Curriculum Framework for Romani
Seminar for decision makers and practitioners

Council of Europe, 31 May and 1 June 2007

Piloting the
Curriculum Framework for Romani

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The two purposes of this seminar

1. To introduce the Curriculum Framework for Romani to key decision makers and practitioners

   Thursday's programme:

   - Introduction to the CEFR: action-oriented approach, proficiency levels, "can do" descriptors
   - Introduction to the CFR: design considerations, structure and content, pedagogical implications

2. To plan a series of small-scale projects to pilot the CFR between September 2007 and April 2008

   Today's programme:

   - Over to you

What we want to do today

- Suggest some possible pilot projects
- Give you an opportunity to work in groups according to your areas of professional responsibility to
  - consider the implications of our suggestions
  - formulate further suggestions
  - raise questions for discussion
- Work in groups by country or country cluster to draw up action plans
- Conclude the seminar by sharing the action plans

Suggestion 1

- **Use the CFR to develop a Romani curriculum for a particular group of learners**
- This would entail, for example:
  - Identifying the educational context, learner group and learning purpose
  - Specifying how much Romani the learners should know at the beginning and end of the curriculum (in terms of CEFR/CFR levels)
  - Deciding on thematic emphases and progression
  - Considering what the curriculum should contain in addition to material provided by the CRL
  - Making recommendations regarding the pedagogical implementation of the curriculum

Suggestion 2

- **Use the CFR to develop learning materials**
- This would entail, for example:
  - Deciding what language skill(s) to concentrate on at what level for what kind of learners
  - Selecting a theme or themes
  - Using the CFR's "can do" descriptors as the basis for selecting input materials and learning activities
  - Designing learning activities so that they reflect the CFR's action-oriented approach: language learning through language use
  - Writing guidelines for the teachers who will use the materials

Suggestion 3

- **Use the CFR to design and teach a school course in Romani**

- This would entail, for example:
  - Identifying the learner group and their proficiency level (if any) in Romani
  - Deciding on the length and structure of their course (how many weeks/months; frequency and length of classes)
  - Selecting learning goals: language skills, level, themes
  - Developing learning activities and materials that reflect the CFR's action-oriented approach
  - Writing guidelines for teachers

Suggestion 4

- **Use the CFR to design an out-of-school course, perhaps for parents**

- This would again entail, for example:
  - Identifying the learner group and their proficiency level (if any) in Romani
  - Deciding on the length and structure of their course (how many weeks/months; frequency and length of classes)
  - Selecting learning goals: language skills, level, themes
  - Developing learning activities and materials that reflect the CFR's action-oriented approach
  - Writing guidelines for teachers

Suggestion 5

- **Design and organize seminars to familiarize teachers of Romani with the CFR**

- This would entail, for example:

  - Deciding whether there should be a single seminar or a series of seminars

  - Considering how best to mediate the CFR to the target group (action-oriented approach, levels, descriptors, pedagogical implications)

  - Achieving a balance between input (telling participants about the CFR) and interaction (allowing them to explore the CFR through workshop activities)

  - Providing for some kind of follow-up

The timetable for pilot projects

- All the action plans reported in the final session of this seminar will be e-mailed to you within the next week

- A reporting template, shaped in part by the action plans, will be sent to you before the beginning of September 2007

- The first phase of piloting will run from September to December 2007 (reports to the Language Policy Division in January 2008)

- The second phase of piloting will run from January to March 2008 (reports to the follow-up seminar in the second half of April 2008)

Action plans should explain

1. What the pilot project will focus on
2. Where and it will take place (location, timescale)
3. Who will be involved
   - Coordinator(s)
   - Participants
4. What kind of preparation will be necessary
5. Whether it will be possible to work in some kind of partnership with one or more pilot projects in other countries
6. What outcomes are envisaged

Try to be as precise as possible