practices in inclusive and experiential learning.

Courses

Access both Competence+ and Competence Plus D/I learning paths.

Each course includes structured modules, self-assessments, and certification opportunities to strengthen professional competences.



Keep in Mind that this Handbook is connected with Competence D/I course

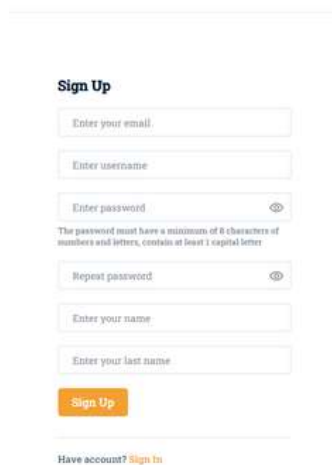


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How to enroll in a course

Unlike Trainers Library and Workshop, you need to enroll using a active account to take part in any of the two courses.

Step 1. Fill the sign up from



Sign Up

Enter your email

Enter username

Enter password

The password must have a minimum of 8 characters of numbers and letters, contain at least 1 capital letter

Repeat password

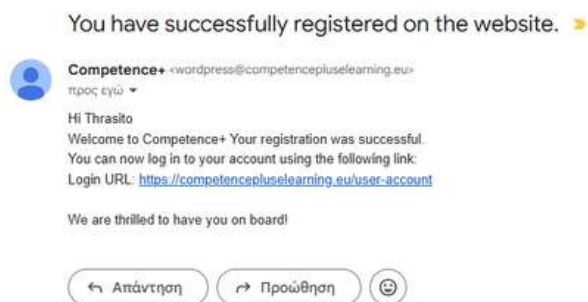
Enter your name

Enter your last name

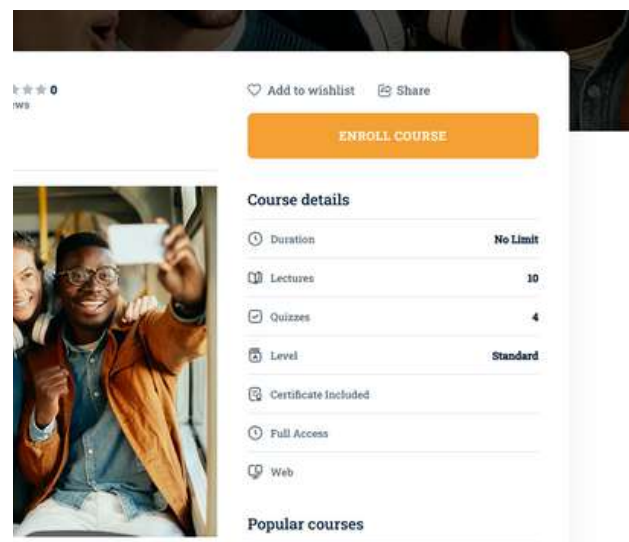
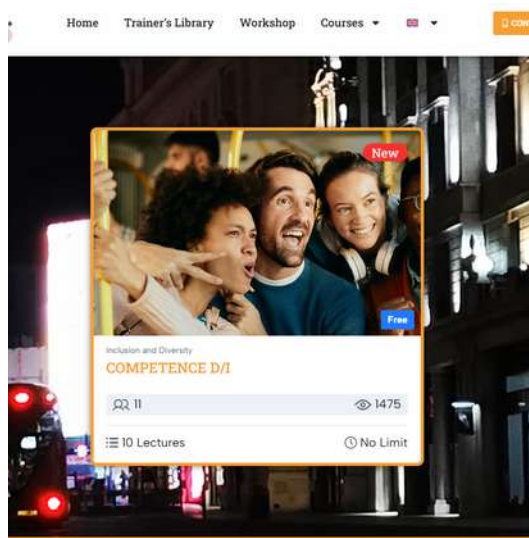
Sign Up

Have account? [Sign In](#)

Step 2. When you receive this email you are ready to go. Press on the Login Url to proceed



Step 3. From the Home page press on courses and then Competence D/I. You will see the course below. Press on it

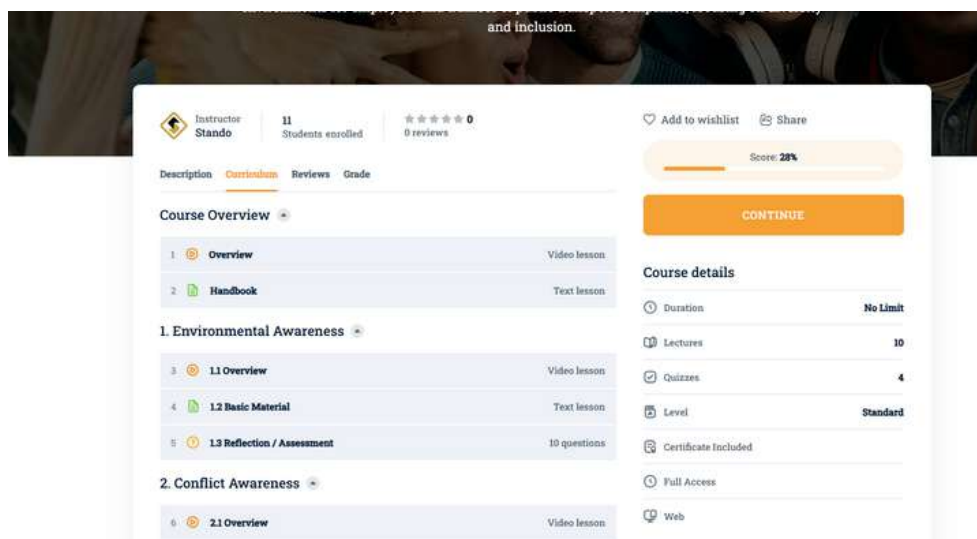


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Use it and Enjoy it



Point System: It offers a complete gamified experience for Trainers and Trainees to learn by completing goals

Accessibility Widget: Following the regulations of EU, we offer the trainers and trainees a powerful tool to support those who face any difficulties

Each Module consists of three main Sections - Overview, Basic Material and the Assessment

Overview: General Introduction to the course including a video projecting the goals of the module

Basic Material: An interactive video with all activities and materials a trainer needs during the module

Reflection/Assesment: After the Completion of the main part of course a questionnaire made out of 10 questions is available.

***dont forget to use the trainers library for additional Material**



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How to use Virtual Reality technology

WHAT IS VIRTUAL REALITY (VR)?

Virtual Reality, or VR, uses computer technology to create a simulated environment that users can explore in 360 degrees. While people may use virtual reality term to describe different types of immersive experiences or altered reality experiences, it is not the same as augmented reality.

Virtual Reality (VR) is a technology that utilizes virtual reality headsets or closed head-mounted displays (HMDS) to isolate and transport the user to a virtual environment entirely.

HOW DOES VR WORK?

Here, the most important parts of the VR equipment are presented and briefly explained:



Head-mounted displays (HMDS)

The central part of the VR equipment is worn as a helmet. Inside are two lenses (one for each eye) which are displaying the computer-generated world.

The user is “tricked” to believe the real world is the virtual one through these lenses.

This headset also works as a tracking device to determine where in the space is the person located.



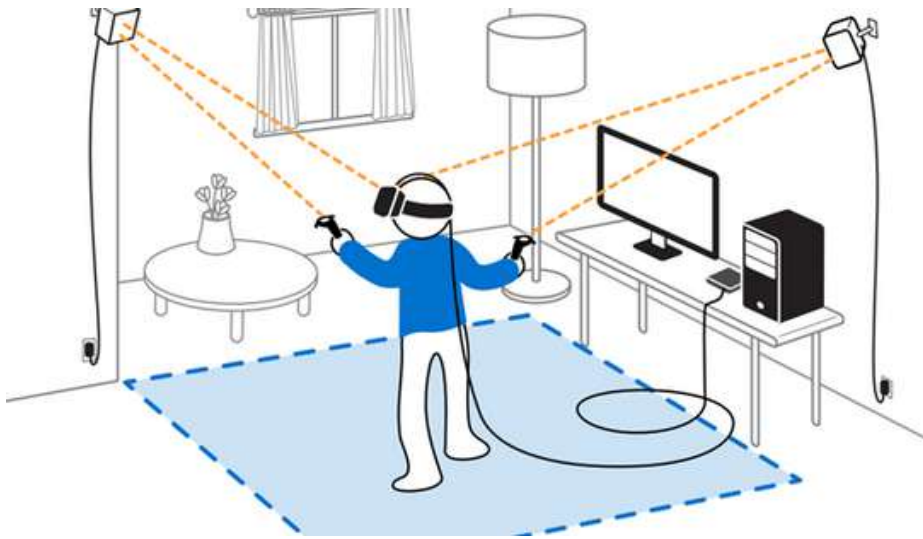
Controllers

The secondary wearable equipment. The controllers serve as virtual hands and virtual objects to interact with the virtual environment.

These controllers are not mandatory, as you can have a visual-only experience; however, if you want to interact in the virtual world, you need to have controllers. Controllers also work as tracking devices.



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In older VR technology and older headsets, these lighthouses were used for tracking the person's movement. Two lighthouses are facing each other.

The lighthouse emits lasers (60 times per second) which is trying to reach a tracking device.

When the laser hits the tracking device in a headset or a controller, a calculation of trajectory and time determines where space the tracker is, giving a sense of space to the computer.

: There are some extra body trackers, which people use in joints (elbows and knees) to have their virtual avatars move more naturally.

Hand tracking in VR allows you to interact without needing VR controllers.

Sensors capture data on the position, orientation, and velocity of your hands. Hand tracking software then uses this data to create a real-time virtual embodiment of them.



These virtual hands are integrated into VR applications, allowing you to see and use your hands naturally. But while the end-user experience of hand tracking in VR feels intuitive, in reality this relies on layers of sophisticated technology.

MOBILE VR HEADSETS



Smartphone-powered

Smartphone slots into the headset



Standalone

All-in-one mobile headset

TETHERED VR HEADSETS



PC-controlled



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