

Education des enfants roms en Europe  
Education of Roma children in Europe



COUNCIL OF EUROPE    CONSEIL DE L'EUROPE  
Language Policy Division  
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Evropakoro Forumo e Romengoro thaj e Phirutnengo  
European Roma and Travellers Forum  
Forum européen des Roms et des Gens du voyage

# A Curriculum Framework for Romani

*developed in co-operation with the*  
European Roma and Travellers Forum

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## INTRODUCTION TO THE EUROPEAN ROMA AND TRAVELLERS FORUM (ERTF)

The European Roma and Travellers Forum (ERTF/ Forum), started its work in 2005. The establishment of the European Roma and Travellers Forum provides a unified voice and democratic platform of co-operation for all Roma, Sinti, Kále, Travellers and other related groups in Europe.

The Committee of Experts of the European Charter for Regional or Minority Languages requested from ERTF a policy statement on the Romani language as the mother tongue of Roma and the need for possible standardisation of the language. In October 2005, the Committee of Experts of the Charter organised a hearing with Forum representatives and related experts on this question. The Forum prepared its first formal policy paper on the position of Romani language (APPENDIX II of the *Report of the Hearing* [MIN-LANG (2005) 19]). This position paper was designed to guide and clarify the scope of the protection afforded to the Romani language under the European Charter for Regional or Minority Languages.

*It is the position of the ERTF that Roma children have a right to quality education.* States have to actively start to implement de-segregation programs and policies and secure these measures with adequate finances in the State budgets. The access of Roma and Travellers children's to quality education in the normal school system (mixed classes) has to be guaranteed at all levels of education starting from pre-school up to higher level education.

*Romani is a language in danger of disappearing,* if not protected and financially supported by national and international actors and decision makers such as: education authorities, experts in linguistics, teachers, authors of teaching materials and political decision makers in all levels in our societies. School segregation policies of Roma children are still common all over Europe in some form both in western States as well as eastern European States. Roma and Travellers minorities, both national and immigrant have, like others, language-related rights which should be respected.

The Romani language is spoken throughout Europe and is therefore to be considered as a European language and recognised as mother tongue of its speakers and of those who want to revive/resuscitate its use as their mother tongue. The Forum does not see the standardization of the Romani language as a current objective, but aims at a codification of the language in order to support an approach based on linguistic pluralism. Roma and Travellers must have the opportunity to choose bilingual education, so that they may learn both in the national language and in their own language. This must be a choice of parents and not of the school system or others.

Romani language teaching must be available in different forms for pupils who speak the language at home and pupils with no prior basis in the language. The goal of teaching Romani language is not only to enable a student to speak one dialect well but also to understand and have some knowledge of the forms of Romani used by others across Europe. It is desirable to pursue international networking for the production of texts and teaching materials in Romani, even if it is accepted that material creation is ultimately regional, national or local. There is every reason to draw on a wider pool of talent, experience and expertise and pursue the development of language resources for Romani in an international context.

*The planned priorities in the domain of the Roma education and language learning imply a need for substantial resources* by the states, as well as donations and programs.

Many parties have seen Romani education and the protection of Romani language and culture as important goal for a couple of decades already. What has been lacking until now is the joint Roma community and parent view. The famous slogan released during the ERTF creation process "not for Roma but with Roma" is true also with regard to the question of Romani language development. According to the joint standpoint and report of the Committee of Experts of the European Charter for Regional or Minority Languages and the European Roma and Travellers Forum: "*Romani* should be used instead of *Roma languages*". Romani is a single

language, with numerous dialects used by different groups (Kaldarash, Lovara, Kále etc.). When talking about the development of a written form of Romani language, the term '*codification*' should be preferred instead of 'standardisation', which is associated with unification. Further, while a standard dialect is not needed at the moment, mutual comprehension and *linguistic pluralism are essential*'.

*Romani is only one of many languages around the globe that does not have an established tradition of a single, standard written variety.* The absence of a standard is sometimes confused with the supposed lack of 'a distinct Romani language' and the presence instead of numerous dialects. In fact, most European languages show dialectal variation, and the type of differences found between the various dialects of Romani is not at all unusual. The absence of a standard language for use in cross-regional communication, in writing, or in institutions does, however, mean that there is no obvious choice of any single variety for the more public functions of an official or written language. The conclusion to recognise the Romani language as a pan-European and transversally used language inevitably creates, however, a need for tools to *codify the Romani language in education*.

During the year 2002 the National Board of Education (NBE) of Finland proposed to the Council of Europe, Roma and Travellers Division, DGIII - Social Cohesion, that an evaluation be carried out on the situation of Romani language; its material production and to explore possibilities to co-operate in these matters on a European level.

As a follow-up, an international conference was organised in Strasbourg in spring 2003 under the direction of Mrs. Miranda Vuolasranta, recently nominated as the first Roma Special Adviser in the Council of Europe. Seventeen countries took part, sending their NBE representatives, Roma teachers and authors of Romani teaching material, Romani linguistics and experts.

One year later a second conference in the same topics took place. As a result of this conference an ad-hoc Expert Group was set up to explore the feasibility of developing a Curriculum Framework for Romani.

The group involved Roma education experts and the Forum along with the Council of Europe, including a number of its experts in applied linguistics. The project was coordinated by the Language Policy Division (Directorate of School, Out of School and Higher Education) working in partnership and close co-operation with the European Roma and Travellers Forum, and with the support of experts from the universities of Graz and Manchester; and Trinity College, Dublin - Centre for Language and Communication Studies. The Council of Europe was also represented by the Roma and Traveller Division (DG III) and progress on the project was reported to its Committee of Experts on Roma and Travellers.

The need for measures in support of the Romani language has been mentioned explicitly in numerous international resolutions. One of the most frequently cited is Council of Europe Recommendation 1203 On Gypsies in Europe (1993), which calls for a European programme for the study of Romanes (Romani). These education, language and mother tongue needs of Roma are specified in Recommendation R (2000)<sup>4</sup> of the Committee of Ministers and mentioned also in EU Parliament Resolutions of 1989 and 2005 as well as in United Nations Recommendation nr 27 on Roma, and many other international policy guidelines related to Roma and Travellers.

*The Common European Framework of Reference for Languages (CEFR)* was developed to provide "a common basis for the elaboration of the language syllabuses, curriculum guidelines, examinations, textbooks etc. across Europe". - *The Curriculum Framework for Romani (CFR)*, has been developed in the same spirit. It is intended to provide a common basis for developing syllabuses and curriculum guidelines, textbooks and other learning materials, and examinations in school systems across Europe aiming to strengthen the growth of Romani as a functioning mother tongue of Roma in our modern societies.

*The Curriculum Framework for Romani (CFR)* aims also to build a unified and balanced Roma and non-Roma co-operation and de-segregation of the Roma children's education and provision of equal quality opportunities to learn, the right to Romani mother tongue tuition and functioning plurilingualism for the children of Roma and Travellers..

In view of the above, the European Roma and Travellers Forum is strongly recommending and advising to take into serious consideration the need for protection of the Romani language as the mother tongue of the 10-15 million European Roma as well as to undertake the constructive development the educational opportunities for Roma people and in particular Roma children. Promoting the use and implementation of the Curriculum Framework of Romani (CFR) can be seen as an excellent first step and tool to reach these goals by the following parties: the international institutional actors, national education authorities, Romani teachers, teaching material producers and teacher trainers as well as the Romani speakers and parents.

*On behalf of European Roma and Travellers Forum (ERTF)*

Miranda Vuolasranta

References:

European Roma and Travellers Forum, Policy Paper on Romani Language and Education, October 2005

European Roma and Travellers Forum, Miranda Vuolasranta, International Romani Language Conference – A Language without Borders, Sweden 2007





# GENERAL INTRODUCTION

## THE COUNCIL OF EUROPE AND THE CURRICULUM FRAMEWORK FOR ROMANI

The Curriculum Framework for Romani has been developed by the Language Policy Division of the Council of Europe as part of the Council's comprehensive approach to Roma and Traveller issues. Recommendation No R (2000) 4 of the Committee of Ministers to member states on the education of Roma/Gypsy children in Europe, the Warsaw Declaration of Heads of State and Government of the member states of the Council of Europe (May 2005), and the action plan attached to the Warsaw Declaration are included as appendices to this document. Work on the Curriculum Framework for Romani has been informed by the various documents available on the *Roma and Travellers* section of the Council of Europe's website.<sup>1</sup>

The Curriculum Framework for Romani draws on the descriptive categories and common reference levels of the *Common European Framework of Reference for Languages*<sup>2</sup> and in doing so aligns itself with the wider policies that shape the Council of Europe's work in language education. The Council of Europe was established to defend human rights, parliamentary democracy and the rule of law. In pursuit of this agenda, reaffirmed in the Warsaw Declaration, it develops continent-wide agreements to standardize the social and legal practices of member states, and promotes awareness of a European identity that is based on shared values and cuts across different cultures. These concerns explain why the Council of Europe attaches great importance to the maintenance of linguistic and cultural diversity, and encourages language learning as a means of preserving linguistic and cultural identity, improving communication and mutual understanding, and combating intolerance and xenophobia.

The CEFR was developed to provide "a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe".<sup>3</sup> As these words suggest, the CEFR is founded on the conviction that language learning outcomes are likely to benefit internationally if syllabuses and curricula, textbooks and examinations are shaped by a common understanding. The CEFR does not claim to be that understanding, but rather a means of promoting various forms of international collaboration out of which such understanding can arise and gradually be refined.

The Curriculum Framework for Romani has been developed in the same spirit. It is intended to provide a common basis for developing syllabuses and curriculum guidelines, textbooks and other learning materials, and examinations in school systems across Europe. It takes account of the needs of three age groups: 3–6 years, 7–10 years, 11–14 years; and it is designed to accommodate three different sociolinguistic situations: the teaching of Romani to (i) children who do not speak Romani at home, (ii) children who are not fluent in Romani, though they may hear their parents and grandparents speak the language, and (iii) children who are fluent in Romani but who need to develop their skill in using the language as an instrument of formal learning (Romani as language of education). The Framework also takes account of a significant difference between the learning of Romani by Roma children and the learning of foreign languages in general education. In the latter case a new language draws the learner into a new culture, whereas the teaching of Romani aims to give learners *linguistic* access to a culture that is already familiar to them and in this way to deepen their sense of their Roma identity.

<sup>1</sup> [www.coe.int/romatravellers](http://www.coe.int/romatravellers)

<sup>2</sup> *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Council of Europe / Cambridge University Press, 2001. Available online on the website of the Language Policy Division: [www.coe.int/lang](http://www.coe.int/lang)

<sup>3</sup> *Ibid.*, p.1.

## THE CEFR'S ACTION-ORIENTED APPROACH

Since the 1970s the Council of Europe has promoted an action-oriented approach to the description of language use. As elaborated in the CEFR this approach is complex, technical and extensive, but its key features may be summarized in six paragraphs as follows:

- Language is one of the foundations of human behaviour: we use it continuously to perform communicative acts. Those acts may be external and social. For example, we have conversations with family, friends and colleagues; hold formal meetings; make speeches and give lectures; write personal and official letters; promote our political views in written manifestos; extend knowledge in our domain of expertise by publishing articles and books. Communicative acts may also be internal and private. All forms of reading and some forms of listening are examples of this; so too are the many different ways in which we use language for purposes of thinking things through – for example, to plan the apology we have to make for absence from an important business meeting, or to prepare ourselves for a difficult interview by trying to anticipate the questions we shall be asked and working out what our answers should be.
- Communicative acts comprise language activity, which is divided into four kinds: reception, production, interaction and mediation. Reception entails understanding language produced by others, whether in speech or in writing, while production entails producing speech or writing. Interaction refers to spoken or written exchanges between two or more individuals, while mediation (often involving translation or interpretation) makes communication possible between individuals or groups who are unable to communicate directly. Clearly, interaction and mediation involve both reception and production.
- In order to engage in language activity, we draw on our communicative language competence, which includes knowledge (not necessarily conscious) about the words, sounds, and syntactic rules of the language we are using, together with the ability to use such knowledge in order to understand and produce language.
- The language activity required to perform communicative acts always occurs in a context that imposes conditions and constraints of many different kinds. The CEFR proposes four main domains of language use: public, personal, educational and occupational.
- Because communicative acts are always contextualized, our communicative language competence also includes sociolinguistic and pragmatic components. Our sociolinguistic competences – again to be thought of as a combination of (not necessarily conscious) knowledge and ability – enable us to cope with the social and cultural dimensions of communicative behaviour, for example, by adhering to social conventions and cultural norms. Working in harness with our sociolinguistic competences, our pragmatic competences underpin our ability to use language appropriately to fulfil particular functions, for example, greeting, leave-taking, making an apology.
- Finally, communicative acts entail the performance of tasks, and to the extent that they are not routine or automatic, those tasks require us to use strategies in order to understand and/or produce spoken or written texts.

The CEFR does not say how languages should be taught. Nevertheless, its approach to the description of language use carries an important message for language pedagogy, because language learning too requires that we use strategies to draw on linguistic resources in order to perform communicative acts. This supports the view, fundamental to the Curriculum Framework for Romani, that language use always plays a central role in effective language learning; it also justifies the Framework's commitment to project work that mediates between the classroom and the Roma community.

## THE CEFR'S COMMON REFERENCE LEVELS






The CEFR's action-oriented approach to the description of language use supports what might be described as the horizontal dimension of language learning and teaching. At any level of proficiency it enables us to consider how the capacities of the language learner, the different aspects of language activity, and the conditions and constraints imposed by context combine to shape communication. But the CEFR also has a vertical dimension: it uses some parts of its descriptive apparatus to define language proficiency at six levels arranged in three bands – A1 and A2 (basic user); B1 and B2 (independent user); C1 and C2 (proficient user). These are summarized in the so-called self-assessment grid, which is printed on page 10. We can use the common reference levels as a starting point for the elaboration of language syllabuses and curriculum guidelines, the design of learning materials, and the assessment of learning outcomes. We can also use them to plot the progress of individual language learners over time and as a basis for comparing language courses, textbooks, examinations, and qualifications.

As we have seen, the action-oriented approach proposes that when we perform communicative acts we use strategies to make appropriate and effective use of our linguistic resources. Accordingly, the common reference levels are defined by three different kinds of scale. The first is concerned with language activities, what the learner/user can *do* in the target language at each level: the CEFR presents 34 scales of listening, reading, spoken interaction, spoken production and writing, which are summarized in the self-assessment grid (Table 2 in the CEFR). The second kind of scale refers to the strategies we use when we perform communicative acts, for example, planning our utterances or compensating for gaps in our proficiency. And the third kind of scale focuses on our communicative language competence: the words we know, the degree of grammatical accuracy we can achieve, our control of the sounds of the language, and so on. In order to understand the common reference levels fully it is essential to read these three kinds of scale in interaction with one another, because each helps to define the other two.

## HOW THE CURRICULUM FRAMEWORK IS STRUCTURED

In developing the Curriculum Framework for Romani we have tried to take account of the various dimensions of the CEFR's action-oriented approach, without feeling obliged to reproduce the full complexity of its descriptive system. Our concern has been to develop a tool that is largely self-explanatory and of immediate practical use to educational planners, syllabus designers, textbook writers, teachers, and examiners. One of the chief concerns of all potential users is likely to be progression in learning, and for that reason the Framework is based on the first four of the CEFR's common reference levels – A1, A2, B1, B2. It is articulated in three main sections, as follows:

- i. A summary of levels A1, A2, B1 and B2 as they are defined in the CEFR.
- ii. Some preliminary notes for language teachers and materials designers
- iii. Twelve language activity grids devoted to the transversal theme of Romanipe and the following eleven themes:
  1. Myself and my family
  2. The house/caravan and its activities
  3. My community
  4. Roma crafts and occupations
  5. Festivals and celebrations
  6. At school
  7. Travel and transport
  8. Food and clothes

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening 	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading 	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction 	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production 	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing 	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

9. Time, seasons and weather
10. Nature and animals
11. Hobbies and the arts

Each grid refers to (i) a domain or sub-domain in which learners may want or need to use Romani and (ii) a complex of themes and topics that they may want or need to engage with receptively and/or productively. Each grid is prefaced by sample classroom activities and followed by checklists of “I can” statements that convert the summary proficiency descriptors in the grids into inventories of communicative tasks.

The CEFR’s use of “can do” and “I can” descriptors to articulate its action-oriented approach is perhaps its single most innovative feature, for two reasons. First, it brings curriculum, teaching/learning and assessment into a closer relation with one another than has traditionally been the case. Any descriptor can simultaneously serve as a curriculum goal, be used to define teaching/learning tasks, and provide a criterion for assessment. This implies a task-based approach to learning, teaching and assessment; it also implies that use of the target language for genuinely communicative purposes is fundamental to successful learning. Secondly, by defining learning goals and outcomes in behavioural terms, we make curricula and assessment criteria accessible to learners. From a very early age we know what we can do and (often) how well we can do it, whereas even as adults we may not be able to describe, far less analyse the linguistic resources at our disposal. In other words, the CEFR’s action-oriented approach encourages full learner involvement in the learning process. This is supported by the European Language Portfolio, which provides learners with “I can” checklists they can use to set learning targets, monitor learning progress, and assess learning outcomes.

## USING THE CURRICULUM FRAMEWORK

The Curriculum Framework for Romani is what its title implies: not a fully developed all-purpose curriculum that somehow meets the needs of all possible target groups, but a tool that can be used selectively to develop curricula and learning materials and design examinations and other assessment instruments. Suppose that a target learner group has been identified – we know their age and their sociolinguistic circumstances. Suppose also that we know the institutional constraints under which Romani will be taught – number of lessons per week, number of school years. The Framework can be used to develop a teaching/learning programme as follows:

- First, we can use the summary of levels A1, A2, B1 and B2 at the beginning of the Framework to estimate the level of proficiency (if any) that learners will have when they enter the programme and the level of proficiency we want them to achieve by the end. It is important to recognize that each of the CEFR’s common reference levels defines a communicative repertoire that has value in the real world, always provided that the language activities in question have been fully mastered. It is a common failing of traditional curricula that they set unrealistic learning goals, and we should guard against requiring our learners to achieve B1, for example, when they have time only to achieve A2. At this early stage we will also need to ensure that our decisions are appropriate to the age of the learners. Reading and writing, for example, may play a rather small role in a programme designed for very young learners. On the other hand, we may wish to emphasize productive activities – speaking and writing – if our aim is to develop the learners’ skills in using Romani as medium of education.
- Next we can turn to the twelve domain/theme-oriented language activity grids in order to determine the more detailed content of our programme. If we are designing a programme to run from the beginning to the end of primary schooling and our learners have had no previous contact with Romani, we may decide to draw on all twelve grids. After all, we want our learners to develop a proficiency in Romani that has as many points of contact with Roma culture as possible. At the same time, however, we must bear in mind that reading and writing will be much less central than

listening and speaking in the early stages of learning. If on the other hand our programme is designed for learners who use Romani at home but need to extend the range of their communicative proficiency in relation to educational processes, we may decide to use only some of the grids and to focus almost exclusively on the educational use of Romani.

- At this point we can impose a reality check on ourselves by consulting the checklists associated with the (parts of) the domain/theme-oriented language activity grids we have decided to use. Is the communicative repertoire implied by the checklists the one we are aiming at? If it isn't what adjustments do we need to make?
- The teachers charged with implementing our programme will need support. Perhaps our ministry or regional authority is prepared to fund the development of a textbook. In planning the textbook we can go back to the first part of the Framework and consult the general scales of language competence. Bearing in mind the age of our learners and the domains and themes our programme addresses, we can expand on the descriptors in the grid, specifying the vocabulary and grammar that learners will need in order to achieve their communicative goals. We can also use the checklists to guide us in selecting or developing input materials and designing learning activities.
- We may decide to use the versions of the European Language Portfolio<sup>4</sup> that have been developed to accompany this Curriculum Framework, one for learners aged 6-11 and the other for learners aged 11-16. They both draw on the all-important checklists, using simplified forms of selected descriptors, and are designed to support the communicative approach to teaching and learning Romani that the Framework itself embodies. A handbook explains how these ELPs should be used.
- Finally, we can draw on the descriptors in the Framework to define assessment criteria and design assessment tasks.

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<sup>4</sup> See [www.coe.int/lang](http://www.coe.int/lang) Section 'Minorities and Migrants' – Romani  
See also D. Little and R. Perclová, *European Language Portfolio – Guide for teachers and teacher trainers*, Strasbourg: Council of Europe, 2001. Available online: [www.coe.int/portfolio](http://www.coe.int/portfolio) (Documentation)

# THE CURRICULUM FRAMEWORK

## SUMMARY OF CEFR LEVELS A1, A2, B1 AND B2

The following summary of the four levels covered by the Curriculum Framework for Romani comes from the CEFR itself. Users of this Framework should refer back to the summary whenever they are uncertain about the level of proficiency implied by individual descriptors in the grids and checklists.

At Level A1 learners “can *interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics*, rather than relying purely on a very finite rehearsed, lexically organized repertoire of situation-specific phrases”.<sup>5</sup> In other words, A1 is the first identifiable level of proficiency at which learners can *combine* elements of the target language into a personal if still very limited communicative repertoire.

In listening learners at A1 level can recognize and understand familiar words and very basic phrases that mostly refer to their personal situation and their immediate concrete surroundings, always provided that their interlocutors speak clearly and slowly. In reading they can recognize and understand names, words and very simple sentences with the same limited range of reference. They can engage in very simple spoken interaction, asking and answering very simple questions, but their interlocutors must again speak slowly and be prepared to repeat and rephrase. In spoken production they can use simple phrases and sentences to say where they live and who they know; and they can write a short simple text (a message on a postcard, a label on a picture) and fill in a form with personal details. In the case of very young learners, writing at this level may be limited to copying words and phrases from the board and naming objects in pictures. In spontaneous language use, A1 learners have only limited control of a few simple grammatical structures and sentence patterns that they use to exploit their basic repertoire of isolated words and phrases. They can link words or phrases with very basic connectors.

At Level A2 “the majority of descriptors stating social functions are to be found, like *use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers*. Here too are to be found descriptors on getting out and about: [...] *make simple transactions in shops, post offices or banks; get simple information about travel; use public transport: buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets; ask for and provide everyday goods and services*”.<sup>6</sup> Between A2 and B1 the learner becomes a more active participant in conversation provided that his/her interlocutors provide support and allow for limitations.

In listening learners at A2 level can understand a growing number of everyday phrases and an increasing quantity of highest-frequency vocabulary, especially when it has immediate personal relevance; they are also able to catch the main point in short, clear announcements. In reading they can understand very short, simple texts and find specific, predictable information in texts that they cannot understand in detail (e.g., written notices and instructions). In spoken interaction they can perform simple and routine tasks that involve the direct exchange of information and they can engage in very short social

<sup>5</sup> *Common European Framework of Reference for Languages*, Council of Europe/Cambridge University Press, 2001, p.33. Available online [www.coe.int/lang](http://www.coe.int/lang)

<sup>6</sup> *Ibid.*, pp.33–34.

exchanges. In spoken production they can use a series of phrases and sentences to describe in simple terms their family and other people, where they live, where they go to school, and their main leisure interests. They can write short, simple notes and messages and a very simple personal letter. In spontaneous language use A2 learners can use basic sentence patterns and memorized phrases to exchange a limited range of information in simple everyday situations. They have sufficient vocabulary to express basic communicative needs and can link phrases with simple connectors. They can use some simple structures correctly but they still make basic mistakes.

Level B1 “reflects the Threshold Level specification for a visitor to a foreign country and is perhaps most categorized by two features. The first feature is the ability to maintain interaction and get across what you want to in a range of contexts, for example: *generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect; give or seek personal views and opinions in an informal discussion with friends; express the main point he/she wants to make comprehensibly; exploit a wide range of simple language flexibly to express much of what he or she wants to; maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to; keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.* The second feature is the ability to cope flexibly with problems in everyday life, for example *cope with less routine situations on public transport; deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling; enter unprepared into conversations on familiar topics; make a complaint; take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction; ask someone to clarify or elaborate what they have just said.*”<sup>7</sup> Between B1 and B2 learners are able to exchange increasingly large quantities of information.

In listening B1 learners can understand the main points of clear standard speech dealing with familiar topics that they encounter regularly; they can also follow many radio and TV programmes, provided that delivery is relatively slow and clear. In reading they can understand texts that describe situations and events in mainly high-frequency language; they can also understand the expression of feelings and wishes in personal letters. In spoken interaction they can engage with confidence in unprepared conversation provided that topics are familiar and of personal interest or pertinence; they can also cope with most situations likely to arise when interacting with native speakers. In spoken production they can connect phrases in a simple way to tell a story or give a description, and they can briefly explain their opinions and plans. They can write simple connected text dealing with topics that are familiar to them or of personal interest, and they can write personal letters describing their experiences and impressions. In spontaneous language use B1 learners have enough language to get by and sufficient vocabulary to conduct routine everyday transactions and communicate about familiar situations and topics. They are reasonably accurate in deploying a repertoire of frequently used routines and patterns, and they can link a series of discrete elements into a connected sequence.

Level B2 “represents a new level as far above B1 [...] as A2 [...] is below it. It is intended to reflect the Vantage Level specification. The metaphor is that, having been progressing slowly but steadily across the intermediate plateau, the learner finds he has arrived somewhere, things look different, he/she acquires a new perspective, can look around him/her in a new way. This concept does seem to be borne out to a considerable extent by the descriptors calibrated for this level. They represent quite a break with the content so far. For example at the lower end of the band there is a focus on effective argument: *account for and sustain his opinions in discussion by providing relevant explanations, arguments and comments; explain a viewpoint on a topical issue giving the advantages and disadvantages of various options; construct a chain of reasoned argument; develop an argument giving reasons in support of or against a particular point of view; explain a problem and make it clear that his/her counterpart in a negotiation must make a concession; speculate about causes, consequences, hypothetical situations; take an active*

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<sup>7</sup> Ibid. p.34



part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Secondly, running right through the level there are two new focuses. The first is being able to more than hold your own in social discourse: e.g. *converse naturally, fluently and effectively; understand in detail what is said to him/her in the standard spoken language even in a noise environment; initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly; use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn while formulating what to say; interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party; adjust to the changes of direction, style and emphasis normally found in conversation; sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.* The second new focus is a new degree of language awareness: *correct mistakes if they have led to misunderstanding; make a note of 'favourite mistakes' and consciously monitor speech for it/them; generally correct slips and errors if he/she becomes conscious of them; plan what is to be said and the means to say it, considering the effect on the recipient/s".<sup>8</sup>*

In listening B2 learners can understand extended speech that contains complex lines of argument provided that the topic is reasonably familiar; they can also understand most radio and TV programmes in the dialect they are familiar with. In reading they can understand articles and reports that express attitudes and viewpoints, and contemporary literary prose. They can engage with some fluency and spontaneity in spoken interaction and participate actively in discussion. Regular interaction with native speakers is quite possible. In spoken production they can give clear, detailed descriptions, explain their viewpoint, summarize the opinions of others, and weigh advantages and disadvantages. They can write clear, detailed text covering a wide range of subjects; they can develop an argument, giving reasons for and against; they can communicate detailed information and highlight the personal significance of events. In spontaneous language use B2 learners have a sufficient range of language to be able to give clear descriptions and express viewpoints. They have a good range of vocabulary to deal with most general topics and their own special interests. They have a relatively high degree of grammatical control and are able to use a limited number of cohesive devices to link utterances into clear, coherent discourse. The errors they make do not impair communication and they are often able to self-correct.

## INTRODUCTION TO THE CURRICULUM THEMES

*Romanipe* is the guiding principle of this framework (see also page 23). It provides the overarching social, cultural and spiritual perspectives from which the following eleven themes must always be viewed:

1. Myself and my family
2. The house/caravan and its activities
3. My community
4. Roma crafts and occupations (Roma-specific descriptors only)
5. Festivals and celebrations
6. At school
7. Travel and transport
8. Food and clothes
9. Time, seasons and weather

<sup>8</sup> Ibid. p.35.

10. Nature and animals
11. Hobbies and the arts

The framework has been developed in the knowledge that the ages and existing levels of proficiency of pupils learning Romani are variable. The descriptors, however, can be implemented in a flexible way which will allow course designers, materials developers and teachers to use them as appropriate for different learner profiles; for example, beginners in the age range 4–14 years.

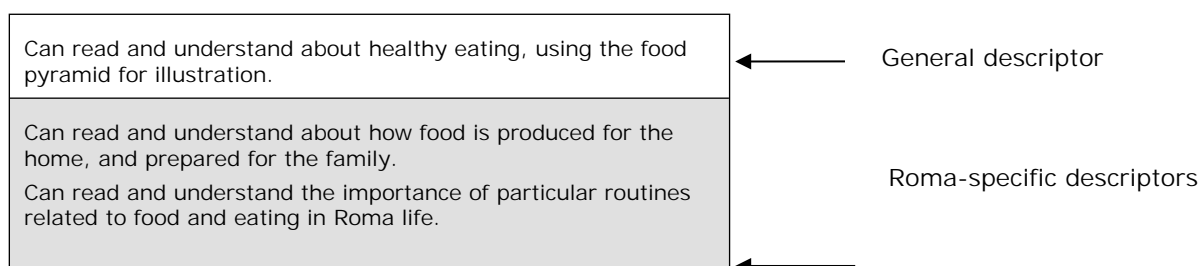
This flexibility is exemplified in sample activities which precede the table of descriptors for each theme. The sample activities have been selected to reflect the different needs of learners across a broad age range (4–14 years), and across a proficiency range from absolute beginners, for whom A1 is the first target, to those who are capable of performing at B2 in the different language activities.

While the same activities may be used with learners of different ages, the approaches, process and products of learning will be age-appropriate.

For each theme the framework presents grids of descriptors for the five skills (Listening, Reading, Spoken Interaction, Spoken Production, Writing) which reflect:

1. The general demands of language learning at from A1 to B2.
2. Roma-specific language learning at the same levels.

The descriptors that are specific to Roma culture and the Roma way of life are indicated throughout in shaded boxes.



## SOME INTRODUCTORY NOTES FOR TEACHERS AND MATERIALS DESIGNERS

### BUILDING ON THE ROMA ORAL TRADITION

It is most important that the traditional Roma way of passing on knowledge and experience, through stories, songs and riddles, should be a significant aspect of learning the Romani language. It is equally important to involve adult members of the Roma community in the educational development of their children. Using the oral tradition as a basis for classroom learning provides a means of bringing these two key elements together.

#### GENERAL TEACHING IDEA

Age range: 8–14

Level: A2–B2

Over a period of time, e.g. a school term or school year, pupils get parents or other older family members to tell them a story or riddle or teach them a song.

Pupils re-tell the stories or riddles, or teach the song to other pupils in the class.

Pupils then write down their story, riddle or song.

All work produced by pupils is put together into a 'book'.

The book is copied and each pupil takes one home where he/she can read the stories etc. to parents.

## RAISING THE LANGUAGE AWARENESS OF LEARNERS

Teaching Romani offers many opportunities to raise pupils' awareness of language generally (plurilingualism).

1. As most pupils will be bilingual, the majority language is a readily available resource. It is possible to draw comparisons between languages and to demonstrate how one language may impact on another.
2. Attention should also be drawn, as appropriate, to the existence of different varieties of Romani. This means highlighting the use of different words/expressions for the same thing. Such extension helps to make learners aware of the richness of the Romani language.

## GENERAL TEACHING IDEA

Age range: 7–14

Level: All

A chart or map in the classroom which illustrates the variation in Romani use in different countries/Roma groups. As you encounter a word or expression that is different in another Roma group or country, add it to the chart indicating where this variation occurs.

## GENERAL TEACHING IDEA

Age range: 4–11

Level: All

Picture dictionary

The gradual development of a theme-based picture dictionary is an effective means of engaging learners with the process of creating learning resources for class or individual use.

Method:

1. The dictionary may be paper or computer-based.
2. Each section covers a different theme, reflecting curriculum/framework themes
3. Relevant pictures are sourced by teacher/pupils or may be drawn.
4. Vocabulary is provided with the pictures.
5. The dictionary may include:
  - o Single words for lower level learners (A1 level)
  - o Examples of phrases/sentences including the word in context (A2–B2)
  - o Examples of different varieties of the word used by Roma speakers in different countries (A2–B2)

## GENERAL TEACHING IDEA

Age range: All

Level: All

Using playing cards to learn new information/consolidate what has been learnt

Method:

1. Use a pack of standard playing cards. These will be familiar to many pupils.
2. Stick pictures, words or phrases on the cards. There should be two complete sets of identical cards in the pack.
3. Play a game in which each child puts down a card in turn and when two identical cards follow one another, pupils must shout ('snap').
4. The game can be based on the following:
  - o Matching pictures then saying the word
  - o Matching pictures with single words
  - o Matching words
  - o Matching keywords with short phrases containing the word etc.

## RESEARCH AS A LEARNING ACTIVITY

Many of the activities suggested by the framework at the higher levels (B1 and B2) offer excellent opportunities for pupils to carry out research. This may involve internet searches, using printed sources or obtaining information and/or materials from older members of the family or community.

### EXAMPLES:

#### THEME 2: THE HOUSE/CARAVAN AND ITS ACTIVITIES

Spoken  
Interaction  
B2 level

Can ask and respond to questions on a wide range of familiar topics relating to familiar home and family activities.  
Can ask parents and older family members for explanations of aspects of Roma home life (e.g. the history, traditions etc.).

#### THEME 5: ROMA CRAFTS AND OCCUPATIONS

Spoken  
Interaction  
B2 level

Can ask questions of older family or community members about their recollections of the traditional Roma crafts and occupations.  
Can ask questions of a native Romani speaker.

#### THEME 8: TRANSPORT AND TRAVEL

Spoken  
Interaction  
B1 level

Can ask and answer questions about Roma travelling traditions.  
Can ask questions of older family or community members about experiences of travelling in the past.  
Can discuss information about Roma and travelling in the preparation of a project.

Reading  
B1 level

Can use key words to research accounts of travelling Roma on the internet.  
Can understand the main points in an account, story or historical text about Roma journeys.

Spoken  
Interaction  
B2 level

Can discuss the historical and modern significance of travelling for Roma people.  
Can discuss the advantages and disadvantages of mobility and settled lifestyles for Roma families and communities.  
Can discuss the best ways of researching and presenting a project or presentation about travelling Roma.  
Can research different experiences and traditions of travelling through discussions with older family or community members.

## THEME 9: FOOD AND CLOTHES

Listening  
B2 level

Can understand a discussion or presentation about similarities and differences in attitudes to clothing.

Can understand a story or account told by an older member of the Roma community including descriptions of clothing or food in the past.

## INVOLVING PARENTS AND OLDER MEMBERS OF THE COMMUNITY

Many of the Roma-specific descriptors under different thematic headings offer opportunities to involve parents, older family members, and members of the Roma community in general in the process of learning, not only the Romani language but also the Roma heritage.

Children are motivated to learn when they are actively engaged in doing or making something. The theme Roma crafts and professions, for example, could include demonstrations or workshops on different crafts, such as basket or flower making.

The practical experience of making an object could be used as an introduction to the history, stories, and traditions associated with that craft.

## EXAMPLES:

## THEME 2: THE HOUSE/CARAVAN AND ITS ACTIVITIES

Spoken  
Interaction  
B1 Level

Can ask parents and older family members for explanations of aspects of Roma home life (e.g. the history, traditions etc.).

## THEME 5: ROMA CRAFTS AND OCCUPATIONS

Listening  
B1 Level

Can listen to a talk or presentation about Roma crafts and occupations and understand most of what is said.

Spoken  
Interaction  
B2 Level

Can ask questions of older family or community members about their recollections of the traditional Roma crafts and occupations.

Can ask questions of a speaker.

## RELATING PAST TO PRESENT

Throughout the framework, there are many instances in which it is appropriate to draw attention to, and make comparisons between past and present life and situations; to discuss change over time; to talk about what has been lost and gained through change; and to raise the awareness of pupils to the need to learn and remember what was important to Roma people in the past and what may be learnt from past experience that would support life in the present.

## EXAMPLES:

## THEME 5: ROMA CRAFTS AND OCCUPATIONS

Spoken  
Production  
Level B2

Can give a talk comparing the lives of nomadic Roma craftsmen in the past with modern life.

Writing  
Level B2

Can write a short story describing a situation or event in Roma history or current experience in which the time of year and weather conditions play an important part.

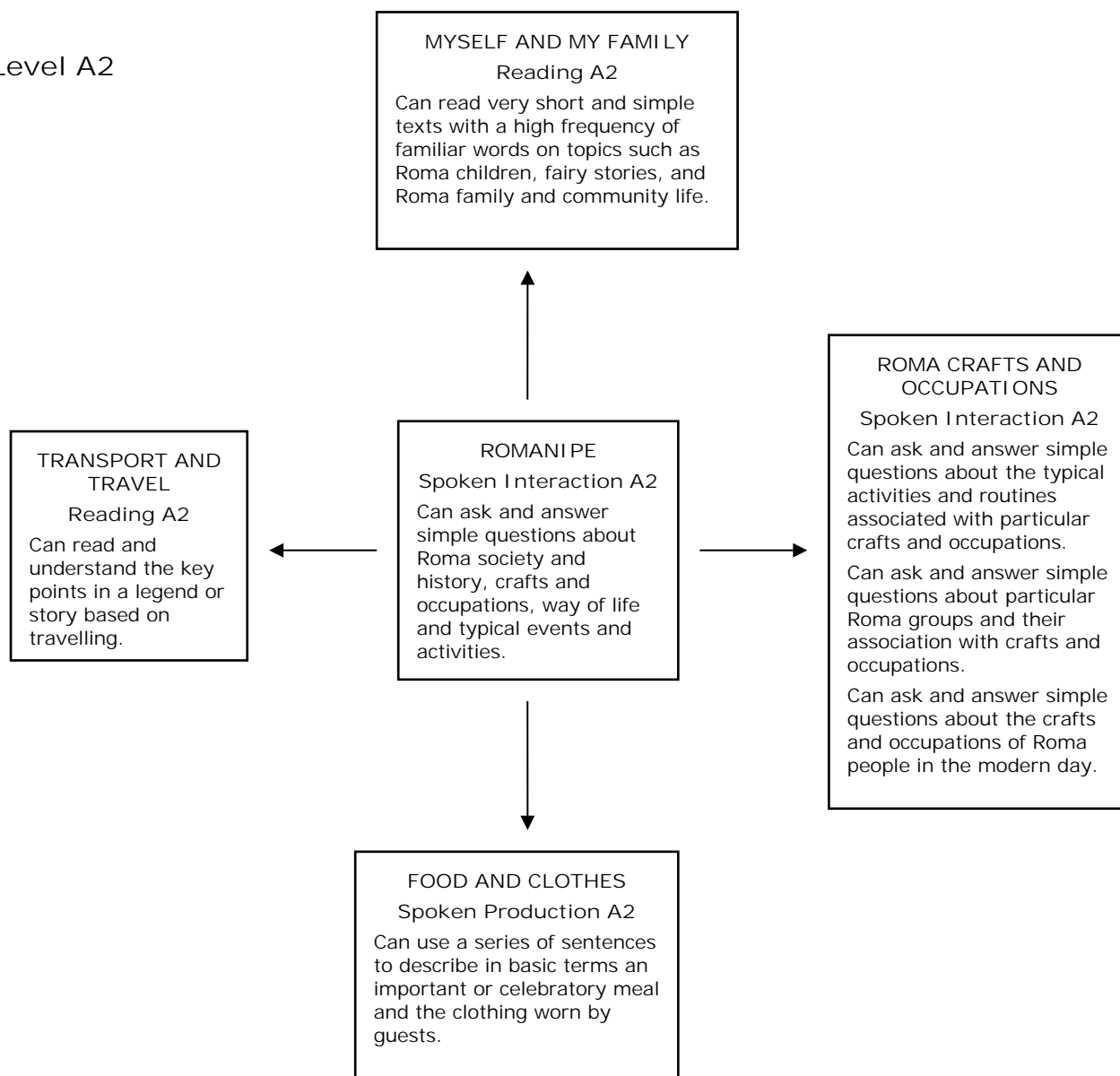
## THE CENTRALITY OF ROMANIPE

*Romanipe* is not presented as a theme because it is present in all aspects of Roma life and tradition and should be a continuous strand throughout the process of teaching/learning the Romani language.

The grid *Romanipe* (see page 23) is intended to be used as a reference by teachers to support them in identifying the important aspects of *Romanipe* and to confirm that they have included these aspects in their teaching.

The diagram on page 21 shows how *Romanipe* features naturally in many of the Roma-specific descriptors throughout the framework.

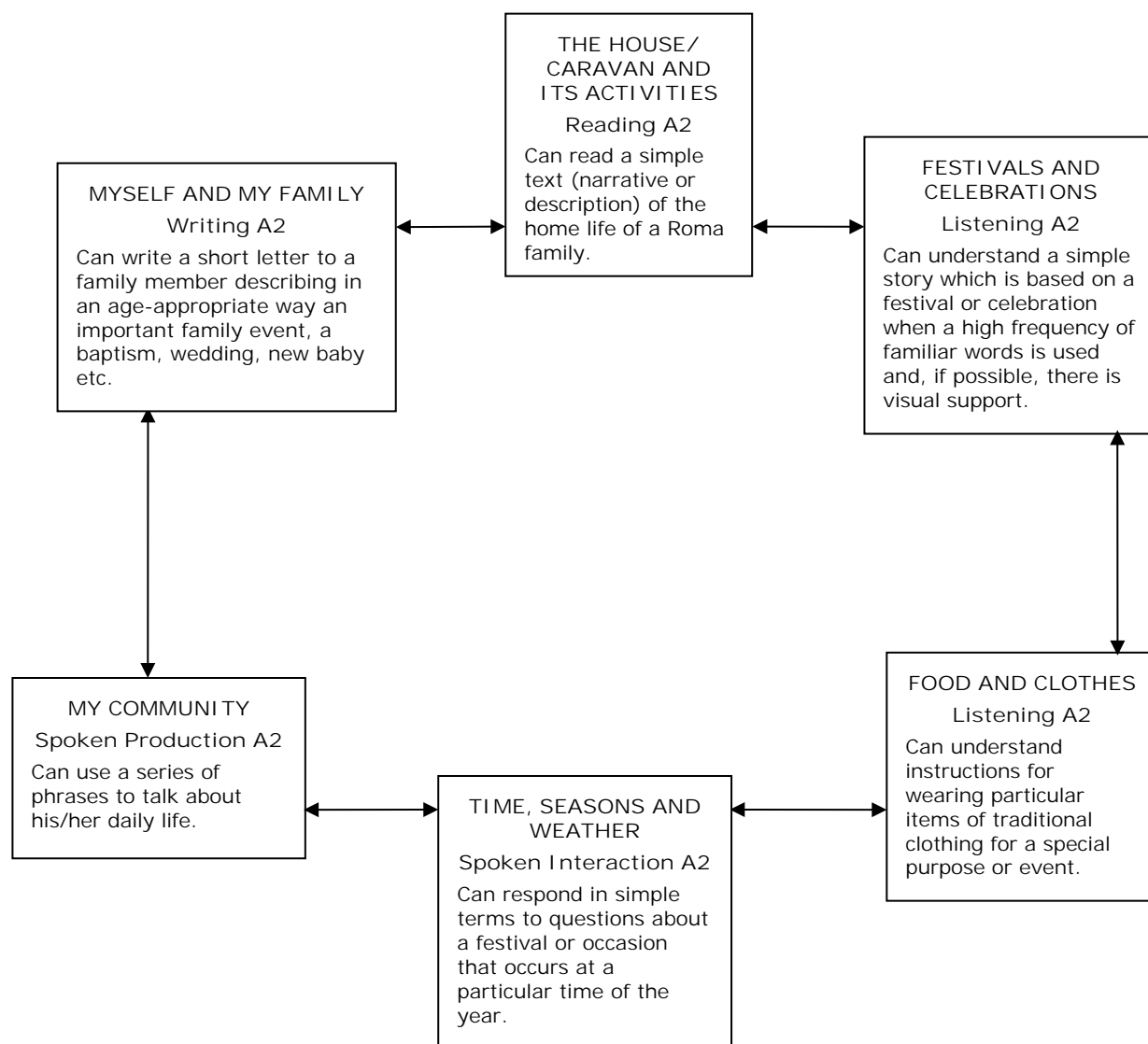
### Level A2



## TRANSVERSALITY IN THE FRAMEWORK

In addition to the direct relationship between *Romanipe* and other thematic areas, there are also many interconnections between themes. For the teacher, this means that carrying out an activity under one thematic heading may include a full or partial activity from a different theme. As a result, progress in learning is rarely confined to a single theme but embraces several thematic areas.

## EXAMPLE:



Suggestions for continuity from one theme to another are provided as cross references at the end of the introduction to each theme.

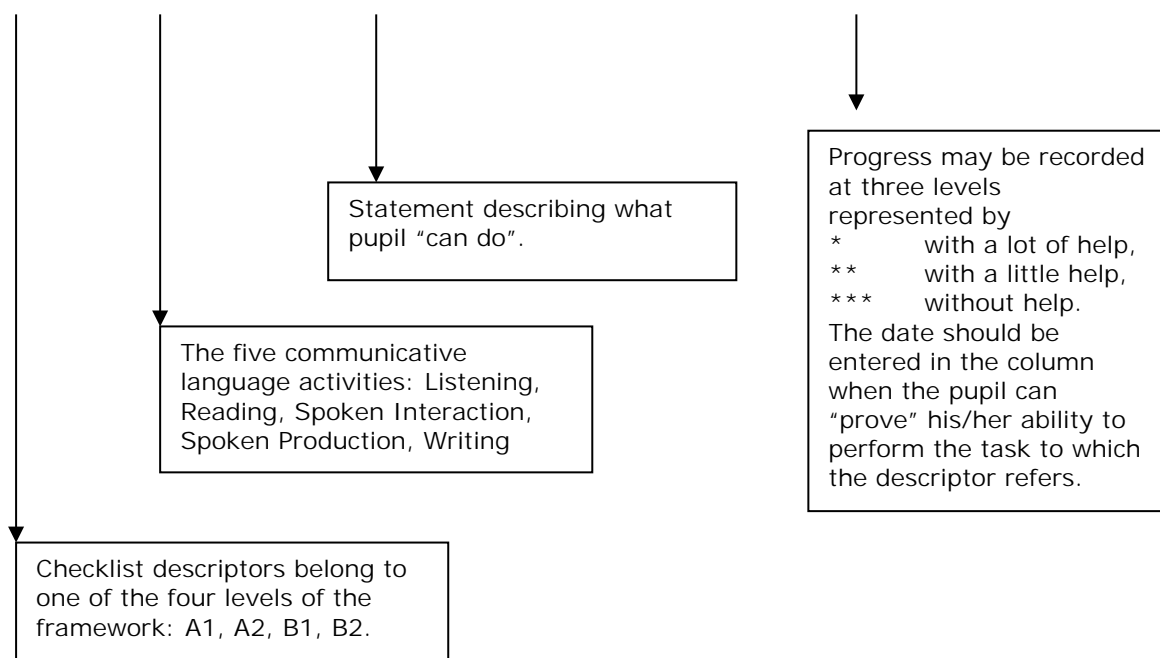
## CHECKLISTS

Each themed set of “can do” descriptors is followed by a checklist of “I can” descriptors. The checklists describe communicative tasks related to the theme in question. Teachers can use them to plan classroom activities and pupils can use them to record progress in learning.

For pupils, the checklists could form part of a portfolio of learning or a European Language Portfolio (© Council of Europe).

EXAMPLE:

Myself and my family					
Level	Skill		*	**	***
			Date	Date	Date
A1		I can ...			





## ROMANI PE

The grid of descriptors for *Romanipe* draws together the aspects of life, history and tradition that are essentially Roma. Curriculum designers, materials developers and teachers should use this grid as a means of confirming that the important aspects of Roma culture, tradition, history and lifestyle are included in syllabi, materials and classroom activities, in particular:

- Roma social structure
- cultural and family norms
- principles, behaviour and justice
- oral history and tradition
- values, ethics and purity

## ROMANI PE

		A1	A2	B1	B2
U N D E R S T A N D I N G	L I S T E N I N G	Can understand the words for family members, activities of the home, items of clothing and food, rules of the family/community, the principal celebrations and commemorations, song, dance, fairy stories and other leisure/sporting activities.	Can understand simple instructions given about behaviour in the home/community.  Can understand a simple explanation of 'rules' relating to daily life.  Can understand the main points and purpose of a simple fairy story.	Can understand a story or account about his/her family or community.  Can listen to a talk about Roma history, traditions or way of life and understand the main points.	Can understand in detail an extended talk about Roma life, history or culture which compares past with present and presents the issues that arise in the modern world.
	R E A D I N G	Can recognise and understand basic words for family and community members and activities, items in the home, food and clothing, the names of familiar stories and songs etc. when seen on a poster, flash card or list.	Can read and understand simple text, e.g. a familiar fairy story, which contains familiar words of high frequency.  Can read and understand simple texts about Roma life, history or traditions provided the texts contain familiar words of high frequency.	Can read and understand an age-appropriate account of Roma people and their experiences in the past or present.	Can read and understand a detailed description of how Roma lifestyle has affected the norms of daily life.  Can read and understand an account of the experiences of a Roma person or group.  Can read and understand a biographical text about a well-known Roma person.

## ROMANI PE

		A1	A2	B1	B2
S P E A K I N G	S P O K E N  I N T E R A C T I O N	<p>Can ask for basic items in the home.</p> <p>Can respond non-verbally or with single-word or very brief answers to questions about his/her family, home, activities, likes and dislikes, and experiences.</p> <p>Can greet and respond to greetings appropriately.</p>	<p>Can ask and answer simple questions about Roma society and history, crafts and occupations, way of life and typical events and activities.</p>	<p>Can ask and answer a range of questions about aspects of Roma life and culture.</p> <p>Can discuss the important 'rules' of life for Roma people.</p> <p>Can answer questions about his/her life and how he/she sees the traditions of Roma families.</p> <p>Can ask and answer questions about the importance of education for Roma people today.</p>	<p>Can discuss in detail the traditions of Roma communities and their impact on daily life.</p> <p>Can discuss in detail the important behavioural and moral beliefs of Roma families and communities.</p> <p>Can discuss and explain the importance of education and the opportunities it creates for young people.</p>
	S P O K E N  P R O D U C T I O N	<p>Can use key words or basic phrases to describe family, home, activities, likes and dislikes.</p>	<p>Can use a series of simple phrases and sentences to describe an aspect of Roma life or tradition.</p> <p>Can use puppets or a poster to give a simple explanation of a particular topic related to Roma history or tradition (e.g. the journey from India, crafts in particular areas, etc.).</p> <p>Can retell a familiar fairy story in phrases or simple sentences.</p>	<p>Can give an age-appropriate talk about the way of life and responsibilities of young people in a Roma family.</p> <p>Can give a short talk about an aspect of Roma life, history or culture.</p>	<p>Can give a detailed presentation about Roma history or culture highlighting the significant points.</p> <p>Can give a detailed talk about learning Romani and illustrate the talk with examples taken from different varieties of the language.</p>
W R I T I N G		<p>Can copy or write words or lists related to family members, daily activities, items in the home, food and clothing and important events.</p>	<p>Can write short texts using familiar vocabulary to describe an aspect of Roma history or tradition or to give a brief synopsis of a familiar fairy story.</p>	<p>Can write a short text about a day in the life of a Roma family; the important activities of a Roma home; the history of the Roma people in the local area of region.</p>	<p>Can write clear, detailed text about Roma history and culture and their importance today, with reference to the local area or region.</p> <p>Can write clear, detailed text about the reasons for learning Romani and the significance of the different features of the language in other areas.</p>

## THEME 1: MYSELF and MY FAMILY

This theme includes the following topics:

- o Description of Myself – facial features, hair, hands, arms, feet.
- o Introduction in the Romani manner noting name, family and group, when appropriate.
- o Significance of group and family name in relation to crafts and occupations of that group.
- o Connection between group and family identity and *Romanipe*.
- o Typical existence of two names – official name and Romani name.

See also: Roma crafts and occupations (page 42)

Festivals and celebrations (page 47)

### Classroom activity 1

Objective: To introduce the concept of Roma group and family names and their association with crafts or occupations.

Age range: All Level: A1

Method:

- 1 Teacher with pupils discusses the concept of personal names and their importance
- 2 Brainstorm Romani names known to pupils
- 3 Talk about what pupils call their parents, grandparents and other family members
- 4 Older pupils are assigned to carry out research by gathering information about their family/group in their homes/communities, using the internet, printed sources, etc.
- 5 Pupils work in small groups to produce posters which
  - a. explain the importance of Romani names
  - b. connect groups and names to crafts and occupations
  - c. combine the information elicited from their families
- 6 Pupils give an oral presentation of their posters and the information they have gathered.

Note: Pupils of different ages will produce posters/drawings that are age-appropriate.

## MYSELF and MY FAMILY











		A1	A2	B1	B2
U N D E R S T A N D I N G	L I S T E N I N G	Can understand basic questions asked by the teacher, an adult or another pupil (e.g., <i>What is your name?, How old are you?, Is this your brother?</i> etc.). Can understand simple instructions for everyday activities when they are spoken slowly and accompanied by appropriate gestures.	Can follow the important points in contextualised instructions or advice given by a teacher or another adult in school or in a location related to school activities.	Can understand what is said in typical and familiar contexts by teachers, other adults and peers without the need for frequent repetition or supporting gestures.	Can understand most of a film or radio broadcast on the topics of youth culture, family life, family traditions or personal areas of interest when the delivery is clear and is in a familiar language variety.
		Can recognize his/her name or the names or titles of immediate family members when spoken by another person. Can understand when an older person is giving a blessing.	Can understand the main points in a conversation on a familiar topic between adult family members. Can follow conversations between other children during play. Can understand in general what an older person is saying when blessing a child.	Can understand what is said in familiar and typical contexts by adults and peers in the family and community without the need for frequent repetition or supporting gestures. Can understand the details of a blessing given to a child by an older person.	Can understand without difficulty, instructions, descriptions, discussions and debates in the context of family or community. Can understand in detail a number of typical blessings given by older people to children.
	R E A D I N G	Can find his/her name on a class/team list.	Can use the alphabet to find his/her name in a list in school. Can read and understand age-appropriate stories about children and their lives, including life in different environments (e.g., country, city, abroad).	Can read and understand articles and other texts concerned with modern lifestyle and the challenges it poses to individuals.	Can read without difficulty detailed historical accounts of childhood and family life and understand the viewpoints expressed by writers.
		Can find his/her name and names of family or community members in a list, on an item of equipment or furniture, or on a memorial in a graveyard.	Can read and understand very short and simple texts with a high frequency of familiar words on topics such as Roma children, fairy stories, and Roma family and community life.	Can read and understand texts about families and the challenges facing ethnic groups and understand.	Can read and understand detailed historical accounts of the lives of children and young people in the Roma community. Can read and understand texts about the challenges facing young members of the Roma community and distinguish different viewpoints and attitudes.











## MYSELF and MY FAMILY

		A1	A2	B1	B2
S P E A K I N G	S P O K E N  I N T E R A C T I O N	<p>Can respond non-verbally (e.g., with a nod or shake of the head) or with single-word or very brief answers to basic questions about his/her likes or dislikes (e.g., <i>Do you like ... ?</i>).</p> <p>Can greet the teacher, other adults and pupils in an appropriate way and say goodbye.</p> <p>Can indicate immediate personal needs (e.g., to go to the toilet).</p>	<p>Can reply with confidence to familiar questions about his/her name, age, number of brothers and sisters, etc.</p> <p>Can initiate conversation on a familiar topic (e.g., what he/she did at the weekend).</p>	<p>Can tell the teacher about what he/she did at home/on holiday/at the weekend etc.</p> <p>Can ask for clarification when necessary.</p>	<p>Can express worries or concerns to the teacher, another adult or some other responsible person.</p> <p>Can understand and participate fully in conversations about everyday life, family activities, interests, current issues, expressing clearly his/her own views and opinions.</p>
		<p>Can answer basic questions about his/her group, family name, age, and family members when supported by prompts.</p> <p>Can greet and say goodbye and say thank you to other Roma children and adults using appropriate forms of salutation.</p>	<p>Can reply with confidence to family or community members when asked familiar questions about his/her name, age, number of brothers and sisters, names of family members etc.</p> <p>Can use greetings naturally and appropriately.</p>	<p>Can ask and respond to questions on a wide range of familiar topics (family, home, parents' activities, interests, etc.).</p> <p>Can tell parents or other family members about what he/she did in school.</p> <p>Can talk about what he/she has learnt from parents and other older family members.</p>	<p>Can give parents a detailed account of what has taken place in school and describe his/her successes and achievements.</p> <p>In interaction with native speakers, can ask and answer questions spontaneously and fluently.</p>
	S P O K E N	<p>Can make a short, incomplete statement about him/herself or family structure (e.g. <i>name is ****, have brothers</i>).</p> <p>Can use simple phrases to describe his/her own appearance, including eye and hair colour, size, height.</p>	<p>Can use a series of phrases and simple sentences to talk about his/her interests, hobbies, daily routines or family life in an age-appropriate way.</p> <p>Can use phrases and simple sentences to say how he/she feels (tired, upset, ill, etc.).</p>	<p>Can present clear descriptions of daily life personal or family events, or an event or school experience with appropriate levels of detail.</p>	<p>Can explain a personal feeling or viewpoint on a current or topical issue, specifying the advantages and disadvantages of different options.</p>
		<p>Can describe him/herself in simple phrases: <i>My family is, I am a girl/boy, I have long/short hair</i>, etc.</p>	<p>Can use a series of phrases and simple sentences to describe his/her family, daily routines, plans (e.g., for holidays/travelling), likes and dislikes, to a family or community member.</p> <p>Can use a series of phrases and simple sentences to explain his/her attitudes in an age-appropriate way (e.g., family values, ethnic or religious difference).</p> <p>Can use a series of phrases and simple sentences to express emotions in the context of family or community.</p>	<p>Can connect phrases and sentences in a simple way to relate an important event such as a family or community celebration or festival, using descriptive language (especially appropriate adjectives) and highlighting the significant elements.</p> <p>Can describe how crafts or occupations are passed on in families.</p>	<p>Can explain in detail to family or community members the challenges facing young people, the impact of discrimination, and the similarities and differences between ways of life.</p>
	P R O D U C T I O N				

## MYSELF and MY FAMILY

	A1	A2	B1	B2
W R I T I N G	<p>Can copy or write his/her name, address, name of school.</p> <p>Can copy words about him/herself from the board (e.g., <i>my name is ...</i>, <i>I live in ...</i>)</p>	<p>Can write short simple texts describing his/her family, daily routines, etc.</p> <p>Can write short simple texts describing personal interests, likes and dislikes (food, TV programmes, etc.)</p> <p>Can write short simple age-appropriate descriptions of important events or personal experiences (a new baby in the family, travelling, celebrating, helping parent etc.)</p>	<p>Can write simple connected text comparing his/her life now and in the past (e.g., before attending school, in another place).</p> <p>Can write simple connected text about personal likes and dislikes, hobbies, interests, etc.</p>	<p>Can write clear and detailed text (accounts, letters, e-mail etc.) on subjects related to his/her daily life, school life, interests or hobbies, experiences, etc.</p>
	<p>Can copy or write the family name, his/her name, and the names of other family members.</p>	<p>Can write a short simple letter to a family member describing in an age-appropriate way an important family event, a baptism, wedding, new baby, etc.</p>	<p>Can write simple connected text describing of Roma community life and his/her feelings and responses to events.</p> <p>Can write a short letter or e-mail describing his/her experiences and feelings.</p>	<p>Can express his/her views or the personal significance of events or experiences in clear detailed text (letters, e-mails, essays, reports).</p>

Myself and my family					
Level	Skill		* Date	** Date	*** Date
A1		I can understand when the teacher asks me my name or my age or the names or ages of my brothers(s), sister(s) or friend(s). I can understand when the teacher or another person tells me to do something. I can understand when somebody is blessing me			
		I can find my name on a list. I can find the names of other people in my family.			
		I can tell my name and age when asked for this information. I can answer questions about what I like and don't like. I can say hello and goodbye to other people. I can answer questions about the names of other people in my family. I can ask a simple question.			
		I can say something about my family. I can describe myself.			
		I can write my name, address and the name of my school. I can write the names of other people in my family. I can write the name of the place where I live.			
A2		I can understand when my teacher tells me something new. I can understand what my friends are saying when we are doing something together. I can understand some of the conversation between adults in my family. I can understand some of the words in a blessing.			
		I can use the alphabet to find my name or another name in a list or directory. I can read a children's story that I know already. I can read a Roma fairy story that I know already.			
		I can answer questions about the people in my family. I can answer questions about what I did yesterday, at the weekend, or during a holiday. I can answer questions about how I feel. I can ask other people questions. I can say hello and goodbye to different people in different places. I can tell the teacher or another adult if I am worried or feeling ill. I can tell my parents what I did in school. I can ask a question if I don't understand something.			
		I can tell people about myself, my height, the colour of my eyes and my hair. I can talk about the things I like doing. I can talk about what I do every day. I can talk about the things we do in my home. I can explain how I feel about things in school or in my family.			
		I can write about what I do every day. I can write about the things I enjoy. I can write about something I did or saw.			

Myself and my family						
Level	Skill		*	**	***	
			Date	Date	Date	
B1		I can understand what other people are talking about in school, at home and outside my home. I can understand what adults are saying at home. I can understand all the words in a blessing given to me or another child.				
		I can read about the things that other people do every day. I can understand what writers are saying about daily life and lifestyles. I can read about how people live in other places. I can read about the difficulties of people from minority groups. I can read about the changes and challenges in Roma life today.				
		I can tell the teacher about what I did at home or when I was away from school. If I don't understand completely, I can ask another person to explain something to me. I can tell my parents about what I did in school and what I enjoyed. I can answer questions about my daily life and the life of my family. I can tell the teacher or my parents about things that are worrying me and why I am worried.				
		I can give a short talk to my class about what I do every day. I can give a short talk to my class about an important event in my family. I can talk about how traditions or crafts are passed on in families. I can talk about what I learn in my home. I can explain about the important things in my life.				
		I can write about the difference for children between life now and in the past. I can write a letter or e-mail describing an event in my family. I can compare my life now with my life when I was younger. I can write about how I feel.				
B2		I can understand a film or radio broadcast about a subject I am interested in. I can understand discussions in my class, family or between friends. I can understand discussions about Roma life and activities. I can understand different blessings given by older people to children.				
		I can read about children in the past. I can read about family life in different places. I can read an account of somebody's experiences. I can read about the lives and experiences of Roma children in the past. I can read about the difficulties of life today for young people.				
		I can talk about things that are worrying me. I can discuss many things related to my daily life and the life of my family. I can tell my family about all my school experiences. I can ask other people about their daily lives or their opinions. I can carry on a conversation with native speakers.				
		I can express my personal opinions. I can explain to members of my family about the difficulties facing young people. I can present my own opinion or viewpoint on an issue and give my reasons.				
		I can write a letter or e-mail which describes and explains my experiences or interests in some detail. I can write a detailed text on a topic related to my life or the lives of my family members. I can write about my interests or hobbies providing details and organising my text into a logical order. I can express and explain my opinion of particular situations or events.				



## THEME 2: THE HOUSE/CARAVAN AND ITS ACTIVITIES

This theme includes the following topics:

- The roles of different family members
- The important routines of the home – e.g. food preparation, washing etc.
- The status and activities of children and younger family members.
- The process of learning from parents or older family members.

At lower levels, and in particular for younger children, differences in the norms of family life will not be obvious. Older pupils with a higher level of proficiency in Romani will be able to address this topic with greater awareness of the important aspects of home life and the contrasts between Roma and gadže norms.

### Classroom activity 1

Objective: To learn the words for items of furniture and other objects in the home.

Age range: All Level A1

Method:

1. Brainstorm the words already known to pupils, using pictures as necessary.
2. Pupils draw a plan of their house or caravan.
3. Label the rooms, parts of their home.
4. Add in furniture and other objects and label.
5. Pupils mark the important/special places or objects in their homes.

### Classroom activity 2

Objective: To talk about the home.

Age range: All Level A2

Method:

1. Each pupil brings an object from home – preferably something that is unusual or unfamiliar (e.g. something old, from another place etc.).
2. Each pupil holds up the object and the others must guess what it is.
3. If the object is guessed correctly, the pupil with that object explains where it is kept in the home and what it is used for.
4. If the class members cannot guess correctly, the pupil talks about the object explaining what it is, where it came from, where it is kept in the home and what it is used for now.

## THE HOUSE/CARAVAN AND ITS ACTIVITIES

		A1	A2	B1	B2
U N D E R S T A N D I N G	L I S T E N I N G	Can understand the key words for items in the home. Can understand the key words for activities of the home (e.g. eating, washing, sleeping etc.)	Can understand the main points of a story based in the home when it contains familiar words of high frequency. Can understand the main points of an account of daily activities when familiar words are used.	Can understand a story or account of daily life. Can understand a story of life in the past identifying where change has occurred.	Can understand in detail a talk about family life in the past in the local region or country that draws comparisons with modern life. Can understand in detail a video or audio recording which gives an account of childhood in another country or area.
		Can understand the key words for items in the Roma home. Can understand the key words for activities of the Roma home and can categorise them, as appropriate, into areas of responsibility (e.g. mother's jobs, father's occupations, etc.)	Can understand the main points of a story or account based in the house/caravan when familiar words of high frequency are used. Can understand basic instructions given in the home.	Can understand an account or short talk based on the daily life of Roma people in the present or past. Can understand and identify the difference between Roma life in the past and present, and between Roma and gadže lifestyles in the modern day.	Can understand a detailed account or explanation of Roma life given by a native speaker. Can understand detailed historical and traditional information explaining aspects of Roma family life.
	R E A D I N G	Can recognise and understand labels on a picture of a typical house or room. Can recognise and understand numbers and words on a street or in an address.	Can read a simple text describing the activities or daily routines of a home.	Can read stories about children and their lives in the past or present and in different places and environments (e.g. different countries, cities etc.)	Can read detailed accounts, internet text, stories and history about the lives of children and young people. Can read and understand the arguments contained in text about family life in the past and present and in different parts of the world.
		Can recognise and understand the words for parts of the home and its surroundings and items in the house/caravan. Can recognise and understand numbers and words on a street or in an address.	Can read a simple text (story or account) of the home life of a Roma family.	Can read stories about the lives of children in different Roma groups, past and present, and the activities of their homes.	Can read and understand internet text, stories and historical accounts about the lives of children and young people in Roma families. Can read and understand the arguments contained in text about Roma family life in the past and present and in different parts of the world.











## THE HOUSE/CARAVAN AND ITS ACTIVITIES

		A1	A2	A3	A4
S P E A K I N G	S P O K E N  I N T E R A C T I O N	Can give single-word or very brief answers to basic questions about his/her home. Can give a telephone number.	Can sustain a simple conversation with the teacher or another pupil about his/her daily routine and the daily activities of different family members. Can answer simple questions about his/her daily life and likes/dislikes.	Can ask and respond to questions on a wide range of familiar topics relating to familiar home and family activities.	Can participate in detailed discussions of family life, identifying similarities and differences. Can discuss the pressures on the family in the modern world. Can discuss the relevance of family values. Can discuss the importance of learning from parents and other family members.
		Can give single-word or very brief answers to basic questions about his/her home. Can give a telephone number.	Can sustain a simple conversation with the teacher or another pupil about his/her daily routine and the daily activities of different family members. Can answer simple questions about his/her daily life and likes and dislikes in a Roma context.	Can ask and respond to questions on a wide range of familiar topics relating to familiar home and family activities. Can ask parents and older family members for explanations of aspects of Roma home life (e.g. history, traditions etc.).	Can discuss the pressures on Roma family life in the modern world. Can discuss and explain the importance of learning in the Roma family (e.g. the difference between family learning and school learning). Can discuss the important aspects of Roma family life and explain the difference between Roma and local gadze traditions.
	S P O K E N  P R O D U C T I O N	Can use key words or simple phrases/sentences to describe his/her home. Can use key words or simple phrases/sentences to describe what he/she likes and dislikes doing at home. Can use key words or simple phrases/sentences to describe what he/she is expected to do in the home.	Can use a series of phrases or sentences to give an account of what he/she does in a typical day, did yesterday, does after school, etc. Can use puppets to give an account of his/her daily life.	Can give a simple talk in an age-appropriate way about his/her home and the important rules and activities of the family. Can give an account of a family activity or event in sequence, using descriptive language.	Can give a detailed, extended talk about family life indicating his/her activities and responsibilities in the home.
		Can use key words or simple phrases/sentences to describe his/her home. Can use key words or simple phrases/sentences to describe what he/she is expected to do in the home.	Can use a series of phrases or sentences to give an account of what he/she does in a typical day, did yesterday, does after school etc. Can use a series of phrases or sentences to give an account of what a family member does on a typical day. Can use puppets to give an account of his/her daily life.	Can give a simple talk in an age-appropriate way about his/her home and the important rules and activities of the family. Can give an account of a family activity or event in sequence, using descriptive language. Can re-tell a fairy story or legend based on family life.	Can give a detailed, extended talk about Roma family life indicating his/her responsibilities in the home and referring to the different roles and responsibilities for men/women and old/young people.

## THE HOUSE/CARAVAN AND ITS ACTIVITIES

	A1	A2	A3	A4
W R I T I N G	Can copy or write words and simple phrases or sentences for parts of the home and items in the house.	Can write a postcard or short text describing his/her home. Can write a short letter describing 'My day', 'My home' or 'My family'.	Can write simple, connected, age-appropriate text (letter, e-mail, etc.) describing personal experiences, family routines or the home.	Can write clear, detailed text describing his/her home life with appropriate detail.
	Can copy or write words and simple phrases or sentences relating to parts of the home and items in the house/caravan.	Can write a postcard or short text describing his/her house or caravan. Can write a short letter describing 'My day', 'My home' or 'My family'.	Can write simple, connected, age-appropriate descriptions (letter, e-mail, etc.) of his/her family life with reference to the aspects of particular importance to Roma tradition.	Can write clear, detailed text describing his/her family life with appropriate detail and explanation.

The house/caravan and its activities					
Level	Skill		* Date	** Date	*** Date
A1		I can understand the words for furniture and objects in my home. I can understand the words for the activities in my home. I can understand the importance of different activities in my home and who is responsible for them.			
		I can recognise the words for the rooms and areas in my home. I can recognise the words for the furniture and objects in my home. I can recognise the numbers on a street or in an address.			
		I can answer some questions about my home. I can say a telephone number.			
		I can say something about my home. I can say what I like and don't like doing at home. I can say what my parents ask me to do at home.			
		I can write words for different parts of my home. I can write words for the furniture and objects in my home.			
A2		I can understand a story about a family and their home. I can understand a story about the daily activities of a child. I can understand when I am told to do something in my home.			
		I can read a story about another person's daily life. I can read a story about a Roma family and their daily life.			
		I can answer questions about what I do in my home. I can answer questions about what other people in my family do in our home. I can answer questions about what I like and don't like doing in my home.			
		I can talk about what I usually do during the day. I can talk about what happens in my home in the morning and when I go home from school. I can talk about what my father, mother, brother or sister does every day.			
		I can write a card or short letter describing my home. I can write a letter about what I do in my home.			

The house/caravan and its activities					
Level	Skill		* Date	** Date	*** Date
B1		I can understand a story or factual account of daily life in my own or another country. I can understand a story or factual account of daily life in the past. I can understand an account of the difference between daily life in the past and the present.			
		I can read stories about children and their lives. I can read stories about the lives and homes of Roma children at different times. I can read about the daily lifestyles of other people.			
		I can answer questions about what my family members did at the weekend. I can describe what I am expected to do in my home. I can describe the traditions in my home.			
		I can give a simple talk about the important rules of my family. I can describe a family activity that is important or special to me. I can tell a simple story that I have heard in my home.			
		I can write a short text about the activities of my home and the importance of particular rules. I can write an e-mail or letter describing a recent event in my family. I can write a short text about the important traditions in my family.			
B2		I can understand a detailed talk about family life in the past. I can understand detailed information about Roma family life and traditions.			
		I can understand longer stories, internet articles and historical texts about the homes and lives of people in the present and past.			
		I can take part in detailed discussions of family life and traditions and compare my home life with that of other pupils. I can discuss the importance of family values, expressing my own and other family members' attitudes and opinions. I can discuss the importance of learning, both at school and in the home, or young people today.			
		I can give a detailed talk about typical home life today, explaining how it is different to home life in the past. I can give a detailed talk about the routines and traditions of my home.			
		I can write in detail about my home life.			

## THEME 3: MY COMMUNITY

The first set of descriptors for this theme (non-Roma specific) refers to the town, village or suburb in which pupils are living.

The Roma-specific descriptors are concerned with the Roma community in which the pupil lives, whether settled or travelling. The focus is more on the norms of life and behaviour within a Roma community than on physical objects and surroundings and may include activities related to Roma systems of behaviour, justice, hospitality and beliefs (Romanipe).

The differences between Roma groups should be a focus of teaching/learning. Information should be provided about these distinctions particularly in the context of local history and activity, local families and groups, and important people within the local community.

Comparison between local history and the history of Roma groups in the area provides another important focus. This history should include the Roma families that lived in the area and their crafts or occupations in the past.

The concept of “community” may also be broadened to the Roma community at a global level. This approach allows for the identification and consideration of important figures in history, the arts, sports, and so on, who are of Roma origin. It should also include reference to “Gelem Gelem” (the Roma anthem) as well as the Roma flag.

See also: Hobbies and the Arts (page 79)

### Classroom activity 1

Objective: To learn the words for places in the community and the activities that take place there

Age range: 8–14

Level A1

Method:

1. Brainstorm the words for places in the local area that are already known to pupils, using pictures or photographs as necessary (bank, police station, cinema, supermarket, etc.).
2. Pupils work in pairs to draw a map of the local area and put in as many of the important places as they can.
3. They talk about each place and make notes on a separate piece of paper about what happens there – younger pupils write down key words, older pupils write short phrases or simple sentences.
4. All maps and pages are displayed on the wall

### Classroom activity 2

Objective: To learn the words for basic foods and to interact using appropriate greetings, requests and thanking.

Age range: 6–14

Level A1/A2

Method:

1. Set up a number of “market stalls” in the classroom, using empty packets, vegetables, fruit, etc.
2. Pupils learn the names of different foods, how to ask for items and how to thank.
3. Pupils prepare “shopping lists”, writing the names of foods they will buy.
4. Shop keepers are appointed to different stalls. They must greet the customers, tell the prices and say thank you.
5. Pupils circulate to the stalls, buying the goods on their shopping lists.

Note: Empty food packets and plastic fruit and vegetables are useful teaching resources for this theme.

## MY COMMUNITY

		A1	A2	B1	B2
U N D E R S T A N D I N G	L I S T E N I N G	Can recognize and understand the names for people who live and work in the local area when they are spoken or read aloud. Can listen and point to pictures or a map showing where different people work (e.g., library, chemist, supermarket, police station, swimming pool).	Can understand the main points of classroom talk, including stories read aloud by the teacher, about persons working in a particular situation (e.g. teacher, farmer etc.).	Can use familiar vocabulary and concepts to understand the teacher's introductions to themes related to the local community. Can use familiar vocabulary and concepts to understand a video/audio recording about local history, typical occupations, etc. Can understand the main points in a talk about an important person in the locality or region.	Can understand in detail an extended talk about the local area or region. Can understand in detail an extended talk or recording about important local people either in the past or in the present day.
		Can understand the words for the roles and activities of individuals in his/her Roma community. Can understand when older people give brief instructions or orders. Can understand the key words relating to behaviour and the social norms of the community.	Can understand the main points when he/she is told about the importance or value of an action or behaviour typical of Roma culture.	Can understand what is said in a familiar context about how to behave and what to do in accordance with Roma custom. Can understand the main points of a talk about a Roma person who is important in the local community.	Can understand a detailed explanation of the social and belief system of Roma life given by an older member of the community. Can understand in detail a talk, recording or video presentation about a famous Roma person, whether local or international
	R E A D I N G	Can recognize and understand the names for important buildings, signs, or locations in the area. Can recognize and understand the names for buildings/places on a map of the area.	Can read and understand simple public texts and notices (e.g., opening days, times), identifying essential information – what place is referred to, what happens there, etc.	Can use familiar vocabulary to understand a local information leaflet (e.g., outlining the history of a place, what is available there etc.).	Can read and understand extended texts about the history of the local area. Can read and understand newspaper articles about local historical or modern day matters.
		Can recognise and understand the words for the principal activities of the community. Can recognise and understand the key words for the important aspects of moral behaviour of members of the community.	Can read and understand simple stories/fairy stories with a high frequency of familiar vocabulary which reflect or relate to aspects of Roma lifestyle.	Can understand the main points of a short text related to Roma life or activities, such as a newspaper article, using familiar vocabulary to extract information.	Can read and understand an extended article or internet text containing information about aspects of Roma life. Can read and understand an extended article or internet text about an important Roma person.






## MY COMMUNITY











		A1	A2	B1	B2
S P E A K I N G	S P O K E N	Can respond to simple questions by giving the names of buildings and places where people live and work in the area. Can use key words and simple phrases/sentences to answer basic questions about places he/she has visited in the area. Can participate in classroom discussion by naming his/her favourite place in the area (e.g., football field, park, shop).	Can ask and answer simple questions about what happens in the main public buildings in the area. Can ask and answer simple questions about the people who work in those buildings.	Can discuss places that he/she has visited in the area and explain why he/she would/would not like to visit them again. Can ask and answer questions about the importance to the community of different buildings and activities.	Can talk in detail about the occupations and activities of the local area, expressing attitudes and opinions. Can discuss in detail what is happening locally in terms of employment, services, changes, sport etc. Can respond in detail to questions about what is happening in the local area and community.
		Can greet and respond appropriately to simple questions from older community members. Can use key words and phrases to answer basic questions about his/her daily activities.	Can ask and answer simple questions about the main activities of his/her community. Can greet visitors appropriately and give answers to simple questions about his/her life and activities.	Can discuss the experiences of his/her community, expressing personal views and reactions.	Can discuss in detail the occupations and activities of his/her community, providing explanations and clarification of matters relating specifically to Roma life.
	S P O K E N	Can use key words and simple phrases/sentences to describe his/her favourite place in the locality/community.	Can use a series of phrases and simple sentences to explain why he/she likes or dislikes a particular place or area. Can use a series of phrases and simple sentences to talk about a famous person from the local region.	Can connect phrases and sentences in a simple way to talk about a place that he/she has visited. Can connect phrases and sentences in a simple way to talk about what people do in particular places in the area (e.g., people working in the library, shops, health centre, bank).	Can give a detailed talk to other members of the class about the local area, activities that take place there, or another place that he/she has visited.
		Can use key words and simple phrases to describe his/her community.	Can use a series of phrases and simple sentences to talk about his/her daily life. Can use a series of phrases and simple sentences to talk about a well-known Roma person from the local area.	Can give a simple talk about a typical day in his/her community with brief explanations to clarify unfamiliar points. Can tell a simple story or riddle about a well-known person from the local Roma community.	Can give a detailed talk about important aspects of Roma community life, where appropriate providing comparisons with gadze lifestyles. Can talk in detail and at length about the advantages and challenges of Roma community life. Can talk in detail and at length about Roma people and their contribution to the local area.
	P R O D U C T I O N				








## MY COMMUNITY

	A1	A2	B1	B2
W R I T I N G	<p>Can copy or write the names of places in the area.</p> <p>Can copy from the board short sentences describing the activities associated with different places in the area.</p>	<p>Can write simple sentences describing his/her favourite place in the area and explaining why he/she likes it.</p> <p>Can write simple sentences about a place in the area he/she has visited.</p>	<p>Can write simple, connected text describing a favourite place and what takes place there.</p> <p>Can write a short connected text, letter or e-mail describing where a particular building is located and why it is important.</p> <p>Can write a postcard or e-mail briefly describing a place in the area.</p>	<p>Can write clear detailed text describing the area in which he/she lives and giving directions to a particular location in the area.</p> <p>Can write a clear detailed account of the area, providing information about the occupations, activities and services.</p>
	<p>Can copy or write the key words relating to Roma community life and activities.</p> <p>Can copy or write short sentences describing activities in his/her community.</p>	<p>Can write simple sentences describing life in his/her community and its daily routines.</p>	<p>Can write a letter or e-mail describing an important aspect of Roma life.</p> <p>Can write simple connected text describing an aspect or aspects of Roma community structure and/or systems.</p>	<p>Can write a clear detailed account of the structure of a Roma community.</p> <p>Can write a clear detailed account of the important structures and systems which govern Roma community life.</p>

My community					
Level	Skill		* Date	** Date	*** Date
A1		<p>I can understand the names for people who work and live in my town or community.</p> <p>I can point out on a map where different people work.</p> <p>I can understand when older people tell me what to do.</p> <p>I can understand the rules of my home or community.</p>			
		<p>I can read the names of the buildings and important places where I live.</p> <p>I can read the signs in the area where I live.</p> <p>I can read the words for the important rules about living in my community.</p>			
		<p>I can say "hello", "goodbye", "please" and "thank you" to people I meet.</p> <p>I can answer some questions about places in my area and what happens in them.</p> <p>I can answer some questions about what I do in different places.</p> <p>I can answer some questions about how I feel.</p>			
		<p>I can say something about my favourite place.</p> <p>I can say something about my community.</p>			
		<p>I can write the names of places in my area.</p> <p>I can write some sentences about what happens in my local area or community.</p> <p>I can write some sentences about what I do in different places.</p>			

My community					
Level	Skill		* Date	** Date	*** Date
A2		I can understand simple stories about what people do in their daily lives. I can understand a simple story about important behaviour or activities in my community.			
		I can read a notice about what is happening in my town or community. I can read a simple story about daily life in my community.			
		I can ask and answer questions about what happens in different places in my town or community. I can explain why I like particular places or activities in my local area. I can talk about what I like to do in my local area.			
		I can talk about my favourite place. I can talk about a place I don't like. I can talk about a famous or important person from my area.			
		I can write briefly about places that I like or don't like. I can write briefly about a place that I have visited. I can write briefly about what people do every day in my community. I can write briefly about something that happened in my local area or community.			
B1		I can understand when the teacher talks about local places or events. I can understand a film or recording about a local event or situation. I can understand when I am told how to behave or what to do in a particular situation.			
		I can understand a leaflet or small book about my local area or about something that is happening there. I can understand a newspaper article about people in my local area.			
		I can discuss places that I have visited in my local area and answer questions about my visit. I can ask and answer questions about what people do in different types of work. I can discuss the important buildings and places in my community.			
		I can give a short talk about a place that I have visited and what happens there. I can give a short talk about what people do in different places and the importance of their work to my community. I can give a short talk about a typical day in my community.			
		I can write a letter or e-mail about something I did in the place where I live. I can write about the work of particular people in my area. I can write a post card about a place that I have visited. I can write a brief description of the Roma community and how it is organised.			

My community					
Level	Skill		* Date	** Date	*** Date
B2		<p>I can understand in detail a talk given about the local area or community.</p> <p>I can understand in detail when the teacher describes something that has happened in the local area.</p> <p>I can understand a detailed explanation of the Roma community structure.</p> <p>I can understand a public talk or film about an important person in the local area.</p>			
		<p>I can read books and articles about the history of the local area.</p> <p>I can read books and articles about the lifestyles of people who lived locally in the past.</p> <p>I can read newspaper articles which report on what is happening today in my area or community.</p> <p>I can read a newspaper or internet article about the events, activities or situation relating to Roma people in my area.</p>			
		<p>I can discuss the activities of my local area, expressing the opinions and attitude of myself and others.</p> <p>I can ask questions to prepare a project on an aspect of or activity relating to my local area.</p> <p>I can discuss in detail the activities of my local community and explain matters relating to Roma people there.</p>			
		<p>I can give an extended talk about the local area or about a particular activity that takes place or has taken place there.</p> <p>I can give an extended talk about a visit I made to an interesting or important place.</p> <p>I can give an extended talk about the life of people in a Roma community and indicate the important cultural differences between Roma and gadže.</p> <p>I can give an extended talk about the challenges facing Roma people in their communities.</p> <p>I can give an extended talk about an important person from the local area.</p>			
		<p>I can write a letter giving clear directions to and explanations about a place in my area.</p> <p>I can write an account of the important structures in my local area or community.</p>			

## THEME 4: ROMA CRAFTS AND OCCUPATIONS

This theme explores the traditional crafts and occupations associated with different groups of Roma. It may be used to identify where evidence of these crafts and occupations remains locally.

The theme also supports exploration of the areas in which Roma are involved nowadays, such as teaching, social services, counselling, etc.

The traditional crafts which may be referred to in classroom activities include:

animal training	basket-making	bear-training
blacksmiths	brick-making	brush-making
comb-making	dressmaking	entertainment (circus)
fortune-telling	flower-selling	goldsmith/silversmith
herbalism	horse-trading	knife-grinding
metalworking	musicians	net-making
pot-making/mending	singing	story-telling
trade	woodworking	

In addition, this theme allows for examination of the stories of people of Roma origin who have become famous in different areas of activity.

See also:                      Myself and my family (page 25)  
                                      Nature and animals (page 74)  
                                      Hobbies and the Arts (page 79)

### Classroom activity 1

Objective: To learn the words for places in the community and the activities that take place there

Age range: 6–14

Level A1/A2

Method:

1. Prepare a set of flash cards with some names of different Roma trades and occupations (particularly those associated with the local region).
2. Pre-teach the words and discuss the activities.
3. Young pupils draw pictures representing the activities.
4. Older pupils search on the internet for information/talk to families and obtain relevant pictures/ draw pictures/write some sentences.
5. Pupils prepare a wall display using the flash cards and putting their pictures/text with the appropriate card.

### Classroom activity 2

Objective: To research Roma crafts or occupations which were common in the local area or in the pupil's family group.

Age range: 10–14

Level B1/B2

Method:
















1. Introduce the topic of occupations in the local area. Focus on past or present occupations of Roma people.
2. Pupils working in pairs choose an occupation and carry out research using all available means (e.g. books, internet, family, etc.).
3. Each pair prepares a presentation using pictures, posters, etc. with accompanying text.
4. Each pair makes a presentation to the rest of the class.
5. Pictures and text are displayed either on the wall or in a book.






## ROMA CRAFTS AND OCCUPATIONS

		A1	A2	B1	B2
U N D E R S T A N D I N G	L I S T E N I N G	<p>Can recognise and understand basic words for traditional and current crafts and occupations of Roma people when they are spoken or read aloud.</p> <p>Can recognise and understand words associated with the products of different crafts (e.g. horse shoes, jewellery, musical performance, etc.)</p>	<p>Can understand the main points of simple classroom talk, including stories, about the activities of Roma groups provided the vocabulary used is familiar.</p>	<p>Can listen to a talk or presentation about Roma crafts and occupations and understand most of what is said provided delivery is relatively slow and clear.</p> <p>Can understand most of an audio or visual account of the work of a Roma person (past or present).</p>	<p>Can understand in detail an extended talk or lecture describing the lifestyle and activities associated with a particular craft or activity.</p> <p>Can understand in detail a talk in the context of career guidance which describes occupations in which modern day Roma people have had particular success.</p>
	R E A D I N G	<p>Can recognise and understand the words for the different crafts and occupations of Roma people (past and present) when they appear on flashcards, posters or in simple texts.</p> <p>Can recognise and understand the words associated with the products of different crafts (e.g. horse shoes, jewellery, musical performance etc.) when they appear on flashcards, posters or in simple texts.</p>	<p>Can read and understand short, simple texts, including fairy stories or legends, which contain descriptions of the crafts or activities of Roma people, provided the texts contain familiar words of high frequency.</p>	<p>Can read and understand a variety of text about different crafts and occupations (stories, internet texts, historical accounts etc.).</p> <p>Can read and understand texts about prominent persons of Roma origin.</p>	<p>Can read and understand detailed descriptions of the traditional crafts and activities of Roma people in the past.</p> <p>Can read and understand a detailed explanation of the significance of a craft or occupation in a story or legend.</p> <p>Can read and understand the requirements for entry to different activities and occupations today.</p> <p>Can read and understand a biographical account of a famous person of Roma origin.</p>

## ROMA CRAFTS AND OCCUPATIONS

S P E A K I N G	S P O K E N  I N T E R A C T I O N	Can use gestures, key words and simple phrases/sentences to reply to basic questions about the traditional and modern day occupations of Roma people.	Can ask and answer simple questions about the typical activities and routines associated with particular crafts and occupations.  Can ask and answer simple questions about particular Roma groups and their association with crafts and occupations.  Can ask and answer simple questions about the crafts and occupations of Roma people in the modern day.	Can ask and answer more complex questions about the principal historical aspects of different Roma crafts and professions.  Can ask and answer more complex questions about the activities of Roma people today.  Can ask and answer more complex questions about prominent people of Roma origin.	Can ask complex and detailed questions of older family or community members about their recollections of the traditional Roma crafts and occupations.  Can engage with fluency in discussions of traditional Roma crafts and occupations.
	S P O K E N  P R O D U C T I O N	Can use simple phrases and sentences to make a short, possibly incomplete, statement about the crafts or occupations of members of the family or group.  Can use simple phrases and sentences to make a short statement about the typical crafts or occupations of Roma in his/her country or area.	Can use a series of phrases and sentences to give a brief description of the historical crafts and occupations of Roma people in the local area or region.  Can use a series of phrases and sentences to give a brief description of a personal experience of seeing a Roma craftsman/woman at work.	Can connect sentences in a simple way to talk about different Roma crafts and occupations in an age-appropriate way.  Can connect sentences in a simple way to give a brief talk about an individual of Roma origin who is famous or well-known.	Can give a talk, with appropriate descriptive detail and sequencing, about the activities of Roma people in the past with reference to the impact that crafts or activities made on their lives.  Can give a talk about the occupations of Roma people nowadays.  Can give a talk comparing the lives of nomadic Roma craftsmen in the past with modern life.  Can give a talk about a famous person, or people, of Roma origin.
W R I T I N G		Can copy or write basic words to do with the crafts and occupations of Roma.  Can copy or write basic sentences about Roma crafts or occupations.	Can write short texts using familiar vocabulary to describe what Roma people did in the past in the locality or region.  Can write short texts using familiar vocabulary to describe the crafts of Roma people living in different areas or countries.	Can write briefly about the life style of Roma craftspeople.  Can write a brief account of the life of a famous Roma person.  Can write a brief account of the association between different Roma groups and particular crafts and occupations.	Can write an account, with appropriate detail, sequencing and contextualisation, of traditional Roma crafts and occupations either locally or on a more general basis.  Can write about famous people of Roma origin highlighting the importance of Roma culture in their lives.

Roma crafts and occupations					
Level	Skill		* Date	** Date	*** Date
A1		I can understand the words for different crafts and occupations. I can understand the words for the things that are made by different craftspeople.			
		I can recognise the words for different crafts and occupations. I can recognise the words for the things made by different craftspeople.			
		I can ask and answer very simple questions about the work that people do nowadays.			
		I can name the crafts and occupations of people in my local area in the past and present.			
		I can write the words for the crafts and occupations typical of Roma people in past and present. I can write some sentences about these crafts and occupations.			
A2		I can understand a simple story about Roma craftspeople and what they did.			
		I can read a simple story which describes what Roma people did in their daily lives.			
		I can have a simple conversation about the typical activities of particular craftspeople. I can answer simple questions about different Roma craftspeople and their activities. I can answer simple questions about the activities of Roma people in my community today.			
		I can give a short description of a particular craft or occupation that is of particular interest to me. I can give a short description of a craftspeople at work.			
		I can write a short letter or text describing the crafts and occupations of Roma people in my area in the past. I can write briefly about the crafts and occupations of Roma people in different areas.			
B1		I can understand a talk about Roma traditional crafts. I can understand a film or radio broadcast that describes the work of a Roma person or group.			
		I can read a story or other text about a typical Roma craft past or present. I can read about a Roma person who became famous for a particular craft or activity.			
		I can ask and answer questions about the principal crafts and occupations of Roma people past and present. I can ask and answer questions about the importance of Roma crafts and occupations. I can ask and answer questions about the activities of Roma people today.			
		I can give a short talk about a famous Roma person. I can give a short talk about the different crafts and occupations of particular Roma groups.			
		I can write about the lifestyle of Roma craftspeople. I can write about a famous Roma craftspeople. I can write about different Roma groups and their particular crafts and occupations.			

Roma crafts and occupations					
Level	Skill		* Date	** Date	*** Date
B2		I can understand a detailed talk about Roma crafts and lifestyles. I can understand a career guidance talk about possible areas of activity for me today.			
		I can read detailed accounts of Roma crafts and activities in the past. I can read an account of the importance of a particular Roma craft or occupation to an area or region. I can read detailed information about how to enter a Roma craft or occupation today. I can read a biography of an important Roma craftsman.			
		I can discuss the importance of crafts and occupations in Roma history in order to prepare a project. I can ask questions of a speaker who visits my school to talk about Roma crafts and occupations.			
		I can give a talk about the activities of Roma people in the past and explain the importance of their crafts and occupations to different areas. I can give a detailed talk about the occupations of Roma people today. I can give a talk comparing life in the past for Roma craftspeople with life in the present, explaining advantages and disadvantages. I can give a detailed talk about a famous Roma person and his/her impact on local or international life.			
		I can write a detailed account of Roma craft traditions and their importance. I can write about the importance of the Roma contribution to economic or social life.			



## THEME 5: FESTIVALS AND CELEBRATIONS

This theme should include the following topics:

1. The celebrations marking the cycle of life:
  - Birth and baptism, including the significance of godparents
  - Engagement and marriage
  - The rituals associated with death, mourning and commemoration
2. The festivals common to the local region, including religious festivals
3. Occasions when Roma communities come together, such as:
  - International Roma Day (8<sup>th</sup> April)
  - St. Sara (pilgrimage to Les Saintes-Maries de la Mer in the Camargue)
  - Horse fairs
  - Roma cultural festivals
4. Commemorative events including *Samurdaripe (Murdaripen)*, Holocaust Remembrance Day.

As festivals and celebrations are occasions that bring people together, this theme also allows for exploration of the oral tradition of songs, poems, stories and riddles which reflect history and different experiences.

See also: Myself and my family (page 25)

### Classroom activity 1

Objective: To learn when important celebrations take place, the reason and purpose for them, and what pupils do during these celebrations.

Age range: 4–14

Level A1/A2

Method:











1. Ask pupils about the important celebrations in their lives.
2. Talk about what time of year these celebrations take place – month, season.
3. Pupils say what happens during the celebrations (e.g., special meal, visit to family, holiday, etc.).
4. Make a list of different celebrations on the board, categorised into personal (e.g. birthday), family, local, national and Roma-specific.
5. Make a large wall chart which is divided into the months of the year and write the celebrations in the appropriate month with a note explaining whose celebration this is.











## FESTIVALS AND CELEBRATIONS

		A1	A2	B1	B2
U N D E R S T A N D I N G	L I S T E N I N G	Can recognize and understand the words for festivals and celebrations when they are spoken or read aloud.  Can follow simple spoken instructions to find pictures or objects in the classroom that are related to different festivals or celebrations.	Can recognize and understand common words related to festivals and celebrations when the teacher introduces the topic in class.  Can follow at a general level stories and classroom talk about festivals and celebrations.  Can understand instructions for preparing a celebration when familiar words of high frequency are used.	Can understand the main points of classroom talk about festivals and celebrations, using visual supports (e.g., illustrations in a text book) to check the teacher's explanation.  Can understand the main points of a video that shows typical activities during a local or national festival.	Can understand in detail a talk about the reason behind a festival, celebration or commemoration.  Can understand detailed instructions for preparing a celebration.
		Can recognise and understand the words for festivals, celebrations and special events in the Roma community.	Can understand a simple story based on a festival or celebration when familiar words of high frequency are used and, if possible, there is visual support.  Can understand a simple story that relates to a particular situation or experience when people gather to celebrate or commemorate.	Can understand the main points in an account of festivals or celebrations particular to Roma communities.  Can understand the main points in a story or song related to a celebration, festival or commemoration.	Can understand in detail a talk or discussion about a Roma festival, celebration or commemoration, including the purpose of the event and how to prepare for it.  Can understand in detail the important stories or songs related to particular celebrations, festivals or commemorations.
	R E A D I N G	Can recognize and understand the words for festivals and celebrations on posters or flashcards and in very simple texts.	Can read and understand a simple description of a festival or the events surrounding a celebration, using pictures for support.  Can read and understand simple stories that contain a high frequency of familiar vocabulary about typical festival or celebration activities (e.g. family preparation, main participants etc.).	Can read and understand the main points of texts, either current or historical, which describe festivals and celebrations.	Can read articles about festivals and celebrations, understanding the background, history and traditions that lie behind them.
		Can recognise and understand the words for festivals and celebrations that take place regularly in the family or community.	Can read a simple fairy story based on a celebration or event which contains a high frequency of familiar words.	Can read and understand the main points in a text describing a festival or celebration typical of Roma family or community life.	Can read detailed accounts of typical Roma festivals, celebrations or gatherings, understanding their history, purpose, and the traditions associated with them.

## FESTIVALS AND CELEBRATIONS

		A1	A2	B1	B2
S P E A K I N G	S P O K E N  I N T E R A C T I O N	Can respond with key words or simple phrases/sentences to questions about when the major local or national festivals occur.	Can ask simple questions about festivals that are unfamiliar.  Can exchange with other pupils basic information about how particular festivals are celebrated in his/her home.	Can talk about and compare family/religious celebrations with other pupils.  Can ask and answer questions about typical festivals in other places.	Can discuss with fluency and spontaneity the experience of attending festivals or celebrations and express personal views about them.
		Can respond with key words or simple phrases/sentences to questions about family or community events that he/she has experienced.	Can respond in simple terms to questions about a festival or occasion that is important to his/her family or community or an event that has recently taken place.	Can describe and respond to questions about what takes place during a festival or celebration in his/her family or community.	Can talk in detail about the plans for and experience of a festival or celebration in the family or community.
	S P O K E N  P R O D U C T I O N	Can name the principal festivals of the year.	Can use a series of phrases and sentences to give a simple description of attending a local or national festival.	Can describe to the rest of the class an experience when participating in a festival.	Can give a detailed extended talk about a festival, sequencing information and providing descriptive background and personal responses.
		Can name the events that are important in Roma family or community life.	Can use a series of phrases and sentences to describe a special celebration at home.  Can use a series of phrases and sentences to describe the main points of a particular celebration or event.  Can use a series of phrases and sentences to tell the main points of a story related to a celebration or important event.	Can describe to the rest of the class a special event/celebration in the family (religious festival, new baby, etc.).  Can describe to the rest of the class the experience of attending a celebration such as a marriage or funeral.  Can tell a story related to a particular event/celebration or commemoration.	Can give a detailed extended talk about the important celebrations in Roma life and their cultural significance to members of the Roma community.  Can recite at length a story or song of particular significance to a festival, celebration or commemoration.
W R I T I N G		Can copy or write the names of the principal festivals.  Can copy from the board short sentences about festivals or celebrations.	Can write simple sentences describing a party held to celebrate a festival (e.g. food, clothes, entertainment etc.).	Can write a short text / letter describing a festival or celebration, with comments about his/her reaction (e.g., excited, nervous, happy, tired).	Can write a detailed account of a festival or celebration, explaining the purpose of the event, describing what took place, and expressing a personal response.
		Can copy or write the names of important events or celebrations.  Can copy or write short sentences about an important event or celebration.	Can write simple sentences describing an event in the family (e.g., a new baby in the family or community).  Can write simple sentences describing the principal features of a family or community event or celebration, based on personal experience or retelling an account or story.	Can write a short text, letter or e-mail describing a celebration or event that he/she has experienced in the family or community.	Can write a detailed account of particular celebrations or events in Roma history, tradition or community life.  Can write a detailed comparison between Roma festivals and celebrations and local or national events.

Festivals and celebrations					
Level	Skill		* Date	** Date	*** Date
A1		I can understand the words for important festivals and celebrations in my local area. I can understand the words for festivals and celebrations in my family or community.			
		I can recognise the words for important festivals or celebrations when I see them on a chart, calendar or poster.			
		I can ask and answer simple questions about the main festivals in my local area. I can ask and answer simple questions about the important events in my family or community.			
		I can name the main festivals that take place during the school year. I can name the main celebrations that are important in my family or community and say at what time of year they occur.			
		I can copy or write the names for the important festivals or celebrations in my area. I can copy or write some sentences about the important events in my area or in my family and community.			
A2		I can recognise when an important festival or event is part of a story. I can recognise when the teacher talks about a particular festival, celebration or event. I can understand simple instructions for the preparation of an important event.			
		I can read a simple story about an important festival or celebration. I can read a simple text about how a family prepares for an important celebration.			
		I can ask and answer questions about festivals that appear in stories. I can ask my friends about how they celebrate in their homes. I can ask about a festival that is very important to my family or community.			
		I can give a very simple account of a festival or celebration in my home. I can give a very simple account of the important parts of a festival or celebration. I can give a simple description of a special event that I experienced.			
		I can write some sentences about a festival or celebration that I experienced. I can write some sentences about the reason for a particular celebration.			

Festivals and celebrations					
Level	Skill		* Date	** Date	*** Date
B1		<p>I can understand information about a festival or celebration and the preparation and plans for the event.</p> <p>I can understand the main points of a film about a particular festival or celebration.</p> <p>I can understand the main points of a story or song about a particular festival, celebration or commemoration.</p>			
		<p>I can read and understand a written description of what takes place during a festival or celebration.</p> <p>I can understand the main points of a newspaper or internet article about a festival.</p>			
		<p>I can discuss and compare how events are celebrated in different communities and families.</p> <p>I can ask questions about celebrations in other places and related to purposes that are not familiar to me.</p> <p>I can explain how an event is celebrated in my own home or community.</p>			
		<p>I can describe an experience I had when participating in a festival or event in my home or community.</p> <p>I can describe what happened during a celebration and my feelings about the event.</p> <p>I can tell a story related to a particular event.</p>			
		<p>I can write a letter describing a festival or celebration in my family or area, expressing my feelings at different stages of the event.</p>			
B2		<p>I can understand a talk which gives the history or purpose of a particular festival or celebration.</p> <p>I can understand the details behind the activities of a festival or celebration (e.g., the choice of food, important people, etc.).</p>			
		<p>I can read about festivals and understand their cultural or historical traditions.</p>			
		<p>I can discuss experiences of attending festivals or celebrations and give my own viewpoint and feelings about these events.</p> <p>I can discuss the plans when preparing for a festival or celebration and identify and explain the important aspects.</p>			
		<p>I can give a detailed talk about a festival with details of the history and tradition related to the event.</p> <p>I can give a detailed talk about the importance of celebrations in our communities or lives.</p> <p>I can recite the words of a song that is important for a particular celebration or commemoration.</p> <p>I can tell a story that is typically told at a celebration or commemoration.</p>			
		<p>I can write an account of an important festival or celebration with detail about the reasons, purpose and specific points relating to the event.</p> <p>I can write a detailed comparison between typical festivals and celebrations.</p>			

## THEME 6: AT SCHOOL

Some of the descriptors for this theme aim to reinforce understanding in the home about the activities of the school. For example *Can understand basic information about half days, school closures, doctor's visits, changing routines/schedules etc.* (A2 Listening), is intended to create a bridge to the home, in particular where Romani is the first language.

Romani life and Romanipe can be introduced in the context of typical school learning.

### Classroom activity 1

Objective: To learn about the locations of Romani groups (geographical focus)

Age range: 8–14

Level: A1–B2

Method:

- 1 Teacher asks pupils where Romani groups are living now.
- 2 Pupils brainstorm and provide some answers.
- 3 Pupils add information about different countries – *It is near to this country, It is in the north where the weather can be very cold etc.*
- 4 Pupils find the countries on a map and insert symbols or names where Romani groups live.
- 5 Pupils find information about the countries and prepare a short piece of text to describe each country.
- 6 The texts are displayed together with the map.

### Classroom activity 2

Objective: To introduce Romani history (historical focus)

Age range: 7–14

Level: A1–B2

Method:

1. Each pupil prepares a time line of his/her life marking in the important events.
2. Brainstorm what pupils know about "history" in general.
3. Teacher introduces the idea of Romani history.
4. Pupils use maps to trace the journey of Romani people from India and put the relevant dates on the maps.
5. Teacher tells story relevant to Romani history.
6. Pupils prepare to take "roles" in the journey and to tell "their stories"
7. Pupils write their story of the journey and read it to the class or present it using puppets.

Extension:

Age range: 10–14

Level: A2+ – B2

Pupils listen to/read a story (legend or fairy story) depicting an experience or an aspect of Roma life in the past.

## AT SCHOOL

		A1	A2	B1	B2
U N D E R S T A N D I N G	L I S T E N I N G	<p>Can understand basic school and classroom rules and routines when they are explained very simply and with appropriate gestures.</p> <p>Can recognize and understand the names of school furniture, equipment, resources, etc., when they occur in instructions.</p> <p>Can understand and follow very basic instructions for playing games in the playground or sports area.</p>	<p>Can understand instructions given in the classroom, playground, etc.</p> <p>Can understand basic information about half days, school closures, doctor's visits, changes in routines/ schedules etc.</p> <p>Can understand at a general level topics dealt with in the class when they are introduced and explained clearly.</p>	<p>Can understand detailed instructions in the classroom and school environment generally.</p> <p>Can understand an age-appropriate presentation given by another pupil on a familiar topic (<i>My interests, My family, My recent experiences</i> etc.)</p>	<p>Can understand extended speech such as a talk or presentation on a school-related topic and can identify lines of argument.</p> <p>Can understand in detail a film or audio recording in a familiar language variety on a school-related subject or topic.</p>
		Can understand the key words in parents' instructions about, or descriptions of, school.	Can understand information that must be conveyed to parents.	Can understand the teacher's instructions or the description of matters relating to Roma pupils.	Can understand in detail a talk or presentation given in school from a member of the Roma community or a specialist in Roma matters.
	R E A D I N G	<p>Can recognize and understand labels or basic prompts on posters in different parts of the classroom or school (e.g., poster of question forms).</p> <p>Can recognize and understand signs in the school (<i>Fire, Exit, No running</i>, etc.).</p> <p>Can recognize and understand words and numbers on posters and drawings in the classroom (days of the week, days of the month, etc.)</p> <p>Can find his/her name on a list.</p> <p>Can recognise and understand the key words in a school timetable or learning programme.</p>	Can read and understand texts about school that use a high frequency of words already familiar or recently learnt.	Can read and understand texts on school subjects provided that difficult key words and/or concepts are introduced beforehand.	Can read articles, reports or newspaper text concerned with school-based matters or problems that confront pupils in school and understand the viewpoints expressed.
			Can read simple stories about Roma children in school provided they are age-appropriate and contain a high frequency of familiar words.	Can read accounts of children who experience the pressure of difference when attending school.	Can read articles or reports about the challenges facing Roma or other ethnic minority pupils in schools.

## AT SCHOOL











		A1	A2	B1	B2
S P E A K I N G	S P O K E N  I N T E R A C T I O N	<p>Can ask permission in the classroom or attract the teacher's attention in an appropriate manner.</p> <p>Can respond non-verbally (e.g., with a nod or shake of the head) or with single-word or very brief answers to basic questions on school or classroom topics.</p> <p>Can use <i>please</i> and <i>thank you</i> appropriately.</p> <p>Can ask for familiar classroom objects and materials (book, pencil, paper, etc.).</p>	<p>Can ask for attention in class.</p> <p>Can pass on a simple message from one teacher to another.</p> <p>Can generally sustain a conversation with another pupil when working collaboratively in the classroom (painting a picture, making a model, doing an exercise, etc.).</p> <p>With appropriate support from the teacher, can explain a situation that has arisen (e.g. a dispute with another pupil).</p>	<p>Can interact spontaneously in the playground or sports area, engaging with other pupils in games and activities.</p> <p>Can ask and answer questions about specific classroom topics or in general discussion.</p>	<p>Can participate fully in discussions on familiar school-based topics, expressing his/her views with clarity.</p> <p>Can discuss in detail the importance of education for young people today.</p>
		<p>Can tell parents the new words learnt in school and show parents their schoolbooks.</p>	<p>Can describe to parents, at a simple level, events or situations that occurred in school.</p> <p>Can answer simple questions and tell parents why he/she likes school and what he/she learns there.</p>	<p>Can discuss with parents, or other family members, what happens at school.</p> <p>Can ask and answer detailed questions about school life and school experiences</p>	<p>Can interact spontaneously and fluently with native speakers on topics related to school and personal experiences of school and learning.</p> <p>Can discuss in detail the importance of education for Roma children.</p>
	S P O K E N  P R O D U C T I O N	<p>Can use key words and simple phrases/sentences to describe a classroom routine or playground game.</p>	<p>Can use a series of phrases and sentences to describe what he/she watches on television, how he/she likes to do homework after school, and what he/she does at home.</p>	<p>Can explain to other pupils about different school experiences (e.g. in another place, etc.).</p>	<p>Can give a clear, detailed presentation on a school-related topic (e.g. a competition, football match, visit etc.)</p> <p>Can express in detail his/her viewpoint on a topic or issue.</p>
		<p>Can use key words to tell family members about what he/she does in school.</p>	<p>Can use a series of phrases and sentences to describe to family or community members what he/she did in school, what he/she likes best in school, what he/she must do for homework and what sports he/she enjoys.</p>	<p>Can give a simple talk about his/her school with reasons why children should go to school.</p>	<p>Can express opinions about the importance of education, presenting his/her viewpoint with clarity.</p>



## AT SCHOOL

W R I T I N G	Can copy letters and copy or write key words from the board, including phrases or simple sentences related to a classroom topic.  Can copy or write the key words in a classroom timetable or programme of study.	Can write very short texts describing the classroom or other pupils in the class.  Can write very short texts based on a topic recently studied in class.  Can write very short texts about an aspect of Roma life or history as part of a project.	Can write an account of the daily routine in the school.  Can write about his/her friends in school and what they like to do together (e.g. in letter form).  Can research and present a project on Roma life, history or traditions using the Roma community to research the details.	Can write clear and detailed text (e.g., an essay or letter) on a wide range of subjects related to school experiences, particular interests, subject-based topics, school events etc.  Can produce a comprehensive project on one or more aspects of Roma life or culture either individually or in collaboration with others.
	Can show parents how he/she can write the key words learnt in school.	Can write a short letter to a family member or friend describing the classroom or other pupils in the class.	Can write a letter, e-mail or short account of the daily routines in school and the enjoyable parts of school life.	Can write a clear and detailed account of school experience and the reasons for gaining formal education.

At school					
Level	Skill		* Date	** Date	*** Date
A1		I can understand the rules of my school and classroom. I can understand the names for the different things in my classroom. I can understand when the teacher tells us to do something.			
		I can read the labels on posters or in my books. I can read the words and expressions that help me use the Romani language. I can read notices and signs. I can find my name on a class list. I can read my school timetable. I can read the days of the week and months of the year.			
		I can ask for permission in the classroom. I can ask the teacher for help. I can answer a question with "yes", "no" or a few words. I can ask for things in the classroom.			
		I can describe something that I am doing in class			
		I can copy or write words and phrases about the topic that I am learning. I can copy or write words into a grid.			
A2		I can understand instructions given by the teacher. I can understand information about the school. I can understand some of the information about a topic we are learning.			
		I can read about things we are studying in class when I have learnt the words in advance.			
		I can give a message to the teacher. I can talk to another pupil about an activity in class. I can explain a problem to the teacher.			
		I can say what I did for my homework. I can talk about a television programme or film that I have seen. I can describe the things that I do at home.			
		I can write a short essay about my school, the classroom or what I am doing in class. I can a few sentences about what we are studying in class.			

At school					
Level	Skill		* Date	** Date	*** Date
B1		I can understand instructions and information given in the class or in school generally. I can understand a presentation given by another person when I have studied the topic in advance. I can understand a film on a particular subject that is familiar to me.			
		I can read and understand school texts or stories when I study the difficult words or ideas in advance.			
		I can talk to other pupils in the class about what we are doing. I discuss with my parents what we do in school. I can answer questions asked by the teacher or my parents.			
		I can explain my ideas for an activity or project. I can give a short talk about something that I am learning or that I do outside school.			
		I can write a short essay, letter or e-mail about my daily routine in school, giving details of the different activities. I can write a letter or e-mail about people that I know. I can write about the things that I like doing with my friends.			
B2		I can understand a speech or lecture about school, education or the experience of going to school in the past. I can understand a film or radio broadcast about school in the present or past.			
		I can read an article or report about school or education, understanding the different viewpoints expressed. I can read an article about the things that challenge young people during their years in school and understand the opinions being expressed.			
		I can discuss with native speakers things to do with school life, everyday activities and personal experiences. I can participate spontaneously and fluently in school discussions or debates.			
		I can talk about familiar activities in school, expressing my opinions and attitudes. I can give an extended talk about an event or activity in school. I can express and support my opinion about a matter related to school or education.			
		I can write a clear and detailed account of a classroom or other activity that takes place in school. I can write an essay about a particular subject that interests me. I can write a detailed account of an experience in school or in learning a particular subject. I can write a detailed account of a subject I am studying as part of a project.			

## THEME 7: TRANSPORT AND TRAVEL

This theme provides opportunities to teach about the journey of Roma from India (e.g., how they travelled, where etc.) and the way of life of travelling Roma today (e.g., where they travel, why they travel, why they stop etc.).

It also provides scope for exploration of the traditions associated with living in an encampment (e.g., decisions about where to stop, when to travel, the arrangement of the encampment, food, water etc.).

Classroom activities should explore the different lifestyles of settled and semi-nomadic Roma.

Travelling should also be studied in relation to occupation, for example working in a circus, selling goods in different places etc.

See also: My community (page 36)

Roma crafts and occupations (page 42)

### Classroom activity 1

Objective: To learn the basic words for modes of transport.

Age range: 4–8

Level: A1

Method:

- 1 Brainstorm all the possible ways that people travel (e.g. foot, bicycle, car, donkey, train etc.).
- 2 Write each word on a chart with the name of the pupil who suggested the word beside it.
- 3 Put the chart on the wall to provide support.
- 4 Younger pupils draw a picture of a journey and label the main parts.
- 5 Older pupils write a short text (e.g. 5 sentences) about a journey they experienced.

Extension:

Read a story about a journey which uses familiar words.

### Classroom activity 2

Objective: A project to explore the importance of travelling in Roma history and tradition.

Age range: 11–14

Level: B1–B2

Method:

- 1 Discuss the Roma history and traditions associated with travelling.
- 2 Compare this tradition with the modern situation in many countries.
- 3 Divide pupils into groups of 3.
- 4 Each group discusses how to prepare a project on travelling Roma.
- 5 Groups must research (interview Roma people, read text, internet etc.) and compile their information under different headings.
- 6 Groups prepare posters which should include pictures and text. Audio recordings could also be included.
- 7 Groups present their projects to the class.

## TRANSPORT AND TRAVEL

		A1	A2	B1	B2
U N D E R S T A N D I N G	L I S T E N I N G	Can recognize and understand basic words that refer to different modes of transport ( <i>train, car, plane, etc.</i> ) when they are spoken or read aloud.	Can understand references to different modes of transport that occur in classroom talk and in stories and other texts read aloud in class.	Can understand the main points in an oral account of a journey. Can understand the main points of topics related to travel and transport presented in the mainstream classroom. Can recognize and understand all frequently occurring words to do with travel and transport. Can understand references to the mobility of people and why they emigrate and move to different countries.	Can understand a talk or account based on a journey and including detail of modes of transport and experiences.
		Can recognise and understand the basic words that refer to travel and transport in Roma culture.	Can understand references in legends and stories to modes of transport used by Roma.	Can understand the main points in a live or broadcast talk that describes a journey. Can understand references to modes of travel used by Roma that are no longer typical. Can understand references to traditions typical of living in an encampment. Can understand references to the reasons for moving to live in other places as a family or a group.	Can understand a story or legend about travelling Roma including reference to traditions and beliefs associated with travelling and encampment. Can understand the details of an account of travelling given by an older family or community member. Can understand a talk about migration and the reason why Roma people move to live in other places.
	R E A D I N G	Can recognize and understand labels on pictures and posters depicting modes of transport. Can identify and understand basic words to do with transport in a simple text.	Can read and understand the key points in a short text about travelling or transport. Can read and understand the key points in a short text about migration and how this affects children.	Can use key words and pictures/diagrams to access detailed text about travelling and transport. Can use key words to categorize information contained in a text (e.g., <i>Where did it happen?</i> , <i>Who was there?</i> ).	Can read without difficulty a story or account based on a journey. Can read without difficulty an account of how people move to live in different countries.
		Can recognise the words that refer to the modes of transport typically used by Roma groups when travelling (e.g. van, wagon, caravan).	Can read and recognise the keys points in a legend or story about travelling. Can read and recognise the main points in a short description of the types of work that cause Roma people to move from place to place.	Can use key words to research accounts of travelling Roma on the internet. Can understand the main points in an account, story or historical text about Roma journeys. Can understand the main points in an account of the mobility of Roma people nowadays.	Can read an account, story, legend or historical text about Roma journeys in the present or past. Can understand the significance of information about experiences of Roma when travelling. Can understand an account or internet text about the mobility of Roma people today.











## TRANSPORT AND TRAVEL

		A1	A2	B1	B2
S P E A K I N G	S P O K E N  I N T E R A C T I O N	Can respond briefly, using gesture if necessary, when asked "How did you come to school today?"  When prompted by the teacher and supported by pictures, can use basic words (including the vocabulary of colour, size and shape) and simple phrases to describe different forms of transport.	Can answer basic questions about how he/she likes to travel.  Can talk about experiences he/she has had in travelling.  Can ask other pupils about their experience of travel.	Can participate in discussions of different modes of travel and express personal preferences.  Can use illustrations in a textbook to discuss, e.g., similarities and differences between travelling now and travelling in the past.  Can find out what other pupils think about different modes of transport.	Can discuss experiences of travel or the benefits/disadvantages of travelling.  Can discuss the best ways of researching and presenting a project or presentation about travelling.
		Can give non-verbal, one-word or simple answers to questions about how he/she has travelled and whether or not he/she has made a long journey with the family.	Can ask and answer questions about how he/she travelled with the family.  Can ask other pupils about their experiences of travelling and answer their questions about his/her experience.	Can ask and answer questions about Roma travelling traditions.  Can ask questions of older family or community members about experiences of travelling in the past.  Can discuss information about Roma and travelling in the preparation of a project.	Can discuss in detail the historical and modern significance of travelling for Roma people.  Can discuss in detail the advantages and disadvantages of mobility and settled lifestyles for Roma families and communities.  Can discuss in detail the best ways of researching and making a presentation about travelling Roma.  Can research different experiences and traditions of travelling by discussing them with older family or community members.
	S P O K E N  P R O D U C T I O N	Can use key words and simple phrases to name different modes of transport depicted in posters and pictures.	Can use a series of phrases and sentences to describe how he/she comes to school every day.  Can name and describe briefly the different types of transport that can be seen outside the school (e.g. cars, lorries, buses, bicycles, etc.).	Can give a short talk about the types of transport seen outside the school.  Can talk in an age-appropriate way about his/her experiences when travelling a long distance.	Can give an extended talk about an experience that he/she had when travelling, either locally or in another place.  Can give an extended talk about the impact of travelling on young people.
		Can use key words and simple phrases to name the modes of transport depicted in traditional and modern pictures of travelling Roma groups.	Can use a series of phrases and sentences to describe the importance of travelling for Roma families (past or present).  Can use puppets to give a simple account of a journey.	Can give a short talk about his/her experiences of travelling, or the experiences of Roma people in the present or past.	Can give an extended talk about the impact of travelling or settling on Roma life and tradition, weighing advantages and disadvantages.  Can give an extended talk about important aspects of travelling life and the traditions associated with it.

## TRANSPORT AND TRAVEL

	A1	A2	B1	B2
W R I T I N G	Can copy or write key words relating to transport and travel. Can label a picture or poster that depicts different modes of transport. Can copy from the board short sentences to do with transport (e.g., <i>I come to school each day by bus</i> ).	Can write very short texts about different forms of transport, using a textbook for support if necessary. Can write sentences that describe a familiar journey (e.g., from home to school).	Can write a short letter describing to another person how he/she travels to school. Can write "news" about an incident that occurred when travelling to school.	Can write a detailed account of travelling in the local area, giving information about cost, difficulty, older people etc. Can write a detailed letter or e-mail describing his/her experiences of travelling.
	Can copy or write the key words relating to traditional and modern Roma travel.	Can write a short text (postcard, e-mail, etc.) describing an experience of travelling with his/her family.	Can write a description of a journey that he/she has undertaken.	Can write a detailed letter describing a journey that he/she experienced in the context of Roma life. Can write a detailed account of the significance and traditions of travelling for Roma groups in the past or present.

Transport and travel					
Level	Skill		* Date	** Date	*** Date
A1		I can understand the words for different forms of transport. I can understand the main words related to travelling.			
		I can recognise words for different types of transport on a poster or in a book.			
		I can answer simple questions about how I came to school today. I can answer simple questions about how my family travels.			
		I can name different ways of travelling. I can say how we travel to different places (e.g. train, aeroplane etc.) I can say how different people travel when I see pictures.			
		I can write the words for how we travel. I can write the words for how people travelled in the past.			
A2		I can understand when travelling is part of a story.			
		I can read the main points in a short story about travelling. I can read the main points in a short story about people moving to live in another place. I can read the main points in a story about people who must travel in order to work.			
		I can say how I like to travel. I can answer questions about an experience I had when travelling. I can ask other people about where they have travelled and their experiences.			
		I can describe how I come to school every day. I can describe how Roma people travel now and travelled in the past. I can talk about where I would like to travel in the future.			
		I can write a post card about a journey that I made.			

Transport and travel					
Level	Skill		* Date	** Date	*** Date
B1		I can understand the main points in a story or account of a journey. I can understand the main points in films or radio broadcasts about travel and transport.			
		I can read an account of a journey using maps or diagrams. I can use key words to research information about people travelling in the present or past. I can use key words to organise information in a text about travelling or a journey. I can use key words to understand a text about the migration of Roma people today.			
		I can discuss travelling and talk about what I like and don't like. I can discuss the differences between travelling now and in the past. I can find out about the experiences of other people when they were travelling.			
		I can give a short talk about travelling. I can give a short talk about the mobility of people nowadays. I can give a short talk about my personal experiences of travelling. I can give a short talk about the experiences of Roma people when travelling in the past.			
		I can write a letter describing my experiences of travelling. I can write about an event or incident that occurred when travelling (either personal or that of another person).			
B2		I can understand in detail a talk about travelling either in a modern or a historical context. I can understand an account of the experiences and traditions of Roma people when travelling.			
		I can read a story about a journey. I can read a historical text that describes the experiences and challenges of travelling in the past. I can understand a story or account of migration and the affect this has on families.			
		I can discuss experiences of travelling and its advantages and disadvantages. I can discuss the best way of presenting a project about travelling. I can discuss the significance of mobility for Roma people in the past and present. I can ask detailed questions in order to research travelling experiences of others.			
		I can give an extended talk about my personal experience of travelling. I can give an extended about how travelling affects young people today. I can give an extended about the differences for Roma people of travelling or settling. I can give an extended about the Roma traditions associated with travel.			
		I can write an account of travelling in the local area. I can write a detailed letter describing my experiences of travelling and expressing my feelings. I can write an account of the significance of travelling in Roma history and tradition.			

## THEME 8: FOOD AND CLOTHES

This theme includes the importance of traditional clothing and hospitality.

Classroom activities should explore the concept of purity in traditions relating to clothing and food.

See also: Festivals and celebrations (page 47)

### Classroom activity 1

Objective: To learn the vocabulary for different parts of traditional Roma clothing.

Age range: All

Level: A1

Method:

1. Pre-teach the words for items of clothing, shoes, boots, hats, jewellery etc.
2. Write the words on the board.
3. Younger pupils draw pictures of a woman and man in traditional dress and copy or write labels for the items of clothing.
4. Older pupils copy or write short sentences about clothing.

### Classroom activity 2

Objective: To learn about the basic greetings in the Roma tradition.

Age range: 6–14

Level: A1–A2

Method:

1. Review greetings and farewells.
2. Teach other expressions related to hospitality – *Please sit down, Would you like a drink of water?* etc.
3. Pupils work in pairs to prepare a short dialogue in which one pupil welcomes the other to his/her home, offers basic hospitality and says goodbye.
4. Pupils perform their role plays for the class.
5. Teacher gives feedback.

### Classroom activity 3

Objective: To examine traditions relating to hospitality and the entertainment of guests or visitors.

Age range: 10–14

Level: B1–B2

Method:

1. Brainstorm the concept of hospitality, identifying experiences that pupils have had where they gave or received hospitality.
2. Talk about how guests are made welcome, or not, in the majority culture.
3. Pupils write an account of the traditions relating to hospitality in their own homes.
4. Teacher reads a story or other text that emphasises the importance of hospitality in the Roma community.
5. Pupils write
  - a. a comparison of the norms of hospitality between cultures,
  - b. a description of typical Roma hospitality,
  - c. an essay about the importance of hospitality in a community or in society in general.



## FOOD AND CLOTHES

		A1	A2	B1	B2
U N D E R S T A N D I N G	L I S T E N I N G	<p>Can recognize and understand the words for key items of clothing (coat, shoes, etc.).</p> <p>Can recognize and understand the words for the key items of clothing for school.</p> <p>Can recognize and understand the words for key items of food typically brought to school by pupils (e.g., sandwich, apple).</p> <p>Can understand routine classroom instructions about food or clothing (e.g., <i>Take off your shoes if they are wet</i>).</p>	<p>Can understand simple instructions or information about clothing for a particular purpose (going on a school outing, clothing for cold weather etc.).</p> <p>Can understand basic information about the advantages and disadvantages of particular foods (e.g. food that is good or bad for us)</p>	Can understand classroom talk, including stories, containing a wide range of vocabulary related to food/clothing.	Can understand in detail presentations, television programmes, audio recordings and radio broadcasts in a familiar language variety on the topics of clothing, fashion, food and cooking.
		<p>Can recognise the words for key items of clothing traditionally worn by Roma people.</p> <p>Can recognise the words for key items of food typically eaten in Roma homes and for Roma celebrations.</p>	<p>Can understand instructions for wearing particular items of traditional clothing for a special purpose or event.</p> <p>Can understand instructions about cleanliness in the use of clothing and food preparation.</p> <p>Can understand basic instructions for making or preparing food in the home.</p> <p>Can understand explanations about politeness and hospitality in relation to food.</p>	<p>Can understand family and community talk, including stories, containing vocabulary and ideas related to typical or traditional food for particular events and traditional clothing.</p> <p>Can understand talk about the traditions associated with politeness and hospitality in the home.</p> <p>Can understand the main points of a story/fairy tale which refers to the importance of politeness and good behaviour.</p>	<p>Can understand in detail a discussion or presentation about similarities and differences in attitudes to clothing.</p> <p>Can understand in detail descriptions by an older member of the community of Roma food and clothing in the past.</p> <p>Can understand in detail stories/fairy tales that refer to the importance of hospitality and politeness.</p>
	R E A D I N G	<p>Can recognize and understand the names of basic foods.</p> <p>Can recognize and understand the names of the principal items of clothing</p>	<p>Can read and understand the names of foods typically seen in the local shop, supermarket or on seeds or plants.</p> <p>Can read and understand simple descriptions of food or clothing that occur in a story.</p>	Can read and understand texts about healthy eating, using the food pyramid for illustration.	<p>Can read articles, reports or advice leaflets on issues such as nutrition and home economics, making use of diagrams, graphs etc.</p> <p>Can read and understand viewpoints expressed in articles or reports on issues such as branded clothing, child labour in the fashion industry, etc.</p>
		<p>Can recognise and understand the key words for foods used in the home.</p> <p>Can recognise and understand the importance of the key items of traditional clothing when used in a story or other written text.</p>	<p>Can read the names and basic descriptions of food used in the home (e.g. in family recipes).</p> <p>Can read phrases and simple sentences describing traditional clothing when they occur in a story or other written text.</p>	<p>Can read and understand texts describing how food is produced for the home and prepared for the family.</p> <p>Can read and understand texts about the importance of particular routines related to food and eating in Roma life.</p>	<p>Can read and understand detailed instructions for the production and preparation of food.</p> <p>Can read accounts of events at which traditional clothing or food were important elements.</p>











## FOOD AND CLOTHES






		A1	A2	B1	B2
S P E A K I N G	S P O K E N  I N T E R A C T I O N	Can request basic items of food/drink in a school canteen, market or shop. Can ask how much an item costs. Can respond non-verbally (e.g., with a nod or shake of the head) or with single-word or very brief answers to questions about the food/drink and clothes he/she likes or dislikes.	Can ask and answer basic questions about the food/drink he/she likes or dislikes and briefly report the likes and dislikes of others. Can discuss in very simple terms a menu or the food for a special celebration and select what he/she would like. Can ask and answer questions about items and types of clothing, e.g., what is suitable for different kinds of weather.	Can engage in discussion about clothing/fashion and food/drink, expressing personal preferences.	Can discuss fluently with native speakers issues relating to choice of food or the preparation of food for a particular purpose. Can take an active part in discussion about clothing, fashion, the cost and availability of clothes.
		Can request food or drink in the home or community with appropriate politeness. Can respond with single words or non-verbally to indicate the foods he/she likes in a family or social context.	Can use simple phrases to discuss the menu for a family or special celebration. Can ask and answer questions about Roma clothing and likes and dislikes in relation to clothes.	Can share in planning the food for a celebration. Can discuss traditional clothing and where it may be obtained. Can discuss the importance of hospitality in the Roma community.	Can discuss the choices and decisions made about food and clothing for a group or family occasion, giving clear reasons for the views expressed.
	S P O K E N  P R O D U C T I O N	Can use key words and simple phrases/sentences to describe likes and dislikes (e.g., <i>I do not like green apples, I like my new coat</i> ).	Can use a series of phrases and sentences to describe the type of meal that he/she likes best. Can use a series of phrases and sentences to describe the events surrounding a meal of particular importance in the family (e.g., a religious festival, family celebration, etc.).	Can repeat a detailed instruction given by the teacher regarding food or clothing. Can describe his/her favourite items of clothing and explain why he/she likes them. Can explain the importance of particular foods and items of clothing in his/her family or culture.	Can give a clear and detailed presentation about the importance of particular clothing or food for young people in the modern world.
		Can use key words and simple phrases/sentences to express likes and dislikes in relation to food and clothing in the family or community.	Can use a series of sentences to describe in basic terms an important or celebratory meal and the clothing worn by guests.	Can give a short talk about traditional Roma clothing and explain its importance to Roma identity. Can give a short talk about the sequence of events at a celebratory meal or event. Can explain how his/her family receives visitors and guests.	Can give a clear and detailed presentation about traditional Roma food and clothing, with reference to its significance to the Roma identity and the challenges faced by tradition today.

## FOOD AND CLOTHES

	A1	A2	B1	B2
W R I T I N G	<p>Can copy or write lists of different foods, categorising them as appropriate (fruits, vegetables, meats, etc.).</p> <p>Can copy or write lists of clothing according to contexts of use (e.g., outdoor, indoor, school, sports).</p>	<p>Can write a short text describing an event in which food plays a central role (e.g., a family, religious or ethnic celebration).</p> <p>Can write short texts describing his/her favourite items of clothing.</p>	<p>Can write in an age-appropriate way about clothes/fashion and food/drink.</p> <p>Can write instructions for making a dish/meal that he/she likes or that has particular significance.</p>	<p>Can write clear, detailed text presenting information, an argument or personal opinions about issues relating to food and clothes.</p>
	<p>Can write or copy single key words in lists of food and clothing used in the home.</p>	<p>Can write a short text with basic sentences describing how a dish or meal is prepared in the home.</p> <p>Can write a short text with basic sentences describing a traditional costume or a costume worn for a special event.</p> <p>Can write a short text with basic sentences describing an occasion when visitors were welcomed into the home.</p>	<p>Can write detailed recipes for food prepared in the home, possibly at the dictation of a parent or other family member.</p> <p>Can write a description of traditional dress with appropriate detail, explaining the reasons for particular items of clothing.</p> <p>Can describe how hospitality is typically offered in the home or community.</p>	<p>Can write clear, detailed text about the importance of food in a family or community celebration, with descriptions of how food is prepared and served and its origins in Roma tradition.</p> <p>Can write clear, detailed text describing traditional clothing and discussing the issues of tradition in modern life.</p> <p>Can write in detail about friendship and hospitality and their importance.</p>

Food and clothes					
Level	Skill		* Date	** Date	*** Date
A1		<p>I can understand the words for different items of clothing that I wear.</p> <p>I can understand the words for the items of clothing that other people wear.</p> <p>I can understand the words for the food that I eat at school or at home.</p> <p>I can understand if the teacher says something about food or clothes.</p>			
		<p>I can read the words for different types of food.</p> <p>I can read the words for different items of clothing.</p>			
		<p>I can ask for items of food or drink in a shop or market or in a role-play activity in my class.</p> <p>I can ask for an item of clothing in a shop or market or in a role-play activity in my class.</p> <p>I can ask how much an item costs.</p> <p>I can say if I like a particular type of food.</p> <p>I can say which colour I like best in an item of clothing.</p>			
		<p>I can say what food I like or do not like.</p> <p>I can say which colour or item of clothing I like or do not like.</p>			
		<p>I can write lists of different foods according to the category.</p> <p>I can write lists of clothing used for different reasons.</p>			

Food and clothes					
Level	Skill		* Date	** Date	*** Date
A2		I can understand information about the type of clothing needed for a school outing or a sporting activity. I can understand information about types of foods and which are good or bad for me.			
		I can read a menu and understand the different types of food on offer. I can read the names of foods that we see in a supermarket. I can read the names of items of clothing that we see in a shop or market. I can read and understand when food or clothing is part of a story.			
		I can ask people about the food or drink that they like or that they had at a celebration or festival. I can ask and answer questions about favourite food and drinks. I can discuss what food I would like for a special meal or celebration. I can discuss the clothes I like best and when I like to wear them. I can ask and answer questions about the clothes worn on particular occasions.			
		I can describe a meal that I had recently. I can describe my favourite food and my favourite meal. I can describe what happens at a special meal or celebration in my family. I can describe what I or other people wear for a special occasion.			
		I can write a short description of an event where I had a special meal. I can write a short description of my favourite clothes or clothes that I wear for a particular occasion.			
B1		I can understand when people talk in the classroom or at home about particular foods. I can understand when people talk about clothing that they wish to buy or that we must wear for a particular occasion. I can understand a story about the importance of politeness and hospitality.			
		I can read about healthy eating and the foods we need to remain healthy. I can read about clothes that other people are wearing or styles and fashions. I can understand the description of what a person is wearing in a story or account.			
		I can repeat an instruction given by the teacher about clothes. I can pass on detailed information about food. I can talk to my friends about fashions in clothing. I can discuss the clothing necessary for a particular occasion or purpose. I can talk about the food I like.			
		I can describe in detail how to make a particular meal. I can give a friend instructions for making a meal. I can tell a friend what clothing is necessary for a particular purpose. I can talk about the style of clothing that has importance in my family or culture.			
		I can write a description of the food presented at a celebration or special occasion. I can write a description what people wear for a particular occasion. I can write the instructions for making a meal or dish. I can write about my personal likes and dislikes of food giving reasons.			

Food and clothes					
Level	Skill		* Date	** Date	*** Date
B2		<p>I can understand in detail television or radio programmes about food.</p> <p>I can understand in detail television or radio programmes about clothes and fashions.</p> <p>I can understand detailed instructions for preparing a food.</p> <p>I can understand in detail stories or fairy tales about the importance of and traditions associated with politeness and hospitality.</p>			
		<p>I can read articles in magazines or newspapers about clothing and issues related to the production of clothes.</p> <p>I can read articles about food and fashion.</p> <p>I can read advice leaflets about nutrition.</p> <p>I can read reports on nutrition and health.</p>			
		<p>I can discuss with native speakers matters to do with food or the plans for a particular meal.</p> <p>I can engage spontaneously and fluently in conversations about clothing and fashion.</p>			
		<p>I can give an extended talk about the importance of particular styles of clothing to my family or culture.</p> <p>I can give an extended talk about the historical importance of styles of clothing.</p> <p>I can give an extended talk about the traditional importance of particular foods for celebration or other special occasions.</p>			
		<p>I can write a detailed account of the foods and clothes used for a particular occasion.</p> <p>I can write a detailed description of clothing and provide information about its cultural importance.</p> <p>I can express in writing my personal opinions of styles of clothing and issues related to the production and marketing of clothing.</p>			

## THEME 9: TIME, SEASONS and WEATHER

This theme should include the importance of weather conditions such as thunder, rain and wind in Roma stories, fairy tales and poems.

### Classroom activity 1

Objective: To learn the vocabulary for months and seasons

Age range: 4–10

Level: A1

Method:

1. Prepare a large wall chart divided into the months of the year.
2. Teach the words for months, then draw boxes to group the months into the 4 seasons and teach the words for the seasons.
3. Talk about the things that happen in different seasons – weather, holidays, visits, festivals, etc.
4. Put the important activities on to the chart – school holidays, festivals, birthdays of pupils, etc.

### Classroom activity 2

Objective: To learn the vocabulary for different types of weather.

Age range: 4–10

Level: A1

Method:

1. Make a chart with the days of the week when pupils are in school.
2. Print weather symbols (available on the internet) indicating sunshine, rain, wind, snow, etc.
3. As each class begins, a pupil is assigned to select the correct symbol, name the day and month, describe the type of weather, and stick the symbol in the correct place on the chart.

### Classroom activity 3

Objective: To describe activities that are related to particular weather conditions and/or seasons of the year.

Age range: 10–14

Level: B1

Method:

1. Write the words for the four seasons on the board.
2. Brainstorm the particular activities that occur in different seasons.
3. Categorise the information into working activities, sports, leisure, school, etc.
4. Pupils write a piece of text describing their favourite season of the year giving reasons for their choice. They should include the activities related to that season and the activities in which they participate.

## TIME, SEASONS and WEATHER

		A1	A2	B1	B2
U N D E R S T A N D I N G	L I S T E N I N G	<p>Can recognize and understand basic words related to weather (e.g., <i>sun, rain, snow, hot, cold</i>) when they are spoken or read aloud.</p> <p>Can recognise and understand the words for the seasons and months of the year when spoken or read aloud</p> <p>Can follow simple instructions to find pictures or objects in the classroom or in books relating to weather or seasons.</p> <p>Can recognise and understand the days of the week and clock times when they are spoken or read.</p>	<p>Can follow at a general level simple talk related to weather and seasons provided key vocabulary and concepts have been studied in advance and there is appropriate visual support.</p> <p>Can follow at a general level stories and classroom talk about weather and activities in different seasons.</p>	<p>Can watch a weather forecast on television and understand the main points.</p> <p>Can understand the main points of classroom talk about seasons and festivals, using visual supports (e.g., illustrations in the text book) to check the teacher's explanation.</p> <p>Can understand the main points of a video that shows typical activities during a particular time of year.</p> <p>Can understand instructions or talk about a project relating to time, seasons of the year or weather and the activities associated with it.</p>	<p>Can understand in detail a talk in which the time of year and/or the weather are significant elements.</p> <p>Can understand in detail a television or radio broadcast about weather (e.g. providing a bad weather warning, travel advice etc.)</p> <p>Can understand the details when weather is particularly significant in a story, play or television programme.</p>
		Can understand the words or phrases used in the family or community for times of the day/night, seasons of the year and types of weather.	<p>Can understand instructions relating to weather (e.g. securing the home, animals)</p> <p>Can follow at a general level talk about weather and its implications for the family.</p> <p>Can understand an age-appropriate story relating to weather, night and day, or specifying a particular time of day, when a high level of familiar words are used.</p>	<p>Can follow and understand the main points of a talk or discussion with a high content of words relating to time, seasonal change or weather as they relate to Roma culture.</p> <p>Can understand the implications of different seasons and weather for the family or community.</p>	<p>Can understand without difficulty a discussion, talk or presentation about the importance of seasonal or weather issues for the family or community.</p> <p>Can understand in detail talk about how seasonal or weather conditions can influence family or community life or events.</p>
	R E A D I N G	<p>Can recognize and understand basic words related to weather when they appear on a weather chart or flash cards or in a simple text.</p> <p>Can recognise and understand words for seasons or times of the year on pictures, posters, flash cards or in simple texts.</p> <p>Can recognise and understand the days of the week.</p> <p>Can read the time on a clock.</p>	<p>Can use the pictures in a textbook to identify and understand key information about weather (<i>rain, wind, temperature, etc.</i>).</p> <p>Can identify and understand words to do with weather or seasons in stories and other texts.</p> <p>Can read and understand simple stories that contain a high frequency of familiar vocabulary about typical seasonal activities and weather (e.g., the countryside in spring, going to the beach in summer, preparing for a religious festival etc.).</p>	<p>Can identify and understand the key words in, e.g., a geography text relating to weather and can use them to categorize further information in the text (e.g., the effects of wind).</p> <p>Can read a story in which the weather or time of year has particular significance and understand the main points.</p>	<p>Can read and understand in detail news articles or reports about weather or natural phenomena that are influenced by the weather.</p> <p>Can read and understand in detail references to seasons or weather in contemporary poetry.</p>
		Can recognise and understand the words for the times of day – <i>morning, afternoon, night</i> , etc. and the basic words for types of weather when they appear in a story.	Can understand the significance of references to time of day or weather in simple familiar fairy tales.	Can read a story or other written text in which Roma perceptions of time, seasons or weather play a significant part.	Can read an article or other written text about the impact of different seasons or weather conditions on Roma life.
















## TIME, SEASONS and WEATHER






		A1	A2	B1	B2
S P E A K I N G	S P O K E N  I N T E R A C T I O N	Can respond non-verbally (e.g., with a nod or shake of the head) or with single-word or very brief answers to basic questions about the weather (e.g., <i>Is it cold outside?</i> ); the kind of weather he/she likes and dislikes; when the different seasons fall; and what weather is typical of the different seasons.  Can reply to a question about the time.	Can ask and answer questions about the weather and the seasons that he/she likes.  Can take part in simple discussions about the weather in his/her own country and about the clothing necessary for different types of weather.	Can ask and answer questions about types of weather and the effects of weather on lifestyle.  Can describe and respond to questions about what takes place during a particular season in his/her family or community.	Can discuss spontaneously and fluently matters relating to the seasons of the year and the weather. Can express his/her own views with clarity.
		Can respond non-verbally (e.g., with a nod or shake of the head) or with single-word or very brief answers to questions about feeling cold or hot and likes and dislikes in relation to weather.  Can respond with key words to indicate the main features of a particular season or time of year (e.g., weather, activities, celebrations).	Can ask and answer simple questions about a festival or occasion that occurs at a particular time of the year.  Can ask simple questions about seasonal matters or festivals that take place at particular times of year.	Can ask and answer questions about weather conditions or seasonal activities of particular concern to Roma.	Can discuss with native speakers matters relating to the seasons of the year and weather. Can give his/her own views with clarity.  Can discuss particular actions or activities and explain in detail why they occur at specific times of the day or year.
	S P O K E N  P R O D U C T I O N	Can use words and simple phrases to make a short, possibly incomplete, statement about the weather and can name the seasons of the year.  Can say the day of the week when asked a question.  Can say what time an event occurred.	Can use a series of phrases and simple sentences, with appropriate adjectives, to describe the weather outside the classroom.  Can use a series of phrases and simple sentences to describe the school holidays or a holiday taken abroad with the family.  Can name his/her favourite day and give a simple explanation.	Can compare the weather in his/her own country with weather in other parts of the world.  Can give a short talk about an event, situation or experience providing adequate context in relation to time of year and weather.	Can present a clear, detailed account or description of an event or activity that is specifically related to seasonal or weather conditions.  Can give detailed descriptions of the time of year, conditions, weather changes etc.
		Can use key words and simple phrases to make a statement about weather conditions (e.g. <i>It is cold today.</i> )  Can name the days of the week, months of the year and seasons.	Can use a series of phrases or simple sentences to describe his/her favourite types of weather, season or day of the week with particular reference to Roma life.	Can describe the conditions – month, season and weather – experienced in a different place.  Can incorporate descriptions of the time, season and weather when talking about an experience or event.	Can give a clear, detailed explanation for an event which is typical of a season, time of year or weather conditions.



## TIME, SEASONS and WEATHER

	A1	A2	B1	B2
W R I T I N G	<p>Can copy or write basic words to do with the weather and seasons.</p> <p>Can copy from the board or write short sentences about the weather and seasons (e.g., when writing “news”).</p>	<p>Can write sentences about the clothes that are necessary for different types of weather and at different times of the year.</p> <p>Can write a short text about a perfect day.</p>	<p>Can write a short letter describing the weather and the types of clothing that are necessary for different kinds of weather.</p> <p>Can write a short text describing the influence of weather on people in different parts of the world.</p> <p>Can write a short text describing an activity such as skiing, swimming, hiking etc. with reference to weather and including comments about his/her reaction (e.g., excited, nervous, happy, tired).</p>	<p>Can write a letter describing in detail an experience, activity or event, contextualising it clearly with reference to the season and the weather.</p> <p>Can write a story or description in which the time of year or the weather play a significant role.</p> <p>Can write a detailed report on recent weather experienced and compare forecasts or typical weather conditions with those being experienced.</p>
	<p>Can write the key words related to the day, month, season or weather to show to other family members.</p>	<p>Can write sentences about the impact of changing seasons and weather on the family or community.</p>	<p>Can write a short text describing a situation or event in the family or community in which the time of year or weather conditions are important features (e.g. the impact of weather on travelling)</p>	<p>Can write a short story describing a situation or event in Roma history or current experience in which the time of year and weather conditions play an important part.</p>

Time, seasons and weather					
Level	Skill		* Date	** Date	*** Date
A1		I can understand the words for the different types of weather. I can understand the words for the months of the year and seasons.			
		I can recognise and understand words about weather on a chart or in a text. I can recognise and understand words about the seasons or times of the year in a text or on pictures, posters or flashcards.			
		I can answer questions about the heat, cold, sun, month or seasons. I can say if I like or do not like a particular kind of weather or time of year. I can say what the weather is like at different times of year.			
		I can say what the weather is like outside. I can say what season it is. I can say what month it is.			
		I can write the words for the months and seasons. I can write the words for different types of weather.			
A2		I can understand the main words about weather and seasons in class. I can understand when the season or the weather is part of a story.			
		I can understand the information about weather on a chart or in a book. I can find words about weather and seasons in a piece of text. I can read a short story about things we do at particular times of the year.			
		I can answer simple questions about the weather and the seasons. I can discuss the clothes we need for different times of the year. I can ask and answer questions about important events at different times of the year. I can ask some questions about weather or festivals that occur at particular times of the year.			
		I can describe the weather outside. I can describe what happens during the school holidays. I can describe my favourite time of the year.			
		I can write sentences about the different times of the year. I can write sentences about the weather now and at other times. I can write sentences about my favourite day or time of year.			
B1		I can understand the main points of the weather forecast on the television. I can understand talk about the time of year or season. I can understand a film or video that deals with a particular time of year or activities that we associate with a particular month or season.			
		I can read and understand a story or text that has to do with weather. I can understand when weather or the time of year is important in a story.			
		I can ask and answer questions about weather and the way it affects our life. I can talk about what happens in my home during good or bad weather. I can discuss what I will do in the school holidays.			
		I can give a short talk about an experience I had at a particular time of the year. I can describe what I do outside school at a particular time of the year. I can describe the weather when I am talking about an event or experience.			
		I can write a short letter describing the weather. I can write a description of something I do/did at a particular time of year. I can write about what people do at different times of the year and in different weather conditions. I can write about how weather affects lifestyle in different parts of the world.			

Time, seasons and weather					
Level	Skill		* Date	** Date	*** Date
B2		<p>I can understand in detail a talk or presentation when weather or the seasons is an important element.</p> <p>I can understand in detail a television programme about weather problems, changes or dangers.</p>			
		<p>I can read articles about problems created by weather, evaluating the evidence presented.</p> <p>I can read articles or reports that explain in detail how weather influences life styles and activities.</p> <p>I can read news articles containing detailed information about weather or seasonal changes and problems.</p> <p>I can identify when weather or the season is a significant factor in a novel or poem.</p>			
		<p>I can discuss with others, including native speakers, the problems created by weather.</p> <p>I can discuss with others, including native speakers, plans and ideas for a particular season of the year.</p> <p>I can state my own opinions clearly and in detail in a discussion about the time of year or weather conditions.</p>			
		<p>I can give an extended talk about what I did during a particular period of weather.</p> <p>I can give a presentation about my holidays with descriptions of the weather.</p> <p>I can describe in detail how changes in seasons and weather can affect life style.</p> <p>I can give an explanation for a festival or event which takes place at a particular time of year.</p>			
		<p>I can write a letter describing in detail an experience in which the weather played an important role.</p> <p>I can write a short story in which weather conditions are important.</p> <p>I can write a detailed weather report based on information collected over a period of time.</p>			

## THEME 10: NATURE AND ANIMALS

This theme emphasises the importance of the natural world in Roma culture, highlights the close involvement of Roma life with nature and animals in the past, and promotes respect for the natural environment. A talk on this theme given by an older member of the Roma community would stimulate further interest.

The theme provides an opportunity to explore through discussion, research and presentation in class the historical association of Roma groups in different parts of Europe with particular animals – e.g. animal taming and training, horses, circus, farm animals etc. – as well as the crafts and activities surrounding this relationship with animals.

This theme should also include reference to respect for water in the Roma tradition and the importance of weather conditions such as thunder, rain and wind in stories, fairy tales and poems.

See also: Roma crafts and occupations (page 42)  
Transport and travel (page 57)

### Classroom activity 1

Objective: To learn the vocabulary for different animals and to recognise the written forms.

Age range: 4–14

Level: A1

#### Method:

1. Prepare flash cards to match pictures of animals
2. Introduce the topic of animals by asking if any pupils have animals in their homes
3. Collect Romani words for animals and write them on the board, categorising them in a basic way – e.g., domestic/farm/wild animals.
4. Show each flash card and get pupils to find the same word written on the board.
5. Ensure that pupils can pronounce the words.
6. Put the cards face down on the table, pictures on one side of the table and words on the other.
7. Pupils must turn two cards each in turn, one from each set. When they find a word that matches a picture they take the two cards away and put them together, face up.
8. If the word does not match the picture, then both should be turned face down again so that they can be selected by another pupil.

### Classroom activity 2

Objective: To learn the vocabulary for different animals and the traditional Roma beliefs and crafts associated with animals.

Age range: 4–14

Level: A1–A2

#### Method:

1. Brainstorm and collect all Romani words for animals known to class members.
2. Teach any additional vocabulary/terms.
3. Talk about beliefs and attitudes to animals in general.
4. Create a wall chart which categorises the animals as follows:
  - a. wild/domestic;
  - b. habitat and location;
  - c. importance in Roma cultural history/importance nowadays;
  - d. association with Roma beliefs;
  - e. association with Roma craft or activity;
  - f. appearance in fairy stories, literature etc.
5. Pupils talk to their families to gain additional information where possible.
6. Pupils work in pairs or small groups to prepare a presentation about a particular animal/group of animals and their importance or relevance in Roma culture. The final oral presentation should be accompanied by written text and pictures presented as posters, and should include comments or stories from family members and evidence of other research.

## NATURE AND ANIMALS

		A1	A2	B1	B2
U N D E R S T A N D I N G	L I S T E N I N G	<p>Can recognize and understand basic words relating to animals and plants when they are spoken or read aloud, especially when supported by pictures, mime, etc.</p> <p>Can recognize and understand the names of familiar animals and plants when they are read aloud in stories and other texts.</p>	<p>Can understand the main points in simple classroom talk about animals or plants, including stories and other texts read aloud by the teacher.</p> <p>Can understand at a general level when the teacher introduces a topic that includes references to animals or plants (e.g., Environmental Studies), provided key vocabulary has been prepared in advance.</p>	<p>Can understand the main points in a video or television programme about the natural world.</p> <p>Can understand the main points when the teacher introduces a topic about the natural world.</p>	<p>Can understand a detailed and extended talk in which the natural world is an important element.</p> <p>Can understand in detail a story or account which is based on a description of the natural environment or the world of animals.</p> <p>Can understand in a detailed and extended talk that promotes respect for the natural environment.</p>
		<p>Can recognize and understand the words for plants and animals which are important in Roma tradition or life.</p>	<p>Can understand at a general level an account of Roma history or a modern Roma activity which is based on 1) a relationship with nature or 2) working with animals.</p>	<p>Can understand the main points of a story or an account of Roma life that refers to the natural world or crafts relating to animals.</p> <p>Can understand references to birds or animals in fairy stories and other written texts.</p> <p>Can understand the texts that deal in a straightforward way with the association of certain birds and animals with Roma beliefs.</p>	<p>Can understand a discussion between native speakers which includes reference to nature, natural events, animals, and beliefs and superstitions related to the natural world.</p> <p>Can understand a detailed and extended account of a craft or occupation related to animals.</p>
	R E A D I N G	<p>Can use pictorial support to recognize and understand the names of animals and plants when they are written down (e.g., in a picture dictionary, on a wall chart).</p> <p>Can recognize and understand the names of animals on flash cards or posters.</p>	<p>Can read and understand very short, simple texts about animals and the natural world, provided they contain a high frequency of familiar words and appropriate visual support.</p>	<p>Can understand the main points in a text about the natural world, using familiar key words and pictures/ diagrams to support comprehension and organize information.</p>	<p>Can read and understand a detailed descriptive or narrative text in which the natural world is an important element.</p>
		<p>Can recognize and understand the words for animals that are important to Roma traditions or the Roma way of life.</p>	<p>Can read short simple texts, such as fairy stories, containing references to animals or the natural world provided that they contain a high frequency of familiar words and visual support.</p>	<p>Can understand the main points in a text, such as a fairy story, in which the natural world is a significant element, using familiar key words and concepts to organize information.</p>	<p>Can understand the information or message contained in text that refers in detail to nature and animals and reflects Roma traditions or beliefs.</p>











## NATURE AND ANIMALS











		A1	A2	B1	B2
S P E A K I N G	S P O K E N  I N T E R A C T I O N	Can use key words and simple phrases/sentences to answer basic questions about keeping a pet, liking animals, etc. Can use key words and simple phrases/sentences to answer basic questions about changes in plants as they grow.	Can answer simple questions about which animals or plants he/she likes/ dislikes. Can ask and answer simple questions about keeping an animal or a pet.	Can discuss with other pupils how to include animals/plants in a project, role-play, poster project, etc. Can pass on information about taking care of animals or plants.	Can discuss with other pupils how to organize a project related to animals and the natural world, giving reasons for preferring one way of working to another. Can discuss with other pupils the importance of caring for animals and the natural environment, giving reasons for and against particular opinions.
		Can use key words and simple phrases to answer questions about growing plants and vegetables, likes and dislikes in relation to animals, keeping a pet or other animals etc.	Can ask and answer simple questions about animals kept by his/her family or by other people. Can ask and answer simple questions about animals that he/she likes. Can ask and answer simple questions about the relationship between different Roma groups and particular animals.	Can talk with others about the importance of nature and animals in different lifestyles. Can ask questions of older community members about the importance of animals in Roma life in the past. Can ask questions of other community members about Roma trades or occupations related to animals. Can ask and answer questions about beliefs and traditions associated with animals.	Can discuss in detail the importance of respect for the natural environment. Can gather information about traditional Roma lifestyles associated with animals through discussion with parents or older community members (e.g. bear hunting, horse breaking, blacksmith, circus performers, herbal remedies etc.).
	S P O K E N  P R O D U C T I O N	Can name the animals that he/she is familiar with. Can name the types of plants grown in different situations (e.g. flowers, trees, crops, vegetables etc.)	Can use a series of phrases and simple sentences to talk about taking care of animals or keeping a pet. Can use a series of phrases and simple sentences to talk about wild animals and where they may be found.	Can explain in some detail how to look after farm animals or a pet. Can retell a story about animals.	Can give a detailed and extended talk to the rest of the class about modern attitudes to the natural world.
		Can name the animals that are typically associated with Roma communities in different countries.	Can use a series of phrases and simple sentences to describe how animals were an important part of Roma life in the past. Can use as series of phrases and simple sentences to talk about Roma beliefs related to birds or animals (e.g. luck, curse, messengers etc.)	Can explain how a particular group / groups of Roma lived and worked with animals in the past. Can retell a story told by another family or community member.	Can give a detailed and extended talk about the significance of animals in Roma history. Can describe, with appropriate detail, some of the Roma crafts and occupations that relate to animals or the natural world (e.g. training animals, breaking horses, blacksmith, herbal medicines etc.).

## NATURE AND ANIMALS

	A1	A2	B1	B2
W R I T I N G	Can copy or write appropriate labels on drawings of animals.	Can write simple sentences about farm or wild animals or keeping a pet, using familiar vocabulary.	Can write an account of an incident involving an animal (e.g., a dog saves a child from drowning, a wild animal survives against the odds). Can write a summary of a story involving animals.	Can write a clear, detailed account of the types of animals typically found in his/her country. Can write clear, detailed text about the threat to the natural world from pollution.
	Can copy or write the names of animals that feature(d) in Roma life.	Can write simple sentences about the involvement of different Roma groups with animals, indicating the groups by name.	Can write a short description of how a group/groups of Roma people lived and worked with animals.	Can write a clear, detailed account of the relationship between animal species and different Roma groups.

## Nature and animals

Level	Skill		* Date	** Date	*** Date
A1		I can recognize and understand the words for different animals and plants.			
		I can read the words for different animals and plants on a chart or in a book.			
		I can answer some simple questions about the animals we keep as pets and animals in the countryside. I can answer some simple questions about keeping a pet. I can answer some simple questions about the different plants that grow in different situations (e.g. flowers, trees, crops etc.)			
		I can tell the names of the animals that I have seen. I can tell the names of animals that I see in a story book. I can tell the names of the animals that Roma people worked with in the past.			
		I can write the names of animals that I know. I can write the names of animals that are in stories.			
A2		I can understand when animals or plants are part of a story or an account of working with animals. I can understand when a person talks about a pet.			
		I can read short stories about animals in different parts of the world. I can read about animals in a fairy story.			
		I can ask and answer questions about the animals that I have seen and the ones that I like and don't like. I can ask and answer questions about the animals that are kept by my family. I can ask and answer questions about the animals that were kept by different Roma groups in the past.			
		I can talk about how to take care of an animal. I can talk about wild animals and where they live. I can talk about how Roma people worked with animals. I can talk about some beliefs people have about animals.			
		I can write some sentences about keeping a pet. I can write some sentences about the animals on a farm. I can write some sentences about the animals that were part of Roma life and activity.			

Nature and animals						
Level	Skill		* Date	** Date	*** Date	
B1		I can understand the main points in a film or radio broadcast about animals. I can understand the main points in a film or radio broadcast about working with animals.				
		I can understand the main points in a written account of working with animals. I can understand the main points in a story or written account of crafts in which animals play an important role. I can understand an account of traditions and beliefs associated with animals.				
		I can discuss how to prepare a project on animals. I can ask and answer questions about the care of animals. I can ask questions about Roma occupations that are related to animals, as part of a project. I can ask and answer questions about beliefs associated with animals. I can ask about Roma lifestyles that included working with animals.				
		I can give a talk about the importance of the natural environment. I can give a talk about the importance of animals for Roma occupations and lifestyle. I can retell a story that includes reference to animals. I can retell a story or account that I heard in my family or community.				
		I can write an account of an incident that involved animals. I can write a summary of a story about animals. I can write a description of the relationship between different Roma groups and animal-related occupations.				
B2		I can understand the detail in a talk in which the natural world is important. I can understand a detailed story or account which is based on the natural world or the association of man and animals. I can understand in detail a talk about respect for the natural environment and ecological protection. I can understand in detail a talk about the Roma traditions relating to animals and the natural world. I can understand a detailed account of a Roma craft which is associated with animals.				
		I can read a story in which the natural world plays an important part. I can understand a story in which beliefs and superstitions about animals are a significant feature.				
		I can discuss how to prioritise information about the natural world for a project or presentation. I can ask questions in order to research information about the Roma associations with animals. I can discuss the importance of respect for the natural environment, giving reasons for my opinions.				
		I can give an extended talk about modern attitudes to the natural world. I can give an extended talk about the importance of preserving nature today. I can give a detailed talk about the importance of animals in Roma history and tradition. I can describe in detail some of the Roma crafts associated with animals and the lifestyles of the people who followed these occupations. I can retell a story or legend with all necessary detail referring to the natural world.				
		I can write a clear, detailed account of the natural world in my country. I can write a clear, detailed account of the challenges to the natural world from pollution etc. I can write a clear, detailed account of the relationship between different Roma groups and the natural world. I can write a clear, detailed account of the Roma beliefs associated with the natural world.				



## THEME 11: HOBBIES AND THE ARTS

This is a comprehensive theme which covers sporting activities, hobbies, the arts, film and music as well as the leisure activities of the home.

The Roma-specific descriptors include the range of activities in which children participate but which may relate to the occupation of the family, such as tumbling, fire-eating and other circus activities. It also includes the music and dance that is typical of celebration. Songs and poems represent the oral tradition of Roma people and should be explored in relation to the stories they tell, the emotions they express and the events they commemorate.

Comparisons should be made between leisure and creative activities in the past and present. For example, the oral tradition represented by songs, stories and riddles may be contrasted with the use nowadays of computers for games, internet and e-mail.

Occupations such as metalworking may be examined for their contribution to, and influence on, art and design in the broader context.

Working on the topic of sports, the arts, and hobbies in general provides an opportunity to include reference to Roma people who have achieved fame through excellence in their own particular area (e.g. famous sportspeople, film stars, musicians, artists etc.).

These could include, for example: Sidonie Adelsburg (child victim of Auschwitz – documentary film 1991), Carmen Amaya (flamenco artist), Maria Bako (Hungarian film actress), János Bálász (Hungarian artist and poet), Vera Bílá (contemporary folk singer), Philomena Franz (contemporary folkloric singer and dancer), Žarko Jovanović (Serbian musician), Rosa and Katerina Taikon (Swedish silversmith and children's writer), Johann Trollman (der Ruckelle, German light heavyweight champion 1933) etc.

In addition, those of Roma origin whose names are universally familiar: Yul Brynner, Mother Teresa, Pablo Picasso, Ava Gardner, Clark Gable, Charlie Chaplin, Django Reinhardt, Manitas de Plata, Michael Caine, Bill Clinton etc.<sup>9</sup>

See also: Roma crafts and occupations (page 42)

### Classroom activity 1

Objective: To learn the vocabulary for personal interests and hobbies and draw a picture/write a short piece of text on this topic.

Age range: 4–14

Level: A1

Method:

1. Teach the vocabulary for the activities that pupils enjoy – sports, computers, film, games etc.
2. Pupils say why they enjoy these activities and a range of descriptive vocabulary is collected on the board.
3. Younger pupils draw a picture of their favourite leisure activity with labels written or copied from the board.
4. Older pupils write simple sentences about their favourite activity using vocabulary collected

### Classroom activity 2

Objective: To learn about people of Roma origin who excelled in different areas of activity – music, performance arts, sports etc. (see examples above)

Age range: 10–14

Level: B1/B2

There are many opportunities for projects, presentations and writing tasks based on researching the life and achievements of an individual or group of people.

<sup>9</sup> See Ian Hancock, *We are the Romani people*, Hatfield, Hertfordshire: University of Hertfordshire Press, 2002, pp.127–138.

## HOBBIES AND THE ARTS






		A1	A2	B1	B2
U N D E R S T A N D I N G	L I S T E N I N G	Can recognise and understand the basic words for sports and other outdoor activities, personal hobbies and interests, and activities such as drama, learning music and performing.	Can understand the main points of simple classroom talk, including stories, about the interests or leisure activities of other children, including activities in other countries. Can understand simple instructions for a game. Can understand the main points in a simple comparison between leisure/ artistic activities in the past and present.	Can understand the main points of a talk about sport, music, films or other activities that take place outside school. Can understand the main points in an audio or visual presentation of an event such as a sports event, concert, celebration or other performance.	Can understand in detail a talk about sport, film, theatre or other hobby or leisure activity. Can understand in detail a story that involves sport, performing arts or other leisure activities.
		Can recognise and understand the words for the music, songs and dances that are typical of Roma celebrations. Can recognise and understand the words for leisure activities of the home such as card games, telling riddles etc. Can recognise and understand the words for activities typical of the circus and other public performances.	Can understand the main points of a story, poem or song which recounts an event or experience in familiar words. Can understand the main point of a riddle. Can understand simple instructions for a physical activity such as tumbling. Can understand simple instructions for giving a short performance. Can understand the main points in a description of how the Roma arts in the past have influenced art and design.	Can understand the main points of a talk about the traditional activities of Roma children. Can understand a story which is based on the activities of a Roma child and recognise the significance of particular activities. Can understand the main points in a talk about the way that Roma activities past and present have influenced the arts (metalworking, music, art etc.)	Can understand without difficulty when older family members talk about activities of the Roma community in the past. Can understand in detail a talk about a personal experience in sport, performing arts etc. Can understand in detail a story that involves sporting, performing arts or other leisure activities. Can understand in detail an account of the influence of Roma arts (music, dance, art) on the arts in general.
	R E A D I N G	Can recognise and understand the words for sports, hobbies and other activities when they appear on flashcards, posters or in simple text.	Can read and understand short, simple texts (story, internet text etc.) which describe an event or leisure activity (e.g. concert, team game, etc.).	Can read and understand texts about leisure, sporting or cultural activities provided key words are introduced in advance.	Can read and understand a detailed account or review of a sporting or other leisure activity. Can read and understand detailed instructions relating to a personal hobby or interest.
		Can recognise and understand the words for songs and dances, typical leisure activities of the home, and performance activities when they appear on flashcards, posters or in simple text. Can recognise the words for sports that are relevant to his/her life (e.g. boxing, football, skating etc.).	Can read and understand short texts which describe what children did in the past. Can read and understand a short text about the typical activity of a Roma child whose family were involved in performing arts (e.g. music, dancing, circus etc.). Can read and understand short, simple texts (story, internet text etc.) which describe a sporting event (e.g. football match, boxing competition etc.).	Can read and understand texts about Roma activities such as boxing competitions, performing arts (e.g. singing, music, drama, circus etc.) provided that unfamiliar words are introduced in advance.	Can read and understand detailed accounts of activities typical to Roma culture. Can read detailed biographical text about a famous sportsperson, artist, film star, musician etc. of Roma origin.











## HOBBIES AND THE ARTS






		A1	A2	B1	B2
S P E A K I N G	S P O K E N  I N T E R A C T I O N	Can use gestures, mime, key words and simple phrases/sentences to indicate likes and dislikes in hobbies or other activities.  Can use key words and simple phrases/sentences to reply to questions about hobbies, competitions or other activities which he/she has experienced (e.g. sporting event, film etc.)	Can ask and answer simple questions about the sequence of events at a performance or game.  Can ask and answer simple questions about a film.  Can ask and answer simple questions about his/her hobbies outside school.	Can discuss interests, hobbies, and experiences of leisure and arts activities.  Can interact spontaneously when familiar topics are being discussed.	Can discuss at length and in detail the importance of hobbies, sporting and other leisure activities.  Can participate spontaneously and fluently in a discussion about the merits of different activities and what may be learnt through participation in them.
		Can use gestures, mime, key words and simple phrases/sentences to indicate hobbies, competitions or other leisure activities in which he/she has participated.	Can ask and answer simple questions about the particular leisure activities of his/her home or family.  Can ask and answer simple questions about the traditional leisure activities of Roma children in the past.  Can talk about what he/she likes to do after school.	Can discuss and respond to questions about leisure, sporting or performance activities.	Can participate spontaneously and fluently in a discussion of a typical Roma activity, responding to questions asked by others and justifying his/her opinions.
	S P O K E N  P R O D U C T I O N	Can name the activities that he/she enjoys outside school.	Can use a series of phrases and simple sentences to describe a hobby or leisure activity.	Can give a simple, connected account of the preparations for a performance (school play, concert etc.).  Can give a simple talk about preparing for and experiencing a sporting contest.  Can give a simple talk about a particular interest or hobby.	Can give a detailed and extended talk about the activities which he/she enjoys, explaining their relevance to learning about life, working with others etc.
		Can name the activities in which he/she participates in the home or community.	Can use a series of phrases and simple sentences to describe his/her leisure activities.	Can give a simple talk about his/her interests/activities outside school (e.g. learning songs, stories, performing).  Can give a simple talk about the importance of Roma arts and performance.	Can give a detailed presentation about a Roma activity (traditional, historical or modern-day) and explain its personal relevance.  Can give a detailed presentation about the influence of Roma arts (metalworking, music, dance, art) on arts in general.  Can give a detailed account of a Roma person who became famous through a particular activity (e.g. music, film, art, circus etc.)

## HOBBIES AND THE ARTS

W R I T I N G	Can copy or write the words for different hobbies and activities that take place in school or after school.	Can write a short text (letter, e-mail) using familiar vocabulary to describe a favourite hobby or leisure activity.	Can write simple, connected text about a hobby or interest and express what he/she likes about this activity.	Can write clear, detailed text about the importance of leisure, sporting and/or cultural activities.  Can write a clear, detailed account of personal experience of a hobby or other activity.
	Can copy or write the words for different leisure activities of the home or activities which relate to performing.	Can write a short text (letter, e-mail) using familiar vocabulary to describe a Roma hobby or leisure activity that he/she enjoys.	Can write a simple, connected account of a leisure/sporting/performance activity which is typical of Roma culture or tradition.  Can write a simple, connected account of a particular aspect of Roma arts.	Can write a clear, detailed account of a typical or traditional Roma activity.  Can write clear, detailed text about a Roma person who became famous through a particular activity (e.g. music, film, art etc.)  Can write clear, detailed text about the significance of the Roma contribution to European arts.

Hobbies and the arts					
Level	Skill		* Date	** Date	*** Date
A1		I can recognise the words for sports, hobbies and activities such as drama, singing, music and performing. I can recognise the words for Roma music, songs, and dances. I can recognise the words for other performing activities, such as the different circus performers. I can recognise the words for the leisure activities we do in our homes.			
		I can read and recognise the words for sports and hobbies on a chart or poster. I can recognise the words for music, drama, singing, dancing, art and performance on a chart or poster. I can recognise the words for the sports, hobbies and activities that I do.			
		I can say which sports, hobbies or other leisure activities I like and don't like. I can answer simple questions about which sports, hobbies or other leisure activities I participate in regularly. I can answer simple questions about which leisure activities are popular in my home.			
		I can name the different activities I do in and outside school with my friends. I can name the different leisure activities I do in my home or community.			
		I can write the words for different sports and hobbies. I can write the words for music, singing, dancing and different types of performing. I can write the words for the sports and hobbies that I do in school.			

Hobbies and the arts					
Level	Skill		* Date	** Date	*** Date
A2		I can understand the main points in a simple story about sport, performing or leisure activities. I can understand simple instructions for a game. I can understand simple instructions for a performance in the classroom. I can understand simple instructions for a physical activity such as a sporting game, tumbling etc.			
		I can read and understand a short, simple account in a newspaper or internet text which describes a sporting event, game or performance. I can read a short, simple text about the games that children played in the past. I can read a short, simple story about a Roma child whose family was involved in performing.			
		I can ask and answer simple questions about what happens at a game or performance. I can ask and answer simple questions about a film that I have seen. I can ask and answer simple questions about what I like to do outside school. I can ask and answer simple questions about the popular leisure activities in my family. I can ask and answer simple questions about the traditional activities of Roma children.			
		I can describe my favourite hobby or sport. I can describe the leisure activities that I have learned in my home.			
		I can write a post card about a sporting event, performance, or film that I have seen. I can write some sentences about what I like to do after school. I can write some sentences about my favourite hobby at home.			
B1		I can understand the main points in a talk about sports or the arts (drama, music, song, performance etc.) I can understand the main points in a film about a sports person or performer. I can understand the main points in a talk about the activities of Roma children in the past when they were learning to become sports people or performers.			
		I can read a report about a sporting or cultural event. I can read a short account of the life of a famous Roma sports person or performer.			
		I can discuss my interests or hobbies and describe what I do. I can respond to questions about my particular interests or hobbies. I can ask questions about how another person trained in sports or the arts (music, art, singing, drama etc.)			
		I can talk about the preparations for a school sports event or performance. I can give a simple talk about my hobby. I can give a simple talk about my activities outside school. I can give a simple account of a performance, sporting event or film that I experienced. I can give a simple talk about the importance of Roma arts to European arts in general (music, art, dance etc.)			
		I can write a letter about my hobbies. I can write a description of a sporting or cultural event that I saw.			

Hobbies and the arts					
Level	Skill		* Date	** Date	*** Date
B2		<p>I can understand the details of a talk about a particular sport or cultural activity.</p> <p>I can understand a talk given by a person who is well-known for his/her sporting abilities or performance skills.</p> <p>I can understand a story based on the life of a person involved in sporting or cultural life.</p> <p>I can understand a talk about a person's interest in sporting or cultural activities and the influence that this has had on his/her life.</p>			
		<p>I can read an account of a sporting event in a newspaper or on the internet.</p> <p>I can read a biography of a person whose life involved sporting or cultural activity.</p> <p>I can read a story based on sporting or cultural life.</p>			
		<p>I can discuss the importance of hobbies, explaining my likes and dislikes.</p> <p>I can discuss different activities such as sport, music, drama etc. and their benefits for participants.</p> <p>I can answer questions about typical Roma activities such as circus skills, singing, dancing etc.</p> <p>I can discuss and prioritise information on the topic of sports and cultural activities in preparing a project or presentation.</p>			
		<p>I can give a detailed account of the activities that I enjoy with explanations about how I prepare, practice etc. and what the benefits are for me.</p> <p>I can give a detailed account of how Roma children develop skills in singing, dancing, circus performing and sports.</p> <p>I can give a detailed account of how Roma arts have influenced European arts.</p> <p>I can give an extended talk about a Roma person who became famous through sporting or cultural activity.</p>			
		<p>I can write about a sporting or leisure activity that I enjoy, expressing my opinions about how it has benefited me.</p> <p>I can write a detailed account of a personal experience I have had in a sporting or cultural context.</p> <p>I can write a detailed account of a typical or traditional Roma cultural or sporting activity.</p> <p>I can write about the contribution of Roma people to sports and the arts.</p> <p>I can write about a Roma person or a person of Roma origin who has become famous in a sporting, artistic, or performance area.</p>			

## Appendix 1

Recommendation No. R (2000) 4 of the Committee of Ministers to member states on the education of Roma/Gypsy children in Europe

*(Adopted by the Committee of Ministers on 3 February 2000 at the 696<sup>th</sup> meeting of the Ministers' Deputies)*

The Committee of Ministers, under the terms of Article 15.b of the Statute of the Council of Europe,

Considering that the aim of the Council of Europe is to achieve greater unity between its members and that this aim may be pursued, in particular, through common action in the field of education;

Recognising that there is an urgent need to build new foundations for future educational strategies toward the Roma/Gypsy people in Europe, particularly in view of the high rates of illiteracy or semi-literacy among them, their high drop-out rate, the low percentage of students completing primary education and the persistence of features such as low school attendance;

Noting that the problems faced by Roma/Gypsies in the field of schooling are largely the result of long-standing educational policies of the past, which led either to assimilation or to segregation of Roma/Gypsy children at school on the grounds that they were "socially and culturally handicapped";

Considering that the disadvantaged position of Roma/Gypsies in European societies cannot be overcome unless equality of opportunity in the field of education is guaranteed for Roma/Gypsy children;

Considering that the education of Roma/Gypsy children should be a priority in national policies in favour of Roma/Gypsies;

Bearing in mind that policies aimed at addressing the problems faced by Roma/Gypsies in the field of education should be comprehensive, based on an acknowledgement that the issue of schooling for Roma/Gypsy children is linked with a wide range of other factors and pre-conditions, namely the economic, social and cultural aspects, and the fight against racism and discrimination;

Bearing in mind that educational policies in favour of Roma/Gypsy children should be backed up by an active adult education and vocational education policy;

Considering that, as there is a text concerning the education of Roma/Gypsy children for member states of the European Union (Resolution of the Council and of the Ministers of Education meeting with the Council on School Provision for Gypsy and Traveller Children, of 22 May 1989; 89/C 153/02), it is urgently necessary to have a text covering all of the member states of the Council of Europe;

Bearing in mind the Framework Convention for the Protection of National Minorities and the European Charter for Regional or Minority Languages;

Bearing in mind Recommendations 563 (1969) and 1203 (1993) of the Parliamentary Assembly of the Council of Europe in which mention is made of the educational needs of Roma/Gypsies in Europe;

Bearing in mind Resolutions 125 (1981), 16 (1995) and 249 (1993) and Recommendation 11 (1995) of the Congress of Local and Regional Authorities of Europe on the situation of Roma/Gypsies in Europe;

Bearing in mind General Policy Recommendation No. 3 of the European Commission against Racism and Intolerance on "Combating racism and discrimination against Roma/Gypsies in Europe";

Bearing in mind the work carried out by the Council for Cultural Co-operation (CDCC) to respond to Resolution 125 (1981), and in particular, the publication of the report "Gypsies and Travellers" (1985), updated in 1994 ("Roma, Gypsies, Travellers", Council of Europe Publishing);

Having welcomed the memorandum prepared by the Specialist Group on Roma/Gypsies entitled "Roma Children Education Policy Paper: Strategic Elements of Education Policy for Roma Children in Europe" (MG-S-ROM (97) 11),

Recommends that in implementing their education policies the governments of the member states:

- be guided by the principles set out in the appendix to this Recommendation;
- bring this Recommendation to the attention of the relevant public bodies in their respective countries through the appropriate national channels.

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#### Appendix to Recommendation No. R (2000) 4

##### *Guiding principles of an education policy for Roma/Gypsy children in Europe*

#### I. Structures

1. Educational policies for Roma/Gypsy children should be accompanied by adequate resources and the flexible structures necessary to meet the diversity of the Roma/Gypsy population in Europe and which take into account the existence of Roma/Gypsy groups which lead an itinerant or semi-itinerant lifestyle. In this respect, it might be envisaged having recourse to distance education, based on new communication technologies.
2. Emphasis should be put on the need to better co-ordinate the international, national, regional and local levels in order to avoid dispersion of efforts and to promote synergies.
3. To this end member states should make the Ministries of Education sensitive to the question of education of Roma/Gypsy children.
4. In order to secure access to school for Roma/Gypsy children, pre-school education schemes should be widely developed and made accessible to them.
5. Particular attention should also be paid to the need to ensure better communication with parents, where necessary using mediators from the Roma/Gypsy community which could then lead to specific career possibilities. Special information and advice should be given to parents about the necessity of education and about the support mechanisms that municipalities can offer families. There has to be mutual understanding between parents and schools. The parents' exclusion and lack of knowledge and education (even illiteracy) also prevent children from benefiting from the education system.
6. Appropriate support structures should be set up in order to enable Roma/Gypsy children to benefit, in particular through positive action, from equal opportunities at school.
7. The member states are invited to provide the necessary means to implement the above-mentioned policies and arrangements in order to close the gap between Roma/Gypsy pupils and majority pupils.

#### II. Curriculum and teaching material

8. Educational policies in favour of Roma/Gypsy children should be implemented in the framework of broader intercultural policies, taking into account the particular features of the Romani culture and the disadvantaged position of many Roma/Gypsies in the member states.



9. The curriculum, on the whole, and the teaching material should therefore be designed so as to take into account the cultural identity of Roma/Gypsy children. Romani history and culture should be introduced in the teaching material in order to reflect the cultural identity of Roma/Gypsy children. The participation of representatives of the Roma/Gypsy community should be encouraged in the development of teaching material on the history, culture or language of the Roma/Gypsies.

10. However, the member states should ensure that this does not lead to the establishment of separate curricula, which might lead to the setting up of separate classes.

11. The member states should also encourage the development of teaching material based on good practices in order to assist teachers in their daily work with Roma/Gypsy pupils.

12. In the countries where the Romani language is spoken, opportunities to learn in the mother tongue should be offered at school to Roma/Gypsy children.

### III. Recruitment and training of teachers

13. It is important that future teachers should be provided with specific knowledge and training to help them understand better their Roma/Gypsy pupils. The education of Roma/Gypsy pupils should however remain an integral part of the general educational system.

14. The Roma/Gypsy community should be involved in the designing of such curricula and should be directly involved in the delivery of information to future teachers.

15. Support should also be given to the training and recruitment of teachers from within the Roma/Gypsy community.

### IV. Information research and assessment

16. The member states should encourage innovative research/small-scale action projects in order to find local responses to local needs. The results of such projects should be disseminated.

17. The results of educational policies for Roma/Gypsy pupils should be carefully monitored. All the participants involved in the education of Roma/Gypsy children (school authorities, teachers, parents, non-governmental organisations) should be invited to take part in the monitoring process.

18. The evaluation of the results of educational policies towards Roma/Gypsy children should take account of many criteria, including personal and social development, and not be limited to estimates of school attendance and drop-out rates.

### V. Consultation and co-ordination

19. The involvement of all parties concerned (ministry of education, school authorities, Roma families and organisations) in the design, implementation and monitoring of education policies for Roma/Gypsies should be promoted by the state.

20. Use should also be made of mediators from within the Roma/Gypsy community, in particular to ease the contacts between Roma/Gypsies, the majority population and schools and to avoid conflicts at school; this should apply to all levels of schooling.

21. The Ministries of Education, in the framework of the awareness-raising action mentioned in point I, paragraph 3, above should facilitate the co-ordination of the efforts of the different parties involved and permit the channelling of information between the different levels of education authorities.

22. Member states should further encourage and support the exchange of experience and good practice

## Appendix 2

### Warsaw Declaration

We, Heads of State and Government of the Member States of the Council of Europe, gathered in Warsaw on 16-17 May 2005 for our Third Summit, bear witness to unprecedented pan-European unity. Further progress in building a Europe without dividing lines must continue to be based on the common values embodied in the Statute of the Council of Europe: democracy, human rights, the rule of law.

Since its Vienna (1993) and Strasbourg (1997) Summits, the Council has grown to encompass almost the whole continent. We welcome the valuable contribution which the Parliamentary Assembly and the Congress of Local and Regional Authorities have made to this achievement. We look forward to the day when Belarus is ready to join the Council of Europe.

60 years after the end of the Second World War, 30 years after the Helsinki Final Act, 25 years after the founding of "Solidarity" and 15 years after the fall of the Berlin wall, we pay tribute to all those who have made it possible to overcome painful divisions and enlarge our area of democratic security. Today, Europe is guided by a political philosophy of inclusion and complementarity and by a common commitment to multilateralism based on international law.

However, we remain concerned by unresolved conflicts that still affect certain parts of the continent, putting at risk the security, unity and democratic stability of member states and threatening the populations concerned. We shall work together for reconciliation and political solutions in conformity with the norms and principles of international law.

This Summit gives us the opportunity to renew our commitment to the common values and principles which are rooted in Europe's cultural, religious and humanistic heritage – a heritage both shared and rich in its diversity. It will also strengthen the Council of Europe's political mandate and enhance its contribution to common stability and security as Europe faces new challenges and threats which require concerted and effective responses.

We can now focus on these challenges and continue to build a united Europe, based on our common values and on shared interests, by strengthening cooperation and solidarity between member states. We will remain open to co-operation with Europe's neighbouring regions and the rest of the world.

1. The Council of Europe shall pursue its core objective of preserving and promoting human rights, democracy and the rule of law. All its activities must contribute to this fundamental objective. We commit ourselves to developing those principles, with a view to ensuring their effective implementation by all member states. In propagating these values, we shall enhance the role of the Council of Europe as an effective mechanism of pan-European cooperation in all relevant fields. We are also determined to strengthen and streamline the Council of Europe's activities, structures and working methods still further, and to enhance transparency and efficiency, thus ensuring that it plays its due role in a changing Europe.

2. Taking into account the indispensable role of the Convention for the Protection of Human Rights and Fundamental Freedoms and the European Court of Human Rights in formulating, promoting and implementing human rights standards, it is essential to guarantee their effectiveness. We are therefore strongly committed in the short term to implement the comprehensive set of measures adopted at the 114th Session of the Committee of Ministers which address the Court's rapidly increasing case-load, including the speedy ratification and entry into force of Protocol 14 to the Convention. Furthermore we are setting up a Group of wise persons to draw up a comprehensive strategy to secure the effectiveness of the system in the longer term, taking into account the initial effects of Protocol 14 and the other decisions taken in May 2004.

3. We are convinced that effective democracy and good governance at all levels are essential for preventing conflicts, promoting stability, facilitating economic and social progress, and hence for creating sustainable communities where people want to live and work, now and in the future. This can only be achieved through the active involvement of citizens and civil society. Member states must therefore maintain and develop effective, transparent and accountable democratic institutions, responsive to the needs and aspirations of all. The time has come to intensify our work within the Council of Europe to this effect, in particular through the establishment of the Forum for the Future of Democracy.

4. We are committed to strengthening the rule of law throughout the continent, building on the standard setting potential of the Council of Europe and on its contribution to the development of international law. We stress the role of an independent and efficient judiciary in the member states in this respect. We will further develop legal cooperation within the Council of Europe with a view to better protecting our citizens and to realising on a continental scale the aims enshrined in its Statute.

5. We are resolved to ensure full compliance with our membership commitments within the Council of Europe. Political dialogue between member states, which are committed to promoting democratic debate and the rule of law, evaluation, sharing of best practices, assistance and monitoring - for which we renew our firm support - will be fully used for that purpose. We shall work for the widest possible acceptance of Council of Europe's conventions, promoting their implementation with a view to strengthening common standards in the fields of human rights, democracy and the rule of law.

6. We shall foster European identity and unity, based on shared fundamental values, respect for our common heritage and cultural diversity. We are resolved to ensure that our diversity becomes a source of mutual enrichment, inter alia, by fostering political, inter-cultural and inter-religious dialogue. We will continue our work on national minorities, thus contributing to the development of democratic stability. In order to develop understanding and trust among Europeans, we will promote human contacts and exchange good practices regarding free movement of persons on the continent, with the aim of building a Europe without dividing lines.

7. We are determined to build cohesive societies by ensuring fair access to social rights, fighting exclusion and protecting vulnerable social groups. We acknowledge the importance of the European Social Charter in this area and support current efforts to increase its impact on the framing of our social policies. We are resolved to strengthen the cohesion of our societies in its social, educational, health and cultural dimensions.

8. We are determined to ensure security for our citizens in the full respect of human rights and fundamental freedoms and our other relevant international obligations. The Council of Europe will continue to play an active role in combating terrorism, which is a major threat to democratic societies and is unjustifiable under any circumstances and in any culture. It will also further develop its activities in combating corruption, organised crime – including money laundering and financial crime – trafficking in human beings, cybercrime, and the challenges attendant on scientific and technical progress. We shall promote measures consistent with our values to counter those threats.

9. We strongly condemn all forms of intolerance and discrimination, in particular those based on sex, race and religion, including antisemitism and islamophobia. We affirm our determination to further develop, within the Council of Europe, rules and effective machinery to prevent and eradicate them. We will also further implement equal opportunity policies in our member states and we will step up our efforts to achieve real equality between women and men in all spheres of our societies. We are committed to eradicating violence against women and children, including domestic violence.

10. We are determined to ensure complementarity of the Council of Europe and the other organisations involved in building a democratic and secure Europe:

- We are resolved to create a new framework for enhanced co-operation and interaction between the Council of Europe and the European Union in areas of common concern, in particular human rights, democracy and the rule of law.

We entrust our colleague, Jean-Claude Juncker, to prepare, in his personal capacity, a report on the relationship between the Council of Europe and the European Union, on the basis of the decisions taken at the Summit and taking into account the importance of the human dimension of European construction.


- We are also resolved to secure improved practical co-operation between the Council of Europe and the OSCE and welcome the prospect of enhanced synergy opened up by the joint declaration endorsed at this Summit.
- We express our commitment to fostering co-operation between the Council of Europe and the United Nations, and to achieving the Millennium Development Goals in Europe.

\* \* \*

To launch the Organisation on this new course, we adopt the attached Action Plan.

We commit our States to promoting the tasks and objectives reflected in the decisions of this Summit, both within the Council of Europe and in other international forums and organisations of which we are members.

As we conclude this Summit in Poland, we pay tribute to the memory of Pope John Paul II.

We call on Europeans everywhere to share the values which lie at the heart of the Council of Europe's mission – human rights, democracy and the rule of law – and to join us in turning Europe into a creative community, open to knowledge and to diverse cultures, a civic and cohesive community. 

## Appendix 3

Ministers' Deputies CM Documents  
CM(2005)80 final 17 May 2005

### Action Plan

We, Heads of State and Government of the Member States of the Council of Europe, meeting in Warsaw on 16 and 17 May 2005, have outlined the following action plan laying down the principal tasks of the Council of Europe in the coming years.

#### I - PROMOTING COMMON FUNDAMENTAL VALUES: HUMAN RIGHTS, RULE OF LAW AND DEMOCRACY

##### *1. Ensuring the continued effectiveness of the European Convention on Human Rights*

We shall ensure the long-term effectiveness of the Convention for the Protection of Human Rights and Fundamental Freedoms by all appropriate means. To this end we shall provide the European Court of Human Rights with the necessary support and implement all the reform measures adopted at the 114th Session of the Committee of Ministers in May 2004, in accordance with all the modalities foreseen. This includes, as envisaged, the ratification of Protocol No. 14 to the Convention, which is essential for the future effectiveness of the European Convention on Human Rights.

At national level, we shall ensure that:

- there are appropriate and effective mechanisms in all member states for verifying the compatibility of legislation and administrative practice with the Convention;
- effective domestic remedies exist for anyone with an arguable complaint of a Convention violation;
- adequate training in Convention standards is fully integrated in university education and professional training; therefore, we decide to launch a European programme for human rights education for legal professionals and call on member states to contribute to its implementation.

The Committee of Ministers shall review implementation of these measures on a regular and transparent basis.

We establish a group of wise persons to consider the issue of the long-term effectiveness of the ECHR control mechanism, including the initial effects of Protocol 14 and the other decisions taken in May 2004. We ask them to submit, as soon as possible, proposals which go beyond these measures, while preserving the basic philosophy underlying the ECHR.

We underline that all member states must accelerate and fully execute the judgments of the Court. We instruct the Committee of Ministers to elaborate and implement all the necessary measures to achieve this, notably with regard to judgments revealing structural problems including those of a repetitive nature.

##### *2. Protecting and promoting human rights through the other Council of Europe institutions and mechanisms*

As the primary forum for the protection and promotion of human rights in Europe, the Council of Europe shall - through its various mechanisms and institutions - play a dynamic role in protecting the right of individuals and promoting the invaluable engagement of non-governmental organisations, to actively defend human rights.

We undertake to strengthen the institution of the Council of Europe Commissioner for Human Rights, which has proven its effectiveness, by providing the necessary means for the

Commissioner to fulfil his/her functions, particularly in the light of the entry into force of Protocol No. 14 to the European Convention on Human Rights.

We shall continue to support the European Committee for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment (CPT) and the unique role it plays, through its visits to places of detention, in improving the conditions of detained persons. We also ask for regular updates of the European prison rules as the basis for the setting-up of standards in prisons. The Council of Europe will assist member states to ensure their implementation.

We will intensify the fight against racism, discrimination and every form of intolerance, as well as attempts to vindicate nazism. We shall therefore give the European Commission against Racism and Intolerance (ECRI) the means to carry out its work, in close co-operation with national authorities and institutions as well as civil society in member states. We welcome ECRI's role in identifying good practices as well as its general policy recommendations, and we decide to disseminate them widely. We will ensure coordination of its activities with equivalent ones in the European Union and the OSCE and other relevant international bodies.

We recall the decision taken at the Strasbourg Summit "to step up cooperation in respect of the protection of all persons belonging to national minorities". Europe's chequered history has shown that the protection of national minorities is essential for the maintenance of peace and the development of democratic stability. A society that considers itself pluralist must allow the identities of its minorities, which are a source of enrichment for our societies, to be preserved and to flourish. We therefore encourage the Council of Europe to continue its activities to protect minorities, particularly through the Framework Convention for the Protection of National Minorities and to protect regional languages through the European Charter for Regional or Minority Languages.

### *3. Strengthening democracy, good governance and the rule of law in member states*

We will strive for our common goal of promoting democracy and good governance of the highest quality, nationally, regionally and locally for all our citizens and pursue our ongoing fight against all forms of totalitarianism.

We decide, within the existing structures of the Organisation as a whole, to:

- establish, a Council of Europe Forum for the Future of Democracy to strengthen democracy, political freedoms and citizens' participation, keeping in mind inter alia the conclusions of the Barcelona Conference on 17-19 November 2004. It shall be open to all member states and civil society, represented by policymakers, officials, practitioners or academics. It shall enable the exchange of ideas, information and examples of best practices, as well as discussions on possible future action. The Forum will act in close co-operation with the Venice Commission and other relevant Council of Europe bodies with a view to enhancing, through its reflection and proposals, the Organisation's work in the field of democracy;
- pursue, in partnership with the Parliamentary Assembly and the Congress of Local and Regional Authorities, intergovernmental cooperation on democracy and good governance at all levels;
- develop further transfrontier cooperation, as necessary, and standards of democracy and good governance, including proper functioning of our civil services;
- take the necessary steps, including through the establishment within the Secretariat of a centre of expertise on local government reform, to implement the Agenda for delivering good local and regional governance, adopted at the 14th session of the Conference of European Ministers responsible for local and regional government (Budapest, 24-25 February 2005), by promoting standards and good practices and by assisting member states with capacity-building at the local and regional level, in close cooperation with the Congress;
- enhance the participation of NGOs in Council of Europe activities as an essential element of civil society's contribution to the transparency and accountability of democratic government.

We reiterate our commitment to guarantee and promote freedom of expression and information and freedom of the media as a core element of our democracies. We therefore

attach particular importance to the work carried out by the Council of Europe in this area and we fully support the Declaration and Action Plan adopted at the 7th European Ministerial Conference on Mass Media Policy (Kiev, 10-11 March 2005). We encourage co-operation between the Council of Europe and the OSCE in this area.

Equal participation of both women and men is a crucial element of democracy. We therefore confirm our commitment to achieving real equality between women and men. We will strengthen gender mainstreaming in national policies, elaborate guidelines and methods for further progress in equality between women and men, promote the setting up of national equality mechanisms, and enhance the implementation of the United Nations' Beijing Platform for Action.

We call on member states to make use of the advice and assistance of the European Commission for Democracy through Law ("Venice Commission") for the further development of European standards in particular in the field of the functioning of the democratic institutions and electoral law. To ensure the implementation of European standards at national level it should step up its cooperation with constitutional courts and courts of equivalent jurisdiction which play a key role in this respect.

We will make full use of the Council of Europe's standard-setting potential and promote implementation and further development of the Organisation's legal instruments and mechanisms of legal co-operation, keeping in mind the conclusions of the 26th Conference of European Ministers of Justice (Helsinki, 7-8 April 2005).

We decide to develop the evaluation and assistance functions of the European Commission for the Efficiency of Justice (CEPEJ) and to make proper use of the opinions given by the Consultative Council of Judges of Europe (CCJE) in order to help member states to deliver justice fairly and rapidly and to develop alternative means for the settlement of disputes.

Nationality law in all its aspects, including the promotion of acquisition of citizenship, as well as family law are focus points of the Council of Europe. The Council, as the suitable international organisation, will continue to develop its action in these fields of law.

#### *4. Ensuring compliance of the commitments made by member states and promoting political dialogue*

The Council of Europe is a Europe-wide political forum which brings together member states committed to promoting democratic debate and the rule of law.

We will continue our common efforts to ensure strict compliance with the commitments of member states to the common standards to which they have subscribed. Standard-setting in the field of justice and other relevant areas of law as well as non-discriminatory monitoring processes should continue to be used to help member states address the problems and develop their legal systems. Monitoring must, as necessary, be accompanied by Council of Europe assistance and technical support. In this context, we encourage continued cooperation in the training of judges and law enforcement officials.

The Council of Europe should continue to foster a fruitful dialogue in its Committee of Ministers and Parliamentary Assembly. The Congress of Local and Regional Authorities must continue to promote local democracy and decentralisation, taking into account the internal organisation of the countries concerned, so as to reach all levels of European society. The political dialogue should exploit the potential of the Organisation in promoting mutual understanding among member states, thus strengthening the unity in Europe and contributing to the commitment of building Europe without dividing lines.

To this end, the Council of Europe, in co-operation with the European Union, will continue to promote the exchange of good practices as far as free movement of persons is concerned, with a view to further improving contacts and exchanges between Europeans throughout the continent.

### 5. *Broadening the role of the Council of Europe Development Bank*

We request the Council of Europe Development Bank (CEB), while confirming its traditional role on behalf of populations in distress and of social cohesion, also to facilitate, through its own means of action, the implementation of policies which aim at the consolidation of democracy, the promotion of the rule of law and respect for human rights, notably in the field of training of magistrates, civil servants and other participants in public life, as well as in the organisation, operation and infrastructure of administrative and judicial public services.

## II - STRENGTHENING THE SECURITY OF EUROPEAN CITIZENS

### 1. *Combating terrorism*

We strongly condemn terrorism, which constitutes a threat and major challenge to our societies. It requires a firm, united response from Europe, as an integral part of the worldwide anti-terrorist efforts under the leadership of the United Nations. We welcome the new Council of Europe Convention on the prevention of terrorism opened for signature during the Summit and draw attention to other instruments and documents that the Council of Europe has drawn up so far to combat terrorism. We call on all member states to respect human rights and to protect victims when combating this scourge, in accordance with the guidelines drawn up by the Council of Europe in 2002 and 2005 respectively.

We will identify other targeted measures to combat terrorism and ensure close cooperation and coordination of common anti-terrorist efforts with other international organisations, in particular the United Nations.

### 2. *Combating corruption and organised crime*

The Group of States against Corruption (GRECO) has proved its effectiveness. Accordingly, we urge those member states that have not already joined it to do so as soon as possible and to ratify the criminal and civil law conventions on corruption. Since corruption is a worldwide phenomenon, the Council of Europe will step up its cooperation with the OECD and the United Nations to combat it on a global level. An increase in the membership of GRECO and its further enlargement to non-member states of the Council of Europe would help achieve this goal.

We also commend the work undertaken by MONEYVAL for monitoring anti-money-laundering measures, including the financing of terrorism. MONEYVAL should continue to strengthen its ties with the Financial Action Task Force on Money Laundering (FATF) under the aegis of the OECD.

We welcome the revision of the 1990 Convention on Laundering, Search, Seizure and Confiscation of the Proceeds from Crime and the opening for signature of the revised Convention at the Summit. We call for its signature and ratification.

The Council of Europe will continue to implement its technical assistance programmes for interested member states. It will also support strengthened international co-operation in the fight against transnational organised crime and drug trafficking.

### 3. *Combating trafficking in human beings*

We firmly condemn trafficking in human beings which undermines the enjoyment of human rights and is an offence to the dignity and integrity of the human being. We welcome the opening for signature at the Summit of the Council of Europe Convention on action against trafficking in human beings and call for its widest possible ratification and swift entry into force. This is a major step in the fight against trafficking. It will strengthen the prevention of trafficking, the effective prosecution of its perpetrators and the protection of the human rights of the victims. The independent monitoring mechanism set up by the Convention will ensure its effective implementation by the Parties. We will ensure close co-operation between the Council of Europe, the United Nations, the European Union and the OSCE in this field.



#### *4. Combating violence against women*

The Council of Europe will take measures to combat violence against women, including domestic violence. It will set up a task force to evaluate progress at national level and establish instruments for quantifying developments at pan-European level with a view to drawing up proposals for action. A pan-European campaign to combat violence against women, including domestic violence, will be prepared and conducted in close co-operation with other European and national actors, including NGOs.

#### *5. Combating cybercrime and strengthening human rights in the information society*

We confirm the importance of respect for human rights in the information society, in particular freedom of expression and information and the right to respect for private life.

The Council of Europe shall further elaborate principles and guidelines to ensure respect for human rights and the rule of law in the information society. It will address challenges created by the use of information and communication technologies (ICT) with a view to protecting human rights against violations stemming from the abuse of ICT.

We will also take initiatives so that our member states make use of the opportunities provided by the information society. In this connection the Council of Europe will examine how ICT can facilitate democratic reform and practice. The Council of Europe shall also continue its work on children in the information society, in particular as regards developing their media literacy skills and ensuring their protection against harmful content.

We condemn all forms of ICT use in furthering criminal activity. We therefore urge all member states to sign and ratify the Convention on Cybercrime and to consider signature of its Additional Protocol concerning the criminalisation of acts of a racist and xenophobic nature committed through computer systems, the first binding international instruments on the subject.

#### *6. Promoting ethics in biomedicine*

The Council of Europe shall continue its standard-setting work on bioethics. We encourage the signing of the Protocol on Transplantation, the adoption of provisions corresponding to the recommendations on xenotransplantation and further work on the use of genetic testing outside the medical field, entailing discrimination in access to employment and insurance.

#### *7. Promoting sustainable development*

We are committed to improving the quality of life for citizens. The Council of Europe shall therefore, on the basis of the existing instruments, further develop and support integrated policies in the fields of environment, landscape, spatial planning and prevention and management of natural disasters, in a sustainable development perspective.

### III - BUILDING A MORE HUMANE AND INCLUSIVE EUROPE

We are convinced that social cohesion, as well as education and culture, are essential enabling factors for effective implementation of Council of Europe core values in our societies and for the long-term security of Europeans. The Council of Europe will therefore promote a model of democratic culture, underpinning law and institutions and actively involving civil society and citizens.

#### *1. Ensuring social cohesion*

The Council of Europe will step up its work in the social policy field on the basis of the European Social Charter and other relevant instruments. The central task is to jointly define remedies and solutions which could be effective in fighting poverty and exclusion, ensuring equitable access to social rights and protecting vulnerable groups. The Council of Europe, acting as a forum for pan-European cooperation in the social field, will work out recommendations and promote exchange of best practices in these areas as well as strengthen assistance to member states.

We instruct the Committee of Ministers to appoint a high-level taskforce to review the Council of Europe strategy to promote social cohesion in the 21st century, in the light of the Organisation's achievements in this field. Policies to promote social cohesion must take account of the challenges posed by ageing and other social and economic developments.

We agree that protection of health as a social human right is an essential condition for social cohesion and economic stability. We support the implementation of a strategic integrated approach to health and health-related activities. In particular, the work on equity of access to care of appropriate quality and services which meet the needs of the population of our member states will be intensified. Identifying standards for patient-oriented care will be a key component of this activity.

We confirm our commitment to combat all kinds of exclusion and insecurity of the Roma communities in Europe and to promote their full and effective equality. We expect that the European Roma and Travellers Forum will allow Roma and Travellers to express themselves with the active support of the Council of Europe. Steps will be made to establish co-operation among the Council of Europe, the European Union and the OSCE in this field.

We will consolidate the Council of Europe's work on disability issues and support the adoption and implementation of a ten-year action plan designed to make decisive progress in ensuring equal rights for people with disabilities.

## *2. Building a Europe for children*

We are determined to effectively promote the rights of the child and to fully comply with the obligations of the United Nations' Convention on the Rights of the Child. A child rights perspective will be implemented throughout the activities of the Council of Europe and effective coordination of child-related activities must be ensured within the Organisation.

We will take specific action to eradicate all forms of violence against children. We therefore decide to launch a three year programme of action to address social, legal, health and educational dimensions of the various forms of violence against children. We shall also elaborate measures to stop sexual exploitation of children, including legal instruments if appropriate, and involve civil society in this process. Coordination with the United Nations in this field is essential, particularly in connection with follow-up to the optional protocol to the Convention on the Rights of the Child, on the Sale of Children, Child Prostitution and Child Pornography.

## *3. Education: promoting democratic citizenship in Europe*

The tasks of building a knowledge-based society and promoting a democratic culture among our citizens require increased efforts of the Council of Europe in the field of education aimed at ensuring access to education for all young people across Europe, improving its quality and promoting, inter alia, comprehensive human rights education.

We will make full use of the opportunity to raise public awareness of European standards and values provided by the "European Year of Citizenship through Education". The Council of Europe shall build on its work on language learning and recognition of diplomas and qualifications. It shall continue to play an important role in the Bologna process aimed at creation of European Higher Education Area by 2010. It will actively promote co-operation and networking in the field of education and student exchanges at all levels.

The Council of Europe will enhance all opportunities for the training of educators, in the fields of education for democratic citizenship, human rights, history and intercultural education. It will promote relevant intercultural programmes and exchanges at secondary school level, both within Europe and with neighbouring countries.

The Council of Europe will also further develop its network of schools of political studies with a view to promoting European core values among the new generations.

## *4. Developing youth co-operation*

We will intensify our efforts to empower young people to actively participate in democratic processes so that they can contribute to the promotion of our core values. The Council of

Europe Youth Centres and the European Youth Foundation are important instruments to this effect. We will integrate a youth perspective in all Council of Europe activities. To promote diversity, inclusion and participation in society, we decide to launch a Europe-wide youth campaign, in the spirit of the "European Youth Campaign against racism, xenophobia, antisemitism and intolerance" (1995).

The Council of Europe will further develop its unique position in the youth field. It will continue to assist member states in developing national and local policy instruments and actively promote youth exchanges and youth mobility in Europe.

#### *5. Protecting and promoting cultural diversity*

Respect for, and promotion of, cultural diversity on the basis of Council of Europe values are essential conditions for the development of societies based on solidarity. The Council of Europe will therefore develop strategies to manage and promote cultural diversity while ensuring the cohesion of societies. We support the adoption by UNESCO of a convention on cultural diversity.

We will foster dialogue on the role of culture in contemporary Europe and define ways to support diversity and artistic creativity, defending culture as a purveyor of values. Steps will be taken to enhance access to cultural achievements and heritage by promoting cultural activities and exchanges.

#### *6. Fostering intercultural dialogue*

We shall systematically encourage intercultural and inter-faith dialogue, based on universal human rights, as a means of promoting awareness, understanding, reconciliation and tolerance, as well as preventing conflicts and ensuring integration and the cohesion of society. The active involvement of civil society in this dialogue, in which both men and women should be able to participate on an equal basis, must be ensured. Issues faced by cultural and religious minorities can often be best addressed at the local level. Therefore, we ask the Congress of Local and Regional Authorities to be actively involved in these issues and promote best practices.

We will strengthen cooperation and coordination both within the Council of Europe and with other regional and international institutions. To this effect, a coordinator for intercultural dialogue shall be appointed within the Council of Europe to monitor in cooperation with existing structures the implementation of the Organisation's practical programmes and ensure coordination with other institutions.

Convinced that dialogue between cultures is also fostered by accurate understanding of history, we endorse the Council of Europe's work in history teaching and related projects, and decide to intensify our efforts in this direction. We encourage more active involvement of civil society in this work.

We are committed to a new dialogue between Europe and its neighbouring regions - the southern Mediterranean, the Middle East and Central Asia - based on the above-mentioned principles. We recognise the role of the North-South Centre in promoting this dialogue, as well as its mission of fostering European awareness of intercultural and development issues.

#### *7. Promoting sport*

We attach great importance to the effective operation of the Anti-doping Convention and the European Convention on Spectator Violence and Misbehaviour at Sports Events and in particular at Football Matches, which are reference texts in international law. In line with the Committee of Ministers Recommendation R(99)9 on the role of sport in furthering social cohesion, we recommend the continuation of Council of Europe activities which serve as references in the field of sport.

#### *8. Managing migration*

We are aware of the importance of population movements within Europe and from other continents to Europe. Management of this migration is a major challenge to 21st-century Europe. We therefore consider that the Council of Europe should pursue its activities in this

sector, in cooperation with the European Union, to contribute to a more balanced management of migration Europe-wide.

#### IV - FOSTERING CO-OPERATION WITH OTHER INTERNATIONAL AND EUROPEAN ORGANISATIONS AND INSTITUTIONS

We are strongly committed to ensure close cooperation and coordination in international action, in particular on the European scene. The Council of Europe, the European Union and the OSCE will therefore work in enhanced synergy and complementarity based on their respective competency and expertise.

##### *1. Relations with the European Union*

Considering the important contribution of the Council of Europe to democracy, cohesion and stability in Europe, we call on the Council of Europe to:

- strengthen its relations with the European Union so that the Council of Europe's and the European Union's achievements and future standard-setting work are taken into account, as appropriate, in each other's activities;
- strengthen co-operation with the European Union in the field of human rights and fundamental freedoms, the promotion of pluralistic democracy and the rule of law;
- strengthen co-operation with the European Union in areas of common interest, in particular in the legal, cultural, youth and social fields, including through joint programmes and cooperation with specialised Council of Europe bodies, such as the Venice Commission, the Committee for the Prevention of Torture, the Group of States against Corruption, the European Commission against Racism and Intolerance, the Commissioner for Human Rights and the European Commission for the Efficiency of Justice.

Based on the appended guidelines, a memorandum of understanding will be drafted between the Council of Europe and the European Union to create a new framework of enhanced co-operation and political dialogue. Particular focus should be put on how the European Union and its member states could make better use of available Council of Europe instruments and institutions, and on how all Council of Europe members could benefit from closer links with the European Union.

##### *2. Relations with the OSCE*

We encourage the Council of Europe to step up and rationalise co-operation with the OSCE, on the basis of their specific tasks and comparative advantages, while avoiding duplication of effort. In particular, we call for closer co-operation with the OSCE in the priority fields identified by the Coordinating Group and subsequently adopted by the governing bodies of the two organisations, starting with the fight against terrorism, the protection of the rights of persons belonging to national minorities, action against trafficking in human beings and the promotion of tolerance and non-discrimination.

In this connection, we welcome the appended joint Declaration on enhanced cooperation between the Council of Europe and the OSCE.

##### *3. Relations with the United Nations*

We encourage the Council of Europe to step up co-operation with the United Nations and its specialised agencies, in order both to promote the universal values shared by the member states of the Council of Europe in the human rights field and to achieve the United Nations Millennium Development Goals in Europe, including, in particular, everyone's entitlement to live in a balanced, healthy environment.

## V - IMPLEMENTING THE ACTION PLAN: A TRANSPARENT AND EFFICIENT COUNCIL OF EUROPE

We instruct the Committee of Ministers to take steps to ensure that this Action Plan is rapidly implemented by the various Council of Europe bodies, in conjunction where applicable with other European or international organisations.

As an urgent priority, we task the Committee of Ministers and the Secretary General, assisted by independent expertise, to give fresh impetus to the reform process of the Council of Europe's organisational structures and working methods. Building on efforts already in hand, the process shall aim at an efficient functioning of the Organisation according to its objectives and keeping fully in mind the need for budgetary restraints. Special attention should be paid to initiatives that will further secure transparency, cost-efficiency as well as internal co-operation and knowledge sharing.

This reform process will be subject to regular progress reports to the Committee of Ministers. It will be discussed at the Ministerial Meeting in May 2006.

### Appendix 1

#### GUIDELINES

on the Relations between the Council of Europe and the European Union

1. The Council of Europe and the European Union base their relationship on all matters of common interest, in particular the promotion and protection of pluralistic democracy, the respect for Human Rights, fundamental freedoms and the rule of law, political and legal cooperation, social cohesion, and cultural interchange. These common values form the foundation of democratic stability and security to which our societies and citizens aspire, and help bring greater cohesion to Europe and further overall unity.
2. Enhanced partnership and complementarity should govern the future relationship between the Council of Europe and the European Union, in order to strengthen practical cooperation in all areas of common interest.
3. The common objective of a Europe without new dividing lines can best be served by making appropriate use of the norms and standards, as well as the experience and expertise developed in the Council of Europe over half a century.
4. Early accession of the European Union to the ECHR would strongly contribute to ensuring coherence in the field of Human Rights in Europe. The preparatory work should be accelerated so that this accession could take place as soon as possible after the entry into force of the Constitutional Treaty. Taking into account the competences of the European Community, accession to other Council of Europe conventions and involvement of Council of Europe mechanisms should be considered on the basis of a detailed review.
5. Legal cooperation between the Council of Europe and the European Union should continue and be further developed as useful and appropriate for the benefit of all European citizens, including by aiming for greater complementarity between European Union and Council of Europe legal texts. The European Union shall strive to transpose those aspects of Council of Europe Conventions within its competence into European Union Law.
6. The Council of Europe will, on the basis of its expertise and through its various organs, continue to provide support and advice to the European Union in particular in the fields of Human Rights and fundamental freedoms, democracy and the rule of law.
7. Cooperation between the European Union and specialised Council of Europe bodies should be reinforced. The European Union shall in particular make full use of Council of Europe expertise in areas such as human rights, information, cyber-crime, bioethics, trafficking and organised crime, where action is required within its competence.

8. The future Human Rights Agency of the European Union, once established, should constitute an opportunity to further increase cooperation with the Council of Europe, and contribute to greater coherence and enhanced complementarity.

9. Bearing in mind the common aim of strengthening democratic stability in Europe, the Council of Europe and the European Union should increase their common efforts towards enhanced pan-European relations, including further cooperation in the countries participating in the European Union's Neighbourhood Policy and the Stabilisation and Association processes.

10. In order to achieve a qualitative improvement in the relationship, both organisations should work towards joint activities, when they add value to their respective endeavours. The European Union and the Council of Europe should consult regularly at all appropriate levels, including the political level, to make better use of each other's relevant expertise. Such consultations would better coordinate policy and action, and further monitor ongoing cooperation. Additionally, the European Union's presence should be strengthened by establishing as soon as possible a permanent office to the Council of Europe.

## Appendix 2

Declaration on Co-operation between the Council of Europe and the Organisation for Security and Co-operation in Europe

The Member States of the Council of Europe and the participating States of the Organization for Security and Co-operation in Europe,

Recalling the decisions taken in December 2004 by the Committee of Ministers' Deputies of the Council of Europe (No. CM/865/01122004) and the Permanent Council of the Organization for Security and Co-operation in Europe (No. 637),

Recognizing the need to adapt relations between the two Organizations to the evolving international environment, with due respect for the aims and principles enshrined in the Council of Europe's Statute and the OSCE's Charter for European Security and other agreed documents and decisions of both Organizations,

Resolved to strive for a whole and free Europe without dividing lines based on shared values and a common commitment to democracy, respect for human rights, the rule of law, comprehensive security, social justice and market economy,

Convinced that, to achieve this objective, the two Organizations need to work more closely together in identifying effective co-ordinated responses to the threats and challenges of the twenty-first century, on the basis of the principles of complementarity, transparency and democratic accountability, while respecting the autonomy, different membership and distinctive tasks of each Organization,

Determined to base this enhanced co-operation on the existing legal acquis of the Council of Europe and the OSCE's political commitments,

Welcoming the work initiated by the Co-ordination Group established in December 2004, which illustrates the commitment of Member and participating States to enhanced co-operation between both Organizations,

Call on the Co-ordination Group to give priority in its work to the formulation of concrete recommendations on how to foster co-ordination and co-operation between the two Organizations in areas of common interest, taking into account their respective work in the field, and starting with questions concerning the fight against terrorism, the protection of the rights of persons belonging to national minorities, combating trafficking in human beings, as well as promoting tolerance and non-discrimination;

Agree that, to this end, various forms of co-operation between the two Organizations should be explored, such as joint meetings and joint activities, with more active involvement of the Member and participating States, in order to produce synergies and avoid unnecessary

duplication, giving the fullest account however to the different nature and membership of the two organisations, and make best use of their comparative advantages;

Call for better co-ordination within the national administrations of the Member and participating States in order to ensure that the above principles are effectively implemented;

Decide to bring this Declaration to the attention of both the Council of Europe and the OSCE Parliamentary Assemblies and would welcome their intention to enhance co-operation between the two Assemblies.

## Appendix 4

The European Charter for Regional or Minority Languages  
Committee of Experts

HEARING OF THE EUROPEAN ROMA AND TRAVELLERS FORUM  
European Roma and Travellers Forum  
Council of Europe, Strasbourg, 14 November 2005

MIN-LANG (2005) 19  
Appendix II

POLICY PAPER ON THE ROMANI LANGUAGE  
October 2005

It is the view of the ERTF that;

- The Romani language must be recognized as a language, according to the Charter for Regional and Minority Languages, in every member state. It must be allocated a position in the national curriculum and afforded an appropriate budget.
- It is the belief of the ERTF that the Romani language should also have status as an European language.
- The lack of an internationally recognized 'standard dialect' is not a barrier to a state's implementation of rights related to language use and learning. Roma and Travellers, like others have language-related rights which can and should be respected.
- Roma and Travellers must have the opportunity to choose bilingual education, so that they may learn both in the national language and in their own language. This must be a choice of parents and not of the schooling system or others.
- Romani language teaching must be available in different forms for pupils who speak the language at home and pupils with no prior basis in the language.
- The goal of teaching Romani language is not only to enable a student to speak one dialect well but also to understand and have some knowledge of the Romani used by others across Europe. While a Standard Dialect is not needed, mutual comprehension and 'linguistic pluralism' are essential.
- It is desirable to pursue international networking for the production of texts and teaching materials in Romani, even if one accepts that material creation is ultimately regional, national or local. There is every reason to draw on a wider pool of talent, experience and expertise and pursue the development of language resources for Romani in an international context.



- Teacher training should not only be carried out on the national level; teacher training organized at the European level would be valuable.
- The acquisition of literacy itself is best carried out in the language variety that the learner – child or adult – can call their own. But subsequent language teaching can and should incorporate strategies to acquaint learners with different forms of written Romani.
- An electronic pool of teaching resources would allow teachers to have access to a range of materials, and to choose and adapt those that may be of use to them. The ERTF should be entrusted with funds for a project which would create such an electronic multi-dialectal resource for educators;
- Much of the above goals are furthered well by the current work of the Council of Europe's ad-hoc group on a curriculum framework for Romani.
- Young people should be able to study Romani without losing the opportunity to study other subjects.
- Whenever a country's compliance to the Charter is examined, the Secretariat of the Charter should consult the ERTF on whether a Roma or Traveller population is present and has concerns.
- There is a link between protection of the Romani language and Roma's integration in the countries where they live. Protection and promotion of Romani teaches both Roma and their non-Roma neighbours that Roma have a place in that society.
- The ERTF asks the Committee of Experts of the Charter to consider taking a Romani person with relevant expertise as a permanent member of the Committee.