



Strategic Partnership

RomABC moves forward

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

INTELLECTUAL OUTPUT 4

Webinar for trainers

Language version: English



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Course of the Webinar

Modul 1	<u>Introduction:</u> The project and its history	Live Session 1 (PPP)	1 training unit
	Changing lives	Video 1	
	Definitions: functional illiteracy, trainer, course leader, mediator What is Basic Education?	Live Session 1 (PPP)	2 training units
	<u>Roma as learners:</u> Roma history and culture	Video 2	
	History, culture and language of Roma Roma in Europe and in (country)	Live Session 1 (2 PPP)	1,5 training units
	The motivation of Roma in adult education measures	Live Session 1 (2 PPP)	1,5 training units
	The Curriculum for raising the literacy of Roma	Self-study	1 training unit
	The Handbook for trainers and mediators, particularly: •Classroom management •The first course day •The ABC of learning tips •Motives through self-experience •The learning history of trainer and mediator	Self-study	3 training units
	The Guideline for the motivation of Roma in adult education	Self-study	2 training unit
Modul 2	<u>Planning teaching:</u> What can the trainer contribute to the success?	Live Session 2 (PPP)	0,5 training units
	Learning and perception types	Live Session 2 (PPP + table + test)	1,5 training units
	Verbal and non-verbal communication	Live Session 2 (2 PPP)	2 training units
	Perception types	Video 3	
	The planning of a course	Live Session 2 (requirement sheet, schedule)	0,5 training units
	The classification of learners	Live Session 2 (Introductory Sheet, completing interview)	0,5 training units
	Free health protection measures and available state benefit in	Live Session 2 (2 PPP)	1 training unit



	The Catalogue of exercises and the training material and preparation of practical exercises: The first course day Reading and writing Numeracy IT basics Health Basic rights Learning at another place	Self-study	12 training units
Modul 3	<u>The practical implementation:</u> Learning at another place	Live Session 3	0,5 training units
	Learning at another place	Video 4	
	Simulation of practical exercises from all subject fields	Live Session 3	5 training units
	Assessment of the Webinar	Live Session 3	0,5 training units

Total training time: 36 training units

Project Presentation RomABC moves forward



1. Objectives and expected results
2. Intellectual Outputs

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of the European Union



1. Objective and expected results

Objectives

- Reduction of the number of functional illiterates among adult Roma
- Increasing the employability of adult Roma
- Raising the share of Roma in adult education

1. Objective and expected results

Objectives

- Improvement of the social integration of Roma
- Increasing of the competences of adult educators in the implementation of alphabetisation measures for adult Roma
- Improvement of interdisciplinary co-operation in the field of alphabetisation

1. Objectives and expected results

Expected results

1. Transfer and Modification
2. Further development, adaptation and recognition of the Curriculum for raising the literacy grade of adult Roma
3. Handbook for trainers and mediators
4. Blended Learning Course
5. Pilot Training

1. Objectives and expected results

Expected results

- 6. Webinar
- 7. Practise Test
- 8. Networks
- 9. Study on additional target groups
- 10. Dissemination and Validation

2. Intellectual Outputs

IO 1

Curriculum for raising the literacy grade of adult Roma

IO 2

Handbook for trainers and mediators

IO 3

Blended Learning Course for raising the literacy grade of adult Roma

2. Intellectual Outputs

IO 4

Webinar for the education of trainers and mediators in
alphabetisation courses for Roma

IO 5

*Synthesis Report on additional target groups for tailor-made
alphabetisation courses*



Erasmus+



What is Basic Education?

Pilot Training
„RomABC moves forward“
Kiskunhalas, 14.09.2021

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Basic Education ...?

what, for whom, when, what for, why?



2 2



A. Basic Education – What is that actually?

1. Basic Education
o n e task field of adult education
2. Reading and writing
o n e element of Basic Education
3. Basic Education
m o r e than reading and writing!

3



A. Basic Education – What is that actually?

4. Basic Education is also
p r o f e s s i o n r e l e v a n t further education
5. Basic Education is also a
s o c i a l challenge!

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A. Basic Education – what is that actually?

6. Basic Education

- means „Competences in the basic dimensions of cultural and social participation“

+

- „orients itself on the application practise of literary language in professional and social daily routine“

Quote from the „Vereinbarung über eine gemeinsame nationale Strategie für Alphabetisierung und Grundbildung Erwachsener in Deutschland 2012 – 2016“ (*Agreement on the joint national Strategy for Literacy and Basic Education of adults in Germany 2012 – 2016*)

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„In the process of lifelong learning“ means ...

- ... not all key competences at once
- ... that you have to learn during all your life because ...

... the world is permanently changing what changes the requirements for each person and to which the human being must adjust in order to be as competent as possible ...

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A few examples for challenges:

Individualisation
 Demographic change
 Progress and higher requirements
 Globalisation
 Affluent society
 De-solidarisation
 Inclusion
 Skills shortage
 Lack of education maturity

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The EU - key competences I

- 1. Competences in mother tongue**
- 2. Foreign language competences**
- 3. Mathematical competences + IT, nature-scientific / technological competences (MINT)**
- 4. Computer competences**

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The EU – key competences II

- 5. Learning competence
- 6. Social competences + civic competence
- 7. Self-initiative + entrepreneurial competence
- 8. Cultural awareness + ability to express culturally

https://ec.europa.eu/education/policies/school/key-competences-and-basic-skills_en

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Basic Education competences

● Learning to learn

- Mother tongue
- Maths
- English
- PC basics



- Acting capacity in every-day life and society
- Orientation in the working world
- Social + personal competences
- Communication + conflict solution

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In German, the abbreviation *fit*
means: competent, intelligent, busy
In English, the abbreviation *fit*
means: **fit, intelligent, tough**

Alternatives

Acronym A: **f f l**
means: **fit fof** life

Acronym B: **c i k**
means: **c**apable, **i**ntelligent, **k**eepp polishing



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In a survey with scientists and pedagogues asking
what – in their opinion – the three letters stand for,
they named:

f = promoting, i = integrating, t = participating.

This way, the learner becomes the object of
pedagogical efforts.

From view of adult educators who have been working
for years in the field of Basic Education – we put the
learner as subject in the centre instead:

f = competent, i = intelligent, t = busy.

Many participants attending our reading/writing and
other Basic Education courses have a bad self-image.
However, the adult educators have the opinion: How
intelligent must a human being be that copes with his
life starting off to change his situation despite of the
lack of basic qualifications?

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The National Decade for Literacy and Basic Skills in Germany

„LEO Study 2018“ of the University Hamburg on demand of the Federal Ministry of Education and Research:

- About 6.2 million people in Germany can read and write letters, words and sentences but it is hard for them to understand a longer text in a row.
- 62 per cent of them are working, the majority are men.
- The share of native speakers among them is 53 per cent.

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The National Decade for Literacy and Basic Skills in Germany

Alphabetisation and basic education are pre-conditions for participation and independent living

- Due to fastening information flows and permanent technological and structural changes in society and economy, people with a low level of literary language competences need to face big challenges.
- The same is valid for other basic skills, e.g. dealing with figures or digital technology.

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General aims of the Decade

Reducing the number of functional illiterates
Raising the basic education level



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Five measures for reducing functional illiteracy and improving basic education

1. Public Relation – intensifying, informing, generating demand
2. Research – extending, concentrating, creating knowledge
3. Learning offers – optimising, extending, disseminating
4. Professionalisation – educating, further educating, improving the quality of the lessons
5. Structures – further development, optimising support offers

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Decade partners

- The Federal Government
- The Federal Countries
- Social groups as partners
- Co-ordination Point for the National Decade
- Advisory Board
- Scientific Board

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Concrete actions (examples)

- Basic education offers at work
- Basic education offers in every-day-life
- Research on functional illiteracy
- Digital learning offers
- Special focus: multi-generation houses as learning venue

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B. Basic Education – for whom actually?

Avoiding diffusion!

Approaching the subject Basic Education from different directions!

Basic education at school

Basic education in the transition system

Basic education in adult education

Basic education at work

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F. Why will it work this time ...

1. The image of a person – **f i t**
2. The pedagogic concept
3. Frame conditions

Large range of offers

Individual learning objectives

Learning at „another place“

Transfer

Informally learned things

Relation to life

Evaluation

Trans-disciplinary didactics

Learning with „another item“

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Possible scope of Basic Education offers

1. Learning Café
2. Dealing with the PC (for beginners)
3. PC course – Internet, e.g. working time sheet
4. Tips + tricks for orthography
5. Prices and costs – calculation in every-day life
6. The mother tongue in every-day life / special language
7. pp or only p? – doublings
8. A lot of fun in for little money
9. Relaxed in every-day life and work - health
10. It is not what you say but how you say it – Communication
11. English for beginners
12. PreReading
13. e.g. cleaning of flats (special further education with job relation)

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F. (post-) Basic Education „side products“ (1)

Definitions of successful learning

The Basic Education course is important because the participants

1. extend their vocabulary
2. raise their ability to express themselves
3. improve their ability to communicate
4. know and apply learning strategies
5. improve their learning ability and memory
6. discover that learning can be fun (as well / again)
7. improve their self-learning and learning organisation competence
8. raise their self-confidence and perception

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F. (post-) Basic Education „side products“ (2)

Definitions of successful learning

9. **improve their team capacity**
10. **formulate their fears / uncertainties**
11. **ask their colleagues for support**
12. **lose their fear of changes and become more flexible**
13. **get concrete impulses for their private life**
(extension of knowledge and competences)
14. **get concrete impulses for their professional life**
(extension of knowledge and competences)
15. **(can) transfer what they learn into their living world**
16. **compare fixed learning objectives with the achieved ones or (can) formulate new learning objectives**

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Basic Education – benefit for the course participant?

O – tones:

- **It has refreshed my knowledge.**
- **I would never have attended a Folk High School course. Now I do not have any constraints anymore.**
- **I started to learn again. I am improving my reading and writing skills and it is fun!**
- **It makes my work easier.**
- **I like my job more than before.**
- **I took over more responsibility at work.**
- **The three learning offers (English, German, Learning Café) brought me self-confidence.**
- **I became more self-assured.**

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Conclusions

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Conclusion 1

**„Basic Education orients
itself on the application
practise of literary language in
professional
and social daily routine“**

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Conclusion 2

Basic Education has:
universal impacts

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Conclusion 3

Basic Education is:
profession relevant
further education

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Conclusion 4

**Basic Education makes:
the development of potentials
possible.**

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Conclusion 5

**Basic Education
creates + ensures:
employability**

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Conclusion 6

Basic Education provides the:
basis for lifelong learning

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Conclusion 7

**Basic Education
 reduces:**

- frustration about the job
- no binding to the enterprise
- risk of infection with aversion
 - being sick very often
 - inner quitting of the job
 - loss of productivity

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Conclusion 9

**Basic Education
promotes the
*Europe 2020 Strategy
and its successor***

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Conclusion 10

**Basic Education is:

Benefit for learners
+
the society!!!**

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VERBAL COMMUNICATION

Pilot Training
„RomABC moves forward“
in Hungary

Kinds of Communication

Verbal
Communication
8 per cent

Non-verbal
Communication
92 per cent

The four sides of a message

What am I
informing about



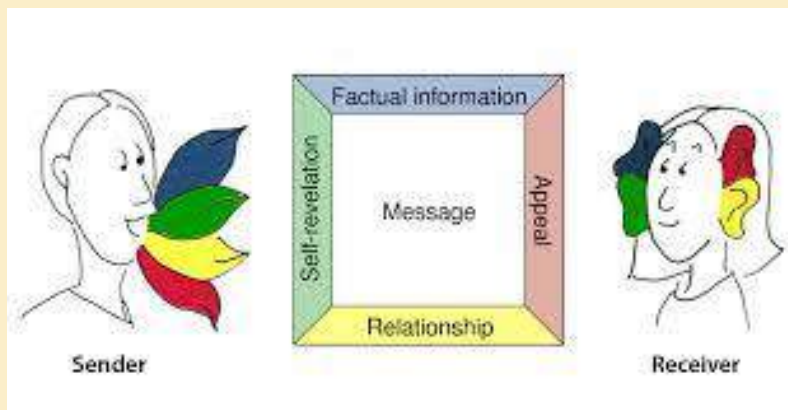
What I want to
make you do

What I divulge
from myself

What I think of
you and how we
stand to each
other

after Schulz von Thun 1994

The communication model after Schulz von Thun



4 peckers

4 ears

4 sides of a message during the meal

What is the
green thing
in the
sauce?

My goodness! If you do
not like the food here,
you can go for dinner
somewhere else!

Message



4 sides of a message – the sender



There is something green
(factual content)

I don't know
what it is.
(self-
revelation)



You will know it
(relation)

Tell me,
what it is!
(appeal)

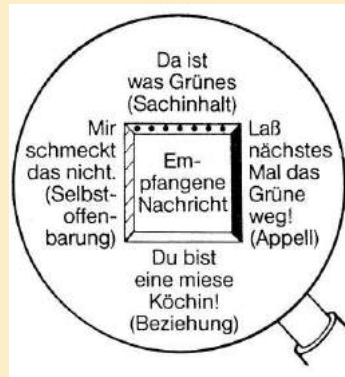
Message

4 sides of a message – the receiver



**I do not like that.
(self-revelation)**

**There is something green
(factual content)**



**Next time,
leave the
green thing
out!
(appeal)**

**You are a bad cook!
(relation)**

Non-verbal
communication

*„It is impossible not to
communicate!“
(Watzlawick)*





„Strategies for motivating the Roma - before, during and after the measures“



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Initiation of the motivation

- The effect of role models
- The importance of insights into the process
- The power of communication

Role models in Roma communities

- Main aspects:
 - Well - known and respected community member
 - Successful at the programme, confident learner and innovator
 - Intends to showcase his/her gained knowledge and skills
 - Able to raise the interest and curiosity, generate desire for the programme

Acts as an ambassador, as a bridge between the target group and mainstream society. Supports programme members and helps them to use their new skills and navigate in the „outside world“, in the regional labour market, in communicating with the local authorities.

Giving insights into the process

- Main aspects:
 - It is needed to provide information, but not only plain facts
 - Emphasize emotions, expectations, projections about counselling
 - Share some bits and tips from successful ongoing projects

In ideal case it works as a promotion for the courses, raising awareness, generating a drive for participation and giving motivation to stay in the programs. The promo will be successful, if we look at the courses as products and look at the target group as potential customers.

The effective communication

- Main aspects:
 - Needs to be customized to the capability, style and grammar of the receiver
 - The sender sends all messages through managed channels, in a massive noise
 - The message is to be clear, loud, exact and easy - to - understand

In ideal case, the channels are used by the decision makers of the targets groups's community - local Roma community leaders, influencers and family leaders.

Motivation - the relevant drivers

When it comes to our target group, they can relate to our content, if it is relevant for them. It will be relevant, in case it helps to nurture values, that are vital for the Roma.

- Core values, needed to address:
 - Family - especially the wellbeing of their children
 - Christian religious principles
 - Catering and managing their own household
 - Showcasing new skills, power and ableness to friends

Strengthening the motivation during the measure - theory

After motivating to start the courses, learners have to be kept interested and active during meetings.

Herzberg's Motivation Theory model provides two blocks of factors, that affect motivation for learning and completing work tasks. Factors which contribute to activity satisfaction are motivators:

- Achievement
- Recognition - positive feedback of results
- Satisfaction of the completed task
- Responsibility
- Opportunities for advancement

Strengthening the motivation during the measure - practice

Taking Herzberg's factors into practice, we need to plan the materials, organize the courses, implement the meetings, based on some key principles.

Main aspects:

- Achievement
 - > Lessons and learning material is to be split up logically
 - > Lesson items need to be reasonably implementable
- Recognition
 - > Positive feedback of results
 - > Clear definition of development - using milestones, levels, points

Strengthening the motivation during the measure - practice

- Satisfaction of the completed task
 - > Meaningful course material
 - > Lively practice tasks, to that participants are able to relate
 - > Achievable results (not too easy - not too hard)
- Responsibility
 - > Participants feel „insider“ in projects
 - if they are addressed as responsible for their progress
 - if they are given meaningful answers for their questions
 - and some background information on the project method

Strengthening the motivation during the measure - practice

- Opportunities for advancement
 - > Feedback on development, using metrics and text qualification
 - > More complex knowledge base, information and skills
 - > Clear path for advancing, through the process of trainings and by self - development

These principles are applicable for mapping competencies, carry out general trainings or specific skill developing as well.

Ensuring the possibility for participation

Motivation to engage in adult training and counselling programs may be generated by the excitement and promise of new possibilities, but motivation to stay in programs is limited by economic and sociocultural situation of participants.

Main aspects:

- Consider all possible barriers, listed by potential participants
- Material issues are to be solved: actively spent training hours, catering and transportation costs need to be covered

Ensuring the possibility for participation

- Participants can feel insecure to be excluded from their community for being „different“, getting to know too much and distancing from them
- The effect of peers is vital -> training / learning pairs support, motivate each other, by being healthy rivals, helping through difficulties, that are the same as their own experience
- Counsellors needed to be perceived by participants as a mentor and not as an instructor

Motivation after the end of the measure

Ryan and Deci's *Self-determination Theory*

two types of motivation: extrinsic and intrinsic motivation

Extrinsic ->

- driven by external rewards - money, fame, grades and praise
- arises from outside the individual

Intrinsic ->

- originates in the personality of the individual
- based on personal interests, curiosity and the need for self-development

Motivation after the end of the measure

Practical approach ->

- Offering excessive rewards can lead to a decrease in intrinsic motivation
- Excitement, discovery, fun can be transformed into boring duties and obligations, when tied to an external reward
- For keeping the interest and attention, we need to make project tasks as playful and creative, as it is possible
- We need to discover the value system and key motivating factors one-by-one, during the preliminary phase

Conclusions and Golden Rules

Initiating motivation, raising awareness and demand

- ☐ We need a Roma project member as an influencer
- ☐ We need to take Roma values as a base for getting interest
- ☐ Our communication style and context should be suitable
- ☐ We need to act as a friend, as an active listener
- ☐ We should see our project as a product and our clients as its customers

Conclusions and Golden Rules

Maintaining motivation throughout the project

- ☐ We should provide optimum surroundings for the course
- ☐ We may create training - learning pairs in our groups
- ☐ We have to give continuous feedback and validation
- ☐ We have to give choices to participants and let them make their own decisions

Conclusions and Golden Rules

Motivation after the end of the measure

- ☐ Gamification makes tasks exciting and fulfilling, keeping participants on a development track
- ☐ Value system and key motivating factors needed to explore and implement one-by-one
- ☐ Personal post-production measurement is needed
- ☐ We have to build and maintain a mentoring system for providing advice and answers, after our project has ended

„Motivation of Roma in adult education measures“

Barriers for participating in adult education



Erasmus+

Mentors of
EUROPE's
diversity



What does a barrier means for you?

- Name three biggest barriers you faced during the process of your education
- Name feelings you had while facing these barriers

What does EU say about this issue

According to the data of Eurostat, adults do not participate in education mainly due to family reasons (21 per cent), job reasons (19 per cent) and because of their fear of “school-desks”

When it comes to Roma, we can talk about three types of barriers:

- **Dispositional (psychological)**
- **Situational**
- **Institutional**

1. Dispositional (psychological) barriers

- Dispositional barriers are likely to have the largest impact on the learner's engagement and persistence, and these are the barriers that practitioners may understand the least.
- Dispositional barriers include negative attitudes and beliefs about learning that are often established during childhood and are reinforced by like-minded peers, low self-esteem and self-efficacy (belief in abilities), fixed mindsets, lack of motivation and a lack of awareness of training need.

They are product of:

- *FEAR,*
- *LOW SELF-CONFIDENCE,*
- *DEPRESSIONS,*
- *FRUSTRATION,*
- *FATALISM*

2. Situational barriers

- socio-economic status and effect many areas of their life. Commonly cited situational barriers to learning include cost, the location of the course, work commitments and lack of childcare, transport or time. But there are many more such as neglecting of self-development, long-term unemployment, language barriers, segregation, poor living conditions or homelessness and related problems like poor diet and tiredness, negative school experiences, missing documents, little conscience about the importance of education.
- Situational barriers are the most commonly cited barriers to participation and persistence in learning. However, it is possible that many people may not want to admit that dispositional or institutional barriers have stopped them from participating in learning and so they cite situational barriers as their reasons as they are 'easier' reasons to give.

They are product of:

- FINANCIAL PROBLEMS,
- LACKS OF RESOURCES

3. Institutional barriers

- Institutional barriers are those put in place by the institution offering the course and these include inconvenient class times, limited provision, lack of information about courses, funding restrictions, poor quality teaching, lack of support and guidance and lack of inclusion for all learners, lack of interest in trainers, incompetent trainers, trainers with little or no knowledge about Roma needs, culture, history and tradition.
- Lack of opportunities for education, insufficiently flexible schedule, strict requirements to enter education, locality of the training/course, inadequacy of the education's content, of the used methods, forms and didactic tools, insufficient support, health problems and lack of social support, attitude of the school are often significant factors, why marginalised people do not apply for different courses and lectures.

3. They are product of:

STIGMA,

EXCLUSION,

DISCRIMINATION,

PREJUDICE,

DISTRUST IN OFFICIAL INSTITUTIONS

Addressing barriers in learning

Addressing barriers in learning

- The contents as well as the learning methods and material should be based on the participants' interests and needs and should be diverse and practical, which they can use immediately in their everyday lives.
- *In general, the course should consist of less theory with a lot of practice*

Methods recommended by the experts are for example the following:

- Interactive methods; hands-on activities; creative methods (painting, dancing, singing, music); study visits
- Frequent use of group work; case studies, role plays and group discussions
- Guidance for learners and/or mentoring (especially for small size groups)
- Explicit use of the learners' prior knowledge
- Sharing and reflection of the learners

Methods recommended by the experts are for example the following:

- Responding to the learning needs – target and goal oriented; contents which can be applied in everyday life
- Positive and constructive training environment
- Applicability of knowledge – personal and professional meaning
- Self-directed learning
- Haptic material; books with pictures, audio books.

The first course day



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What the course leader can contribute

- 1) Punctuality
- 2) Kindness
- 3) Politeness
- 4) Undisturbed atmosphere
- 5) Openness
- 6) As easy entry: formalities, such as address etc.
- 7) Back coupling: Is this right?
- 8) Ability to listen
- 9) Ability to adjust himself
- 10) Appropriate phrasing


What the course leader can contribute

- 11) No projecting of a consulting performance
- 12) Not insisting
- 13) Taking the participants serious
- 14) Building up trust
- 15) Empathy
- 16) Integrating movement
- 17) Decorating the room
- 18) Having a picture of the learners
- 19) Having an attitude



LEARNING AND PERCEPTION TYPES

RomABC moves forward
Pilot Training in Hungary



Learning and perception types

- 1) Auditory
- 2) Visual (spatial)
- 3) Verbal (linguistic)
- 4) Kinesthetic
- 5) Interpersonal
- 6) Intrapersonal

1) Auditory Learning Style

Prefers auditory information (learning through listening)

- > participation in group discussions
- > attending lectures
- > learning by using audio technology



2) Visual (spatial) Learning Style

Prefers visual information

- > using images, pictures, colours and maps
- > likes to draw and paint
- > likes to take notes, circle, underline or highlight information in different colours



3) Verbal (linguistic) Learning Style

Prefers using words, both in speech and writing

- > enjoys to speak, read and write
- > listening to and reciting stories
- > good at remembering dates, names, places and casual information



4) Kinesthetic Learning Style

Prefers using kinesthetic information (body movements, hands and sense of touch)

- > relies on movement to process new and difficult information
- > learning best by participation in labs, workshops and through physical activities



5) Interpersonal (social) Learning Style

Prefers to learn in groups or with other people

- > likes to interact and prefers learning through interpersonal communication and exchange of ideas
- > enjoys sharing his ideas, has a lot of friends, belongs to a community









6) Intrapersonal (solitary) Learning Style




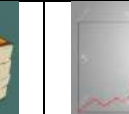


Prefers to work alone and to use self-study

- > basically the opposite of interpersonal learners
- > does his best work when he is in quiet space with nobody else around
- > enjoys planning, making lists and sticking to an agenda








Learning type recognition






					
Auditory Learning Type	Visual (spatial) Learning Type	Verbal (linguistic) Learning Type	Kinaesthetic Learning Type	Inter-personal Learning Type	Intra-personal Learning Type
Processes audio information	Brings a picture in his/her mind when thinking of something	Learns through the written and spoken word	Has mimetic skills	Shares information	Focuses his/her attention on one subject at a time
Learns from speeches, discussions, interviews	Prefers charts and schematic illustrations	Remembers words, written or oral explanations	Listens to music while learning or reading Has a good sense of rhythm	Uses feedback information and communication	Thinks independently Understands himself/herself, his/her feelings and focuses on his/her inner feelings and aspirations
Works in working groups	Uses illustrated books and photos When meeting people he/she remembers their features	Is characterised by logical organisation of notes, logical connection of the individual elements/information	Has good synchronisation (eye-hand)	Tries himself and his ideas and tends to share them with others	Draws information from sources that he/she identifies and controls
Dialogue and questions help him/her	Learns more easily by using cards, different fonts, and bright colours in the text	Reads, writes, narrates and hears stories	Uses his/her hands: painting, constructions, copying a drawing, keyboard Can communicate with gestures	Has lots of friends	Defines his/her objectives

					
Auditory Learning Type	Visual (spatial) Learning Type	Verbal (linguistic) Learning Type	Kinesthetic Learning Type	Inter-personal Learning Type	Intra-personal Learning Type
Reads loudly	Learns by creating pictures, sketches, drawings and charts	Plays word games	Has an aptitude for physical and formal sciences and he/she likes to learn by solving quizzes	Likes collaborative work in groups	Works alone and at his/her own pace Needs a reasonable amount of time to process the information
Combines study with music	Keeps notes, circles words, highlights sentences, uses colours	Pays attention to instructions and announcements	Moves and interacts with the classroom's space	He/she is a good mediator between his/her co-learners	Insists on his/her goals
Uses keywords that he/she hears/remembers	Pays attention on details and spelling	Has increased composing skills	Has good performance in body movements and drawings	Has effective oral and non-oral communication	Follows his/her intuition
Sings, moves rhythmically and listens to music	Reads maps and depicts accurately the places he/she has visited	Remembers names, places, dates and daily tasks	He/she is impulsive and guided by emotion	He/she is interested in protecting the environment	Has trust in his/her abilities
Follows a plan/schedule of actions	He/she is good at finding his/her way	Expresses himself/herself through conversations and interviews	Can focus his/her attention on two subjects at the same time	He/she is accepted by his/her co-learners	Uses the technological means for his/her education
Remembers details from discussions fluently	Prefers to learn in a clean/tidy quiet learning atmosphere	The learning subject must be related to reality and everyday life	Prefers multiple choice exercises	He/she is interested in politics and interpersonal relationships	Often repeats the educational material

Perception type recognition test

					
Coffee					
Lemon					
Cotton wool					
Bird					
Violin					
Wood					
Car					
Summer					
Ocean					
Playing children					
Tree					
Lilac					
Plane					
Roast goose					



					
Rain					
Cow-shed					
Sand-paper					
Pub					
Holidays					
Cat					
Soap					
Sport					
Silk					
Bread					
Water-fall					
Early morning					
Candle					
Sunset					

VERBAL COMMUNICATION

Pilot Training
„RomABC moves forward“
in Hungary

Kinds of Communication

Verbal
Communication
8 per cent

Non-verbal
Communication
92 per cent

The four sides of a message

What am I
informing about



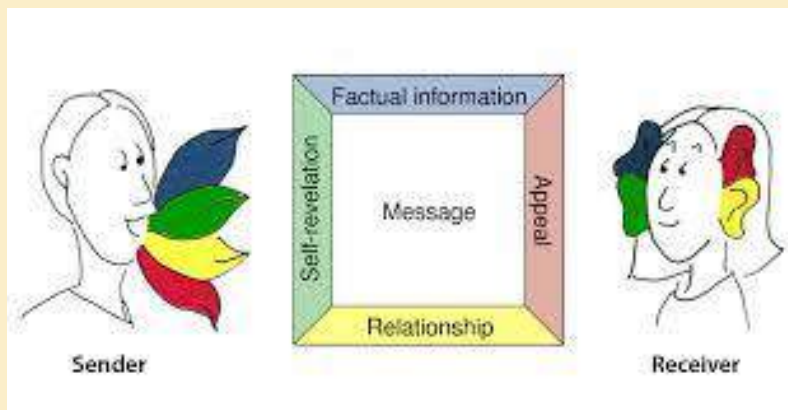
What I want to
make you do

What I divulge
from myself

What I think of
you and how we
stand to each
other

after Schulz von Thun 1994

The communication model after Schulz von Thun



4 peckers

4 ears

4 sides of a message during the meal

What is the
green thing
in the
sauce?

My goodness! If you do
not like the food here,
you can go for dinner
somewhere else!

Message



4 sides of a message – the sender



There is something green
(factual content)

I don't know
what it is.
(self-
revelation)



You will know it
(relation)

Tell me,
what it is!
(appeal)

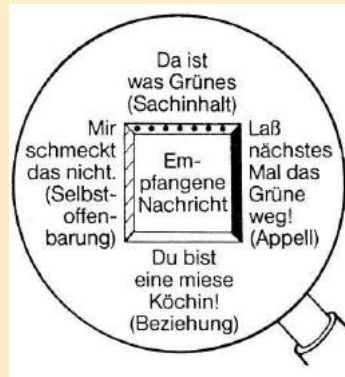
Message

4 sides of a message – the receiver



**I do not like that.
(self-revelation)**

**There is something green
(factual content)**



**Next time,
leave the
green thing
out!
(appeal)**

**You are a bad cook!
(relation)**

Non-verbal
communication

*„It is impossible not to
communicate!“
(Watzlawick)*



NON-VERBAL COMMUNICATION

Pilot Training
„RomABC moves forward“
in Hungary

„Body language is a flowing element that is changing,
that takes on a new form in each move,
as the water stays in a bowl and still unchanged.“

Samy Molcho
(Israely Pantomime and Author)

Parts of non-verbal communication

- **Body language:**

posture, mimics, gestures, eye contact, smell, touch, keeping the distance

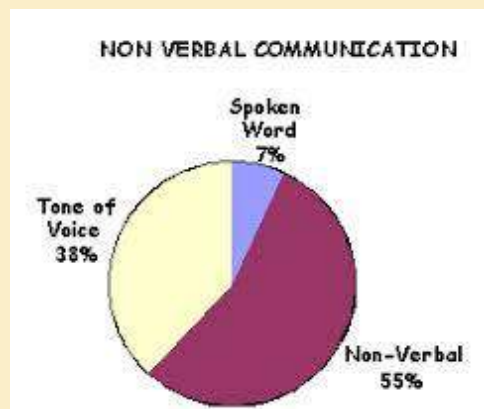
- **Object language:**

objects, design, signs, clothes, jewellery

- **Language of the environment:**

colours, lighting, distance, architecture, nature ...

How important is non-verbal communication?



Non-verbal communication – interesting facts

- The human being can send up to 700,000 different body signals.
- The face can take on up to 250,000 expressions.
- 5,000 gestures can be done with the hand.
- You can take on up to 1,000 body positions.
- Non-verbal signals can repeat, replace, support, complete or contradict something that was said.

Non-verbal communication – fields of use

- Support of the language
- Replacing of language
- Expression of emotions
- Expression of interpersonal attitudes
- Information on the own person
- In ceremonies and rites
- In advertisements
- At demonstrations
- In arts
- At political events

Body language – commonalities of Western cultures

Gesture	Meaning
Nodding	Agreement
Shaking the fist	Trouble/thread
Rubbing the palms	Expectations/anticipation
Yawning	Boredom
Thumb down	Disagreement
Rubbing the stomach	Hunger, delicious
Drawing a female body in the air	Describing an attractive woman
Shaking hands	Welcome/Goodbye
Pointing the finger	Showing the direction

Body language – differences between different cultures/countries

Usual gestures:

- Northern America, Europe: "O.K.", "good"
- France, Belgium, Tunisia: „Zero", "worthless"
- Japan: „money"



Body language – differences between different cultures/countries

- Germany, USA and many countries: „Super!“, „excellent“, „I agree“
- Australia, Nigeria: obscene swearword
- Germany: also „One“
- Japan: also "Five"
- Many countries use this gesture for stopping a car



Body language – differences between different cultures/countries

Yes:

- nodding: worldwide
- weigh the head to and fro: India, Pakistan, Bulgaria
- Moving the head rearwards: Ethiopia

Body language – differences between different cultures/countries

No:

- Shaking the head: widely spread
- Moving the head rearwards: arabic cultures, Greece, Turkey, Southern Italy
- Raising the eyebrows: Greece
- Waving aside with the hand: widely spread
- Fanning with the hand: Japan
- Crossing hands: widely spread
- Flipping the hand on the chin: Southern Italy, Sardinia
- Waving aside with the trigger finger: widely spread

Body language – differences between different cultures/countries

Reaction of a naked woman

who is caught by surprised in the bath tube:

- A **muslimic** woman covers her face
- A woman from **Laos** (Southeast Asia) covers her breast
- A **Chinese** woman covers her feet
- A woman from **Umatra** (Indonesia) covers her knees
- A woman from **Samoa** (Island in the Pacific Ocean) covers her navel
- A women from **Europe** covers with one hand her breast and with the other one her genital area

Object language – differences between different cultures/countries

Attention! – Different meaning of presents

- **Swiss pocket knives** are in many regions of the world a first-class souvenir. They weigh few and bring big joy. You **mustn't** give knives as presents to Chinese, Korean and Japanese people! There the gift of knives symbolises that the giver wants to quit („cut“) the relation or even that he wishes the receiver death.
- You mustn't give **umbrellas** as a present to Chinese people because umbrella and separation sound similar in Chinese language. Therefore the gift of an umbrella means that you want to quit the relation.
- You must not give **clocks/watches** as present to Chinese people. The expiration of the clock/watch reminds of death. The present means „I wish you were dead!“
- **Gifts of money** – the amount of the gift of money to Chinese people should always make an even number but never *four* (the worst unlucky number for Chinese and Japanese people)
- **Flowers** – you never give **yellow** flowers to people from Iran, Peru, Mexico. For people from Iran and Peru yellow flowers mean antagonism, for Mexican yellow flowers are flowers of death.
- **Packings** – presents to Japanese people shall never be wrapped in white or black (white is the colour of death and is for example used for envelopes of letters of condolence)

Body language in conversations

What is a successful conversation?

When we understood each other and when everybody feels well in the end.

Example: when the contract was signed, when we got the job or when we solved a problem together.

1. The posture

Folded arms, crossed legs, leaning back in the chair, the head slightly bowed back – negative for a conversation → signals are clear: I dislike you and doubt everything you say.

Not knotting the limbs, not cramping hands and face, leaning forward and looking openly at the other one → signals: you show interest and openness

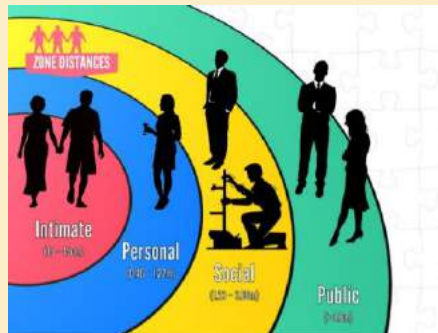
Body language in conversations

2. The distance

When we come too close to somebody, he or she feels threatened. Are we too far away the person maybe feels too few respected.

In interpersonal meetings we chose instinctively a certain distance in which we feel well – depending on the fact if we speak to good friends, if we discuss with business partners or if we listen to a speaker.

Public zone: from 400 cm
Social zone: 150 – 400 cm
Personal zone: 60 – 150 cm
Intimate zone: 0 – 60 cm



Body language in conversations

2. The distance

The **intimate distance zone** is **60 Centimeters**. As a rule, only family members or very good friends are allowed to come this close, e.g. during an affectionate welcome with kissing cheeks or a hug.

Foreigners or business partners have no right to be in this distance zone. If an unfamiliar person enters this intimate distance zone, you probably sense it as border violation. Maybe you respond with defense, anger, aggression or withdrawal.

There are only 2 social exceptions:

1. Doctors, hair dressers, masseurs and persons with similar professions may enter the intimate distance zone. Since they could not do their jobs otherwise, you must give them the approval for this body contact.
2. You also give approval for touching you at a ballroom dancing, when you ask someone to dance or when you are asked to dance.

Body language in conversations

2. The distance

This is followed by the **personal distance zone**. It is about **60 cm to 1.50 m** between the persons. In this distance the classical welcome with shaking hands, small talks and conversations take place.

As a rule, you can stand foreign persons in this zone without developing defense mechanisms. The change between the distance zones can be flowing. If a conversation gets intimate, often the physical distance changes as well. As observer you recognise this when two persons „put the heads together“.

Pay in this zone the most attention to the body language of your counterpart:

A bowing or leaning back are clear hints for the distance need your conversation partner has at the moment. In disputations you can observe that as a rule the physical distance need is growing as well and one (or both) conversation partners lean back, avert the other's eye or cross the arms.

Body language in conversations

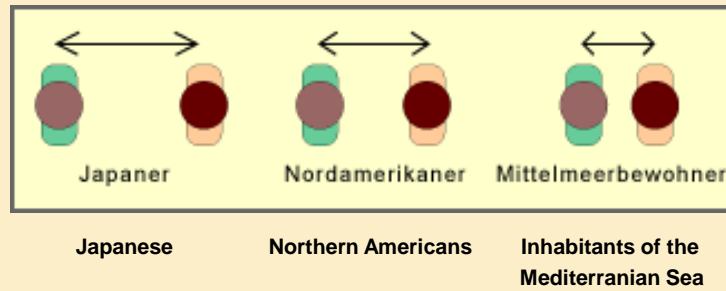
2. The distance

The **social zone** follows. It reaches a distance of **1.5 m to 4 m**. This is the classical distance to shop assistants, foreigners, service staff or public officers.

You have the biggest distance to your counterpart in the **public zone** – from **4 m**. This distance is for most people unproblematic. Examples: at concerts, lectures etc.

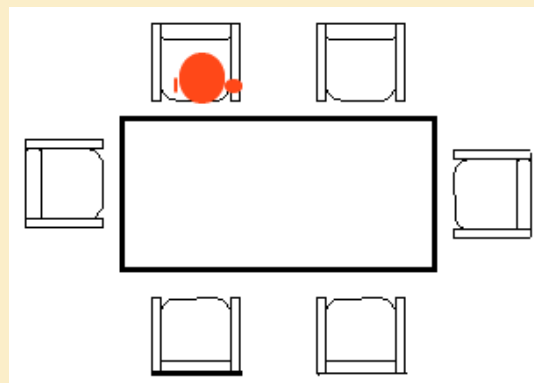
Body language in conversations

2. The distance



Body language in conversations

2. The distance



Body language in conversations

3. At eye level

Emperors and kings showed how it does not work: they sat on a higher throne in order to demonstrate that they stand godlike above their subjects. An equal conversation is not required. If experienced pedagogues talk to children, they are hunkering down in order to be at the same level. Since people are differently tall, you should take care in the conversation that no one needs to look up to someone. In the television studio pedestals from smaller persons help. In the every day life, the taller one needs to take initiative to create the eye level. We can sit down together or go a step down the staircase when we chat away with our neighbour. The other one will hardly realise it but our conversation will probably be more successful.

Body language in conversations

Take a rest! – 4. the change of the speaker

Good conversation:

The speeches change harmonically and everyone finds an attentive ear.

Bad conversation:

To not have one's say, to be permanently interrupted or the other way around having the feeling to speak with a silent stockfish. That can be due to the character of the involved person but also due to different imaginations of non-verbal conversation rules. There are a lot of body signals by which we can regulate conversations. At first there is the break of talking. Is a speaker silent for a certain time, we feel to have the right to rise to speak ourselves. When this is, is decided by our intention, our education and or cultural background. In this there are differences and as a consequence misunderstandings. In Turkey for example everyone can speak long and comprehensively with many breaks without being interrupted. In America, the break of talking must not be longer than six seconds. Otherwise maybe someone else will start to speak. Long silence is considered as embarrassing.

Body language in conversations

Take a rest! – 4. the change of the speaker

Signals for the change of the speaker:

- Bowing of the counterpart
- Hearable breathing in of the conversation partner
- Occasional asking looks of the speaker to the conversation partner

The body language ping pong in a conversation is sometimes hard to see through. To make this happen, we should prepare for **attention, patience and persistence**.

Facial expression =
important non-verbal signals

Which emotions are shown in the
following pictures?

Facial expression = most important
non-verbal signals



Picture 1

Facial expression = most important
non-verbal signals



Picture 2

Facial expression = most important
non-verbal signals



Picture 3

Facial expression = most important
non-verbal signals



Picture 4

Facial expression = most important
non-verbal signals



Picture 5

Facial expression = most important
non-verbal signals



Picture 6

Facial expression = most important
non-verbal signals



Picture 7

Facial expression = most important
non-verbal signals



Picture 8

Facial expression = most important
non-verbal signals



Picture 9

Facial expression = most important
non-verbal signals



Picture 10

Facial expression = most important
non-verbal signals



Picture 11

Facial expression = most important
non-verbal signals



Picture 12

Facial expression = most important
non-verbal signals



Picture 13

Facial expression = most important
non-verbal signals



Picture 14

Facial expression = most important non-verbal signals



Picture 15

Solution:

- Picture 1 = Fear/horror
- Picture 2 = Joy/good mood
- Picture 3 = Hope
- Picture 4 = Horror
- Picture 5 = Mourning
- Picture 6 = Helplessness
- Picture 7 = Surprise
- Picture 8 = Rage
- Picture 9 = Shame/embarrassment
- Picture 10 = Rage
- Picture 11 = Disgust/abomination
- Picture 12 = Fear/despair
- Picture 13 = Defense/hate
- Picture 14 = Displeasure/not in the mood
- Picture 15 = Satisfaction/pride/self-confidence

Requirements for the Test Phase (Presence Alphabetisation Course)

Subject	Minimum requirements	Partner organisation/s:
Time Frame	Minumum 96 training units á 45 minutes + 24 training units social-pedagogic care	
Venues and equipment	Seminar room; consultation room; internet access	
No of participants	10	
Profile of participants	Functionally illiterate Roma (adults)	
Profile of trainers/mediators	According to the Quality Standards	
Aquisition of participants (to be finalised by the 31.01.2022)	Implementation of the information and sensitisation event in the Roma community in the duration December 2021 - January 2022; co-operation with stakeholders, network	
Evaluation measures		
From view of the participants	Individual feedback conversations, daily assessment (smiley feedback)	
From view of the trainers	Written feedback of the trainers and mediators	
From view of the organisations	Quantitative and statistical assessment; SWOT analysis	
Follow-up evaluation	Follow-up conversations with the participants after the course (until 31.08.2022)	

Requirements for the Test Phase (Presence Alphabetisation Course)

Subject	Minimum requirements	Partner organisation/s:
Involvement of stakeholders in the preparation and implementation	Necessary. Co-operation with the members of the local/regional network "Basic Education" Distribution of information on contents and frame conditions	
Implementation duration (start/end)	01.03.2022 - 31.07.2022	
Documentation	List of attendance for each day; programme (schedule); foto documentation; confirmation of attendance	
Sustainability	Integration of alphabetisation courses for Roma in the portfolio of the organisation -> development of a strategy for the financial assurance of the offer after the end of the project until 15.04.2022 (to be presented during the Partner Meeting in Slovakia)	



Organisation/s

Country:

[illegible]

The ABC of learning tips

Modern literature outlines some easy learning practices which can be followed by all learning types. The steps on which they rely on are: encoding (words of persons or situations), saving new knowledge and recalling them from short or long memory. Learning is a complex process. Learning goals are not easy to be achieved. The following table presents an ABC of learning tips that will help learners to be more functional, decisive and effective.

<p><u>A like Accomplishment</u> Do not forget to celebrate every day of your new learning experience by writing a weekly note on what you have accomplished to learn each week. Keep a diary of the accomplishments.</p>	<p><u>B like Believe in yourself</u> Organise visits at new places on a regular basis. e.g. the church, the cinema, the mall. Learning in practice is fun while using your skills on a regular basis will make you have confidence.</p>
<p><u>C like Creativity</u> Be creative. Remember to boost your creativity in class with subjects that truly interest you. Write a short note to your trainer at the beginning of the learning programme to inform him/her which are the subjects you feel you are interested in and you feel creative about.</p>	<p><u>D like Devotion</u> Remember that learning is fun but it is not always easy. Set a daily plan on a piece of paper, create a timetable and hang it on your desk in order to remember your class hours. Set up your study hours at home as well. Create a daily priority list on your timetable in order to fulfil your homework. Learning is like family, one needs to be devoted to new subjects as if they were its relatives!</p>
<p><u>E like Empty desk</u> Before you sit down for learning, remove everything from your desk that could draw away your attention from learning. A clean, tidy, „empty desk“ helps you concentrate on the course.</p>	<p><u>F like Fear and Frustration</u> It is natural to fear new experiences, new learning fields and tasks. It is natural to feel frustrated or disappointed when you do not succeed. Write your frustration off your soul by expressing it on paper or through talking to your trainer. Let him/her keep a short list of things that make you fear or disappoint you when learning. By the end of the programme you will find out that you have overcome most of the things that you thought they were impossible.</p>



<p><u>G like Gestures</u> For memorising learning contents, it might help that you invent gestures for certain facts.</p>	<p><u>H like Helping Hand</u> If you cannot cope with a certain field, do not hesitate to ask for help. Contact with your fellow classmates who are particularly good at this field, or ask for help from your trainer. Do not forget to help your co-learners in a field that you are particularly good when asked! Always remember that learning to learn goes through learning to help one another.</p>
<p><u>I like Intelligence</u> Every person is intelligent but our intelligence differs from one person to another as we have different characteristics. Each person has a different way to learn how to use his/her intelligence. Stick a label on your desk saying “I am intelligent in my own way”, repeat this phrase daily and remember every day that you are completely capable and intelligent to learn any subjects you are interested in. Do not allow yourself think that you are not intelligent or capable.</p>	<p><u>J like Joy</u> Be glad about learning successes and express this joy.</p>
<p><u>K like Knowledge</u> You know more than you may think. Use everything you know from other sources than school in your present learning. Remember that education is not just about going to school and getting a degree, although the latter is most useful to everyone. Education is about enhancing your knowledge, strengthening your character, absorbing and enjoying the fruits of life.</p>	<p><u>L like Laughing</u> Laughing is healthy, with a positive and smiling face, many things are easier to do. Always keep a positive attitude towards learning, towards your trainer, your co-learners and towards new learning experiences. A grumpy person makes the work harder for himself/herself.</p>



<p><u>M like Mistakes</u> Mistakes are really important and absolutely necessary in the learning process. Embrace your mistakes and do not feel bad. Learn from the mistakes you made in order to be ready for the next task. Use them to improve yourself. Take a weekly notice of your exercises' mistakes in order to avoid making others in the future.</p>	<p><u>N like Neighbouring area</u> Sometimes it is worth visiting a special learning place. The more the environment is linked with the learning content the better.</p>
<p><u>O like Obedience</u> Obedience is one of the keys to learning. Keep calm and follow your trainer's instructions. Try not to create a fuss in the classroom. A calm environment is particularly necessary in order to learn. Obedience helps us clean our mind and focus on a task, even if the task is not pleasant.</p>	<p><u>P like Patience</u> Knowledge, memorising or recalling information does not come easy. It is important to be patient and follow each step at a time your trainer shows you.</p> <p>Remember, nobody learns everything in a day or in any short period of time and nobody learns without failing first. Stay in the classroom, follow your trainer's instructions and stay on the track of learning despite any mistakes and difficulties. That is the way to learn.</p>
<p><u>Q like Questions</u> One cannot learn how to remember or combine information successfully without posing questions. Feel free to ask your trainer for everything you have not understood over and over. Ask yourself daily if you have truly understood the things that you feel complicated, or you think they are difficult. Never leave the classroom without clarifying misunderstandings.</p>	<p><u>R like Repeat</u> Do not forget to repeat the things you have learned. It is a good way to remember and never forget them. Repeating a process, an exercise, a conversation etc is a great way to proceed from learning to practice.</p>



<p><u>S like Speaking</u></p> <p>It is important to speak to your trainers about things that concern you. A conversation with a difficult trainer often helps both sides. It will help you understand your mistakes and will help your trainer understand the way to make a learning subject more comprehensible for you and the rest of the classroom. Make it your motto not to speak about the trainer but with him.</p>	<p><u>T like Test</u></p> <p>Try to test yourself and your skills daily and participate in the classroom. Try to test yourself by explaining something to a co-learner. Remember that you truly know something only when you have tested yourself repeatedly and when you can explain it to yourself and your co-learners and be understandable as well as when you can use it properly in everyday life.</p>
<p><u>U like Utilising mnemonics</u></p> <p>If it is hard for you to memorise something, utilise a mnemonic that you have invented by yourself. There is a variety of different things a person tends to remember. Try to memorise something by comparing or combining it with something that brings you in mind.</p>	<p><u>V like Variety</u></p> <p>There are loads of different learning technologies and methods. Choose the ones that are most appropriate for you and stick to them.</p>
<p><u>W like Writing</u></p> <p>Always try to improve your writing skills. Do not be satisfied with smearing or writing something that does not make sense. Remember that writing is just another way to introduce yourself or to be served, or even helped.</p>	<p><u>Z like Zany things</u></p> <p>If something is funny or weird, you memorise it only because it is strange.</p>

Introductory Sheet

Institution: Date:

Time: from to:

Full name of the participant:

Gender: Date of birth:

<input type="checkbox"/>	Names simple items from every-day language
<input type="checkbox"/>	Can articulate understandably

<input type="checkbox"/>	Speaks short but incomplete sentences
<input type="checkbox"/>	Speaks the national language

Language skills in reading and writing:

	Few mistakes	Middle or no mistakes	Many mistakes	Not understandable
Writing simple words				
Comprehension test, filling the right words				
Comprehension test multiple choice				
Comprehension test with forming small sentences				

Skills in numeracy:

	Few mistakes	Middle or no mistakes	Many mistakes	Not understandable
Basic numeracy calculations: addition, subtraction, multiplication, division				
Basic numeracy problems				

Skills in IT:

	Few mistakes	Middle or no mistakes	Many mistakes	Not understandable
Recognising and writing the parts of a PC				
Recognising comprehending which parts belong to hardware and which to software				

Reading and writing

1. Look at the following pictures and write under each one the shown product.

























2. Fill the gaps in the sentences below with the appropriate given words in the brackets below:

(Having fun, singing, happy, song, playing, flute, laughing, instrumental, accordion, turning, music, beloved, festival, residents, semi-residents, moving, flamenco, settlements, areas, dresses)

- a. In Europe, Roma are in different
- b. Some of my relatives are permanent in houses.
- c. Others are in in the countryside.
- d. Some of my friends are according to the seasons of the year.
- e. Roma girls love to wear colourful
- f. Our parents love songs every night.
- g. Roma musicians love to play and are really talented.
- h. Some Roma songs have lyrics others are just
- i. Most of the Roma Musicians play the, the and other musical instruments.
- j. Spanish Roma love to dance the
- k. Roma are and are people, they love to bargain and sell in traditional all over the country.

3. Read the following signs and choose the right answer:

When you see the following sign you:

- a. Touch the button immediately because it is safe
- b. Touch the button but after taking safety measures
- c. Avoid touching the button at all due to serious electric hazard
- d. None of the above



When you see the following sign you:

- a. Enter the authorised area, because it is allowed
- b. Enter the authorised area after taking safety measures
- c. Avoid entering the area, because it is poisoned
- d. Avoid entering the restricted area because you are not permitted



When you see the following sign and there is a fire in the building you:

- a. Can return in the building by using the lift to sound the fire alarm
- b. Report to the assembly point by using the lift and then leave the building
- c. Sound the alarm, avoid using the lifts to reach the assembly point, and leave the building
- d. Return to the building to report to the assembly point because you are not allowed to leave alone.



4. Read the short text below and answer the questions

The International Romani Day (April 8) is a day to celebrate Romani culture and raise awareness of the issues facing Romani people. In major cities around the globe people are gathering in the central square where they listen to the president of the Roma community and the Roma leaders' official speeches. The squares are often decorated with the traditional Romani wheel, the Romani flags and other colourful decorations. Even posters are put on the walls of the city. There are many musicians playing different instruments like the clarinet, the accordion, the guitar etc and women in traditional dresses wearing Romani jewellery and performing Romani dances. This day is really a day for every Roma to be proud of his rich culture and tradition it is a celebration of diversity.

a. When do we celebrate the International Romani day?

b. What do we celebrate in the International Romani day?

c. Name 2 or more of the traditional celebrations of the International Romani day.

d. According to the text what do Roma people need to be proud of?

Numeracy

1. Answer the following simple calculations:

$$10 + 1 =$$

$$4 + 4 =$$

$$5 - 3 =$$

$$11 - 3 =$$

$$5 + 2 =$$

$$6 \div 3 =$$

$$5 \times 2 =$$

$$4 \times 2 =$$

$$10 \div 2 =$$

2. Solve the 2 problems below:

- a. A doctor consults 2 patients an hour. If he works 8 hours a day, how many patients will he consult a day?

- b. A juice vendor sells two boxes of apple juice per customer, each box costs 3,00 €. If he sells to 9 customers, how much money will he make? And if he has to split the money he makes to his 3 children, how much money will each child take?

Basic IT Skills

1. Name the following parts of the computer in the pictures below:





2. Name which of the following words are considered to be Hardware and which Software?

	Hardware	Software
Monitor	<input type="checkbox"/>	<input type="checkbox"/>
Word Programme	<input type="checkbox"/>	<input type="checkbox"/>
Sound Card	<input type="checkbox"/>	<input type="checkbox"/>
Internet Explorer	<input type="checkbox"/>	<input type="checkbox"/>
Printer	<input type="checkbox"/>	<input type="checkbox"/>
Scanner	<input type="checkbox"/>	<input type="checkbox"/>
Notepad Programme	<input type="checkbox"/>	<input type="checkbox"/>

Completing Interview

Institution: Date:

Time: from to:

Full name of the participant:

Gender: Date of birth:

- Maximum 20 minutes interview
- Asking targeted questions in order to validate the information from the Introductory Sheet
- Comparison of writing and oral competences
- Entering the conversation with the living conditions and family issues
- If co-learners, friends or family members are waiting outside, they need to be kept busy (fulfilment of little tasks, riddles etc.) -> the fulfilled task can also be an opener for the interview
- Asking for help in order to build-up trust
- Simple contents, personal and trustful formulation and expression of the questions
- Notes are necessary but they should be taken after the interview
- Total time frame = 20 minutes interview + 10 minutes taking notes
- Possible questions (examples):
 - What is your motivation to participate in the course?
 - How do you imagine learning here?
 - How did you hear about our course?
 - Do you have an idea about what you would like to learn?
- Point out that the given information is helpful for the trainer/mediator and thank the participant for the interview

RomABC moves forward Pilot Training



Available state benefit in Germany
(examples, selection)

Co-funded by the
Erasmus+ Programme
of the European Union



1. Family aid

- Child allowance: at the moment 219 € per child and month (until 18 years - also after 18 if the child stays home during professional education or study, if it is unemployed or doing an internship)
- different kinds of maternity aids before and after childbirth (depending on the kind of job etc.)
- parents' allowance after childbirth
- tax reductions
- pre-payment of alimony (if for example the biological father does not pay it)



1. Benefits for families with low-income

- additional children's allowances
- „Education and participation“ programme -> co-financing of school material, class trips, promotion of learning, lunch at school ...
- housing assistance
- Federal Foundation „Mother and Child“
-> financial support for mothers who are thinking about abortion without this support
- family recreation times in family vacation homes
- cures



2. Unemployment Benefit



- At least 12 months in a permanent job in the 30 months prior to the application
- Registered as unemployed
- Unemployed but capable of work for at least 15 hours per week
- Looking for a permanent job (with social insurance) and working for it together with the Labour Office
- Monthly amount of the benefit is based on the last 12 months
- Duration of payment depends on the duration of the previous job and the age (between 12 - 24 months)

3. Unemployment Benefit II



- At least 15 years old
- Capable of working for at least three hours per day
- Need for help in the so-called community of needs (= household)
- Before receiving the benefit, the household must use all its own resources first (= any kind of income or property)
- Provided for 6 - 12 months
- Regular contribution to: food, clothes, hygiene products, equipment for the flat, personal needs
- Contribution to: rent, costs for water and heating
- One-time payments, e.g. in case of childbirth, movement into another flat ...

4. Social Aid



- For people who are not capable of work
- Only available if neither the according person nor his/her family can finance his/her daily life
- Contribution to regular needs: food, clothes, hygiene, equipment of the flat, electricity, costs for participating in social life
- Between 283 € (children until 6 years) and 446 € (adult single or single mother/father)

5. Financial support for families in the Corona pandemic

- Contribution to balancing salary loss due to necessary children's care at home
- Children's spare time bonus (100 € for spare time activities and sport) -> available for families with low income
- Monthly children's allowance up to 205 € -> available for families with a certain gross income per month
- Reduced-hours-compensation
- ...



RomABC moves forward Pilot Training



Free health protection measures in Germany
(examples, selection)

Co-funded by the
Erasmus+ Programme
of the European Union



1. General check-up



- 18+ (until 34 years once, afterwards all three years)
- General consultation talk about the lifestyle (smoker, how much alcohol, sport ...)
- Check of organs (heart, lungs, stomach, locomotor system, nerves and senses)
- Blood pressure
- Urine and blood sample (diabetics, kidney or bladder diseases)

2. Vaccinations



Free and recommended:

diphtheria	meningococcal meningitis	Covid 19	influenza
herpes zoster		hepatitis B	
human papillomavirus	pertussis	measles (obligatory)	
mumps		pneumococcus	
poliomyelitis	rotavirus	German measles	
tetanus		varicella	

3. Cancer prevention measures

For women	For men
gynecological + breast checks mammography (50 - 69 years, all two years)	prostate check
skin check	skin check
proctoscopy (from 55 years, all 10 years) stool check (from 55 years, all 2 years)	Proctoscopy (from 50 years, all 10 years) stool check (from 55 years, all 2 years)

4. Other free services

- Regular health and dental checks of children
- Hospitalisation
- Consultations/courses on healthy food
- Prenatal classes and childbirth
- Sick-nursing at home
- Programmes against spinal and back disorders
- Palliative care (hospital, hospiz)
-



4. Partly free services

- Dental prosthesis
- Glasses (depending on the age and purpose)
- Additional checks (e.g. blood analysis) during pregnancy
-> up to 500 Euros
- Diabetes equipment
- Test-tube fertilisation
- Cures (individual; parent-child-cure;
family cures)
- Rehabilitation
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