

Attachment 1 - Listening

1. kotor

Šunen, savi kerav but'i. Ko som? Uradnička pro socialno odboris, učitel'ka, abo kerav terenno but'i?

Andre but'i phirav sako džives tosarastar dži štar ori pal o dilos. Kerav but'i maškar o manuša, save bešen pro thana nalačhe socialne štatutoha. But džene hine odoj čore, bo dživen ča pal socialne lovore, nane len but'i, o čhavore phiren andre špecialno škola. Me len dav god'i, te pre pende na keren o kamišagos, phirav lenca pro amti, rodas jekhetane o but'a, irinav lenge o l'ila, phenav, pre soste len hin narokos, so šaj mangel. Te hin manušen o kamišagos pro kher, ta lenca džav u jekhetane irinas o kalendaris, sar te po'inen o adošaga, oda šaj avel the pre el'ektrika, pro plinos, abo the varesave love, so penge ile kečeň.

Phirav ko famel'iji the duvar andro kurko. Na kerav e kontrola. Oda keren o uradnika. Dav lenge o vast the miri zor andro pharipen. Hin man andro foros ajso rajonos, kaj bešen ala manuša. Varekana manca phiren the o manušna pal socialno odboris, o uradnički, abo o kuratora, bo len hin tiš ajse rajoni, kaj bešen the aver manuša.

Te kampil vareso te irinel pro kompjuteris, ta aven pal mande pondzelkone the stredone pro amtos. Phiren pal mande but džene, bo na som uradnička, vakerav lenca gadžikanes the romanes, ta feder lenge džal te phenel, so kamen. Te vareso mangel, ta lenca džav, kaj kampil, pro sudos, ko doktoris, andre škola, pro but'akero amtos, andre poradna. Stredone tiš kerav varesave čhavorenca o ukoli.

Te kamavas te kerel adi but'i, ta mange kampelas maškarutni škola. Has mange imar maj saranda berš, sar gejl'om te sikh'ol. Phiravas pandž berš andre Praha pre socialno škola. Samas andre trijeda vaj biš the pandž romane džene.

2. kotor

Jekh ajso miro kurko. Sako pondzelkos the stredone tosara ochto orendar amen hin e porada. Odoj hihi e šeral'i, lakeri zaačhad'i, o kuratora the o džuvl'ija khatar o socialno odboris. Phenav amenge, so kampil te kerel, kaj te džal te dikhel. Palis džas andre famel'iji, andre save hin varesavo problemos, či le čhavorenca andre škola abo vareso aver. But vakeras pal e ubitovna, bo odoj bešen but manuša, o kherora hine cikne, ta odoj hin furt problema. Phirav odoj the trival andro kurko. Oda hin jekh ajso miro rajonos, hin man mek aver štar rajona. Hin oda khera, kaj bešen buter famel'iji. O khera nane pre jekh ul'ica, hine pal calo foros, ta mange kampil but te phirel. Te na džav ke varekaste jekh kurko, ta imar phučen, soske ke lende na džav. O manuša hine sikhade manca te del duma pal savoro. Varekana som rado, hoj hin paraščuvin, al'e imar sombatone pal lende duminav. Kerav igen rado kadi but'i.

[Translation for the teacher]

1. Part 1

Listen to what kind of work I do. Who am I? A social worker, a teacher or do I do field work?

I go to work every day from morning till four o'clock in the afternoon. I work with people in socially excluded localities. There are many poor people who live only on social benefits and have no work, their children attend special schools. I give them advice – not to get into debts, I accompany them to offices, together we search for work, I write letters in their names, explain what they are entitled to. what they can ask for.

When they are in debts because of unpaid rent, we together set up a time chart according to which they pay the debts back – these can be for electricity, gas, or even the money they borrowed before. I visit families as much as twice a week. I do not check anything, This is what office workers do. I give them a helping hand and my strength in need. I look after an area of the town where these people live. Sometimes I am joined by someone from social office – social workers or probation officers, because they also have such areas where some other people live.

When it is necessary to write something on a computer, the people come to see me to the office on Mondays and Wednesdays. A lot of people come to see me because I am not an office worker and I speak to them in Czech and Romani, so it is easier for them to say what they need. When they ask for something, I go with them where it is necessary, for example to court, to a doctor, to school, to the Job Office, to an advisory bureau. On Wednesdays I also do homework with some children.

When I wanted to do this work, I needed to study secondary school. I was almost forty, when I started studying. I studied Secondary School of Social Work in Prague. In class, we were about twenty-five students.

2. Part 2

My week: Every Monday and Wednesday morning at eight, we have a meeting. There is our boss, her deputy, probation officers and social workers. We speak about what is necessary to be done, where we have to go. Then we visit families where there is a problem, either with children or any other problem. We speak about a dormitory because there live a lot of people, the rooms are small so there are always some problems..I go there as much as three times a week. This is one of the areas I look after, then I have four more. In these buildings live more families. These buildings are not in one street but all over the town so that I do a lot of walking. When I do not visit someone for a week, they always ask why I do not come. The people are used to talk with me about whatever. Sometimes I am happy it is Friday, but Saturday comes and I already think of them. I like my work a lot.

