



Strategic Partnership

RomABC moves forward
Further development of innovative instruments for
combating functional illiteracy of Roma and other
vulnerable groups in Europe

INTELLECTUAL OUTPUT 1

Curriculum for raising the literacy grade of Roma

Language version: English



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1. Determination of the target group

In the European definition, all groups of this ethnic minority are summarised under the term Roma, e.g. Roma, Sinti, Calé.

The alphabetisation courses based on the Curriculum address exclusively adult Roma who can be assigned to the target group of primary, secondary or functional illiterates and who speak the national language of their country of residence.

2. Objectives of the alphabetisation courses

2.1 Determination of learning objectives

2.1.1 General description of learning objectives

The participating Roma will be enabled to take part in the social life of the country they live in and to co-design it actively in their own environment or working life.

- They will be – as far as possible – functionally alphabetised.
- The social integration ability will be strengthened by teaching methods orienting on sustainability and promoting autonomy.

2.1.2 Special objectives – relating to the participating Roma – if they are educationally disadvantaged, unfamiliar with learning and slow learners

- *Social Interactions* take place among the learners as well as between the course leader and the learners.
- Social manners are practiced → such as punctuality, putting the hand up, not interrupting, listening, letting others have their say, no prompting, excluding nobody.
- Promotion of the *ability to concentrate* through distraction from mental strains,
- subject-oriented tasks, suitable diversity of variants, increasing of attention.
- The *learning type* will be examined.
- *Learning strategies* will be developed.
- *Experiences with procedures* will be built-up.

2.2 Extended overall objectives

2.2.1 General

- Reduction of fears, e.g. being on the move/travelling/walking alone
- Reduction of behaviour patterns – hindering a continued attending of the course
- Enforcing the regular participation as demand of the family
- Not putting letters of teachers and authorities aside → courage to read them!
- Promotion of autonomy
- Promotion of equal opportunities of men and women

2.2.2 Social behaviour

- Respecting other course participants
- Listening to course participants
- Granting course participants time
- Speaking with each other and learning together
- Helping and supporting each other
- No mutual discrimination

2.3 Additional learning objectives – „Learning at another place“

- e.g. visits of doctors, hospital, train station, accepting consultation – interacting with their environment, going to school, parents-teacher-talks, spare time activities

3. Applied methods

3.1 Criteria for assigning the participants to the courses

- Level
- Tempo
- Number of learners, personality of learners -> is an internal differentiation possible?
- Differentiation and classification of the competences of each learner and assignment to a group with the same competences -> if the basic mood of the participants correspond with each other
- Group structure and group size are decisive factors for the performance in the according lesson units
- Place of the course and time

3.2 Grading consultation – determination of the course level

The grading consultation is implemented with use of the Introductory Sheet. A completing interview is optional.

3.3 Involving the subject learning – cross-sectional task

- a) Perception types – Important!
- b) Learning type test
- c) Learning success
- d) Learning curve (at what age did I have fun with learning because of my success?)

The „successful“ course offer = learning results become arguments.

The final test (Learning Success Sheet) should not be the only criteria decisive for the „proof“ if the course offer is successful.

Especially for the target group of persons who are not familiar with learning it is of decisive importance not only to involve the test results but also the following definitions of successful learning based on statements resulting from participants' surveys:

The course offer is also successful if the participants

1. (Re)start learning
2. Improve their learning aptitude and their memory
3. Get to know and use learning strategies and ways of anchoring
4. Develop and improve their self-learning and learning organisation competence
5. Discover and formulate (new) learning objectives
6. Balancing learning objectives with achievements

7. Receive concrete motivations for their every-day and working life
8. Acquire new skills (knowledge and abilities = extension of competences)
9. Stand by insecurities in reading and/or writing → courage!
10. Increase their self-confidence
11. Loose their fears of changes and become more flexible
12. Experience organised learning as positive

3.4 Involving the subject evaluation

→ External and self-evaluation as cross-sectional task

4. Quality Standards

In the application of the Curriculum, the „**Quality Standards in Alphabetisation Measures for Roma**“ (**Annex 1**) need to be considered urgently. They describe the qualitative requirements towards the institution and equipment, the course offers and the staff.

5. Levels and the description of learning objectives for the single fields

5.1 Reading and writing

5.1.1 Fixing of the levels

Level 1:

adult Roma who cannot read and write at all respectively who have no or only diffuse pre-knowledge in reading and writing.

Level 2:

adult Roma who can already read words and short sentences with practiced words, but who can write few. Knowledge of letters and tones, approaches of independent tone synthesis exist.

Level 3:

adult Roma who can read in a simple wording but who write how they speak → who make many mistakes. Mastering of the reading technics, phonetically accurate writing, independent working with the basic vocabulary is possible.

5.1.2 Concrete description of learning objectives for the Levels 1 - 3

Level 1

	Knowledge	Skills	Attitudes
Reading / reading comprehension (RC)	<p>The participants will learn:</p> <ul style="list-style-type: none"> • how to recognise and read lower cursive consonants and vowels. • how to recognise the sequencing of words and read morphemes, endings, prefixes. • how to read small sentences related to their daily needs and environment. 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to recognise and read cursive consonants and vocals • to recognise and read morphemes, endings, prefixes. • to read small sentences related to their daily needs and environment. 	<p>The participants will:</p> <ul style="list-style-type: none"> • become more confident in reading and understanding letters, words and small phrases related to their daily needs and environment. • improve their skills in terms of reading new words and understanding new meanings. • appreciate the importance of reading simple phrases related to their daily needs and environment.
Intonation/ pronunciation	<p>The participants will learn:</p> <ul style="list-style-type: none"> • and develop word and language rhythm. • the proper and accurate phonetics of syllables and words. 	<p>The participants will:</p> <ul style="list-style-type: none"> • achieve the right intonation and pronunciation of words, syllables and phrases. 	<p>The participants will:</p> <ul style="list-style-type: none"> • become more confident in achieving the right intonation and pronunciation of simple words, syllables and phrases.
Auditory (AU)	<p>The participants will:</p> <ul style="list-style-type: none"> • exercise their understanding of oral statements, instructions and questions and will learn to listen, understand and pay attention to others. 	<p>The participants will:</p> <ul style="list-style-type: none"> • be able to understand oral statements, instructions and questions and pay attention to the trainer as well as their fellow participants. 	<p>The participants will:</p> <ul style="list-style-type: none"> • develop patience in listening to their trainer and fellow participants. Moreover, participants will become more confident in terms of understanding oral statements, instructions and questions.

Oral expression (OE)	<p>The participants will:</p> <ul style="list-style-type: none"> • practice speaking and make short oral statements. • learn new words and extend their vocabulary. • learn how to speak in a simple way about themselves, share simple thoughts and concerns and talk about daily activities. 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to make short oral statements. • to use new words when speaking. • to speak about themselves in a simple way, to express thoughts, personal opinions and talk about simple activities and concepts in their every-day lives. 	<p>The participants will:</p> <ul style="list-style-type: none"> • become more confident in speaking and making short oral statements. • improve their skills in terms of expressing new ideas and using new words. • appreciate the importance of speaking about themselves, and expressing simple thoughts and opinions.
Literary language competence	<p>The participants will learn:</p> <ul style="list-style-type: none"> • how to write numbers, letters, simple words and short sentences. • how to recognise sound differentiation and write syllables and simple words. • how to write their name and the date. 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to write numbers, letters, simple words and small sentences. • to recognise sound differentiation and write syllables and simple words. • to write their name and the date. 	<p>The participants will:</p> <ul style="list-style-type: none"> • become more confident in writing, reading and understanding words and small sentences. • appreciate the importance of writing and understanding simple words and small phrases and express themselves in a simple way.

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Level 2

	Knowledge	Skills	Attitudes
Reading / reading comprehension (RC)	<p>The participants will:</p> <ul style="list-style-type: none"> • practice and learn how to read short sentences and short texts related to their daily needs and environment. • practice their comprehension of simple texts related to their daily lives and environment. • learn the proper arrangement of verbs, nominals, singular, plural, articles, syllables and basic vocabulary in short texts. 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to read short sentences and short texts related to their daily needs and environment. • to understand simple everyday texts related to their daily lives and environment. • to recognise the proper arrangement of verbs, nominals, singular, plural, articles and basic vocabulary when reading short texts. 	<p>The participants will:</p> <ul style="list-style-type: none"> • gain confidence in reading and understanding short texts related to their daily needs and living environment. • appreciate the importance of reading and understanding simple texts related to their daily needs and environment.
Intonation/ pronunciation	<p>The participants will learn:</p> <ul style="list-style-type: none"> • and develop a complex word and language rhythm. • how to adapt the rhythm of a sentence to the target language and will practice emotion and tempo. 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to deliver the proper intonation and pronunciation of complex words, syllables and short phrases. • to pronounce phrases using proper rhythm, emotion and tempo. 	<p>The participants will:</p> <ul style="list-style-type: none"> • gain confidence in delivering the proper intonation and pronunciation of complex and long phrases.
Auditory (AU)	<p>The participants will learn:</p> <ul style="list-style-type: none"> • how to understand spoken instructions follow instructions and implement tasks. • how to understand and interpret simple voice messages and dialogues. • the figurative relation and simple patterns of figurative language. 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to understand spoken instructions, follow instructions and implement tasks. • to interpret and understand simple voice messages and dialogues. • to use simple patterns of figurative language. 	<p>The participants will:</p> <ul style="list-style-type: none"> • develop patience in listening to their trainer and their fellow participants. Moreover, the participants will become more confident in understanding others and following instructions. • gain confidence in themselves in terms of interpreting, understanding voice messages and dialogues. • expand their understanding and use of patterns of figurative language.

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Oral expression (OE)	<p>The participants will learn:</p> <ul style="list-style-type: none"> • how to verbally express simple concerns and thoughts in a clear manner. • basic verbal patterns for creating sentences. • how to communicate in daily situations with people within and outside their community and • how to ask questions and give accurate answers in everyday situations. 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to verbally express simple concerns and thoughts. • to accurately apply verbal patterns when speaking. • to communicate in daily situations with people within and outside their community and • to ask questions and give accurate answers in everyday situations. 	<p>The participants will:</p> <ul style="list-style-type: none"> • appreciate the importance of verbal communication and will gain confidence in expressing and sharing simple concerns and thoughts. • gain confidence in speaking, removing inhibitions when asking questions and communicating with people within and outside their community.
Literary language competence	<p>The participants will:</p> <ul style="list-style-type: none"> • learn how to write and pronounce more complex words and use them accurately in short texts. • practice sounds and words that are written and pronounced differently. • learn how to memorise complex words, expand their spelling and write short personal information. 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to write down and pronounce more complex words accurately in short texts. • to write words that are written and pronounced differently. • to memorise complex words, improve their spelling and write short personal information. 	<p>The participants will:</p> <ul style="list-style-type: none"> • gain confidence in writing, using and understanding complex words and short sentences. • appreciate the importance of writing and understanding complex words and short phrases and will feel more comfortable when expressing themselves in a simple way.

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Level 3

	Knowledge	Skills	Attitudes
Reading / reading comprehension (RC)	<p>The participants will:</p> <ul style="list-style-type: none"> • learn how to read longer texts related to their daily needs and environment. • practice their reading flow. • practice reading and comprehending longer texts suitable for daily use (short articles in newspapers/magazines). • practice and expand their grammatical knowledge. • learn how to read and understand personal mail (selectively). 	<p>The participants will:</p> <ul style="list-style-type: none"> • be able to read longer texts related to their daily needs and environment. • improve their reading flow and will be able to read more fluently. • be able to read and understand longer texts and personal mail. • be able to use expanded grammatical knowledge in daily situations. 	<p>The participants will:</p> <ul style="list-style-type: none"> • gain confidence in reading and understanding longer texts related to their daily needs and environment. • appreciate the importance of reading and understanding more complex and longer texts related to their daily needs and environment.
Intonation/ pronunciation	<p>The participants will learn:</p> <ul style="list-style-type: none"> • how to understand and pronounce the rhythm of a long sentence. • how to adapt the content of a sentence to its intonation. 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to rhythmically pronounce long sentences. • to adjust the content of a sentence to its intonation. 	<p>The participants will:</p> <ul style="list-style-type: none"> • gain confidence in delivering the right intonation and pronunciation of complex and long phrases.
Auditory (AU)	<p>The participants will:</p> <ul style="list-style-type: none"> • learn how to listen to and understand longer news announcements, short radio broadcasts and voice messages. 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to listen to and understand longer news announcements, radio broadcasts and voice messages. 	<p>The participants will:</p> <ul style="list-style-type: none"> • get used to paying attention and listening to other speakers and gain confidence in understanding more complex meanings.

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Oral expression (OE)	<p>The participants will learn:</p> <ul style="list-style-type: none"> • how to verbally express more complex concerns and thoughts accurately in everyday situations. • how to use compound sentences and understand more complex ideas, concepts and opinions. 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to verbally express concerns and more complex thoughts and extend their communication ability in everyday situations. • to use compound sentences and understand more complex ideas, concepts and opinions. 	<p>The participants will:</p> <ul style="list-style-type: none"> • appreciate the importance of verbal communication and will gain confidence in expressing and sharing more complex thoughts and concerns with others. • gain confidence in talking about more complex matters and ideas and in sharing opinions with others.
Literary language competence	<p>The participants will learn:</p> <ul style="list-style-type: none"> • how to apply correct spelling (double letters, prolongation, terminal devoicing) in everyday situations. • how to use more complex words, understand more complex meanings, take notes, write longer texts and fill in forms. 	<p>The participants will:</p> <ul style="list-style-type: none"> • improve their spelling in every-day situations. • be able to use and understand more complex words and meanings, write longer texts, take notes and fill in forms. 	<p>The participants will:</p> <ul style="list-style-type: none"> • gain confidence in writing, using and understanding more complex words, meanings and sentences. • appreciate the importance of writing, reading and understanding complex words and long texts and will feel more comfortable in expressing themselves in a more formal and efficient way.

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5.2 Numeracy

5.2.1 Concrete description of learning objectives for the Levels 1 - 3

Level 1

	Knowledge	Skills	Attitudes
Counting elementary arithmetic	The participants will learn: <ul style="list-style-type: none"> • to read, recognise and count natural and rational numbers from 0 to 10 	The participants will be able: <ul style="list-style-type: none"> • to write and form natural and rational numbers from 0 to 10 	The participants: <ul style="list-style-type: none"> • use the numbers in different everyday situations • accept the importance of numbers in everyday life
Basic calculations	The participants will learn: <ul style="list-style-type: none"> • to recognise basic calculation operations (addition, subtraction) 	The participants will be able: <ul style="list-style-type: none"> • to perform and use fluently basic calculation operations (addition, subtraction) 	The participants: <ul style="list-style-type: none"> • apply the basic calculation operations (addition, subtraction) in everyday life • accept the importance of basic calculating operations in everyday life
Statutory Prefixes	The participants will learn: <ul style="list-style-type: none"> • to recognise the prefixes (milli, deci, kilo etc) 	The participants: <ul style="list-style-type: none"> • understand the prefixes (milli, deci, kilo etc) 	The participants: <ul style="list-style-type: none"> • use prefixes (milli, deci, kilo etc) in everyday life • accept the importance of prefixes (milli, deci, kilo etc)
Figures and quantities	The participants will learn: <ul style="list-style-type: none"> • to recognise figures and quantities (meter, kilometre, kilogramme, litre etc) 	The participants will: <ul style="list-style-type: none"> • be able to understand figures and quantities (meter, kilometre, kilogramme, litre etc) 	The participants: <ul style="list-style-type: none"> • make measures in everyday life using the metric denominations • accept the importance of metric denominations in everyday life

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Electronic Calculator	The participants will learn: <ul style="list-style-type: none">• to recognise the digits and the basic functions of a calculator	The participants will: <ul style="list-style-type: none">• be able to use the calculator	The participants: <ul style="list-style-type: none">• make simple calculations using a calculator for the need of everyday life situations• accept the importance of the calculator in everyday life
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Level 2

	Knowledge	Skills	Attitudes
Counting elementary arithmetic	The participants will learn: <ul style="list-style-type: none"> • to read, recognise and count natural and rational numbers from 10 to 100 	The participants will: <ul style="list-style-type: none"> • be able to write and form natural and rational numbers from 10 to 100 	The participants: <ul style="list-style-type: none"> • use the numbers in different everyday situations • accept the importance of numbers in everyday life
Basic calculations	The participants will learn: <ul style="list-style-type: none"> • to perform and use fluently basic calculation operations (multiplication, division) 	The participants will: <ul style="list-style-type: none"> • be able to perform and use fluently basic calculation operations (multiplication, division) 	The participants: <ul style="list-style-type: none"> • perform by heart basic calculation operations (multiplication, division) in everyday life • accept the importance of multiplication and division in everyday life
Statutory Prefixes	The participants will learn: <ul style="list-style-type: none"> • to use prefixes (milli, deci, kilo etc) 	The participants will: <ul style="list-style-type: none"> • be able to convert the smaller into the bigger prefixes (milli in deci, deci in kilo etc) 	The participants: <ul style="list-style-type: none"> • compare smaller and bigger prefixes (milli in deci, deci in kilo etc) and use them in everyday life
Figures and quantities	The participants will learn: <ul style="list-style-type: none"> • to use figures and quantities (meter, kilometre, kilogramme, litre etc) 	The participants will: <ul style="list-style-type: none"> • be able to convert figures and quantities (meter, kilometre, kilogramme, litre etc) 	The participants: <ul style="list-style-type: none"> • compare figures and quantities (meter, kilometre, kilogramme, litre etc) and use them in everyday life
Electronic Calculator	The participants will learn: <ul style="list-style-type: none"> • to perform simple calculations with the electronic calculator 	The participants will: <ul style="list-style-type: none"> • be able to perform calculations with complex numbers 	The participants: <ul style="list-style-type: none"> • use the calculator in everyday life situations

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Level 3

	Knowledge	Skills	Attitudes
Counting elementary arithmetic	The participants will learn: <ul style="list-style-type: none"> • to read, recognise and count natural and rational numbers from 100 to 1,000 	The participants will: <ul style="list-style-type: none"> • be able to write and form natural and rational numbers from 100 to 1000 	The participants: <ul style="list-style-type: none"> • use the numbers in different everyday situations • accept the importance of numbers in everyday life
Basic calculations	The participants will learn: <ul style="list-style-type: none"> • to use fluently the multiplication table up to 100 	The participants will: <ul style="list-style-type: none"> • be able to multiply up to 100 by heart 	The participants: <ul style="list-style-type: none"> • use fluently multiplication and division in everyday life
Statutory Prefixes	The participants will learn: <ul style="list-style-type: none"> • to perform calculating with prefixes (milli, deci, kilo etc) 	The participants will: <ul style="list-style-type: none"> • be able to convert by heart the smaller into the bigger prefixes (milli in deci, deci in kilo etc) 	The participants: <ul style="list-style-type: none"> • compare by heart the smaller and bigger statutory prefixes (milli in deci, deci in kilo etc) and use them in everyday life
Figures and quantities	The participants will learn: <ul style="list-style-type: none"> • to perform calculating with figures and quantities (meter, kilometre, kilogramme, litre etc) 	The participants will: <ul style="list-style-type: none"> • be able to convert by heart figures and quantities (meter, kilometre, kilogramme, litre etc) 	The participants: <ul style="list-style-type: none"> • compare figures and quantities (meter, kilometre, kilogramme, litre etc) in everyday life
Electronic Calculator	The participants will learn: to perform calculations with percentages with the electronic calculator	The participants will: <ul style="list-style-type: none"> • be able to use the calculator to perform calculations with percentages 	The participants: <ul style="list-style-type: none"> • practice fluently the use of the calculator for percentages in everyday life

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5.3 Basics in the IT field

5.3.1 Concrete description of learning objectives for the Levels 1 – 3

Level 1

	Knowledge	Skills	Attitudes
Basic knowledge about Hardware and Software	<p>The participants will learn:</p> <ul style="list-style-type: none"> • what the main difference between Hardware and Software are • to identify the computer components Hardware and Software • to name the basic Hardware components (e.g. monitor, keyboard, mouse, etc.) 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to differentiate between Hardware and Software • to use the basic components of the computer 	<p>The participants:</p> <ul style="list-style-type: none"> • will be more conscious and confident when it comes to computers and to their use
Usual main functions	<p>The participants will learn:</p> <ul style="list-style-type: none"> • to start and shut down a computer • to understand what are files and folders • how to handle files and folders (to find/open/close them) 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to start and shut down a computer • to handle files and folders (can find/open/close them) 	<p>The participants:</p> <ul style="list-style-type: none"> • will be more confident when using a computer
Introduction to use the Keyboard	<p>The participants will learn:</p> <ul style="list-style-type: none"> • about the functioning of a keyboard (what it is good for) • how to enter letters or numbers • about the basic keys of the keyboard, such as: space bar, enter key, shift key, delete key, backspace key. 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to type simple texts 	<p>The participants:</p> <ul style="list-style-type: none"> • will be motivated to constantly improve their typing skills • are willing to expand their knowledge about the keyboard/basic keys

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The Word Programme	The participants will learn: <ul style="list-style-type: none"> • what Microsoft Office (Word) is for • how to open a new word document • the basic Word functions (formatting, arranging information, inserting pictures, etc.) 	The participants will be able: <ul style="list-style-type: none"> • to type a simple text in the Word Programme • to use the basic Word functions 	The participants: <ul style="list-style-type: none"> • will be motivated to constantly improve their skills
The computer as communication means (e-mail)	The participants will learn: <ul style="list-style-type: none"> • what an e-mail is and how they can communicate this way • about the possibilities of opening an e-mail account, and generate an e-mail address (gmail, hotmail, etc.) 	The participants will be able: <ul style="list-style-type: none"> • to generate an e-mail address, to login and logout of their e-mail account, to send and to receive a message • to communicate via e-mail 	The participants: <ul style="list-style-type: none"> • are willing to communicate via e-mail
The Internet	The participants will learn: <ul style="list-style-type: none"> • about Internet browsers (what kind of browsers are existing) • about websites and how to access them • about computer viruses 	The participants will be able: <ul style="list-style-type: none"> • to find and open the Internet browsers, use the searching engine and access websites 	The participants: <ul style="list-style-type: none"> • will be more conscious when surfing on the internet
Social Media	The participants will learn: <ul style="list-style-type: none"> • about the main social media platforms (Facebook, Instagram, Twitter, etc.) • about the importance of using social media safely 	The participants will be able: <ul style="list-style-type: none"> • to create an account and select friends • to use Social Networks safely, e.g. Facebook, Instagram, Twitter 	The participants: <ul style="list-style-type: none"> • will be more conscious when using social media

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Level 2

	Knowledge	Skills	Attitudes
Basic knowledge about Hardware and Software	<p>The participants will:</p> <ul style="list-style-type: none"> • know the main differences between Hardware and Software • understand the function of Hardware and Software • get to know the basic Hardware components (e.g. monitor, keyboard, mouse, etc.) • get to know a few basic Software programmes (e.g. Google Chrome, MS Word, Excel, etc.) 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to differentiate between Hardware and Software • to use the components of the computer correctly 	<p>The participants:</p> <ul style="list-style-type: none"> • will be more conscious and confident when it comes to computers and their use
Usual main functions	<p>The participants will learn:</p> <ul style="list-style-type: none"> • how to start and shut down a computer • what files and folders are and for what they are used • how to handle files and folders • how to save, copy, move, delete, paste, rename files and folders 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to start and shut down a computer • to handle files and folders (can find/open/close them) • to save, copy, move, delete, paste, rename files and folders 	<p>The participants:</p> <ul style="list-style-type: none"> • will be confident users of the computer
Introduction to use the Keyboard	<p>The participants will:</p> <ul style="list-style-type: none"> • learn about the function of a keyboard (what it is good for) • learn how to enter letters, numbers and other symbols (e.g. question mark, exclamation mark, etc.) • get to know the basic keys of the keyboard, such as: space bar, enter key, shift key, delete key, backspace key, escape key, control key, etc. 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to type simple texts and use different symbols • to use the arrow keys • to use the touchpad (on laptops) 	<p>The participants:</p> <ul style="list-style-type: none"> • will be motivated to improve their typing skills • are willing to expand their knowledge about the different keys and their functions

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	<ul style="list-style-type: none"> • get to know the arrow keys as well as the touchpad (on laptops) 		
The Word Programme	<p>The participants will:</p> <ul style="list-style-type: none"> • learn what the Word Programme is and what it is good for • get to know the basic Word functions (formatting, arranging information, inserting pictures, etc.) and some of the advanced Word functions (insert table, etc.) • learn how to save, delete and rename a Word document 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to type short (formal) letters and to fill in simple application forms in Word • to use the basic Word functions and some of the advanced Word functions when writing a letter/text • to save, delete and rename a Word document 	<p>The participants:</p> <ul style="list-style-type: none"> • will be motivated to constantly improve their skills • are willing to expand their knowledge about the use of the Word Programme • will be confident in using the Word programme
The computer as communication means (e-mail)	<p>The participants will:</p> <ul style="list-style-type: none"> • understand the function of e-mails • about the possible ways for opening an e-mail account and generating an e-mail address (gmail, hotmail, etc.) • learn about the use of the e-mail account (know the setting options) • get basic information about e-mail security 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to save messages and to add contacts • to use the basic setting options 	<p>The participants:</p> <ul style="list-style-type: none"> • will prefer the use of e-mails • write emails confidently
The Internet	<p>The participants will:</p> <ul style="list-style-type: none"> • get basic information about the Internet (internet browsers) • learn what websites are and how to access them • learn about the characteristics of unsafe sites, what a virus can cause to their device 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to select and assess information from the Internet • to open multiple pages • to access different websites • to differentiate between safe and unsafe sites 	<p>The participants:</p> <ul style="list-style-type: none"> • will be more conscious and confident when surfing on the internet

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<p>Social Media</p>	<p>The participants will:</p> <ul style="list-style-type: none"> • get to know the main social media platforms (Facebook, Instagram, Twitter, etc.) • get to know the role/function of social media platforms • learn how to use social media safely • learn about the dark side of social media (bullying, invasion of personal data, etc.) • learn about fake information that can exist on social media platforms 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to interact with friends and to protect themselves 	<p>The participants:</p> <ul style="list-style-type: none"> • will use social media wisely • will have a conscious approach towards the information on social media
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Level 3

	Knowledge	Skills	Attitudes
Basic knowledge about Hardware and Software	<p>The participants will:</p> <ul style="list-style-type: none"> • get to know the main differences between Hardware and Software • understand and define the function of Hardware and Software • learn about the basic Hardware components (e.g. monitor, keyboard, mouse, etc.) • get to know a few basic Software programmes (e.g. Google Chrome, MS Word, Excel, etc.) • understand how Software could be affected by computer viruses • understand what reinstallation means and when it is necessary 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to differentiate between Hardware and Software • to use the components of the computer correctly 	<p>The participants:</p> <ul style="list-style-type: none"> • will be more conscious and confident when it comes to computers and their use
Usual main functions	<p>The participants will:</p> <ul style="list-style-type: none"> • learn how to start and shut down a computer and how to restart it • get to know what files and folders are and for what they are used • get to know the steps of creating new files and folders • learn how to handle files and folders • learn how to save, copy, move, delete, paste, rename files and folders • learn where to search for specific files within a folder and how to use the Search box (in the upper right corner of each folder) 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to start, shut down and restart a computer • to handle files and folders (can find/open/close them) • to save, copy, move, delete, paste, rename files and folders, as well as creating new ones • to use the Search box to find a specific file within a folder 	<p>The participants:</p> <ul style="list-style-type: none"> • will be confident and more proficient users of the computer

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<p>Introduction to use the Keyboard</p>	<p>The participants will:</p> <ul style="list-style-type: none"> • get to know the function of a keyboard • learn how to enter letters, numbers and other symbols (e.g. question mark, exclamation mark, etc.) • learn about the basic keys of the keyboard, such as: space bar, enter key, shift key, delete key, backspace key, escape key, control key, etc. and describe the meaning of each key • learn about the arrow keys as well as the touchpad • get to know a few common control key shortcuts (e.g. Ctrl+Shift+Tab; Ctrl+W, etc.) 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to type texts and use different symbols • to use the arrow keys • to use the touchpad (on laptops) • to use some common control key shortcuts 	<p>The participants:</p> <ul style="list-style-type: none"> • will be motivated to further improve their typing skills • are willing to expand their knowledge about the different keys and their functions, as well as the different shortcuts • will be confident users of the keyboard
<p>The Word Programme</p>	<p>The participants will learn:</p> <ul style="list-style-type: none"> • what the Word Programme is, what is it good for • about the basic Word functions (formatting, arranging information, inserting pictures, etc.) and some of the advanced Word functions (insert table, setting margins, orientation, design etc.) • how to save, delete and rename a Word document • about the steps of printing a Word document 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to type more complex letters and to fill in application forms in Word • to use the basic Word functions and the advanced Word functions when writing a letter/text • to save, delete and rename a Word document • to print a Word document 	<p>The participants:</p> <ul style="list-style-type: none"> • will be motivated to constantly improve their skills • are willing to expand their knowledge about the use of the Word Programme • will be confident users of the Word programme

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<p>The computer as communication means (e-mail)</p>	<p>The participants will:</p> <ul style="list-style-type: none"> • learn about the function of e-mails • learn about possible ways for opening an email account, and generate an e-mail address (gmail, hotmail, etc.) • learn the use an e-mail account (setting options) • learn why e-mail security is important and what the person can do to protect his/her personal data • learn how to address an e-mail to more people (to add more e-mail addresses), and how to forward an e-mail • learn about the steps of attaching a file to an e-mail 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to save messages, add contacts, forward letters and attach files, also, they can download attached files • to use the basic setting options 	<p>The participants:</p> <ul style="list-style-type: none"> • prefer the use of e-mails • write emails confidently • are willing to expand their knowledge about e-mail security
<p>The Internet</p>	<p>The participants will:</p> <ul style="list-style-type: none"> • have basic information about the Internet (internet browsers) • get to know the characteristics of unsafe sites, what a virus can cause to your device • learn to define websites and know how to access them • learn how to avoid computer viruses • learn about the function of adblocks, and how to install them 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to select and assess information from the Internet • to open multiple pages • to differentiate between safe and unsafe sites • to install adblocks 	<p>The participants:</p> <ul style="list-style-type: none"> • will be more conscious and confident when surfing on the internet • will encourage others to use the internet safely • will promote the use of adblocks

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<p>Social Media</p>	<p>The participants will:</p> <ul style="list-style-type: none"> • get to know the main social media platforms (Facebook, Instagram, Twitter, etc.) • learn about the role/function of social media platforms and their downsides (bullying, invasion of personal data, etc.) • learn about the safe use of social media • how to identify fake information • learn how fake information are spread on social media platforms 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to interact with friends and to protect themselves • to differentiate between fake and true information 	<p>The participants:</p> <ul style="list-style-type: none"> • will use social media wisely • will have a conscious approach towards the information on social media and promote this attitude in their community • encourage others to use social media wisely
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5.4 Health

5.4.1 Concrete description of learning objectives for the Levels 1 - 3

Level 1

	Knowledge	Skills	Attitudes
Prevention and treatment of addictions	<p>The participants will learn:</p> <ul style="list-style-type: none"> • what addiction is • what someone can be addicted of • where to get help in case of addiction 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to be attentive towards possible sources of addiction • to ask for help or to provide others with the details of the helping institutions 	<p>The participants:</p> <ul style="list-style-type: none"> • are sensitised for the subject addiction • are aware of the different sources for addictions
Dental care	<p>The participants will:</p> <ul style="list-style-type: none"> • gain basic information and knowledge in the field of dental care • will know what a dentist is, what his/her job is and when to visit him/her • learn to distinguish between basic dental aids and their use in oral care • know what helps the teeth and, conversely, what harms them • know how often and when to brush their teeth 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to recognise the importance of dental care for their health in everyday life, • to explain what a dentist is, when and why it is important to visit him/her in their own words • to properly use basic dental aids such as a toothbrush and toothpaste • to properly grab a toothbrush in their hand and use their toothpaste to wash their teeth • to buy dental aids in the store • to describe in their own words what helps their dental health and what harms it 	<p>The participants will:</p> <ul style="list-style-type: none"> • gain a positive attitude towards maintaining oral hygiene on a daily basis, thus pointing out to their family members the importance of dental care • achieve proper cleaning of the oral cavity with their skills and knowledge

Intellectual Output 1

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<p>Recommended and free vaccinations</p>	<p>The participants will learn:</p> <ul style="list-style-type: none"> ● what vaccination is ● why vaccination is important and why he/she should get vaccinated ● about the safety of the vaccine ● basic information about certain diseases ● when he/she should get vaccinated ● who can get a vaccine; ● where to get a vaccine; ● which vaccines are free and which are not ● about the obligatory vaccines ● what a vaccination passport is 	<p>The participants will be able:</p> <ul style="list-style-type: none"> ● to share its basic knowledge with others 	<p>The participants:</p> <ul style="list-style-type: none"> ● accept the vaccines ● recommend to get a vaccine to others ● are more confident and have trust in the vaccination
<p>Cancer prevention measures</p>	<p>The participants will learn:</p> <ul style="list-style-type: none"> ● what cancer prevention is ● about primary cancer prevention measures ● about the risk factors for cancer ● about the most common cancer types in their surrounding ● about screening ● which cancer prevention tests are offered free in his/her country 	<p>The participants will be able:</p> <ul style="list-style-type: none"> ● to understand what cancer prevention is and its importance ● to understand the primary cancer prevention measures and to name them ● to understand the risk factors for cancer and to list them ● to list/name the most common cancer types in their surrounding ● to understand what screening is and how important it is 	<p>The participants:</p> <ul style="list-style-type: none"> ● develop a positive attitude towards cancer prevention ● accept that healthy lifestyle is the best way for prevention ● start to lead a healthier lifestyle ● visit the doctor more regularly

Contraception	<p>The participants will learn:</p> <ul style="list-style-type: none"> • simple methods of contraception • advantages and disadvantages of basic methods and drugs referring to contraception • learn the meaning of sterilization and the importance of family planning 	<p>The participants will be able to:</p> <ul style="list-style-type: none"> • use and choose the appropriate methods of contraception • choose reversible and appropriate methods of contraception • avoid sterilization and promote proper family planning 	<p>The participants:</p> <ul style="list-style-type: none"> • avoid unintended pregnancy and early births • embrace a healthier sex life, intended pregnancy • embrace family planning through intended pregnancy
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Level 2

	Knowledge	Skills	Attitudes
Prevention and treatment of addictions	<p>The participants will learn:</p> <ul style="list-style-type: none"> • what addiction is • what someone can be addicted of (e.g. alcohol, gambling, medicine, drugs) • about symptoms for the single addictions • where to get help in case of the single addictions 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to be attentive towards possible sources of addiction • to recognise symptoms for different addictions • to ask for help or to provide others with the details of the helping institutions 	<p>The participants:</p> <ul style="list-style-type: none"> • are sensitised for the subject addiction • are aware of the different sources for addictions • can act as multipliers and mediate their knowledge about the symptoms for the single addictions into their community
Dental care	<p>The participants will:</p> <ul style="list-style-type: none"> • get to know new kinds of dental hygiene, e.g. other types of dental aids and their proper use in everyday life • learn to distinguish between toothbrushes and toothpastes • learn to distinguish between dental floss and interdental brush • know the different types of mouthwash, its use and whether it is at all suitable for cleaning the oral cavity • get to know various techniques for cleaning the oral cavity 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to choose the right type of toothbrush, interdental brush, dental floss or tongue brush • to choose them according to the type, shape and sensitivity of their teeth • to handle toothbrushes properly when brushing their teeth and use other types of dental aids as well • to choose correctly between toothpaste and mouthwash for children and adults • to use various techniques with appropriate dental aids when cleaning the oral cavity 	<p>The participants:</p> <ul style="list-style-type: none"> • will build-up their awareness for the importance of dental care and dental health in their every-day life • will be motivated to help not only themselves but also other family members, leading them to the proper use of dental accessories for dental care • will lead them to regular cleaning of the oral cavity, preferably always after a meal • will take care of their children's teeth

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<p>Recommended and free vaccinations</p>	<p>The participants will learn:</p> <ul style="list-style-type: none"> • how the vaccines work • how the vaccines protect the individual and the community • what diseases the vaccines prevent • that there are possible side-effects • to name the recommended and obligatory vaccines • learn which vaccines are reasonable for which age group • get to know the consequences of not getting vaccinated with the obligatory vaccines 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to explain to others how vaccines work • to explain how vaccines protect the individual and the community • to list all the vaccines for the diseases • to explain why there are side-effects • to gain/collect information about the vaccines and the illnesses on their own • to exercise their rights (asking for information about the vaccinations/ vaccination process, etc.) • to share their knowledge about the rights regarding the vaccination process (right to get information about the vaccines; right to get vaccinated for free with the obligatory/some recommended vaccines; right to delay/cancel the vaccination in special cases, e.g. because of health issues, etc...) 	<p>The participants:</p> <ul style="list-style-type: none"> • have increased confidence and positive attitude towards vaccinations • feel positively about getting vaccinated and have no fear because they know how vaccines work and protect • motivate the others in their community to get vaccinated
<p>Cancer prevention measures</p>	<p>The participants learn about:</p> <ul style="list-style-type: none"> • secondary cancer prevention measures • self-examination • the most common cancer types (breast, cervical, skin, colorectal, prostate, lung cancer) • the common cancer symptoms • the types of cancer screening 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to understand and explain secondary cancer prevention measures • to self-examine themselves • to list and explain the common cancer types • to list/name the common cancer symptoms 	<p>The participants:</p> <ul style="list-style-type: none"> • accept self-examination as necessary • recommend regular checks and screenings • lead a healthy lifestyle and motivate others to do so

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		<ul style="list-style-type: none"> • to list/name the cancer screening tests 	
Contraception	<p>The participants will:</p> <ul style="list-style-type: none"> • get to know the meaning of contraception and its advantages • learn about the main methods of contraception • get to know advantages and disadvantages of every method • get to know the disadvantages of sterilisation and other irreversible methods • get to know the advantages of family planning • learn that contraception is both woman's and man's responsibility 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to avoid unintended pregnancy, early and high-risk births • to choose and use the appropriate methods of contraception • to choose reversible methods of contraception • to avoid irreversible methods of contraception, such as sterilisation • to choose an appropriate family planning according their financial and social status • to take care that both sexes choose appropriate methods of contraception 	<p>The participants:</p> <ul style="list-style-type: none"> • practise family planning through intended pregnancy • embrace a healthier sex life and intended pregnancy • embrace a healthier sex life and a healthier woman's life • embrace healthier woman's life both in short and long term • raise the awareness about the economic and societal advantages of a proper family planning • embrace a healthier sex life, do a better family planning and improve their health quality status

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Level 3

	Knowledge	Skills	Attitudes
Prevention and treatment of addictions	<p>The participants will learn:</p> <ul style="list-style-type: none"> • what addiction is • what someone can be addicted of (e.g. alcohol, gambling, medicine, drugs) • about symptoms for the single addictions • about the consequences of single addictions for the addicted persons, for their families and the community • where to get help in case of the single addictions 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to be attentive towards possible sources of addiction • to recognise symptoms for different addictions • to understand and inform about the consequences of the single addictions for the addicted persons, their families and the community • to ask for help or to provide others with the details of the helping institutions 	<p>The participants:</p> <ul style="list-style-type: none"> • are sensitised for the subject addiction • are aware of the different sources for addictions • can act as multipliers and mediate their knowledge about the symptoms for and consequences of the single addictions into their community • will be motivated to think their lifestyle over and avoid sources for addictions in their family and community
Dental care	<p>The participants will learn:</p> <ul style="list-style-type: none"> • that it is important to take care of teeth from the first deciduous tooth, so it is important to use the right tools for oral hygiene, with which it is easier to build the right habits of children and then adults • that the care of dental prostheses is also important for maintaining oral hygiene, health and overall quality of life 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to read and understand the information of the dental product in the package leaflet • to perform oral hygiene with the right techniques • to call and book an appointment with their dentist and describe his problem with his teeth 	<p>The participants:</p> <ul style="list-style-type: none"> • will have established a relationship to develop a plan of daily hygienic dental activities for their family • can check for themselves whether they are doing the activity or not. If not, they should be motivated to do so. • will talk about it, inform others and spread awareness within the community

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	<ul style="list-style-type: none"> • about the importance of preventive dental examination, they know what it all includes and how often it is needed for children and adults 		<ul style="list-style-type: none"> • they will explain the importance of oral hygiene and will be able to raise the level of awareness of the importance of prevention in the field of oral hygiene from the point of view of maintaining healthy teeth • will have a greater sense of security when ordering an appointment at the dentist and a subsequent visit to the dental practise or clinic, based on their knowledge and skills
Recommended and free vaccinations	<p>The participants will learn:</p> <ul style="list-style-type: none"> • about the working of the vaccine • understand the "herd immunity" term and its importance • learn and understand which people should not get vaccinations • learn how vaccines are developed and tested • which contents the vaccines have • learn about the newest vaccines (HPV and COVID-19) • to identify which vaccines are important for which age group • to define the potential illnesses and the specific vaccines that can prevent them • to identify the consequences of not getting vaccinated with the obligatory vaccines 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to explain the process of getting immunity with the vaccine in details • to explain the term "herd immunity" • to explain which people and why should not get a vaccine • to explain the process of developing and testing of a vaccine • to explain the content of a vaccine • to share information about HPV and COVID-19 vaccines • to share and explain the collected information about the vaccines and the illnesses on their own • to fully exercise their rights and explain others how to do it (ask for information about the vaccinations/ vaccination process, etc.) 	<p>The participants:</p> <ul style="list-style-type: none"> • are convinced that the vaccines work and are safe • have no fears and doubts about getting vaccinated • strongly recommend the others to get vaccinated and explain why in details • are committed to a healthy lifestyle

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	<ul style="list-style-type: none"> • about their rights regarding the vaccination process (right to get information about the vaccines; right to get vaccinated for free with the obligatory/some recommended vaccines; right to delay/cancel the vaccination in special cases, e.g. because of health issues, etc...) 		
Cancer prevention measures	<p>The participants will learn about:</p> <ul style="list-style-type: none"> • tertiary cancer prevention measures • the risks of cancer in detail • the self-examination techniques • the common cancer symptoms in detail • the specifics of most common cancer types (breast, cervical, skin, colorectal, prostate, lung cancer) • the process of mammography, colonoscopy, pap-tests, prostate examination 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to understand and explain the tertiary cancer prevention measures • to understand and explain the risks of cancer • to understand and explain the self-examination techniques • to examine themselves properly • to understand and explain the common cancer symptoms • to understand and explain the common cancer types and their specific symptoms • to understand and explain the process of screening and its types 	<p>The participants:</p> <ul style="list-style-type: none"> • accept cancer prevention measures and have increased confidence and positive attitude about them • have no fears and doubts about cancer • strongly recommend the others to go to regular check-ups and do screenings and explain why in details • are committed to a healthy lifestyle as a way for cancer prevention

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<p>Contraception</p>	<p>The participants will:</p> <ul style="list-style-type: none"> • learn about the meaning of contraception • get to know the methods of male and female contraception • learn about providing long-acting reversible contraception in the immediate postpartum period in order to expand women's access to highly effective contraception and for reducing unintended and rapid repeat pregnancy • learn how to protect themselves from harmful practices such as sterilisation • learn about the meaning of family planning • learn about their rights and responsibilities as patients • learn about their rights and responsibilities as a couple 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to reduce high-risk births and abortions, early births and unintended pregnancy • to implement and use all the methods correctly without harming themselves • to avoid unintended pregnancy, rapid repeat pregnancy and several health issues • to avoid irreversible methods of contraception (sterilisation) and bad medical practises • to do a family planning based on their financial and societal status • to avoid bad medical practices and possible manipulation by their doctor • to avoid manipulation and mistreatment by the partner, to increase mutual understanding and achieve a better-quality family life 	<p>The participants:</p> <ul style="list-style-type: none"> • raise awareness of high-risk births and abortions, early births and unintended pregnancy • raise the awareness about adverse consequences for both mother and child health and achieve their fertility goals safely • achieve a healthier life in both short and long term • are ready to evaluate problems that may occur and are aware of their family planning • raise self-respect by acknowledging their rights as patients and human beings • respect each other's willingness on the matters of pregnancy and update their family planning
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Intellectual Output 1

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5.5 Basic Rights

5.5.1 Concrete description of learning objectives for the Levels 1 - 3

Level 1

	Knowledge	Skills	Attitudes
Basic human rights	<p>The participants will:</p> <ul style="list-style-type: none"> • be aware to comprehend and distinguish basic human rights and express their opinion about the topic * recognise if human rights are respected or violated • be able to understand and distinguish the meaning of peace, equality, dignity, justice, freedom 	<p>The participants:</p> <ul style="list-style-type: none"> • avoid possible violation of basic human rights in every aspect of their daily life • act in their daily life according to the basic principles of human rights • try to live according to these values (peace, equality, dignity, justice, freedom) 	<p>The participants:</p> <ul style="list-style-type: none"> • protect themselves from possible violation of basic human rights • show respect and compassion to their familiars, fellows and community • will be able to share these values to their community and act as an example for it
Discrimination of children at school	<p>The participants will:</p> <ul style="list-style-type: none"> • learn that there are similarities and differences between people in their physical appearance and their abilities • learn that people differ between each other according to their opinion • learn that people have different needs • learn that the children have rights • get to know certain children's rights • learn that there is a book (international document) in which those rights are written • learn that there are differences between people (race, gender) 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to recognise the similarities and differences that exist between them and the others regarding physical appearance and abilities • to respect the opinion of the other (to not make fun of someone, not to disvalue) • to recognise certain children's rights and their violation • to seek protection in case of violation of their children's rights • to show respect for the differences between people 	<p>The participants:</p> <ul style="list-style-type: none"> • accept that the existence of differences between people regarding their physical appearance and abilities should not be a basis for mutual separation • accept that the opinions of others should also be valued • accept that other's needs are as equally important as theirs • understand that all children have rights • accept that all children have equal rights • accept the difference as a positive thing

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			<ul style="list-style-type: none"> • accept equal treatment towards the others regardless of their similarities and differences
Discrimination in employment	<p>The participants will:</p> <ul style="list-style-type: none"> • get acquainted with the definition of the term discrimination in the workplace and learn what forms of discrimination exist in the field of employment • learn that discrimination in general, and in particular workplace discrimination, refers to a different treatment that disadvantages one person or group compared to another person or group in similar situations • learn about the importance of a work contract • be sensitised for situations in which their rights are not respected • reflect on according situations at their workplace 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to distinguish between different forms of discrimination in the workplace • to recognise different forms of discrimination 	<p>The participants:</p> <ul style="list-style-type: none"> • will be motivated to recognise discrimination in the workplace • will be motivated to ensure that they enjoy their rights as employees, that they work in a safe environment and that they never feel disrespected at work

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<p>Discrimination by the police or public servants</p>	<p>The participants learn:</p> <ul style="list-style-type: none"> ● what discrimination is ● about the basic duties of/expected behaviour from the police/public servants towards the community (e.g. to maintain public order, to comply with the law and act in a neutral, independent and impartial manner, etc.) ● about the behaviour expected from the individual towards the police/public servants (e.g. respect, co-operation, etc.) ● about the discriminatory behaviours by the police/public servants ● how to deal with discrimination and where to find help ● basic information about commissioners/authorities dealing with fundamental rights/equal treatment 	<p>The participants will be able:</p> <ul style="list-style-type: none"> ● to recognise discriminatory behaviour ● to ask for help and support when facing with discrimination 	<p>The participants:</p> <ul style="list-style-type: none"> ● have a more understanding attitude ● are more confident
<p>Right of claiming state benefits</p>	<p>The participants will learn:</p> <ul style="list-style-type: none"> ● what kind of state benefits are available and for which social groups 	<p>The participants will be able:</p> <ul style="list-style-type: none"> ● to use the terms of state benefits that are available for themselves 	<p>The participants:</p> <ul style="list-style-type: none"> ● are encouraged to claim state benefits that are available for themselves and their families with support of others

Level 2

	Knowledge	Skills	Attitudes
Basic human rights	<p>The participants will learn about:</p> <ul style="list-style-type: none"> • the complex concepts of justice/ injustice, equality/inequality • the common values and ethical basis of human rights • about specific human rights that are commonly violated in Roma communities, through complex examples • the basic human rights and their complex definitions • the importance of the rights set forth in the Universal Declaration of Human Rights (UDHR) 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to explain the concept of justice/ injustice, equality/inequality in their own words • to describe and explain, in their own words, the basic values of human rights • to recognise the violation of human rights and describe it in their own words through complex examples and personal examples • to name the basic human rights and describe them in their own words • to explain the importance of the human rights set forth in the UDHR 	<p>The participants:</p> <ul style="list-style-type: none"> • will gain awareness of the ideas of equality and justice as applied to all citizens • will gain awareness of the values and ethics of human rights as applied to all citizens • will gain awareness of the violation of basic human rights in Roma communities • will gain awareness of basic human rights • will recognise the importance of human rights and their usefulness in protecting humanity
Discrimination of children at school	<p>The participants will learn:</p> <ul style="list-style-type: none"> • that there are similarities and differences between people in their physical appearance, their abilities and origin • that people are different according to their opinion and beliefs • that people have different needs and interests • about children's rights • about the Convention of the children's rights • learn about the relation right/ responsibility 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to recognise the similarities and differences that exist between them and the others regarding the physical appearance, the abilities and the origin • to respect the opinion and the beliefs of the other even though they are not in accordance • to recognise the rights of their children and other children • to recognise the violation of their children's rights and the rights of the other children 	<p>The participants:</p> <ul style="list-style-type: none"> • accept that the existence of the differences between people is a positive gain • accept that the opinion and beliefs of the others should be taken into consideration • accept that the needs and interests of the others are as equally important as theirs • understand that all children have rights • accept that all children have equal rights

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	<ul style="list-style-type: none"> • that there are differences between people (race, gender, religion, ethnicity) • learn about the principle of equality 	<ul style="list-style-type: none"> • to exercise their children’s rights in daily activities • to participate in discussions about their life and the life of others • to show respect towards differences between people • to recognise when someone is treated unequally 	<ul style="list-style-type: none"> • want that children’s rights be respected and exercised • do not accept the violation of children’s rights • accept the difference as a positive thing • accept equal treatment towards others regardless of the similarities and differences
Discrimination in employment	<p>The participants will:</p> <ul style="list-style-type: none"> • get to know 6 main discriminatory grounds: gender/sex, race and ethnic origin, age, ethnicity, political option, family situation or responsibility, union membership, disability or adverse medical condition, sexual orientation, religion, belief or fact that the person is non-religious • learn about positive discrimination in the workplace 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to evaluate and select negative and positive discrimination in the workplace 	<p>The participants:</p> <ul style="list-style-type: none"> • will be motivated to evaluate the causes and consequences of positive and negative discrimination in relation to themselves and other employees in the work team
Discrimination by the police or public servants	<p>The participants learn about:</p> <ul style="list-style-type: none"> • the protected characteristics for example age, disability, race, religion or belief, sex • their basic civilian rights on matters concerning police or public services • the basic duties and limits of police officers 	<p>The participants:</p> <ul style="list-style-type: none"> • avoid discrimination by the police or other public servants and institutions • demand equal access and treatment by the police or public servants and avoid mistreatments and abuses by purpose • provide information about the duties and the restrictions of the police officers according to the legislation 	<p>The participants:</p> <ul style="list-style-type: none"> • boost their self-confidence and safety • will be able to distinguish their rights and eliminate unlawful and racial discrimination • can claim their rights in case of violation

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<p>Right of claiming state benefits</p>	<p>The participants will learn:</p> <ul style="list-style-type: none"> • what kind of state benefits are available and for which social groups • about the conditions under which the state benefits are available 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to use the terms of state benefits that are available for themselves • to measure whether they are eligible for the available state benefits 	<p>The participants:</p> <ul style="list-style-type: none"> • are encouraged to claim state benefits that are available for themselves and their families with support of others
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Level 3

	Knowledge	Skills	Attitudes
Basic human rights	<p>The participants will:</p> <ul style="list-style-type: none"> • get to know more complex concepts regarding equality and justice • which are the basic human rights • learn about specific human rights that are commonly violated in Roma communities, through complex examples • understand the definition of human rights • learn about the importance of the rights set forth in the Universal Declaration of Human Rights (UDHR) • learn which human rights concern their everyday lives as citizens and what benefits they offer them • learn how inequality leads to human rights violations 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to explain the concepts of justice/ injustice, equality/inequality in their own words • to name and list the basic human rights • to recognise the violation of human rights and describe it in their own words through complex examples and personal examples • to define human rights in their own words • to explain the importance of the human rights set forth in the UDHR • to recognise their human rights in their everyday lives as citizens • to define the main consequences of human rights violations across the world 	<p>The participants:</p> <ul style="list-style-type: none"> • will gain awareness of the ideas of equality and justice as they apply to all citizens • will gain awareness of basic human rights • will grow their awareness gain awareness of the violation of basic human rights in Roma communities • will gain awareness of the need of having recognized human rights • will recognise the importance of human rights in the world and their usefulness in protecting humanity • will recognise the importance of human rights in their everyday lives and the benefits of human rights in their personal lives • will gain awareness of the importance of respecting basic human rights and not tolerating human rights violations
Discrimination of children at school	<p>The participants learn:</p> <ul style="list-style-type: none"> • about the existence of human's basic rights and freedom • why the concept of human's basic rights and freedom was created • about the Universal declaration for human rights 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to recognise the basic rights and their violation • to discuss on the different rights and responsibilities • to react actively when there is a threat to rights 	<p>The participants:</p> <ul style="list-style-type: none"> • accept that all relations between people are based on the concept for human rights • understand the general civilizational importance of the human rights' concept

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	<ul style="list-style-type: none"> • about the European convention for human rights • that there are differences between people (race, gender, ethnical, religious, political, social, in status etc...) • what stereotypes are • what prejudices are • about the possible different basis of discrimination • about the consequences of discrimination towards the individual and the community 	<ul style="list-style-type: none"> • to recognise the presence of stereotypes and prejudices • to actively oppose stereotypes and prejudices in everyday life • to actively oppose different forms of discrimination 	<ul style="list-style-type: none"> • want the rights to be respected and exercised • understand the negativity of stereotypes and prejudices • understand the consequences of discrimination for realisation of human rights • approve and accept active opposing towards discrimination
Discrimination in employment	<p>The participants will:</p> <ul style="list-style-type: none"> • learn about their human rights, which apply to them already from birth, on the topic of discrimination in the workplace • get an overview of the duties and rights of the employee, but also the employer • get to know the essentials of the employment contract (which must be included in each employment contract in order to be valid) • get a basic knowledge for orienting themselves in the legal regulation of labour relations and for avoiding abuse by employers or employees • know when and under what conditions the employment contract can be modified, suspended or terminated 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to avoid possible abuse at work • to make use of fundamental human rights • to prevent abuse in the workplace by employers or employees • to always they seek help whenever they feel that certain rights are being violated, rights they sign in the contract or rights they have by law 	<p>The participants:</p> <ul style="list-style-type: none"> • will gain a positive relationship in the fight against discrimination in employment and will be motivated to address situations that show signs of discrimination in the workplace • will know the legal provisions on employee rights and they will understand the general phenomenon of discrimination is one of the main ways in which this social gap can be limited • will be aware of legal means of employees, when they are victims of discrimination in any of its forms

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	<ul style="list-style-type: none"> • learn what internal regulations and disciplinary responsibility mean 		
Discrimination by the police or public servants	<p>The participants get to know:</p> <ul style="list-style-type: none"> • the principle of equal treatment and non-discrimination. • the protected characteristics of the Roma community and the discrimination they suffer their basic human and civil rights and know when they are being violated 	<p>The participants will be able to:</p> <ul style="list-style-type: none"> • use the equality duty in all aspects of their life and know how to file a discrimination complaint against a public authority. • foster communication and mutual understanding between Roma community's security forces and public institutions • write and apply an official complaint letter 	<p>The participants:</p> <ul style="list-style-type: none"> • encourage people with protected characteristics to participate in public life and other activities • foster or encourage good relations between people who share a protected characteristic and those who do not • claim their human rights
Right of claiming state benefits	<p>The participants will:</p> <ul style="list-style-type: none"> • learn what kind of state benefits are available, for which social groups and under which conditions • get to know the administrating institutions and the process of applying for eligible state benefits • learn which information and documents they need to provide when applying for state benefits 	<p>The participants will be able:</p> <ul style="list-style-type: none"> • to prepare necessary information and documents and to apply for state benefits with the support of others 	<p>The participants:</p> <ul style="list-style-type: none"> • are encouraged to apply for state benefits that are available for themselves and their families and to ask other people (e.g. the mediator, friends, responsible associations etc.) to support them

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Annex 1

Quality Standards in Alphabetisation Measures for Roma

Structure

0. Pre-considerations
 - Initial situation
 - Pedagogic views
1. Qualitative requirements towards the institution/equipment
 - 1.1 Rooms
 - 1.2 Equipment
2. Qualitative requirements towards the course offers
 - 2.1 Initial and learning consultation
 - 2.2 Group size
 - 2.3 Lesson time
 - 2.4 Lesson contents
 - 2.5 Practical parts
 - 2.6 Social-pedagogic care
 - 2.7 Questioning of the participants
3. Qualitative requirements towards the staff

0. Preliminary remarks

One order towards the Co-ordination Unit Alphabetisation that has been existing since 2010 was the elaboration of Quality Standards for ESF funded alphabetisation measures in the Free State Saxony. The accordingly presented results were achieved after an in-depth literature study, a check of the current state of alphabetisation in Saxony and a lively exchange with practitioners and scientists through the Co-ordination Unit Alphabetisation.

The results served the partners of the project "RomABC goes Europe!" that was funded from the ERASMUS+ programme from 2015 – 2017 as basis for the definition of the Quality Standards for the application in alphabetisation measures for Roma in Germany, Hungary, Romania and Portugal.

In the frame of the Strategic Partnership "RomABC – the next dimension" (ERASMUS+, 2017 – 2019), those Quality Standards were modified and the basis for the implementation of alphabetisation courses for adult Roma in the fields reading and writing, numeracy and basic skills in the IT field.

During the Strategic Partnership "RomABC moves forward" (ERASMUS+, 2020 – 2022) the fields health and basic rights were added to the subject fields of the alphabetisation course for Roma by the project partners from Germany, Greece, Hungary, North Macedonia, Romania, Serbia and Slovakia.

Pedagogical views

Pre-condition for a successful alphabetisation of Roma are the experiences of the organisation in the educational field. These experiences relate to:

- The work structures of the institution in the preparation and implementation of offers for disadvantaged people, particularly functional illiterates
- The experiences of the employed staff in teaching and attending disadvantaged people, particularly functional illiterates.

For the benefit of the participants, the institution intends to keep continuity in its offers. The use of instruments for quality assurance as well as the principles of Gender Mainstreaming are natural for the institution.

The institution keeps a low-threshold and sensitive access of the participants. It uses different means and ways of acquiring participants, e.g. dissemination of target group specific flyers, implementation of information and sensitisation events in Roma Communities, talks within families. The ensuring of anonymity and the protection of person-relating data are a matter of course.

In line with the views of the participants, the institution works in Networks and ensures this way also the best possible consultation offer for the participants with multiple problems.

Dealing with the participants is done respectfully and non-judgemental. The wishes and needs of the learners for achieving their objective to raise their literacy grade are the focus.

1. Qualitative requirements towards the institution / equipment

1.1 Rooms

For the implementation of the alphabetisation courses, the institution provides appropriate rooms and furniture for the alphabetisation work that are pleasing and that give the employed staff the possibility for different learn settings.

The participants have access to PCs including printer and Internet.

Apart from the classrooms, a room for individual consultations is available for the staff and participants.

The institution should be well accessible by public transport and accordingly signposted.

1.2 Equipment

For the lessons, the employed staff obtains the necessary technical means (blackboard, whiteboard or flipchart) and audio-visual media (CD player, video respectively DVD player, projector). A basic equipment of consumables and material appropriate and necessary for the alphabetisation work is available.

Part of that are schoolbooks, scripts, reference books and learning games in the according number, but also moderation cards, pens, glue, paper etc. The schoolbooks and learning material are adequate to adults.

2. Qualitative requirements towards the alphabetisation measures for Roma

2.1 Initial and learning consultation

The initial consultation of a future course participant is of a high importance because it is relevant for the further individual success of the participant. It is done by a staff member who is experienced in alphabetisation and who is discrete, individual, uncomplicated and at first open-ended concerning the result.

Is the participant interested the course, the grading procedure should start soon (introductory sheet) and problems of the participant should be discussed (completing interview).

Under avoidance of exam situations, the reading and writing abilities, skills in numeracy, existing knowledge in using the PC and competences in every-day-life are recorded. The results are the basis for the decision about the course participation and an internal differentiation in the implementation of the course.

In the further course, a continuing learning consultation should be ensured with view on the personality, the social behaviour as well as the learning and working attitude.

2.2 Group size

In order to make an individual working with the participant possible, the size of the group is as a rule at least six and maximum eight participants.

2.3 Lesson time

The time should not extend 30 lessons per week.

The concrete possibilities of the target group and the design of the course by the provider are decisive for the number of lessons and the course of the alphabetisation measures. A systematic heightening of the number of lessons during the course is possible.

In the time planning of the lessons (start of lessons, breaks), learning-psychological basics will be considered.

2.4 Lesson contents

Relating to the contents, methods and didactical design of the course, it should be the aim to promote the learner in raising his/her literacy grade in an extension that is possible due with consideration of his/her individual pre-conditions and wishes.

This is done before the background of improving the chances for social participation of the individual, the increasing of employability and for the improvement of social integration.

Emphasis is the mediation of knowledge and skills in the fields reading/reading comprehension and literary language competences, numeracy, basic skills in the IT field and with all that an improvement of the capability in every-day-life.

Furthermore, other aspects of basic education can be mediated serving the aim of making it possible for the participants to learn and to be involved in lifelong learning.

The following prioritisation relating to the times of the course is recommended:

Reading/writing, numeracy, IT basics:	Extension 85 per cent of the total number of lessons in the course
Practical parts:	Extension 15 per cent of the total number of lessons in the course

In that, an analytical separation of the contents of the single fields is not always possible.

The contents of the lessons and of the competences that shall be mediated in the single fields are an orientation in order to achieve the described objectives.

2.5 Practical parts

The practical parts contribute relevantly to the sustainability of the project. Practical parts relate to the living environment of the participants respectively labour market-oriented parts, such as excursions or trial lessons and short-term internships in co-operating institutions.

Here, the participant can develop his/her practical skills, implement the knowledge he/she gained within the alphabetisation and basic education measures and he/she can establish a professional perspective for himself/herself.

The consideration of the relations between theory and practice is essential in this. According individual orders to the participants, their attendance in the practical phase respectively the assessment of the things experienced in the practice belong to that.

The social-pedagogue or mediator and/or a staff member of the co-operating institution attends this phase and works on possibly occurring problems together with the participant.

The practical part should equal 15 per cent of the time.

2.6 (Social-pedagogic) care

The social pedagogue or mediator consults and accompanies every single participant, ensures this way an effective learning process and supports the maintenance of the learning motivation of the individual. In the ideal case, he is involved in the learning consultation of the participants already before the beginning of the course and within the course duration.

The attending (social-pedagogic) care of the participant during the course is based on the initial conversation. In this, the social-pedagogue or mediator is orienting on the personal living situation and the wishes of the learner. Regularly, he implements special conversations with the course leader and as necessary with the staff members of the co-operating institutions and observes lessons.

The social-pedagogue or mediator is the contact person for the participants during the course and in the post-care. Fixed consultation hours and a good availability of the social-pedagogue or mediator must be ensured. He implements in regular distances individual conversations and establishes together with the participant individual objectives that are documented. They are regularly checked and as necessary adapted.

The social-pedagogue or mediator works consequently after the principle "help for self-help", provides offers for extending the social competences of the participants and mediates help offers of network partners, such as debt counselling, help for homeless and others. This is mainly done within the individual care.

The social-pedagogue or mediator does visiting social work for avoiding absenteeism and course dropouts, goes to authorities if there is the need and supports the participants in their efforts to start a job.

The post-care by the social-pedagogue or mediator ensures the continuation of started measures according to the individually agreed objectives, also through the mediation in further (help)offers.

2.7 Questioning of participants

In order to be able to evaluate the course offer, the questioning of the participants is indispensable, apart from the concrete assessment of the course. The institution uses instruments appropriate for the target group. The results are documented and considered for follow-up measures.

3. Qualitative requirements towards the staff

The teaching of functional illiterates demands a big deal of the professionalism of the staff. In the selection of the staff, the following aspects are considered:

- Pedagogical and technical qualification
- Professional experiences

Besides, they should have an appropriateness for the target group containing

- Special competence
- Method competence
- Personal, social and intercultural competences

And which consists particularly of

- Knowing the Roma "language"
- Knowledge about the history, culture, traditions and identity of the Roma
- Openness for working with Roma in the courses and
- The ability to approach Roma and to create an appealing and pleasant working environment.

A permanent further education of the staff is a matter of course.