

# CURRICULUM FOR INCREASING THE LANGUAGE COMPETENCES OF THE ROMA NATIONAL MINORITY



## Content

1. GENERAL PROGRAM INFORMATION .....	2
2. COMPETENCIES ACQUIRED BY THE PARTICIPANT AT THE END OF THE PROGRAM.....	7
3. DURATION OF THE PROGRAM AND MANNER OF IMPLEMENTATION .....	8
3.1.1 Introduction.....	8
3.1.2. Prerequisites that must be met to use the system .....	10
3.1.3. Communication and work with students.....	11
3.1.4. Digital and email communication .....	12
3.1.5. Possibility of live classes .....	13
3.1.6. Additional facilities available to participants.....	15
4. CURRICULUM.....	17
4.1. CURRICULUM.....	18
4.2. CURRICULUM.....	19
4.2.1. UNIT: Basic concepts for the needs of the labor market - 6 hours of theory and.....	19
6 hours of exercise .....	19
4.2.2. UNIT: Basic concepts of labor law at the EU level - 6 hours of theory and 4 hours of exercises.....	22
, 4.2.3. UNIT: Basic concepts of social law at the EU level - 6 hours of theory and 8 hours of exercises .....	25
4.2.4. UNIT: Concepts in creating CVs and employment forms - 14 hours of theory and 36 hours of exercises.....	27
5. VERIFICATION OF ACQUIRED KNOWLEDGE AND SKILLS .....	32
2. GLOSSARY .....	34

## **1. GENERAL PROGRAM INFORMATION**

**NAME OF THE PROGRAM:** Program for raising the language competencies of the Roma national minority

**LEVEL OF BUSINESS COMPLEXITY:** 2

**PROGRAM DURATION:** 86h

### **JUSTIFICATION OF PROGRAM ADOPTION:**

The curriculum was created through the project "Increasing the language competences of the Roma national minority - BETTER TOMORROW", Erasmus + KA2 - Strategic partnerships in adult education developed by 5 partners from four European countries (Croatia, Italy, Slovenia and Serbia).

The aim of the project, within which the curriculum was developed, is to enable innovative ways of learning and acquiring knowledge in the field of raising the language competencies of Roma. Innovation is achieved through a multilingual web platform and multimedia content that will be created by the cooperation of all partners in the project. The web platform will be available in three detected Romani languages from the needs analysis conducted at the beginning of the project - (Sinti in Italy, Ljimba d'bjaš in Croatia, and Romani Chib in Slovenia and Serbia) to enable participants, with insufficient knowledge of the local language, to follow the training program. In addition to these three Romani languages, the platform will be translated into four national languages of the partner organizations (Croatian, Serbian, Slovenian and Italian) to strengthen the language capacities of participants in these languages and, as an added value the project, will be translated into English to enable access to non-partner countries of this project.

The analysis showed that the problem in the home countries is the lack of multilingual teaching content in Roma education institutions, but also in other organizations dealing with Roma education. Through strategic partnership, exchange of previous experiences and research of user needs, the project developed a curriculum whose content will be implemented on an innovative web platform with the aim of strengthening language competencies to increase Roma employability. The curriculum will enable the development of content and topics in a way adapted to adult learners of the Roma national minority, thus ensuring their easier access to the labor market and enabling the increase of knowledge and skills of the national languages of the partners. This way ensures their

long-term integration into the local community,

Given the lack of literature on Romani languages, the project coordinator included four associations with greater competences in Romani languages and many years of experience in working with Roma in the areas of integration and support. The staff of the mentioned associations gave recommendations for the creation of the curriculum and a glossary on the web platform. The curriculum will be available on a platform in the five national languages of the partner organizations. The glossary will be indexed in national languages (Croatian, Serbian, Slovenian, Italian and English) and then translated into Romani languages (Sinti, Ljimba d'bjaš and Romani Chib) due to the lack of standardization of the language itself. Because the Romani language has been passed down from generation to generation exclusively by word of mouth, there is no single and standardized Romani language. Also, due to the lack of certain terms or versions, it was impossible to index the page in Romani languages. When creating the web platform, we were guided by the principles of intuitiveness and creating a "user-friendly" interface that our users with basic computer knowledge could easily use.

Education at the EU level stands out as the main driver of society and innovation and development, which is recognized by the EU 2020 Strategy, and the development of this platform, as well as the application of technology for learning and inclusion, allows Roma to strengthen skills to access the labor market. It also contributes to their social and economic empowerment, which will result in positive effects on society as a whole by a reduced unemployment rate.

At the level of the European Commission, the main problem has also been recognized and identified - the lack of a sufficient level of knowledge of the local language by the Roma in the country in which they live and the lack of modern models of education. This curriculum contributes to increasing the language competences of the Roma national minority, which is also one of the main topics at EU level, and the development of a web platform will significantly reduce their inequality and reduce their marked marginalization.

According to the recommendations of the EC Council on key competences for lifelong learning (2018), not having the competencies needed for successful participation in society and the labor market increases the risk of unemployment, poverty and social exclusion, and as digital development

on a global scale is more present, investments in the development of information and communication technologies (ICT) are crucial, especially in adult education.

The renewed European Adult Education Program (EAAL) defines the focus of European cooperation in adult education policies for the period up to 2020 as one of the issues to be addressed in the program is increasing the access of all adults to flexible and high-quality learning at any time in life. This priority also corresponds to increasing the competencies of stakeholders involved in working with Roma, and the project of raising language competencies responds to this very set of issues.

According to the EC Report on the Implementation of the National Roma Integration Strategies for 2019 (Communication from the Commission to the European Parliament and the Council), measures taken by a number of Member States to educate Roma national minorities are aimed at improving the degree of education and combating early school leaving. It, also, encourages the continuation and completion of secondary and higher education or providing support to compensate for lack of education or disadvantage, with an emphasis on desegregation measures. The report highlights the most important topics in the field of employment as ensuring an effective transition from education to an open labor market, combating discrimination against employers and ensuring matching supply and demand for jobs (especially among young Roma who are not employed or educated).

Due to the poor state of the education structure, but also the prejudices and discrimination they encounter on a daily basis in the field of education and the labor market, members of the Roma national minority are among the most difficult to employ.

Focusing on two main types of integration of the members of Roma national minorities, it is important to point out that at the end of November 2012, the Government of the Republic of Croatia adopted the National Strategy for Roma Inclusion for the period from 2013 to 2020. In first place, education, employment and inclusion in economic life are two of the seven main areas.

All of the above is in line with the Europe 2020 Strategy, as it contributes to the priorities for smart, sustainable and inclusive growth, and to the main goals of greater employability and risk reduction. With this curriculum, Roma will strengthen their language competencies and develop the skills needed to enter the labor market. The program is designed as an online system for self-learning and

self-capacitate of students through educational video content and a multilingual Roma glossary on a web platform. This concept of the web platform makes it innovative because its composition and content responds to the difficulties faced by the Roma national minority in the field of language competences and readiness to enter the labor market. As an added value to the project, everything on the platform will be translated into English so that the program is available to learners from other geographical areas. The content of the program is divided into 4 basic areas within which participants are systematically introduced to the topics of social integration, business communication and work skills. After mastering the basic terms suitable for the labor market, they will be introduced to the basic concepts of labor law and social law, as key topics detected in the analysis of needs from the beginning of project activities. These are terms that help them use their civic services and rights that most of them are either unfamiliar with or mostly do not use to integrate into the community. Finally, they will be introduced to the basic concepts important for creating a resume, as well as self-presentation on the labor market. In case of language difficulties when watching video content and acquiring new knowledge, a multilingual Roma glossary was created, which contains all the terms that will be used throughout the program. This ensures a continuous process of language learning and new knowledge acquisition without insurmountable obstacles. Exercises will be integrated as part of the theoretical educational content, that will enable participants to practice language competencies and practical work of the material. This way of teaching ensures the complementarity of the learning process with practical and experiential knowledge, although the instruction is conducted independently and online. The exercises will also serve as a kind of repetition and identification of materials to ensure a sufficient number of repetitions to acquire new knowledge and skills that participants will use to enter the labor market. As evaluation, participants will be able to fill in questionnaires for self-assessment of content satisfaction and questionnaires for self-assessment of knowledge. Self-assessment questionnaires for content satisfaction will serve as a quality control of the web platform itself, and self-assessment questionnaires for knowledge will serve as feedback to participants on the level of their knowledge on a particular topic. In this way, each student can follow their own learning process (knowledge self-assessment questionnaire) and, if necessary, adjust the pace of new knowledge acquisition or return to the old content and re-establish the material to a satisfactory level (satisfaction self-assessment questionnaire) and self-assessment questionnaires will serve as feedback to participants on their level of knowledge on a particular topic. In this way, each student can follow their own learning process (self-assessment questionnaire) and, if necessary, adjust the pace of new knowledge acquisition or return to the old content and re-establish

the material to a satisfactory level (satisfaction self-assessment questionnaire).

## **2. COMPETENCIES ACQUIRED BY THE PARTICIPANT AT THE END OF THE PROGRAM**

Participants will increase their language competencies by learning about basic concepts in the field of capacitating for entering the labor market. Participants will learn about the basic language expressions and formulations needed to present themselves and / or others and to create their own CV. They will learn how to use languages of the partner countries (Croatian, Slovenian, Serbian and Italian) correctly in order to strengthen their necessary language and soft skills to find a job. At the end of the program, they will be strengthened to understand familiar words and basic phrases, have a simple conversation, ask and answer simple questions about topics from the program and use simple phrases and sentences in speech. In other words, after completing the program, the participant will become a basic user of the language of the country in which he lives (A2 level according to CEFRL).

The program acquires the following competencies:

1. Describe the basic conditions required for access to the labor market.
2. Explain the basic concepts of social law and labor law.
3. Use content appropriate to the local labor market.
4. Distinguish between desirable and undesirable forms of communication.
5. Introduce yourself at a job interview.
6. Successfully create a CV.

### 3. DURATION OF THE PROGRAM AND MANNER OF IMPLEMENTATION

The program for raising the language competences of the Roma national minority can be attended by Roma who want to strengthen their language skills in local languages (Croatian, Serbian, Slovenian, Italian and English) or want to upgrade their knowledge in the field of employment and labor rights in the workplace. The medium of the web platform enables free use of educational content for all persons who have access to wi-fi, thus additionally enabling free education for those who need it.

#### 3.1.1 Introduction

The program for raising the language competencies of the Roma national minority is designed as an online self-learning system through an innovative and multilingual web platform. The web platform will be available in three detected Romani languages from the needs analysis conducted at the beginning of the project - (Sinti in Italy, Ljimba d'bjaš in Croatia, and Romani Chib in Slovenia and Serbia). In addition to these three Romani languages, the platform will be translated into four national languages of partner organizations (Croatian, Serbian, Slovenian and Italian) to strengthen the language capacities of participants in these languages, and as an added value the project will be translated into English for greater access to participants from non-partner countries on this project.

The platform offers educational content connected into wholes and divided into 4 basic levels:

- basic concepts for the needs of the labor market,
- basic concepts of labor law at EU level,
- basic concepts of social law at EU level, and
- terms for creating CVs and employment forms.

The program is designed to strengthen the language competencies of the Roma national minority for better integration into their local environment with a specifically selected topic that corresponds to the problem that most Roma face - lack of language and soft skills. Topics are covered in the curriculum through glossaries, videos and additional demonstration materials which covers all the knowledge and skills necessary for employment (from conversational skills and self-presentation to digital skills such as creating online profiles and CVs in the latest formats (europass or personalized in canva - graphic design website)).

The program is conducted in Romani languages in order to enable learners with little or no knowledge of the local language to learn individual terms, phrases and concepts relevant to employment. Strengthening language capacities fulfills the first prerequisite for entering the labor market and integration into the local environment as well as expanding knowledge about workers' rights and the desired form of communication in the workplace ensures the creation of work habits needed for regular and continuous work. Content in Romani languages is translated with subtitles in the languages of local communities, and additionally in English, in order to achieve the transfer of context as well as adoption of the exact meaning of certain words and their adequate application in everyday conversation.

The program will be implemented in an extracurricular way, i.e. using digital technologies as the safest way to ensure the acquisition of knowledge for all users who need it. The content on the innovative web platform is adapted to adult education and specifically adapted to the acquisition of language skills of Roma national minorities with detection and selection of Roma languages spoken in the language areas of partner organizations in this project and subtitles as direct translation into national languages.

Innovation in the project occurs in evident in the Roma glossary for employment. Until now, there was no multilingual glossary that would offer translations of the words themselves, but also their contexts in different Romani languages (Sinti in Italy, Ljimba d'bjash in Croatia, and Romani Chib in Slovenia and Serbia). This further ensures the strengthening of language competences for these local areas (Italy, Slovenia, Serbia and Croatia) through a system of comprehensive online learning. However, due to the greater availability of content to learners outside these local areas, the web platform along with all its links and content, will be translated into English.

Evaluation of the learning process is ensured through two self-assessment questionnaires. In the first

self-assessment questionnaire, the learner evaluates his / her satisfaction with the teaching and the questionnaire is offered to the learner during the entire education process and the student fills in the questionnaires according to his / her wishes and possibilities. The second questionnaire will be a formal self-assessment questionnaire of knowledge after each teaching unit in which participants will assess the level of their own knowledge. These questionnaires will also serve as an indicator of the number of users of the web platform, but also as a self-evaluation of learning satisfaction and raising language competencies by learning through the platform and learning achievements.

Attendees need classic computer equipment and a classic PC configuration. The platform is adapted for use via a mobile device and is edited with an intuitive way of use. In case the participants lack the equipment or the knowledge needed to handle the equipment, they can use the equipment in the premises of partner organizations where they will be offered and technical support from employees of the organization during the project.

### 3.1.2. Prerequisites that must be met to use the system

Developed teaching content and glossary are available on the platform, so the student participates in classes independently, without the obligation to come to the classroom, or by self-learning via the web platform. Also, all additional materials and materials needed for teaching the student are available on the Internet or physically available in partner organizations, for students who will attend classes there. In this way, by using the minimum computer infrastructure shown below, or with the support of partner organizations, students achieve the prerequisites for attending classes through digital technologies.

The infrastructural assumptions that need to be met by the participants are:

- the possibility of using a personal computer with a classic configuration that can be obtained at the time of writing this program (minimum processor speed of 1 GHz or more and a minimum of 1 GB of RAM or more)
- the possibility of accessing the Internet at a speed of 4 Mbit / s or more in order to attend classes through online monitoring, and to coordinate activities and review completed evaluation questionnaires.

- Access to partner organizations to use their electronic infrastructure and technical support.

In addition, to make learning as easy as possible, participants in the web platform will be provided with instructions that will be available on the web platform.

### 3.1.3. Communication and work with students

The need for the possibility of using the Internet as a medium for communication between students, as well as between students and mentors, is very important for the interactivity of the learning process as well as to support this process.

In order to increase language competencies as effectively as possible, participants were additionally provided with a system for communication through two models:

- via email
- live with staff from partner organizations when using their equipment.

Additional materials that participants can find here are additional written materials and / or additional exercises, which students can use to consolidate the learned skills or which can direct them to study similar new skills that are related to the content that students have already mastered.

### 3.1.4. Digital and email communication

The method of communication that will be provided to participants who may not sufficiently understand the instructions for using the web platform, is additionally provided by e-mail. With e-mail, the mentor addresses a group of students all at once or each student individually. This way, participants can ask questions and ask for clarifications, send documents that they have prepared themselves and ask for additional help or recommendation in their further development and agree on the dynamics of meeting the evaluation checks.

Each partner organization has an active e-mail address and participants are informed about this at the beginning of the learning process through the web platform and can use it for contact at any time during the program.

In addition, each of the organizations can ask participants additional questions by e-mail or live so that they can best monitor their progress, provide them with additional materials if necessary and solve organizational problems related to teaching.

Also, one form of support for participants who decide to attend e-learning, are additional materials (handouts) or presentations, which will be made if necessary and will be available to participants in partner organizations.

To communicate via email, attendees need to be able to connect to the internet to send or receive messages. Partner organizations will ensure that participants who do not have the necessary electronic infrastructure or do not have a good Wi-Fi connection can use their web platform to increase language competences during the training every day from 09:00 to 19:00.

### 3.1.5. Possibility of live classes

The partner organizations agreed upon contributing and providing an added value to this curriculum because, if the need arises and the preconditions are created, in addition to learning through the web platform, the curriculum can be implemented in a live or in a hybrid form of teaching. This way, in addition to the partner organizations involved in the project, the curriculum can be used by other organizations, especially in other language areas.

In this case, participants will be able to attend the entire program via online real-time teaching or they can combine it with classroom teaching. The form of teaching in which the student follows the lessons in real time via online transmission does not differ much from the physical presence of the student in the classroom. The participant sees and hears everything that happens in the classroom via online transmission. The accompanying channels and e-mail enable him to ask questions directly to the lecturer in real time.

*Online* transfer of classes from the classroom will be enabled by a camera and microphone installed in the classroom, which sends images and sound to students, and installed speakers and an installed application so that the lecturer can hear questions or see them in text form.

The sound (voice) of the lecturer, the voices of the students in the classroom, the appearance of the lecture screen and the content of the board (the content depends on the lectures) and other elements that will be used by the lecturer will be transferred to the learners. The camera will face the lecturer and the board and will not record other learners in the classroom, except when they have voluntarily expressed interest and agreed to consent to interact with students attending the program online.

In order for this two-way online transfer to be possible, the participant on the computer from which he / she will follow the lessons should open the link for the online classroom, within which he / she was automatically registered during enrollment, and wait for the lecture to start at the agreed time. Also, participants need speakers or headphones and a microphone to ask questions. Those who will not have the necessary equipment can either borrow it from a partner organization or follow the program on the premises of the partner organization.

According to written methods, the participant continuously monitors the lessons on his computer, no matter how physically far he is from the classroom where the lessons are actually held. If the learner has questions for the lecturer or needs help with the tasks he has to do during class, he can contact the lecturer with a microphone and / or, if he is not there, he can write a message to the lecturer and the lecturer will answer the student in the classic way.

In order for the participant to ask a question, he enters his question to which the lecturer answers immediately or during the lecture, depending on the manner and methods of work. The question can be answered in such a way that the answer is visible to all participants or privately to the participant who asked the question. In addition to this direct method, it is possible for the participant to send a private message that is visible only to the lecturer.

If the participant decides to raise his hand and thus let the lecturer know that he has a question, problem or comment, it is necessary to click on the raised hand icon. The information that the participant has a question or needs help is immediately visible to the lecturer, and the learner waits until the lecturer addresses him. He can then ask a question using a microphone, or other methods selected and / or enabled.

During the lecture, the lecturer can also receive questions for which the lecture plan does not provide time for a detailed answer, and will record and clarify them during the lecture. In these, and similar situations, the lecturer prepares a question to be answered after the scheduled break or during the next lecture.

In the moments when the participant wants to express a specific review, he will be able to do so with the help of the icon of the raised hand and / or the way of the question asked to which the lecturer will answer with a microphone.

All icons are visible to both learners and the lecturer. In this way, in real time, without wasting time or extra effort to select a special part of the interface, the lecturer monitors the engagement of learners and their feedback.

Also, before the lecture, during the break and at the end of the lecture, a short survey can be created,

depending on the needs of the lecture and the lecturer.

The collected data can be published by the lecturer (in percentages or other acceptable form, depending on the type of survey and acceptable analysis), and can be a good way to improve the teaching and quality of teaching and interaction between students.

The rules of conduct on the online teaching service are identical to the rules of conduct in the classroom. Violation of these rules or any obstruction of classes will be sanctioned by sanctioning students who obstruct the classroom, ie the lecturer has the right to prevent such students from accessing the lecture.

In all the described ways, with modern achievements of information technology, teaching takes place without difficulty, or only for students who follow classes via online transmission or at the same time for students in the classroom, regardless of how many students are in the classroom and how many attend classes with remote locations.

### 3.1.6. Additional facilities available to participants

The site itself will provide instructions for using the innovative web platform for beginners to familiarize them with the use of this specific platform which will facilitate the learning process. The instructions will be accompanied by a multilingual Roma glossary in which key terms from the curriculum will be listed. The glossary will offer terms in the languages of the partner countries with additional English and offer translations into three identified Romani languages within the research: Sinti Romani in Italy, Ljimba d'bjas Romani in Croatia, and Romani Chib Romani in Slovenia and Serbia. The glossary is crucial for the website because, in addition to being an innovative complement to the e-learning system on the platform, it also represents overcoming the language barrier of insufficient knowledge of the language that may have arisen during the process of self-learning on the platform. The web content together with the glossary form a unique teaching unit for adoption of the necessary language competencies to enter the labor market in their local communities.

Participants will also be able to download materials in the form of text files and / or links available through the online portal and in the form of videos of lectures held on the website.

#### 4. CURRICULUM

The curriculum determines the plan of teaching by units and appropriate hours. The curriculum will include the distribution of teaching units and the number of hours of one teaching unit, given the complexity of the content and planned learning outcomes. It also determines the individual teaching unit and topic, determines the learning outcomes for each individual teaching topic and states the material and personnel conditions for the implementation of the program. This program determines the educational contents and outcomes that will be used to raise the language competencies of Roma in the local language and teach them the basic skills needed to find a job. The aim of the program is to learn about the basic terminological definition of terms needed for work, employment and entry into the labor market in general. The program will be conducted in the language of Roma national minorities from the Roma-speaking area (specifically Sinti in Italy, Ljimba d'bjaš in Croatia and Romani Chib in Slovenia and Serbia) with translations into the languages of partner organizations and English due to the availability of content to more participants. This way, the language competencies of the Roma national minority are raised to better master the language of the country in which they live, and thus strengthen them and prepare them for entering the labor market.

The innovative web platform will include educational content that enables independent learning through the acquisition of the local language and the skills needed for employment. The contents are adapted for the acquisition of the language for the Roma national minority because the content will be performed in the Roma mother tongue with translations into local languages (Croatian, Serbian, Slovenian, Italian or English). This ensures accurate and precise adoption of the context of individual words or concepts through independent work and the pace of learning adapted to the capabilities of individual participants. Also, because self-learning is a learning process in which the participant is in the center and the pace of learning is determined only by the participant, which gives him high control over his own learning process, participants consequently develop a degree of autonomy and responsibility.

#### 4.1. CURRICULUM

No	TEACHING UNIT	HOURS:	
		Theory:	Exercises:
1.	Basic concepts for labor market needs	6	6
2.	Basic concepts of labor law in EU	6	4
3.	Basic concepts of social law in EU	6	8
4.	Basic terms needed to create CVs and employment forms	14	36
	<b>TOTAL</b>	<b>32</b>	<b>54</b>

<p><b>TOPICS:</b></p> <ol style="list-style-type: none"> <li>1. Basic concepts for labor market needs</li> <li>2. Basic concepts of labor law in EU</li> <li>3. Basic concepts of social law in EU</li> <li>4. Basic terms needed to create CVs and employment forms</li> </ol>	<p><b>NUMBER OF CLASSES:</b></p> <p>86</p>
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## 4.2. CURRICULUM

### 4.2.1. UNIT: Basic concepts for the needs of the labor market - 6 hours of theory and 6 hours of exercise

<b>THEME</b>	<b>CONTENT</b>	<b>LEARNING OUTCOMES</b>	<b>No of HOURS</b>
Unemployment	<ul style="list-style-type: none"> <li>• The concept of unemployment</li> <li>• Basic economic and social indicators of unemployment</li> <li>• The concept of unemployed and long-term unemployed</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain the concept of unemployment</li> <li>2. Enumerate unemployment indicators</li> <li>3. Distinguish between being an unemployed person and a long-term unemployed person</li> </ol>	<b>T1</b>
Social exclusion	<ul style="list-style-type: none"> <li>• Exclusion from the labor market</li> <li>• Economic exclusion</li> <li>• Exclusion through social isolation</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain exclusion from the labor market</li> <li>2. Explain social isolation</li> <li>3. Distinguish between economic and social exclusion</li> </ol>	<b>T1</b>
Employability	<ul style="list-style-type: none"> <li>• Employability as a synonym for work flexibility</li> <li>• Employability as an individual trait</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain the concept of employability</li> <li>2. Compare employability as work flexibility</li> <li>3. Compare employability as individual traits</li> </ol>	<b>T1</b>
Active job search	<ul style="list-style-type: none"> <li>• Active employment policy</li> <li>• How to contribute to an active job search</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain active employment policy measures</li> <li>2. Plan an active job search</li> </ol>	<b>T1 E2</b>

Communication skills and general competencies as a factor in active job search	<ul style="list-style-type: none"> <li>• Basic principles of communication</li> <li>• Types of communication</li> <li>• Communication skills</li> <li>• Business communication</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain the basic principles of communication</li> <li>2. List the types of communications</li> <li>3. Apply communication skills in working conditions</li> <li>4. Apply ways of business communication</li> </ol>	<p><b>T2</b></p> <p><b>E4</b></p>
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**Methods of work:**

- Independent e-learning via online platform (contents, materials, glossary)
- Independent performance and practice of materials

**Evaluation methods:**

- Questionnaire for self-assessment of content satisfaction (according to user assessment) - online questionnaire
- Questionnaire for self-assessment of knowledge (after each teaching unit) - online questionnaire

**Material conditions:**

Students who access content on the innovative web platform need a laptop or laptop with a classic configuration and access to Wi-Fi in order to access the innovative web platform.

The web platform enables independent learning at a pace and intensity that corresponds to the individual abilities of the participants and that is adapted for use via a mobile device (responsive).

Educational content adapted to the needs and opportunities of adult Roma national minorities. The contents will be conducted in Romani languages (depending on the area) and will be translated into local languages at the same time to enable the teaching of concepts needed for specialization for the labor market.

**Remark:**

In the case of live classes, i.e. hybrid classes - classic classroom equipped with tables and chairs, computer, headphones and microphone, Wi-Fi access to the lecturer and students, projector, flipchart, and if necessary, there is an information classroom and other

classrooms.

**Staff conditions:**

Roma-speaking communication expert (specifically Sinti in Italy, Ljimba d'bjaš in Croatia and Romani Chib in Slovenia and Serbia) for the creation and translation of educational content for the platform.

\* For the hybrid form of teaching in Serbia, it is recommended to use experts with knowledge of the Albanian language.

**Literature and other sources of knowledge for students:**

An internal script was compiled according to the curriculum.

**Literature and other sources of knowledge for teachers:**

- Predrag Bejakovic. *A guide to social inclusion*. Institute of Public Finance, Zagreb
- Cubranic, Vera. *How to hire the right person?* Labor Law, 1/04, Zagreb, 2004
- Hudina, Boris. *Mobility center - new job instead of dismissal*, Labor Law, 3/05, Zagreb, 2005.
- M.Muir, Diana. *A manager's guide to employment law: how to protect your company and yourself*. San Francisco, 2003
- A. Pinnington, R. Macklin. T. Campbell, *Human resource management, ethics and employment*. Oxford, 2007.

4.2.2. UNIT: Basic concepts of labor law at the EU level - 6 hours of theory and 4 hours of exercises

THEME	CONTENT	LEARNING OUTCOMES	NUMBER OF HOURS
Establishing employment in EU	<ul style="list-style-type: none"> <li>The concept of workers in EU</li> <li>The right to work</li> <li>Manner of establishing an employment relationship</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain the concept of workers, rights to work and ways of establishing employment in the local language</li> </ol>	<b>T1</b>
Working hours	<ul style="list-style-type: none"> <li>The concept of working time</li> <li>Part-time work</li> <li>Work on a definite time</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain the concept of working time in the local language</li> <li>2. Distinguish between definite work, indefinite work and part-time work</li> </ol>	<b>T1</b>
Salaries	<ul style="list-style-type: none"> <li>What is a salary?</li> <li>Basic salary</li> <li>Net salary</li> <li>Gross salary</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain the concept of salary and what is considered non-independent work in the local language</li> <li>2. Distinguish the concept of net salary, gross salary and the difference between these terms</li> </ol>	<b>T1</b>
Termination of employment contract	<ul style="list-style-type: none"> <li>Ways to stop employment contract</li> <li>Workers' rights and the exercise of rights in various forms of termination of employment contracts</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain the concept and ways termination of the employment contract in the local language</li> <li>2. Demonstrate workers' rights in the termination of the employment contract</li> </ol>	<b>T1</b> <b>E2</b>
Employment of minors	<ul style="list-style-type: none"> <li>Minors' rights to work</li> <li>Special protection of</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain rights, ways of employment and special protection of minors in employment in the</li> </ol>	<b>T2</b> <b>E2</b>

minors in  
employment

- local language
2. Demonstrate ways of employment for minors
  3. Investigate the special protection of minors in employment

### **Methods of work:**

- Independent e-learning via online platform (contents, materials, glossary)
- Independent performance and practice of materials

### **Evaluation methods:**

- questionnaires self-assessment of content satisfaction (according to user assessment) - online questionnaire
- questionnaires for self-assessment of knowledge (after each teaching unit) - online questionnaire

### **Material conditions:**

Students who access content on the innovative web platform need a laptop or laptop with a classic configuration and access to Wi-Fi in order to access the innovative web platform.

A web platform that enables independent learning at a pace and intensity that corresponds to the individual abilities of the participants and that is adapted for use via a mobile device (responsive).

Educational content adapted to the needs and opportunities of adult Roma national minorities. The contents will be conducted in Romani languages (depending on the area) and will be translated into local languages at the same time to enable the teaching of concepts needed for specialization for the labor market.

### **Staff conditions:**

Roma-speaking communication expert (specifically Sinti in Italy, Ljimba d'bjaš in Croatia and Romani Chib in Slovenia and Serbia) for the creation and translation of educational content for the platform.

\* For the hybrid form of teaching in Serbia, it is recommended to use experts with knowledge of the Albanian language.

**Literature and other sources of knowledge for students:**

An internal script was compiled according to the curriculum.

**Literature and other sources of knowledge for teachers:**

- Vukadinovic, Radovan. *Introduction to the institutions and law of the European Union*. Kragujevac, 2011
- Kasunic Peris, Marina. *Regulation of full-time and overtime work in the Member States of the European Union*. RP, 10/07, Zagreb 2007
- Čulo, Ivan. *International and European instruments for the protection of children, young people and workers, with special reference to Articles 7 and 8 of the European Social Charter*. Labor Law, 11/06, Zagreb 2006
- *My Fundamental Rights in the European Union*, Ljubljana, 2008
- Regulation (EU) no. 1231/2010.

4.2.3. UNIT: Basic concepts of social law at the EU level - 6 hours of theory and 8 hours of exercises

THEME	CONTENT	LEARNING OUTCOMES	No of HOURS
Social care, labor market and unemployment rights	<ul style="list-style-type: none"> <li>• Benefits in the social welfare system</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain the basic concepts and social welfare system in the local language</li> <li>2. Distinguish between rights to benefits in social care centers - sickness benefits, maternity benefits, old-age benefits, occupational injury benefits, pre-retirement benefits, unemployment benefits</li> </ol>	<p><b>T2</b> <b>E2</b></p>
Pension insurance	<ul style="list-style-type: none"> <li>• Pension insurance system</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain how to apply for a pension in the local language</li> <li>2. Investigate how to exercise your pension insurance rights</li> </ol>	<p><b>T2</b> <b>E3</b></p>
Health insurance and patients' rights	<ul style="list-style-type: none"> <li>• Basic health insurance</li> <li>• European Health Insurance Card</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain the basic concepts of health insurance in the local language</li> <li>2. Investigate how to exercise your rights to basic health insurance</li> </ol>	<p><b>T2</b> <b>E3</b></p>
<p><b>Methods of work:</b></p> <ul style="list-style-type: none"> <li>- Independent e-learning via online platform (contents, materials, glossary)</li> <li>- Independent performance and practice of materials</li> </ul> <p><b>Evaluation methods:</b></p> <ul style="list-style-type: none"> <li>- questionnaires for self-assessment of content satisfaction (according to user assessment) - online questionnaire</li> <li>- questionnaires for self-assessment of knowledge (after each teaching unit) - online questionnaire</li> </ul>			
<p><b>Material conditions:</b></p> <p>Students who access content on the innovative web platform need a laptop or laptop with a classic configuration and access to Wi-Fi in order to access the innovative web platform.</p> <p>A web platform that enables independent learning at a pace and intensity that corresponds to the individual abilities of the participants and that is adapted for use via a mobile device (responsive).</p>			

Educational content adapted to the needs and opportunities of adult Roma national minorities. The contents will be conducted in Romani languages (depending on the area) and will be translated into local languages at the same time to enable the teaching of concepts needed for specialization for the labor market.

**Staff conditions:**

Roma-speaking communication expert (specifically Sinti in Italy, Ljimba d'bjaš in Croatia and Romani Chib in Slovenia and Serbia) for the creation and translation of educational content for the platform.

\* For the hybrid form of teaching in Serbia, it is recommended to use experts with knowledge of the Albanian language.

**Literature and other sources of knowledge for students:**

An internal script was compiled according to the curriculum.

**Literature and other sources of knowledge for teachers:**

- Directive 2014/50 / EU
- Regulation (EC) No 883/2004
- E. Spaventa, M. Dougan. *Social welfare and Eu Law*. Oxford, Portland, 2005.
- Vukadinović, Radovan. *Introduction to the institutions and law of the European Union*. Kragujevac, 2011

4.2.4. UNIT: Concepts in creating CVs and employment forms - 14 hours of theory and 36 hours of exercises

THEME	CONTENT	LEARNING OUTCOMES	No of HOURS
Basic vocabulary	<ul style="list-style-type: none"> <li>Introduction to the concepts needed to find a job and place on the labor market</li> </ul>	<ol style="list-style-type: none"> <li>List the basic terms used in employment in the local language</li> <li>Describe the process of finding a job and placing it on the labor market in the local language</li> </ol>	<p><b>T1</b> <b>E2</b></p>
Presenting yourself and others	<ul style="list-style-type: none"> <li>Introducing yourself and others in a few sentences in the local language</li> </ul>	<ol style="list-style-type: none"> <li>Remember presenting yourself in a few sentences in the local language</li> <li>Describe yourself in a few sentences in the local language</li> <li>Use local language to present yourself in a few sentences</li> </ol>	<p><b>T1</b> <b>E2</b></p>
Greetings according to the situation	<ul style="list-style-type: none"> <li>Reading the body language of the interlocutor</li> <li>Presenting yourself and others in the local language with desirable gestures, body positions and voice intonation</li> </ul>	<ol style="list-style-type: none"> <li>Explain the basic concepts of behavioral psychology in local language</li> <li>Recognize signs of body language, facial expressions and tone of voice</li> <li>Choose how best to present yourself depending on the specific situation</li> </ol>	<p><b>T1</b> <b>E2</b></p>
Conversation in social / business situations	<ul style="list-style-type: none"> <li>Recognizing body language and using that knowledge in conversation - conversational tips</li> </ul>	<ol style="list-style-type: none"> <li>Recognize the signs of body language</li> <li>Apply body language while talking to others</li> <li>Adapt the conversation flow to the current business situation in the local language</li> </ol>	<p><b>T1</b> <b>E2</b></p>
Presenting ideas	<ul style="list-style-type: none"> <li>Attracting and retaining listeners' attention during the presentation</li> <li>Public speaking exercises</li> <li>Present your own ideas in</li> </ul>	<ol style="list-style-type: none"> <li>Identify an idea</li> <li>Express your idea using body language and gestures</li> <li>Present your idea in different ways</li> <li>Present your idea in the</li> </ol>	<p><b>T2</b></p>

	an attractive way	local language	<b>E4</b>
		5. Prepare a speech in the local language	
Making contact by phone	<ul style="list-style-type: none"> <li>• Basic elements of telephone communication</li> <li>• Demonstration of a telephone conversation</li> </ul>	<ol style="list-style-type: none"> <li>1. Name the basic elements of telephone communication</li> <li>2. Demonstrate a telephone conversation in the local language</li> </ol>	<b>T1</b> <b>E2</b>
Email, fax and letters	<ul style="list-style-type: none"> <li>• Choose an email writing style</li> </ul>	1. Use digital tools for written communication in the local language	<b>T1</b> <b>E2</b>
Negotiating meetings	<ul style="list-style-type: none"> <li>• Arranging meetings in the local language</li> </ul>	1. Propose an arrangement for a meeting in the local language	<b>T1</b> <b>E2</b>
Rhetorical techniques in presentation	<ul style="list-style-type: none"> <li>• Basic rhetorical techniques with emphasis on the local language</li> <li>• Practicing public speaking by working in a group</li> </ul>	<ol style="list-style-type: none"> <li>1. Remember the basic conversational tips</li> <li>2. List simple rhetorical techniques</li> <li>3. Apply most often simple conversational and rhetorical techniques</li> <li>4. Present yourself and your virtues in the local language</li> </ol>	<b>T2</b> <b>E4</b>
Forgiveness and thanksgiving for hospitality	<ul style="list-style-type: none"> <li>• Demonstration of etiquette in thanksgiving and healing</li> </ul>	<ol style="list-style-type: none"> <li>1. Name desirable behaviors in the local language</li> <li>2. Reiterate how at the end of the meeting to thank and say goodbye to the party in the local language</li> <li>3. Demonstrate desirable behaviors during a job interview or meeting in a local language</li> </ol>	<b>T1</b> <b>E2</b>
Personal profile	<ul style="list-style-type: none"> <li>• Creating your own profile to be used in the CV</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe your hobbies and interests in the local language</li> <li>2. Recognize your virtues</li> <li>3. Present previous work experience in the local language</li> </ol>	<b>T2</b> <b>E4</b>

Creating a resume	<ul style="list-style-type: none"> <li>• Personal informations</li> <li>• Curriculum vitae structuring</li> <li>• Presentation of specific skills</li> </ul>	<ol style="list-style-type: none"> <li>1. Use the acquired knowledge</li> <li>2. Create a desirable resume in the local language</li> </ol>	<b>T2</b> <b>E4</b>
Trial job interview	<ul style="list-style-type: none"> <li>• Repetition of communication and rhetorical skills in the local language</li> <li>• Job interview simulation</li> </ul>	<ol style="list-style-type: none"> <li>1. Combine previous knowledge into a demonstration of a job interview</li> <li>2. Simulate a job interview in the local language</li> </ol>	<b>T2</b> <b>E4</b>
<p><b>Methods of work:</b></p> <ul style="list-style-type: none"> <li>- Independent e-learning via online platform (contents, materials, glossary)</li> <li>- Independent performance and practice of materials</li> </ul> <p><b>Evaluation methods:</b></p> <ul style="list-style-type: none"> <li>- questionnaires for self-assessment of content satisfaction (according to user assessment) - online questionnaire</li> <li>- questionnaires for self-assessment of knowledge (after each teaching unit) - online questionnaire</li> </ul>			
<p><b>Material conditions:</b></p> <p>Students who access content on the innovative web platform need a laptop or laptop with a classic configuration and access to Wi-Fi in order to access the innovative web platform.</p> <p>A web platform that enables independent learning at a pace and intensity that corresponds to the individual abilities of the participants and that is adapted for use via a mobile device (responsive).</p> <p>Educational content adapted to the needs and opportunities of adult Roma national minorities. The contents will be conducted in Romani languages (depending on the area) and will be translated into local languages at the same time to enable the teaching of concepts needed for specialization for the labor market.</p>			
<p><b>Staff conditions:</b></p> <p>Roma-speaking communication expert (specifically Sinti in Italy, Ljimba d'bjaš in Croatia and Romani Chib in Slovenia and Serbia) for the creation and translation of educational content for</p>			

the platform.

\* For the hybrid form of teaching in Serbia, it is recommended to use experts with knowledge of the Albanian language.

**Literature and other sources of knowledge for students:**

Sacco, Maria, *CV narrativo*, Rome, 2015.

Hurt, Marcus, *Your CV in English*, 2004.

*\* Mark E refers to exercises in live teaching. When learning on the platform, participants are advised to try to demonstrate what they have learned.*

*According to the Common European Framework of Reference, the level determined after taking:*

*Common European Framework of Reference for Languages: Learning, Teaching and Evaluation, Školska knjiga, 2005.*

Upon the completion of the program, the participant becomes the basic user of the local language of the country in which he lives, i.e. according to the Common European Framework of Reference, he acquires an A2 level of knowledge and service with the local language.

**The participant will be able to:**

**IN THE FIELD OF UNDERSTANDING:**

- understand phrases and commonly used words from areas of immediate interest (e.g. basic concepts related to self-representation and others, communication and business communication, work and employment, and the exercise of health and social rights)
- understand the basic meaning of short, clear and simple messages and public announcements

**IN THE FIELD OF READING:**

- read very short simple texts
- find certain predictable information in simple everyday written materials (look for jobs online, look for online instructions for rights and benefits in the field of pension and health care system)
- understand short and simple texts (understand online job advertisements and understand online instructions on how to edit your profile and / or CV)

**IN THE FIELD OF SPEECH:**

- communicate in simple and common situations that require simple and direct exchange of information on familiar topics (how to present yourself, describe your interests and hobbies, present your strengths and weaknesses, present your ideas and hold job interviews)

## 5. VERIFICATION OF ACQUIRED KNOWLEDGE AND SKILLS

### Successful final examination of acquired knowledge

The following will be available on the web platform through which the Roma national minority will be able to increase their language competences:

- satisfaction self-assessment questionnaires - which will be offered to participants during the training, and which will serve as a self-assessment of learning satisfaction and raising language competencies through an innovative web platform
- knowledge self-assessment questionnaires - After each teaching unit, participants will have the opportunity to solve an online questionnaire to determine the level of their knowledge before moving on to the next module.

As evaluation, participants will be able to fill in questionnaires for self-assessment of content satisfaction and questionnaires for self-assessment of knowledge. Content satisfaction self-assessment questionnaires will serve as a quality control of the web platform itself, and knowledge self-assessment questionnaires will serve as feedback to participants on the level of their knowledge on a particular topic. In this way, each participant can follow their own learning process (self-assessment questionnaire) and, if necessary, adjust the pace of new knowledge acquisition or return to the old content and re-establish the material to a satisfactory level (satisfaction self-assessment questionnaire). Among other things, these questionnaires will serve us and partner organizations internally to disseminate project results and as indicators of the success of the program itself.

Upon successful completion of the examination, each participant is issued a Certificate of Participation in the program for increasing the language competences of the Roma national minority.

*\* The certificate is issued by a partner organization in the country of the speaking area (Croatia, Slovenia, Serbia, Italy), depending on the speaking area of the student.*

Each of the partner organizations can issue a certificate of attendance to a student who uses the web

platform and uses English.

**\* Notes:**

*The gender-specific words and terms used in this document apply equally to both genders (masculine and feminine) and to both numbers (singular and plural), regardless of whether they are used in the masculine or feminine gender, or in the singular or plural.*

## 2. GLOSSARY

<b>EXPRESSION:</b>	<b>MEANING:</b>
<b>Competences</b>	Competences are knowledge and skills and the associated independence and responsibility
<b>Learning outcomes</b>	Learning outcomes are competencies that a person has acquired through learning and proven after the learning process
<b>Abbreviation CV</b>	Abbreviation: curriculum vitae, biography
<b>Hybrid form of teaching</b>	Hybrid or blended teaching is a combination of classic classroom teaching and teaching with the help of technologies that enable e-learning.
<b>E-learning</b>	Electronic learning with the use of communication and information technologies
<b>Computer configuration</b>	A set of parts that make up a personal computer
<b>Mbit / s</b>	Unit of measure for data transfer rate