

Training Course to Access Adult Education for Roma Women

Digital Literacy



Adult Schools for Inclusion
in the Diversity of Roma Women

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Skola
Feminista
Romani

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**ADULT SCHOOLS FOR INCLUSION
IN THE DIVERSITY OF ROMA
WOMEN**

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DIGITAL LITERACY

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1. INTRODUCTION

This unit has been created in response to the challenge and the need to guarantee equal opportunities and access to information and training for adult Roma women who participate in the training.

If you have developed all the sections of the proposed webgraphy, you have the capacity to develop the unit we propose.

Digital literacy complements the rest of the units, which propose the approach of new technologies for the professional and personal development and educational return of adult Roma women. This unit will facilitate the access and extension of the rest to the units.

Unlike traditional literacy (reading and writing), in this case, it is aimed at women who have not had access to new technologies or have not been able to complete a structured training, to provide them with new knowledge and skills related to new forms of communication and access to information. In some cases, this knowledge is based on intuition or learning in family environments, hence the need for an organized approach and knowledge on the use of new technologies.

Increasingly, it is necessary to acquire digital skills, both for looking for jobs and for different trainings.

Digital competence and information

processing involve the safe and critical use of ICT to obtain, analyze, produce and exchange information. This competence refers to the student's ability to search for, obtain, process and communicate information and transform it into knowledge. This implies the ability to access information and transmit it in different formats, as well as to make use of technological resources to solve real problems efficiently.

In order to guarantee learning in this unit, it is necessary that the students have access to mobile devices and computers, at least one device and computer for every two students, and access to the Internet.

If possible, try to guarantee access to new technologies and communication in their daily lives. That they can go to public centres for consultations, to the centre where training is provided, public wifi, etc. To correct as far as possible the digital divide and the gender digital divide.

The best way to handle new technologies is by practising, so it is necessary to ensure their access so that they can access and learn about devices, possibilities, etc.

2. OBJECTIVES

- Bringing new communication and information technologies closer to female students
- Learning to use computers and the Internet
- Encourage the search for information through different devices (tablets, computers, telephones, etc.).
- Training digital competences
- Encouraging interest in learning, searching information online
- Encourage the search for knowledge, research capacity and critical spirit
- Encourage a positive attitude towards the digital field
- To provide knowledge of the language of interactive multimedia documents and the way in which they are integrated.
- Promote the knowledge and use of information devices
- To provide knowledge and appreciation of the social and cultural implications of new technologies
- To favour the attitude as critical receivers and responsible users in contexts of democratic communication through new technologies

3. COMPETENCES

The key educational competences developed in this unit are those related to digital literacy.

Digital Competence. It implies the safe and critical use of ICT to obtain, analyze, produce and exchange information. We consider it as a set of knowledge, skills for the conscious use of the tools of the new information and communication technologies (ICT). These competences have become fundamental in today's education, due to the presence of ICT in everyday life and in the access to education and training.

The European Parliament states that digital competence is one of the 8 key competences that any young person must have developed by the end of compulsory education in order to be able to enter adult life in a satisfactory manner and to be able to develop lifelong learning throughout life. (Recommendation 2006/962/EC of the European Parliament).

Therefore, it is of great importance to be able to facilitate training and access to the necessary competences and skills in the context and training of adult Roma women, thus improving access to education through open educational resources that improve the quality and equity of access to training and education.

As indicated by the European

Commission (2019) digital competence is definitive and a condition to be able to benefit from the multiple options offered by new technologies for more effective, motivating and inclusive learning.

The European Commission published in 2013 the Framework for Developing and Understanding Digital Competence in Europe (DigComp), updated in 2016 and in 2018 in the European Council Recommendation of 22 May 2018.

Five areas are established in this Framework: information, communication, content creation, security, problem-solving.

The areas to be addressed in this unit refer to the navigation, search and filtering of information, data and digital contents and their evaluation (understanding and evaluating the information obtained).

Interacting through digital technologies, information sharing, online citizen participation and digital identity management.

We can understand that this competence also involves communicative competences since they will learn to send and receive messages in a comprehensible and contextualized way through ICTs.

4. CONTENTS

4.1 The computer

The computer is a recent invention, just over 50 years old, but it has revolutionized the world. Although it may seem complex and complicated, it is not, it is just another machine that we can use just like the cell phone, television or other tools that have been incorporated into our lives.



The keyboard and the mouse. These are two fundamental components of the computer. To learn how to use the computer, we must lose our fear of it and experiment. Practice, as in all learning is fundamental. The more practice we do, the better handling and fluency we will have when using the computer. Nowadays there are touch screens (such as tablets) that

have the same function as the keyboard or mouse.

4.2 The mouse

The mouse can be connected to the computer through a USB port (computer plug) or it can be wireless. The mouse is composed of 2 buttons and may also have a wheel in the middle for scrolling.



4.2.1 How to Use and Hold the Mouse

- Place your hand on the mouse.
- Make sure that the index finger is on the left button and the middle finger on the right button.
- The thumb, ring finger and little



finger will help to hold and move the mouse.

4.2.2. What to Do With the Mouse

When we move the mouse, the computer pointer moves on the screen. This can be in the shape of an arrow or a hand, it can also have other shapes, but these are the most common ones.



Click: Press the left button.

Right-click: Press the right button.

Double click: Press the left button twice quickly.

Dragging the mouse: Press the left button while moving the mouse, this will move whatever is selected (below) the mouse on the screen.

4.3 The keyboard

The keyboard is used to enter commands and data into the computer.

Depending on the language the letters may be arranged differently, the keyboard that is commonly used with

the Latin alphabet is called QWERTY (because of the first letters of the keyboard starting from the left). Like the mouse, we use the keyboard to give orders to the computer, it can be compared to a typewriter, but with many more advantages, it allows us to work or process texts with many more tools.



4.3.1 Keyboard areas

See diagram below.

Keyboard areas

Main keyboard

Its main function is to allow us to interact with the computer in a natural language, not a specialized technical language, through a series of characters, which are represented in the keys.

Function keys

They allow us to perform different functions depending on the program we have active. For example, the F1 key in some programs opens the program's help window.

Edit keys

Its function is to move the cursor to the beginning or end of a line, insert characters, to delete or go to the previous or subsequent page of a document.

Keypad

We use these keys when we want to type numbers. To use it, the NumLock option, which is located in the upper-left corner of the numeric keypad, must be active. Usually, a green light turns on when it is activated.

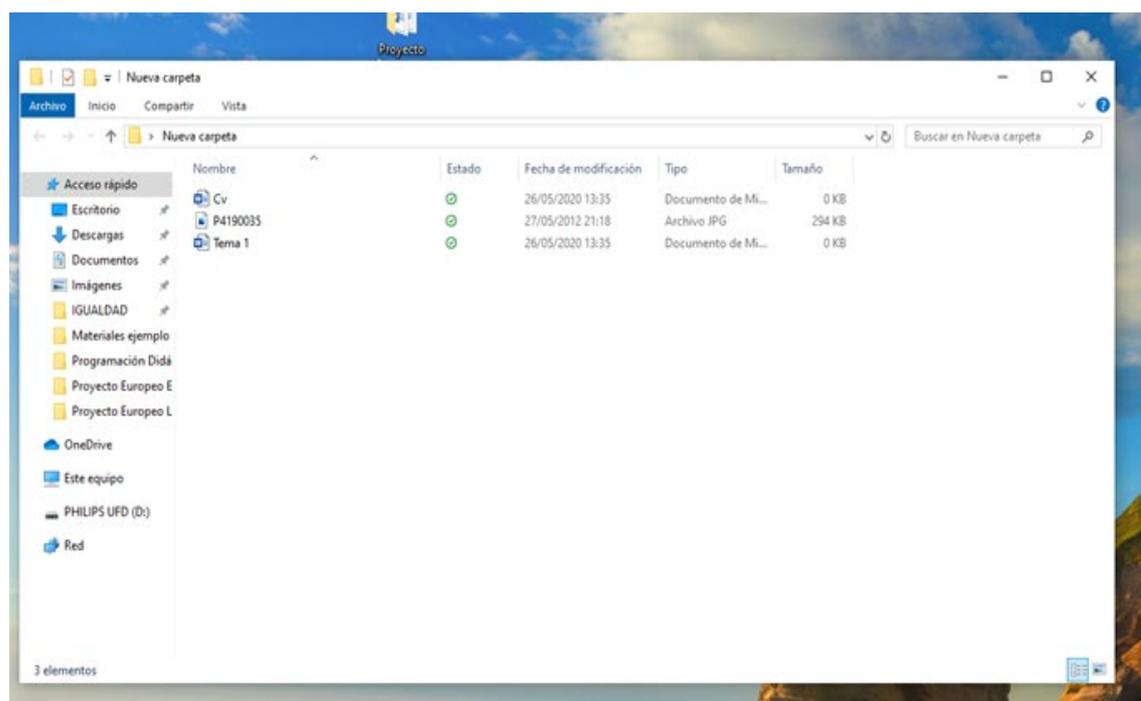


4.4 Let's Get Started!

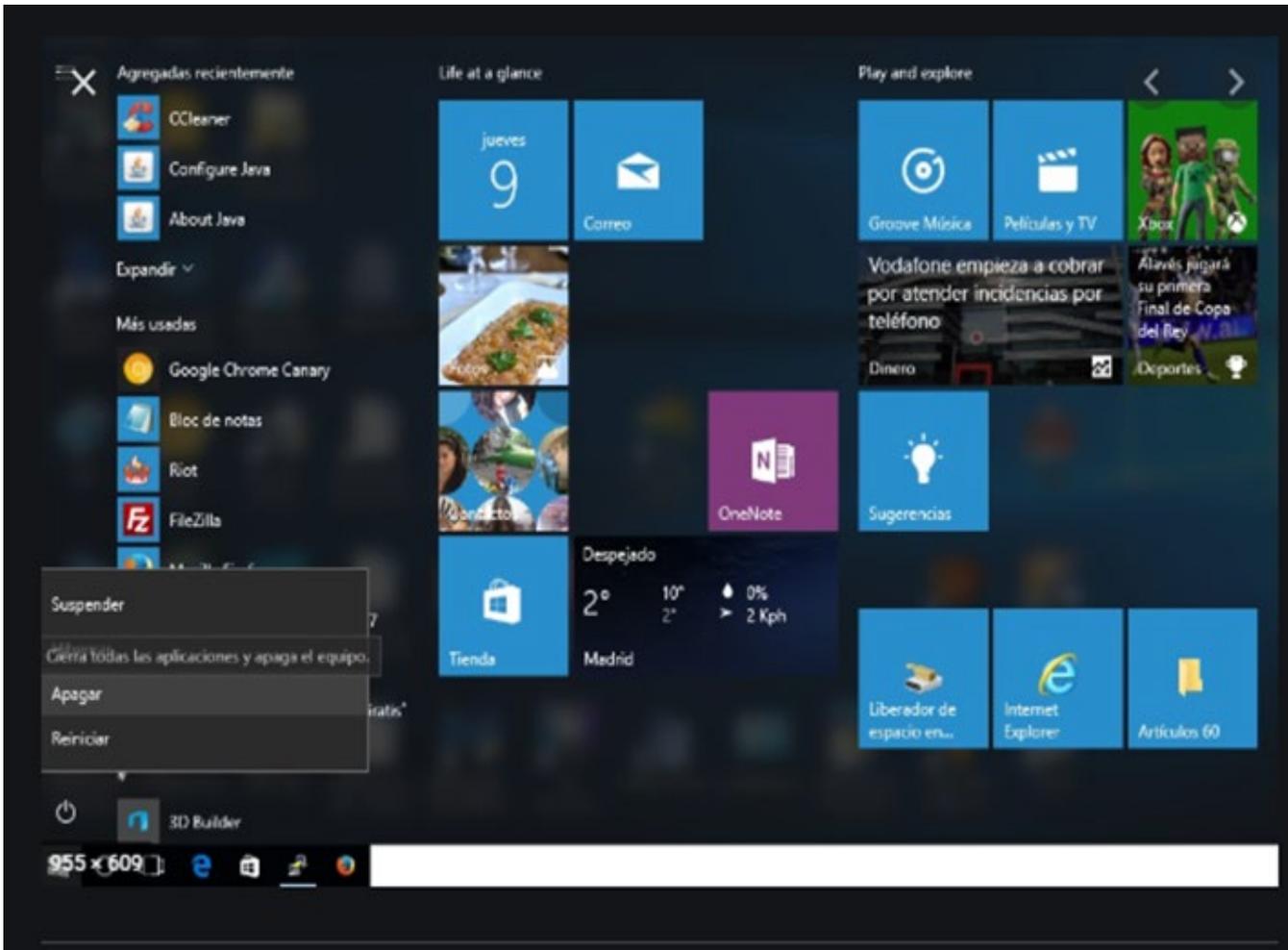
Once we press the power button (screen and computer) the desktop will appear on the screen. On the desktop we find the elements (icons) as the folders, where we will save files, the trash (where the documents that we eliminate will go), the browsers or

search engines, etc. By double clicking on the icons you can either open a folder to see its contents or open the browser to search on the web.

When you select a folder, a new window will open, in the upper right side there are several symbols: close, enlarge and minimize. To select the files



we must place the mouse over any of them and double click to open them.



4.4.1 How to Save Information on the Computer

The computer can also be a place to store files, letters, photos, songs, lists, etc. That's why we need to learn how to save files correctly and know how to find them later.

Files: Each of the documents we have

(photos, texts, videos, songs, etc.) has a format depending on the type of file it is.

Folders: To save the classified information we can do it by creating folders. Right click, new, folder. We can use them to save information, we need to name each folder to know what it is we keep in it.

How to create files: to create a file or a document we can use the mouse, right click, select “new” and select the type of file we want to create from the drop-down menu.

Files and folders already created can be moved and copied to store them also in other places. Put the mouse over the icon you want to delete, copy or erase, click on the right button and select the action you want to perform.

4.5 Internet

Internet is one of the inventions that have revolutionized the 20th century, just like the steam engine or electricity, Internet has changed the way we produce, work, communicate, relate to each other and even play. The Internet is a networking method that connects computers and allows the exchange of information between them. It is a network that is accessible to anyone with a connection.

The Internet can be a very useful tool today that can help us in the society in which we live, where information and communication are so important. Knowing and being able to manage access to the internet, information and social media can help us improve our daily lives.

Through the internet we can have access to information, knowledge, make consultations, administrative procedures, different types of operations,

making things easier and saving time. and time. We can communicate more quickly and economically in real time and with image (virtual communication with all those people who have internet and means). Unlike telephone communication, we can see in real time the image of the person or people with whom we communicate, as well as share other types of documents at the same time (files, songs, photos) which they can receive immediately. One of the advantages of internet access is the possibility of choice and selection of the information you wish to consult and/or receive.

The Internet also makes it easier for people with the same interests and motivations to meet. It is a means of exchanging opinions that can generate networks and social organization for the defense of rights and/or denunciation.

If we are able to make good use of the web, networks and communication, we can advance in terms of human rights, justice, democracy, equality, non-discrimination, culture of peace, education, defense of rights, citizenship or political participation.

So far, we have mentioned the multiple uses and benefits that we can obtain from Internet and social media, networks, but there are also negative aspects that we must know, since depending on how it is used it can imply risks or even crimes (cybercrime).

There is a lot of information and it is presented in a disorganized way, so it is easy to get lost in the searches, they can become endless. This is why we must narrow down what our interest is and learn to not “get lost” in the search. Know what I am interested in looking for or knowing.

The exchange of information and communication can be anonymous, and we do not know with whom we are communicating, we should never share personal data, passwords, accounts or personal information. We must make sure that if we make purchases on the Internet that they are secure pages. It is necessary to control Internet access for minors, not only for the information they can receive, but also for their safety. We must know how to make good use of new technologies, and not let them absorb part of our time (like television...) or create dependencies. The fact that there are risks does not mean that we should not use them for our own benefit. We must have the ability and knowledge of the dangers involved and also be aware of our children. Our challenge and our goal is to be aware and make good use of it.

To have access to the Internet we must contract a provider (a company).

4.5.1 How to Search for Information on the Internet?

The Web: Web pages can contain text, images, animations and video. Web pages are connected to each other by links, allowing the user to jump from one page to another. Browsing the Internet is to go through the web, moving from one page to another.

The web is a part of the Internet that is accessed through a browser that will allow us to access the Internet.



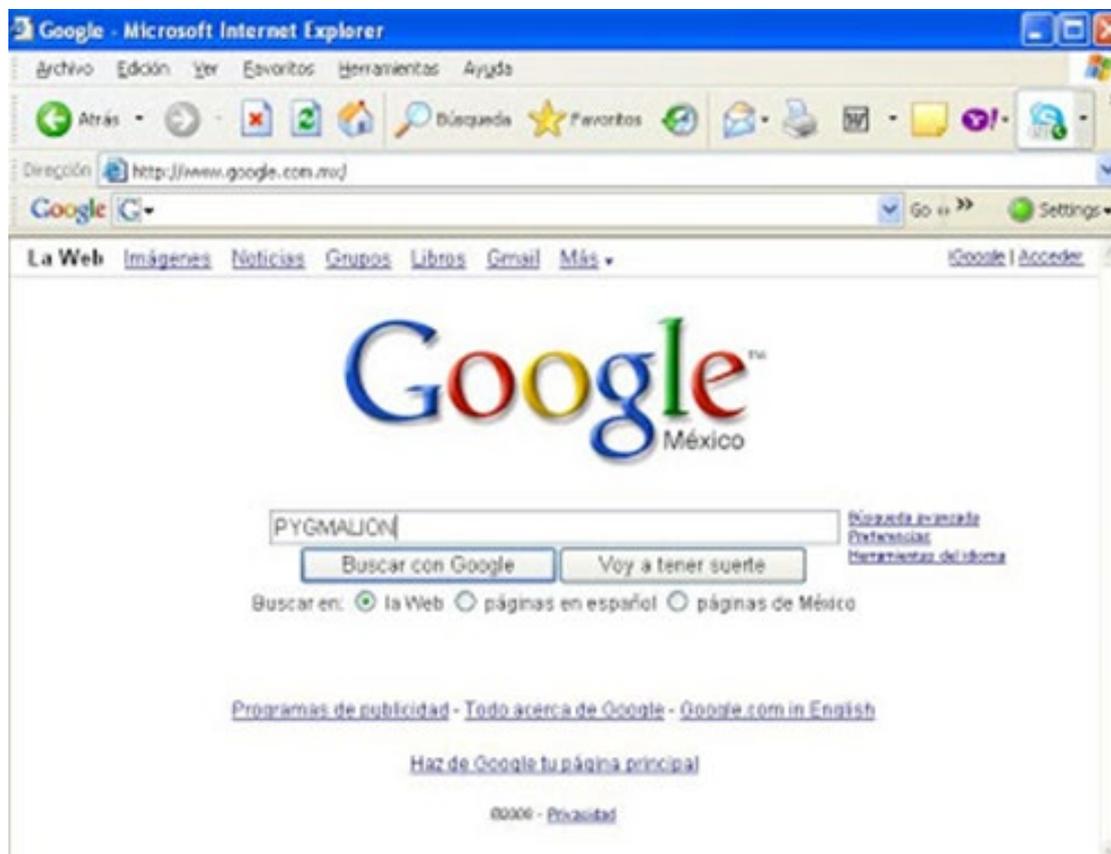
The address of a web page always begins **https://www.**

https://www.skolaromani.org/

How can we search for information on the Internet? How do I find an address, a topic of interest, information about a town, a city, a museum, a school, job offers...? Everything can be searched on the Internet, but how?

The search engines, based on the keywords that we write in the search, offer us a list of links or web pages that include the words of our search. There are several search engines and we can choose the one that best suits

us or according to our needs. Search engines analyze millions of web pages when we do a search and show us the result of all the pages that contain the words we ask for.



4.5.2 How to Search?

We must select the search engine, once it opens, in the bar that appears in the center of the image we introduce our search and press “Enter”. It is necessary to bear in mind that the search engine will show us all the pages that contain the words that we have written, that is why it is necessary to define as much as we can our search using concrete words. Once the list appears, we will have to know how to differentiate which pages interest

us and which don't. From the list we select those we want to consult.

4.6 E-mail

E-mail is an Internet service that allows us to exchange messages, e-mails, with people who can be anywhere in the world. E-mails can contain text, images, music, videos and different types of files. Unlike regular mail, it reaches the recipient almost instantly.

E-mail is an application through

which you can receive and send mail, like traditional postal mail but instantaneous, without waiting. You can exchange, send and forward: letters, information, images, videos, and other multimedia files. To receive and send emails you must register with an email account, nowadays all smartphones usually need an email account.

If the e-mail address where we send the e-mail is not correct or the mailbox is full, a message will be sent to the inbox warning us.

We can check our email from any computer, tablet or mobile device connected to the internet. If the messages are not deleted, they will stay in our email account.

The e-mail tool has:

Inbox: The messages we have received are in the inbox

Outbox: The messages we have written to be sent are located in the outbox

Sent items: Messages already sent

Draft: Messages that are still being written or are pending finalization are listed

Deleted items: Messages that have been deleted (sent or received) are listed

Spam: It is unwanted mail, usually sent through mass mailing

Priority: this is a section where the

messages that are considered relevant and important are shown

Social: in this folder are the commercial messages, social media messages, etc.

Promotions: in this tray you will find offers, announcements, promotions

Contacts: this is where you can find the contacts to whom you have sent e-mails or saved their addresses, it is like an address book

We must be careful with the mails since through them sometimes virus are sent that can damage our computer or hack our account and access our data, so it is very important to block and delete or report as spam those emails that are not reliable.

4.6.1 How to Create an Email Address?

- Log in to the website of the provider you want to open an account with.
- Complete the registration form (only to create the account).
- We accept the terms of use.
- The user name we choose may already be in use, we will be offered an alternative.
- The chosen password must be sufficiently secure (letters, numbers, uppercase, lowercase) and easy to remember.

- We can have more than one email account.
- Once the account is created, we access it, search for “New Message”, enter the recipient’s address, write in the body of the message or attach a file, put the subject of the message (what the message is about) and click on “Send”.

4.7 Social Media

Social media: in the virtual world, these are sites and applications that allow the exchange of information between people or companies. Relationships can be created by groups of interest, affinity, friendship, in a quick manner and without geographical limits. Some of the most used social media are Facebook, Twitter, Instagram, tiktok, Linkedin, YouTube, Pinterest... each of them is used in a different way. For example, Linkedin is indicated for job search, Instagram is used to share photos, Twitter is used to share opinions or news in a few characters.



4.8 Instant Messaging

4.8.1 What is Instant Messaging and How Does it Work?

Instant messaging and IP telephony are communication servers offered by the Internet. They allow the exchange of messages (text, voice and image) between two people (or more) who are connected to the Internet at the same time, anywhere in the world. Communication can take place in real time and with people we know. In order to have access it is necessary to have an internet connection and to have the application installed. The difference between e-mail and social networks is that this type of communication is done simultaneously, as if it were a chat, but through the computer, it is a type of encounter, or non-presential meeting.

4.8.2 Instant Messaging

It allows us to “chat” by writing instant messages to each other, having a real-time text message conversation between two people who have exchanged email accounts and added each other. We communicate through a window (box on the screen) that allows us to write and see the answers. This option also includes the possibility of talking through the microphone, or being able to see each other through the webcam.

4.8.3 How is it Used?

To use instant messaging we must have an email account, it is also necessary to have the email address of the person we want to communicate with and add them to our contacts. When we have the contacts added we will be able to exchange messages in real time with all the people in our list that are connected (the icon will appear green as an indication that our contact is connected and available). To do this we must double click on our contact, as long as he/she is connected. A window will open that will allow us to write the text and send it to the selected person, we use the “Enter” key to send the message. To speak you must have installed the microphone and headphones or speaker.

There are also video conferencing services, through Gmail. Outlook... or platforms such as Zoom, where it is not necessary to be registered and you can connect to the group videoconference through an invitation, where they provide you with the meeting code or a link that allows you to access it. These platforms are starting to be widely used for distance learning and online working meetings due to covid-19.

5. ACTIVITIES

5.1. Activity 1: “What Use is the Internet to Me?”

This activity will allow the facilitator/teacher to learn about the students’ abilities and starting point, as well as their expectations about the use of the web. Its risks and benefits.

We divide the group into two sub-groups.

Each group, arranged in a circle, should write and agree on a list of actions that can be done through the Internet.

Once the list is done, they should present it to the class and write each action separately on a piece of paper, card or poster board.

Each proposed action may be of a general nature (anyone can do on the Internet) and others of a personal nature (I can do on the Internet). There will also be positive and negative actions.

The facilitator, on the wall, on a panel, on the blackboard or on a large cardboard, will delimit four spaces where the cards of the actions will be placed. General use, Personal Use, Positive use and Negative use.

At the end of the activity, in front of the panel, we will emphasize and keep those positive aspects of personal use in order to work on them during other sessions. Measures and advice will be

offered for the negative aspects raised (do not provide personal data, block content, do not respond to spam or unsafe or unreliable messages, do not enter advertising, be aware of the use made by minors, set schedules, make use of control and restriction of access to certain pages and content, only accept people you know in social media (or with a certain degree of acquaintance)).

In case the students don't come up with enough actions, we can have several proposals ready to work on them during the activity.

Materials: Classroom, cards, cardboard, panel, sheet of paper, pen, marker pens, tape paper or Post-It.

Duration: This activity can be developed in about 2 hours approximately, but if necessary, it can be done in two sessions.

Access to information	Send a CV	Consult homework	Search on topics that interest me	Watch documentaries
Talking to my family	Send mail	Study online	Organize groups with the same interest	Communicate with my friends
Search for offers	Buy clothes	Find an address	Search how to get to a site	View images from other countries
Read news	Language learning	Listening to music	Meet people	Impersonal and dangerous communication
Pedophilia, pornography, violence	Excessive advertising and tracking of my preferences	Wasting time doing nothing in particular	Make a medical appointment	Administrative procedures

5.2 Activity 2. Search for Reliable and Interesting Information

Esta actividad permitirá a las mujeres acceder a información que parta de su centro de interés, además de poder discernir sobre la fiabilidad de la información y la elección para su información. Argumentar el uso de internet en la búsqueda de opinión proporcionará seguridad en el uso y manejo de este.

This activity will be done in pairs, each pair should elaborate a series of reasons for searching information in the web - why do you think that through the internet you will find the information you need and it is a good way to find it?

Available information, updated and reliable information, varied information on the same subject, easy access, quick response, would not know where else to look for it...

Once the benefits of Internet research have been argued, the facilitator provide information about the Internet as one of the most accessible media, which offers information more quickly, where less time is spent, where more information and variety is offered and at the same time is up to date.

In pairs, search for national or international pages about the defense of rights and the defense Roma women's

rights.

Once the search has been carried out, they will explain the search engines used, as well as the websites found, the difficulties and/or the websites that were not useful in the search. It will be possible to verify how with the same indication different websites have been reached and consulted, according to the selection and the interest of each couple.

Materials: Classroom, internet access, computers for each pair of students

Duration: This activity can be done in a 2-hour session. We advise to leave the first half hour for the introduction of the topic and the debate. And the last half hour for the conclusions of the search.

5.3 Activity 3. I've Learnt a New Way of Communicating

This activity will allow the students to recognize their knowledge of the language and the new way of communication they are learning.

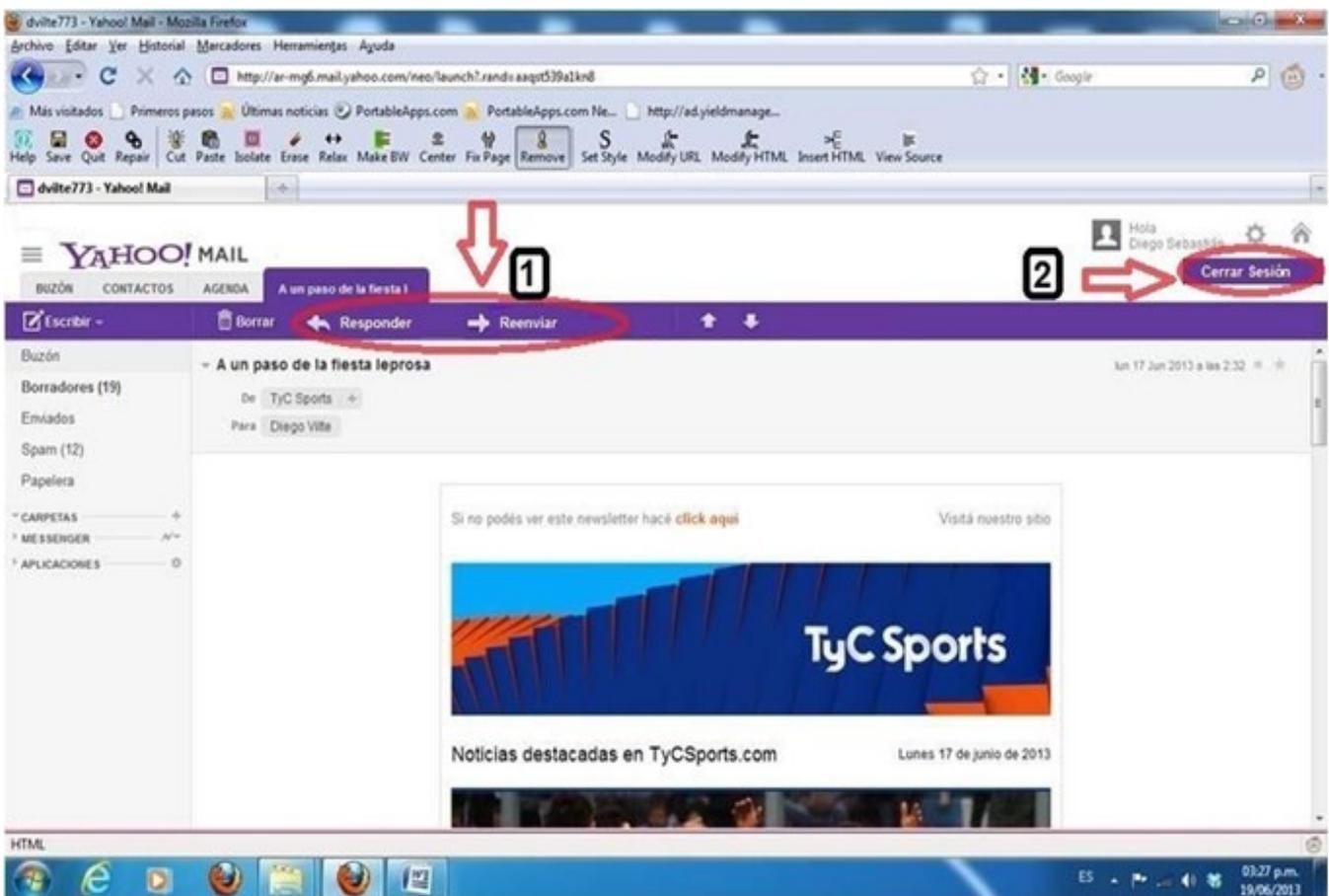
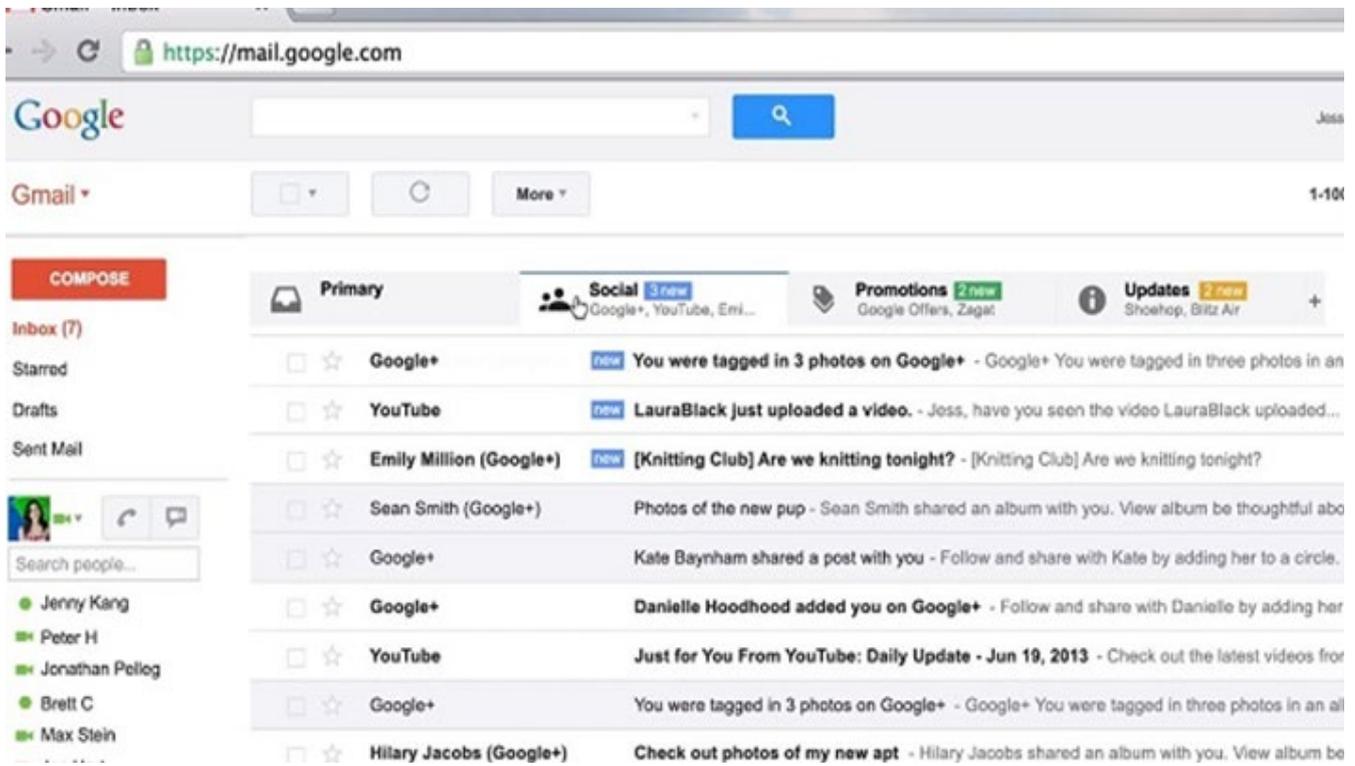
In pairs, a card will be offered to do join the boxes.

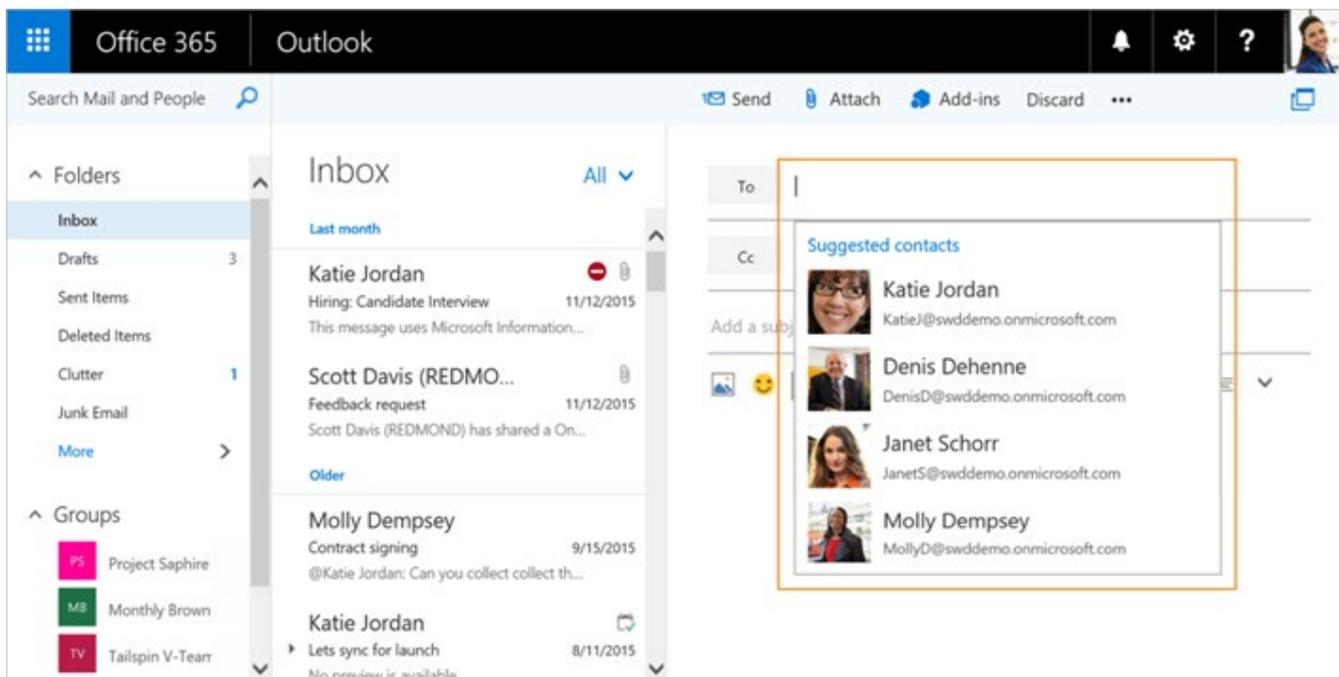
“at” sign	www.gitanasfeministas.org
Website	@
Emoticon-emoji	maria.cortes@gmail.com
Email	
Link	
Browser	https://www.skolaromani.org/temas/primer-congreso-feminismo-romani/
Social Media	

In the following tab we will identify the parts of a mail in different accounts.

On the images provided, the students will have to recognize and write down the parts mentioned by the teacher - inbox, sent, received, contacts, social folder, promotion folder, send an email, forwarding, message body... verifying how each one has a different

design, but they fulfill the same function. They respond to the same language.





5.4 Activity 4. I Communicate Through the Internet. My E-mail.

In this activity we will learn how to send, forward and manage our e-mail. This activity will allow the students to create and have their own e-mail account.

Although this activity is an individual one, since it consists of opening an e-mail account for each student, it will also be done in pairs, since we understand that one learns better when we work as a group, as a team and in a shared way.

The facilitator will provide guidance on how to open an e-mail account, if possible, projecting the page on the blackboard so that the students can follow the steps. If this is not possible, they can comment aloud on the

instructions and check the steps indicated for opening the e-mail account computer by computer. They will be recommended to use their name and surname, so that it can be an account to be used for jobs, administrative procedures, etc., and not to use pseudonyms, nicknames or funny names, to give the tool a serious profile.

Once they have opened their e-mail accounts, e-mails will be shared among the students, sending, receiving and forwarding information. The proposal is to be able to send the website of the material being worked on, as well as to attach a file, a unit, a photo of the group...

Materials: classroom, internet access, computers for each pair of students. Have files prepared so they can forward them and attach them

Duration: This activity can have a duration of approximately one hour

Materials: Aula, acceso a internet, ordenadores cada pareja de alumnas. Tener preparado los archivos que se proponen adjuntar o reenviar.

5.5 Activity 5. I Communicate on Social Media

In this activity, the students will learn how to open an account on social media and participate.

As in the previous activity, this one will be done in pairs, and they will decide which social media is the most appropriate for the type of communication they want. Opinion, debate, share with family members, follow people they know, etc.

Once they have decided on the platform in which they are going to register, they should give their explanation, the reason for opening an account in that platform.

As in the previous activity, the facilitator can project how to register in social networks on the projector or supervise and help out the work in pairs.

The activity consists of opening an account or profile and interact in some of the possible ways (Instagram: upload a photo and follow; Facebook, share a message; Twitter, follow people of interest and comment on some event, etc.).

Duration: Esta actividad puede tener una duración de unas 2 horas aproximadamente.

5.6 Activity 6. Let's Get Together!

In this activity students will learn how to participate in group meetings through some platform (e.g. Zoom, Teams, etc.) The meeting can be used to discuss topics of interest learned throughout the course.

This activity can be done through the Zoom platform, one of the students can create the meeting and invite the others. The person in charge of the training can also make the invitation and the meeting.

The activity consists of meeting and connecting in the right way through the invitation.

A topic of interest and an agenda for participation are proposed for the meeting.

E.g. Meeting of female students.

Agenda:

1. Presentation of the teachers.
2. Presentation of the students (each

one should make a presentation of herself, her interests, situation, learning, hobbies, etc.).

3. Presentation of cases of discrimination. Each student will explain what she understands by discrimination, if she believes it has ever happened to her or someone close to her.

4. To discuss proposals on how to act in such cases.

Materials: classroom, internet access, computers, headphones, loudspeakers, microphone, etc.

Duration: This activity can take up to 2 hours approx.

Complementary activity: We can meet at home. If we have computers and internet connection, we will schedule a formal or informal meeting with the students, even if it is only 5 minutes with the students.

6. FOR GROUP DISCUSSION AND REFLECTION

6.1 Group discussions

At the end of each session, we present to the group what we have learned, and, once we finish the activities, we shall also discuss the experiences and what we have learned, as well as what we have been able to do during the time of the training in relation to internet, communication, social media, emails, etc.

During the sessions, what do you think you have learned? Have your expectations about the topic been met? How do you evaluate this unit?

How has your perception of the Internet changed, how has it made your life easier or better?

Have you seen how you are able to set yourself new challenges and achieve what you set out to do?

7. EVALUATION CRITERIA

In this unit the evaluation criteria will be the following:

- Identifies the different parts of the computer.
- It has the capacity to communicate through the Internet, via e-mail, social media, etc.
- Shows interest in the use of new technologies.
- Knows how to send emails and share files in a secure way.

For this purpose, in each activity we will be able to check if the skills and abilities mentioned have been acquired.

Also, if it is convenient, an evaluation test can be carried out, which will consist of sending an e-mail (among classmates or teachers) attaching a news item related to Roma communities and the digital divide. To do this, the students will first have to know how to search for information, know how to attach a file or link and send an e-mail. If they can develop this activity they have successfully passed the unit.

8. LEARNING OUTCOMES

- Consult the Internet, search for information on topics proposed in the classroom.
- Computer skills and internet access.
- Selects information of interest from reliable pages through different devices.
- Shows interest in continuing to learn on the Internet with critical and investigative skills.
- Positive attitude towards the digital field.

9. WEBGRAPHY

Some interesting sites to look for information:

<https://e-romnja.ro/>

<https://amarerromentza.org/>

<https://www.lavoixdesrroms.com/>

<https://www.gitanasfeministas.org/>

<https://www.skolaromani.org>



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