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PAL TRAINING TOOLKIT (WS 2.3)

"Fighting discrimination and anti-Gypsyism in education and employment in EU" (PAL)

Publication edited by Corvinus University of Budapest (CUB) and Komunikujeme o.p.s.

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1 Introduction

This publication has been prepared as part of project PAL *'Fighting discrimination and anti-Gypsyism in education and employment in EU'*, co-funded by the Right, Equality and Citizenship (CER) Programme of the DG Justice of the European Union. Led by University of Limburg and implemented in the cooperation of 20 partners from nine countries, project PAL aims to develop a comprehensive approach and endorse a number of goals in education and employment in order to speed up Roma integration and support the implementation of national Roma inclusion strategies and the Council Recommendation of Roma Integration. The project activities and outcomes include research tasks, development and delivery of training programmes for Roma people as well as for people working with Roma, awareness raising campaigns and conferences, roundtables and policy recommendations.

The current *Training toolkit* has been made within the framework of Workstream 2.3. It aims to provide a toolkit for organising training programmes for trainers, that is, for teachers, trainers, Roma NGO workers and anyone who work regularly with Roma people, in topics discussing the current situation (the gap, challenges and barriers) of Roma people in education and employment as well as EU and national policy frameworks, measures and good practices. The toolkit incorporates the following six topics in the area of education and five topics in employment, as defined in the project proposal:

Education

1. Fighting discrimination and anti-Gypsyism
2. Enlightened education: Using play and games for facilitating of difficult topics
3. Roma Youth Opportunities
4. Challenges and barriers in early education
5. REYN programme
6.Challenges, barriers in education

Employment

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1. Antidiscrimination and social inclusion of Romani people
2. Existing legal and professional frameworks
3. National Roma Platforms
4. Challenges and barriers in Romani employment
5. Enhancing multi-stakeholder cooperation

The *WS2.3* Training toolkit will contribute to the development of training of trainers programmes in Workstreams 3.1 and 3.3 of the PAL project that involve the implementation of webinars and 8-hours workshops in each participating country in the field of education (WS3.1) and employment (WS3.3). For each topic, the toolkit consists of a lesson plan and a teaching aid, both based on a template:

i) a lesson plan (about 10 pages), to guide the implementation of the training of trainers webinars;

ii) a ppt document (10-20 slides), to use in these training of trainers webinars; these are available as separate files, not included in this publication.

The *Training toolkit* was prepared with the coordination of *Komunikujeme o.p.s.* and *Corvinus University of Budapest* by these partners:

Anatoliki SA (GR)
Asociatia Mergi Inainte (RO)
Comune di Reggio Emilia (I)
Corvinus University of Budapest (HU)
Drustvo za razvijanje prostovoljnega dela Novo Mesto (SL)
ENLACE (SP)
Fondo Formación Euskadi (SP)
Institute of Psychosocial Development (GR)
Komunikujeme o.p.s. (CZ)
RomPraha (CZ)
SRDA (B)

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2 Education

2.1 Fighting discrimination and anti-gypsysim (*RomPraha*)

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2.1.1 Who are the Roma?

Key words:

Roma **history** **India**

Gypsies **Europe**

Starting questions:

1. Where did the Roma come from?
2. Where did the name “Gypsies” originate from?
3. Who are the Roma?
4. When did the Roma come to Europe?
5. When was the term “Roma“ chosen?

Definitions of terms:

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Gypsy - The English term *Gypsy* originates from the Middle English *gypcian*, short for *Egipcien*. The Spanish term *Gitano* and French *Gitan* have similar etymologies. They are ultimately derived from the Greek *Aigyptioi*, meaning Egyptian. This designation owes its existence to the belief, common in the Middle Ages, that the Roma people, or some related group were itinerant Egyptians.

Cikán, Cigán, Zigeuner - Another common designation of the Roma people is *Cikán* (alt. Tsinganoi, Zigar, Zigeuner), which probably derives from *Athinganoi* the name of a Christian sect with whom the Roma (or some related group) became associated in the Middle Ages.

Rom - The demonyns of the Roma people and Dom share the same etymological origin, reflecting Sanskrit „*ḍoma*“ a man of low caste, living by singing and music". When they started to migrate from India and wander from place to place the first letter of the name changed from D to R – Rom.

Content of the chapter:

The country of origin of the Roma was a great mystery from the Middle Ages, when they arrived in Europe, to both the inhabitants of the countries they arrived in, as well as to historians. It isn't possible to determine the date of their arrival in Europe exactly, because they spread through Europe in individual bands independent of each other. The only available references are the records that have survived in the archives of various cities and towns. These records are evidence only of their "official" discovery and don't reveal the exact date of their arrival, merely a chain of events that made their way into the archives.

In the 14th century, companies of people started to wander from place to place, people which differed from the inhabitants by their darker skin, their clothes, their distinct way of life, their completely incomprehensible tongue, their temperament, and their unwillingness to conform to the pressure of the majority population.

The most well-known and most widely-held opinion about the origin of the Roma was that they originated in Egypt, from where they came to the Christian lands. This is evident in the naming of Roma in many countries - *Gitanos, Gypsies* - but in reality these names seem to be derived from the name of the Little Egypt region in Peloponnesia or Asia Minor. In the Balkans, the Roma were named by a term originally given to a Christian sect of the *Athiganoi* or *Atsiganos*, from which

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came another group of names - *Zingaro, Tsigane, Zigeuner, Cigani, Cikani.*

The first step in answering the question "Who are the Roma?" was made by chance in 1763 by a Hungarian theology student named Stefan Vali, who met several Indians in Leyden, Holland, where they were studying medicine. Vali was intrigued by their similarity to the Roma, who he knew well

from his home in Hungary. He continued beyond these external similarities, writing down more than a thousand Malabar words, along with their meanings. When he returned to Hungary and discovered the meanings of the words among the Roma, he was surprised at the similarity of the two languages. From this beginning, a detailed study followed with the aid of a whole range of experts - linguists, historians, ethnologists - and the Indian origins of the Roma are today established beyond a shadow of a doubt.

In the opinion of linguists and historians, the Roma's migration from India was dependent on geography, through Mesopotamia to the Near East to the Asian parts of Turkey, where the greater part of the Roma settled and resided for three centuries - from the 12th to the 15th. By the 15th century, the Roma were dispersed all throughout Europe, including England and Scotland.

Roma people are now widely recognized as one of the EU's largest minority groups with an estimate of more than 10 million Roma living in Europe. The term 'Roma', first chosen at the inaugural World Romani Congress held in London in 1971, is now widely accepted across the European Union (EU) as a generic and pragmatic term to describe a diverse range of communities, tribes and clans.

Questions for discussion:

1. Does the Roma affect their Indian origin?
2. Why do you think Roma don´t have their own state?
3. What kind of positives brought their migration?
4. What kind of negatives brought their migration?

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2.1.2 The Roma identity and the process of Roma emancipation

Key words:

identity	**IRU**	**policy**
non-profit organizations	**20th century**	**Roma elites**

Starting questions:

1. When did start the process of the Roma emancipation?
2. What kind of the Roma organizations existed?
3. Do Roma have their flag and national anthem?
4. Does exist some international Roma organization?
5. Do Roma people influence political processes on a communal, national and international level?

Definitions of terms:

Emancipation - the fact or process of being set free from legal, social, or political restrictions.

World Romani Congress- The World Romani Congress is a series of forums for discussion of issues relating to Roma people around the world. There have been eight World Romani Congresses to date. Among the chief goals of these congresses have been the standardization of the Romany language, improvements in civil rights and education, preservation of the Roma culture, reparations from World War II, and international recognition of the Roma as a national minority of Indian origin.

Sinti - refers to members of the Roma minority living usually in German-speaking areas.

Content of the chapter:

For the most part of the 20th century, the Roma's emancipatory activities remained largely isolated experiments. In the 1950s and 60s, a growing number of organisations originated, preparing the

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ground for the "Romani-Movement" of the 1970s. This decade saw the emergence of local and national Roma organisations in large numbers and of a variety of goals, and significant efforts were made towards a political representation of the Roma at an international level.

After 1945, when most governments did not accept responsibility for the crimes committed during the Nazi time and felt no need to deal with the consequences, the Roma did not have a strong enough lobby. Only individual non-Roma organisations stood up for the once again marginalised minority. Their work for justice and equality, however, did not bring forth significant achievements. The denial of basic rights, such as in the case of Germany, where the Roma (mainly Sinti) were ignored in the reparation process, as well as ongoing discrimination brought about the founding of new organisations. A milestone in the history of Roma emancipation was the foundation of the "Verband rassisch verfolgter nichtJuden" (Association of racially persecuted non-Jews) by Oskar and Vinzenz Rose in Germany, 1956. Although not unchallenged in its claim to represent all Sinti and Roma living in Germany, this organisation effectively tackled the issues of reparation and official recognition of Sinti and Roma and became one of the most influential representative bodies of Roma in Europe.

In 1960, Ionel Rotaru founded the "Communauté Mondiale Gitane" (World Gypsy Community, CMG) in Paris. From the CMG, which was dissolved by the French government in 1965, the "Comité International Tzigane" (CIT) evolved. The CIT's declared aim was to stop forced assimilation and improve the Roma's legal and social conditions worldwide. The CIT, renamed "Komiteto Lumniako Romano" (in French "Comité International Rom", CIR) in 1971. By 1972, twenty-three international organisations in twenty-one countries, including Canada and Australia, had been linked through the CIR.

Towards the early 1970s a small but proper Roma elite had formed in Eastern and Western Europe, which for the first time voiced Roma issues in public and showed opposition against the Roma's prescribed social and economic status. The striving for equality and social recognition to a great degree resulted from a change in the way the Roma dealt with their own identity. Assimilation to the majority population and self-denial were replaced by clear public support and acceptance of Roma culture. Integration no longer was to depend on the loss of cultural identity. The Roma demanded to be recognised and respected by society as Roma. Along with political demands, there was the attempt to describe the history and culture of the Roma from the inside and make this

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accessible to Non-Roma. The formation of the World Romani Congress in 1971 constitutes the breakthrough of the new political movement. Its first conference in London with participants from 14 states was an expression of the need for "international unity", the fight against social marginalisation and a common striving for a positive future. Based on the existence of a so-called "Romani Nation", the song "Gelem, Gelem" was proposed as the official Romani anthem and a common flag was created. The motto "Opre Roma!" became the political credo of the Romani Movement and its fight for social justice and equality. The choice of the terms "Rom" and "Romani" as official designations was to do away with old prejudices and help create new self-confidence. Slobodan Beberski was elected Honorary president, Dr. Jan Cibula from Czechoslovakia Vice-President, and Grattan Puxon, Head of the British Gypsy Council, General Secretary, and commissions were established which dealt with war crimes, social and educational conditions, as well as the language and culture of the Roma. The London Congress triggered and strengthened emancipatory activities worldwide, which resulted in the formation of other politically active Roma organisations within and outside Europe. Consequently, the Second Romani World Congress, which took place in Geneva in April 1978, already had the participation of no less than 50 Roma organisations from all over Europe, the United States, India and Pakistan. An important step for the future was the formation of the International Romani Union (IRU) in 1977, joining regional and national representatives. In the following years and decades, the IRU managed to make governments pay closer attention to Roma issues. In 1979 the IRU was accepted into the economic and social councils of the United Nations as a private organisation. The Third World Romani Congress was held in Göttingen, Germany in 1981. At meetings with representatives of different institutions of the UN, UNESCO, the European Council, and the EC, Roma issues were discussed by international committees. In this way, the kind of conditions needed for the successful work of Roma organisations could be established. In 1986, the International Romani Union became a member of UNICEF. The International Day of the Roma was also officially declared as April 8, in honour of the first World Romani Congress meeting in 1971, in Warsaw, Poland as part of The Fourth Romani Conference in 1994.

In the wake of The Fifth World Romani Congress held in Prague in the year 2000, reforms had to be carried out within the IRU and new structures were established. What followed was the foundation of a Roma Parliament, which from then on was to define the direction of internal and international IRU politics. The Sixth World Romani Congress was held in Lanciano, Italy in 2004. A new committee was set up to examine issues surrounding women, families and children. The

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seventh Congress was held in Zagreb, Croatia in October 2008. Almost 300 delegates from 28 different countries attended the meeting, which released The Roma Nation Building Action Plan, a document which outlined plans for the development of Romani nationalism and representation. The eighth and last Congress was held in Sibiu, Romania in April 2013. Approximately 250 delegates from 34 different countries attended the meeting. Florin Cioabă was elected as the new president of the International Romani Union.

Thanks to the founding of Roma organisations, worldwide lobbying, cooperation with international organisations and the institutionalisation of their issues, the Roma today are in a position to influence political processes on a communal, national and international level.

Questions for discussion:

1. What kind of changes happened after The Second World War for Roma people?
2. Do you think the majority changed their attitude toward the Roma?
3. Do you think the Roma language will exist in 50 years?

2.1.3 Prejudice, discrimination and social exclusion

Key words:

exclusion	**social issue**	**Roma traditions**
discrimination	**segregation**	**education**
labour market		

Starting questions:

1. What is the biggest social issue relating to the Roma?
2. What are the factors of the social exclusion?
3. Where do discrimination and segregation usually start?

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4. What caused so high unemployment among the Roma?

Definition of terms:

Social exclusion - is the process in which individuals or entire communities of people are systematically blocked from or denied full access to various rights, opportunities and resources that are normally available to members of a different group, and which are fundamental to social integration within that particular group (housing, employment, healthcare, civic engagement, democratic participation, etc.).

Prejudice - is prejudgment or forming an opinion before becoming aware of the relevant facts of a case. The word is often used to refer to preconceived, usually unfavourable, judgments toward people or a person because of gender, political opinion, social class, age, disability, religion, sexuality, race/ethnicity, language, nationality or other personal characteristics.

Discrimination - is an act of prejudice in which members of one group are treated differently from those in another group based of their gender, political opinion, social class, age, disability, religion, sexuality, race/ethnicity, language, nationality or other personal characteristics.

Segregation – is the institutional separation of an ethnic, racial, religious, or other minority group from the dominant majority.

Ethnicity identity - refers to the ethnic group with which an individual most closely associates. It is a complex and multifaceted part of the development of an individual.

Social status - is the position or rank of a person or group, within the society.

Content of the chapter:

The exclusion of the Roma from the rest of society is considered to be one of the most serious social issues. Members of Roma communities form, as a result of the flawed relationship between the majority of society and the Roma communities, but also due to certain Roma traditions, an isolated social group. In connection with this a topic of debate is whether this social exclusion is caused by the Roma ´s ethnicity identity or by their social status. Social exclusion is one of the results of discrimination. There are a number of factors affecting social exclusion, and this condition can lead to a cycle in which the situation of the affected person deteriorates until they

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reach the very bottom of society. The term social exclusion is usually associated with regions where the Roma form the majority. The issue of social exclusion, however, should not be regarded as solely a Roma issue, as it affects other social groups as well. Nevertheless, it is a part of life for many Roma families. Mostly the results of the researches by many NGOs reveal that the key factor causing the exclusion of Roma people from the social life of the majority is their excessively high unemployment rate. Roughly speaking, the high percentage of unemployed people in the Roma community is the result of limited access to elementary education. Apart from very obvious discrimination and the segregation of Roma children in schools, their parents' unawareness and underestimation of the importance of education is an important factor in the low enrolment rate of Roma children. Low education and qualification levels are symptomatic of socially excluded people and, unfortunately, pre-determine their future life to their disadvantage. It is very hard for a person with a low level of education to find a good job, and the situation is even more complicated if this person is a member of a discriminated social group (the disabled, Roma). Low levels of education, together with commonly experienced unequal treatment, greatly disadvantage Roma people in the labour market. To be unemployed is to be dependent on the social security system (government benefits). Over time, such a person loses work habits, ceases to plan for the future and lives from one day to the next. After losing the income from employment, housing conditions usually deteriorate or housing is lost altogether. A consistently bad financial situation can lead to high indebtedness and, sometimes, to addictions (alcohol, gambling) or even criminal activities. The longer the person remains socially disadvantaged, the harder it is for them to re-integrate into society. The vicious cycle is complete - dependence on social security payments can lead to low economic standards, usury, indebtedness, unpaid rent, execution and often eviction.

Questions for discussion:

1. How did integration change the Roma culture and traditions?

2. Why do you think integration is needed?

3. Is social exclusion caused by ethnicity identity or by social status?

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2.2 Enlightened education: Using play and games for facilitating of difficult topics (*Kommunikujeme o.p.s.*)

Key words:

education	**lecturing**	**entertainment**
play and education	**learning**	**pedagogy**

Starting questions:

1) Can education be fun?
2) How to integrate education and games/play?
3) What are the obstacles in using games and play in education?
4) What are the main benefits of using games in education?
5) Which topics are most suited for the facilitation through games and play?

Definitions of terms:

Game – A activity involving skill, chance, or endurance on the part of one or more persons who play according to a set of rules, usually for their own amusement or for that of spectators.

Play - Exercise or activity for amusement or recreation.

RPG - Role-playing game – Game where the participants are representing different person.

Interactivity - The extent to which something is acting one upon or with the other.

Content of the chapter:

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Games can be easily used during education regardless of the topic and they are suitable for every age category. Of course, every age category will be open to different games and it is necessary to change the format of the game to make it appropriate for the maturity level and mental capacity of the participants.

Despite of regular education or lecture here is significantly bigger amount of effort invested into the entertainment value and overall format. It is necessary for success of these methods to reach high level of interactivity between every participant and lecturer. Even the inactivity of the participant should lead to results which are clear from the game structure and particular rules. To be clear, not playing the game should not be structured as a punishment but perceived and interacted as a variation of the play.

If we use games during the lesson, we are usually aiming at reaching several results at the same time. Basic goal is to secure the presentation of new topic to the participants. This goal is often misunderstood. Amount of the information which is presented is usually compared to the other formats smaller which is one of the reasons why it is sometimes perceived as not as sufficient and overall negatively accepted among teachers. The context in which the information is presented to learners is very important especially when using games. If we want to create relation to the information we need to achieve students' emotional reaction and in this area game is able to provide important tools to help during educational transfer of soft skills.

There are many topics which are already strongly influenced by emotions and where it is necessary to work with emotional reactions of the students and implement emotional education with the pedagogical approach.

As an example we can use the education and motivation for advanced studying. In the form of lecture we will have information about possible fields of study and available schools where it is possible to apply this after finishing school, what is the utilization of this education on the job market and what are the requirements laid on the applicant in this field. If the lecturer is enlightened enough, he/she will provide information about the way the everyday work of the people in these fields looks like.

One of many possible ways of the topic transformation to the game is a form of storytelling. Participants in the game are divided into groups. In the groups of three they have a goal to prepare story of a person who is involved in the follow-up study, how the study went and how it looks like

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when it is finished. Looking for work after university, first day in the new work position and regular day after that. Important in the game is to use imagination and try to prepare it as a story with problems, complications and maybe some conflicts. Task of the lecturer is to enter the storytelling and challenge the students to elaborate to expand the story in the parts which are missing. For example to make the story interesting, there should be problems and worries based on reality. Obstacles which will be needed to overcome. If there is any information in conflict with reality it is appropriate to correct them.

Amount of information which are students exposed to is smaller than in the form of classic lecture but they are more pulled into the thinking about the topic. Also it supports consideration about long term consequences of education. Admittedly there might arise another problem in education in the form of the game. In this approach different groups of students will have different exposure to information. Basis in present education is equality in the presented information. So it is always important to avoid this problem to combine lecture or other classical educational methods with games.

Another goal which we are trying to achieve is group cohesiveness. If we work with the group by the form of interactive game, the interpersonal contacts is more frequent and allows to support development of relation within the members of the group. This element is applicable especially in the new collective or the groups that do not have good relations and supporting the development of these relations in the group is important. This element is easily supported by simple small changes in the games which lead to increase the interactions. For example, in the last case we could ask the participants to make the story of the other one in the group based on his plans and not their own.

Disagreements and confrontations between participants are much more manageable if they occur during the game than in the common lecture. Also the participant are more likely to feel that their opinion is relevant. In the case of good game management and support of expressing opinions we can work with opinions which are against perceived conformity. If the openness reaches this level, we can work with these opinions and while not excluding people with opinions with conflict to our goal. For example, if we are presenting the benefits of higher education, we should give enough space to people who are openly against it. It is of course relevant to present counterarguments. But firstly we should give enough space to the participants to present their own view of counterarguments. The goal is to support interaction and their ability to create their own opinion. If the goal of our effort is well founded majority of the participants reach similar conclusion as us

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during the discussion. We, of course, never reach the interest for higher education with everybody. However, we can achieve reflection on the topic with everybody.

During these dialogs and discussions emotional abreaction occurs which is another goal of the games and plays during education. Students experience a lot of emotional distress which sometimes participates in development of extremists and antisocial behaviour. Games and plays provide possibility to channel this emotions and reach increase in ability to do responsible decisions. But it is necessary to work successfully with these emotions to discuss honest opinions of the participants. It is common, that as the result of experience from the school, there is a level of self-censorship which is adaptive strategy in many situations but also creates communication barrier which limits openness to the new information.

In the context of our example it is likely that some of the participants will show opinions on education or fields of study and they are not aware of why they have these opinions. In this case it is appropriate to ask questions and support their thinking about sources of these opinions. But we can't forget that every opinion is real, even if we strongly disagree. If the opinion is strongly against our values we can present that we disagree providing students with the explanation why and show a respect to him/her as to a person even if we cannot agree with the opinion.

Education through games and plays is also about setting the topic and creating a relation to the topic as a whole or the institutions which is represented by the game. For example, in the case of setting the topic thinking about future usually benefits the person in the long-term scale regardless of the conclusions. A mental representation of the world and the topic as is grasped by the participant is also connected to previous note. If the explanation structure is burdened with prejudices and emotional distortion then even if the presented information are same the conclusions can differ. If we manage to work in the form of opinion creation and we are working with the structure rather than the content during the game we have opportunity to influence participants in different way than in the case of simple transfer of information. Simultaneously if there is a conflict between opinions of other people in the group and not just with the lecturer it leads to more effective ability to revaluate their own opinions and development. But it comes with risk and it is necessary to prevent the situation where one is against everyone in the group. In these situation there can be ideal situation when we reach everyone against everyone – everybody for themselves. This situation supports the most the development of critical thinking. It creates big demand on the lector as it is

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necessary to support this atmosphere and keep a friendly approach even to the people with opinions with deep conflict to their own.

Gamified education also works as a tool for capturing psychopathological problems soon. This is especially relevant for school education, where is possible to work with the children with follow-up care. Psychopathology which appear is not threated during the game directly but the experience can support of development of coping strategies. In the case of revelation of the problem is appropriate to talk with the children directly about the topic individually after the work with the group. In case of past example, we can during the game gain suspicion for pathologically lowered self-confidence, when the student express opinion that he will never pursue higher education because he is useless and even after the encouragement for creating of fantasy about higher education he is still unable to play it is high probability for problem, which should be addressed. During the lecture same or similar problem would express itself less clearly and would by probably in the form loss of interest and attention, which could mean a lot of different things.

Limits and risks of games and play in education

As it was said before, lower amount and uneven distribution of gained information share elements of games and plays in education. To avoid the transformation this risk into a problem it is good practice to keep it in mind and combine it with conventional methods. Dependent on the topic and used techniques it is beneficial to include classic educational techniques in front, behind or in-between the interactive ones. Behind the game we put classic technique, if we used game to create motivation. In front if we used the game to strengthen instillation of information. Between if we want to combine the effects or if the design of our games is in a way that it allows immediate use of the information.

Size of the Group

With gaming technique the size of the group is very important limiting factor. Most of the gaming and play methods are suited for the group consisted of no more than 15 members. With the increasing number of participant the efficiency diminishes. With the group of 15 members we need to consider using two lecturers for the work to reduce this effect and to limit misunderstanding.

Noise level

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While working with children and during the use of methods utilizing the interactivity, negotiations or physical activity noise level is higher which is common consequence but also a tool which we can work with. We are, of course, always limited by the area in which we work. If the area is for example common classroom and in the next room there is another lesson taking place we should expect limitations on the noise level and it is necessary to choose from the methods which are not too loud. Higher level of noise can be used to induce involvement, “awakening” of the group and restoring energy in the group. These methods work especially well as complementary while working with younger kids.

Preparedness for the topic

Even thou the amount of the information which is transferred during the game is in conclusion usually smaller than during the lecture, the amount of information which the lecturer has to prepare is higher. During the game there are different parts and areas of the topic opened and it is necessary to adapt the process to the participants. Also it is very beneficial for the lecturer to have good knowledge of his/her own opinions, attitudes and emotional triggers (prejudices, traumatic experiences, etc.) with the topic. Education in the form of the game and play should never be about assertion of one's opinion. Activity is supported by the lecturer but it has to originally come out from the participants. With many techniques it is also necessary to have prepared the resources for the games.

Trust between the group and the lector

For the educational form of the play it is necessary to have good or at least neutral relations between the members and towards the lecturer within the group. In the case of complicated relations, the amount of useful games is very limited and it is on the lecturer to strongly secure order and cooperation between members of the group. In the case of pathological retaliations, it is not recommended to use some of the time which is available for the game to work on improving the relations first and after that working on the topic. In that case it is possible to fail completely in transferring the information and all overall goals.

Conflict or antipathy to a lecturer

Conflicts with the lecturer have many forms and different amount of intensity. It is natural part of relaxation of atmosphere and in that case it is always opportunity to question authority. If there is no questioning of authority it could mean that there is failure in creating nonthreatening and playful

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atmosphere. Another point of view of the extreme is a loss of the authority altogether which leads to a loss of rules of communication and fails in creating effective communication. It is always useful to have different sources of authority than just the natural one. For example, if we are working in the school with a class it is good to have also set up cooperation with teacher to have available some of the penalty from school rules. Although most common in these cases attempts to be putting knowledge and skills of the lecturer into questions. It is appropriate to support these attempts. Present the fact that every lecturer is also a human being and he/she also has limited knowledge and it is reason why the opinion of the participant is needed. Because his/her opinion or the approach could be better.

Possibility of a method failure

Every method and game has its risks and limitations. Every time it is possible that the game will be refused by the participants. In these cases, it is necessary to stop the game sooner than later. For this situation it is necessary to be prepared with different game. Even if this game is refused by the participants than it is time to open discussion about if they want to work or participate altogether and what is their expectation. Challenge them to come forward with their own ideas how to discuss the topic.

Unsuitable method

Methods are not always universal and not every topic is compatible with every topic. It is always on your consideration about the way method contributes to the fulfilment of the goals for the topic. The overall atmosphere in the group is another feature that must be considered and according to it and the methods which serve different sub-goals should be customized to it. For example, activation methods if the group is tired. For the case of tension in the group have ready games for relaxation and for the case of relaxed and activated group have an available method which is more challenging for avoiding the loss of attention.

Working with group and making of the rules

The work with the group should start in the spirit of preparation for playful atmosphere. It is necessary to openly and honestly express the reasons why the activity is taking place and what are the goals of this activity from the perspective of lecturers. If goals could not be accepted by the group, it is not a reason to embellish or conceal them. This is one of the problems which are to be seen with the unexperienced lecturers who are starting with gaming methods. These methods are

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based on mutual respect and hidden goals will unavoidable harm these efforts. But unacceptable goals by the target group tell us something important about our goal and maybe it is the time for us to think and change the goals. In the case of negative response from the participants we have a better start than in the case of neutral reaction. If we support this negative reaction, we can manage to persuade participants to present why they do not like our goals and we can work with that. Games should be designed in a way that there is a place for rebellion, resistance and expressing disapproval in the context of the game. Because if the disapproval is presented in the game we are able to work with it and discuss it with the participant. During the beginning of the work we should also discuss with participants what do they expect, what are their hopes and efforts. Part of this start is also presentation of the lecturers, if the group is not familiar with them, and distribution of stickers with names/nicknames. If we work with children we should respect nicknames they chose, even if it is weird. Next step is setting the rules.

Setting the rules

At the start of cooperation with participants is time to set up the rules of the overall activities like discussion, general behaviour and other which will be important for the participants. It is important to not mistaken them with the rules of the games itself, which are fully in the hands of the lecturers. During this process it is necessary for participants to strongly participate on creation of these rules. There should be voting about which rules will apply and which will not. It is also appropriate to suggest generally used rules like avoiding of foul words, interruptions, etc. The role of the lector is to help form these rules. In the case that there are some needed rules it should be suggested but rarely is it really necessary. If the group suggests rules which are too complicated or they are absurd in some way it is a good think to follow them till it is clear that they are not practical and suggest change after it is clear to everyone. Goal of lectors is to support of elaboration of rules, which will lead to equal involvement of members of the group and which limit peer pressure and support willingness to present own opinion. It is possible to set up rules limiting the talking about what happened and what was said during the games out of the context of the group. It is also important to make clear that the rules apply to the lecturers as well. There is no real need for lecturers to be relieved from the rules. It could cause interruptions in development of the trust.

Even the rules will be present sometimes it is needed to limit expressions of the participants, especially while working with kids. There is also appropriate to remind them some other rules which are part of polite behaviour apply too. In the case of admonition, it should be accompanied

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with support. For example: “now you are too loud” is more appropriate than “you are too loud”. These little differences add up and could lead to difference between interest in the work and passivity. Even if the one which are too loud do not fully realize that, some sensitive people from the group could be affected by it.

Conflicts between members of the group are desired situation as long as it is conflict on the level of opinions and not on personal level. When the arguments ad hominem appear it is time to calm it down. Education through the form of games and plays supports expression of opinions and experience which will be naturally different between people. It is healthy to have different opinions and doubt opinions of others but it is problematic when there are attacks on people which follow these opinions. On the other hand there is other extreme when many lecturers have tendency to avoid it by relativizing and expressing philosophy, that every opinion has the same validation and same cons as any other and that every opinion is correct. Which is dishonest. It is natural to think that our own opinions are the best. If there are opinions which are exuding to each other, only one or neither can be valid. But biggest problem is that this philosophy strongly limits the interest in dialog and devoid the discussion of meaning.

Examples of games appropriate for different topics RPG games

RPG games have huge potential for venting emotional tension and can be used in different intensity of involvement of participant. The more we have empathy for the character and the more we make it closer to ourselves the more we work with emotions.

Most personal approach is to pretend that we are characters altogether and to talk as the character. If we apply the approach on the example mentioned before, we can make a game based on our own thinking about carrier. Choose one of the participant and other participants question him about what he does for a living and what his regular day looks like. The one playing his future-self has prepared a story as if he will be visiting the school - which is talking about his job in front of the class.

If we use future tense “after my college studies my day will look like …” we are putting more distance between the person and his role which leads to smaller emotional investment for the game. If we talk about the character in the form “hi wakes up every morning at …” we create even bigger distance and we can limit emotion to minimum. It is sometimes better to add pictures of faces which allows bigger relation to the topic. Why use formats of the game which have limited emotional involvement? Appropriate form depends on maturity of the group. In the case of emotional

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problems within participants or problems in relations is often needed less emotional form especially when we talk about more emotional topic – participants could refuse if it is too intensive.

Activating games – motion games

Activity games are used especially when we have group which has been already sitting in a class for a long time and there is a need to awaken them a little. The less demanding form is expression of opinions through the body motion and not words. For example, everybody who wants to go to high school will stand on the left side of the room, everyone who does not want to go will stand on the right and the ones which do not now will stand in the middle. Others will stand in front. Category others is added as a joke and for the rebels which want to have some attention or want to rebel a little. If there are no rebels in the group who will use this option, it usually is accepted as a joke. If there are any we can give them space to express themselves. This method is good because it is moving with the participants and at the same time it provides a tool for expression of opinions which they could have problem otherwise express.

Another example could be games involving competition. Example could be school class where everyone is sitting at the desk. Everyone will prepare ten crumpled papers with names written in them. Afterwards there will be contest in throwing papers in the container in front of the class from the desk. Afterwards there will be winner presented and it could open discussion about injustice in this competition, because the ones in front have a much easier task. Participants, especially the one which are more competitive, will be very activated by this and it also involves using hands and overall activation. It could be used as model of society where not everyone has the same start or have some limitation. And that with the use of effort and skill someone in the not so good position could be more successful that someone with benefits of sitting more in front.

Motivational games – asking questions

Motivational activates serve the purpose of creation longing for answers. Good tool in this case are games including mysteries, questions and unfinished topics. If, for example, we place in front of participant's tasks and ask them for solutions while they need more information to finish them we support the need for knowing more. For example, the game „helpdesk" when the participants are divided into the groups and they are entrusted with the task to take a role of councillors in the citizen's advice bureau and help solve problems of people facing the discrimination or choosing of

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the school. In these small groups they have task to elaborate the answers for concrete stories of the persons asking for help. They should create one solution for the team. If in the class, there is big resistance from the participants we could let them elaborate one really good advice and one really bad one. After the work they present the answers to the other groups and they are trying to explain why they chose this advice and interact with the feedback from others. If we want to make the experience stronger we should use real cases and life stories. That it is real life story and what happened in the reality is said to the participants afterwards.

Understanding – the creation of mental representation of the world

Games aimed at the development of understanding and insight the problems have a goal of training work with information and creation of mental representation of the world as it is. Example could be starting of the personal story of a person or a group and the task of the participants is to finish the story as they expect it unfolds. Again in this case it is ideal if the story is real and we know how it ended. This increases the emotional effect but it is not necessary. These stories should be chosen in a way that it makes the group work with the questions which is the topic of the group work about. After they finish the story, they are supported to suggest alternative endings and options which the characters had and why they did not chose these alternatives. And if they were in their place would they do solve differently and why. This game allows development of empathy and work with future, which is key for steps towards self-development and planning of own life.

Another game from this category is more abstract and more complicated. It is a creation of rules for a simple board game which is aimed at the discussed topic. Participants are challenged to start working on the preparation of the game which represent the problem in a way that it includes obstacles and danger which corresponds with the reality but also the lucky events which could occur. They should set up in which situations the player wins and what is the goal. The mechanism of the game could be prepared for the participants and they could only prepare narrative to these mechanisms. This allows them to project their own concepts and ideas to the game and to think about them in their consequences. This thinking is great base for the dialog after the process of creating the games is finished and it opens possibility to talk about the topic.

Questions for discussion

What games did you learn most from?

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What education did you enjoy?

How would look like ideal form of education according to you?

References

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2.3 Roma Youth Opportunities (*Asociatia Mergi Inainte*)

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2.3.1 Financial support (grants or scholarships)

Key words:

Financial support **inclusion** **grants** **scholarships**

Starting Questions:

1. What are the main features that stand out in EU educational systems and targeting Roma?

2. How are the funds allocated?

3. Where can I find direct funding?

Definition of terms:

Financial support - financial resources provided to make some project possible;

Inclusion: to make someone or something a part of something larger.

Grants: an amount of money given especially by the government to a person or organization for a special purpose.

Scholarship: is an award of financial aid for a student to further their education.

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Content of the chapter:

- Educational attainment of Roma children is very poor, with high numbers of school drop-outs.

- Despite attempts to promote inclusion, non-Roma children are leaving integrated schools.

- Disproportionately large numbers of Roma children are segregated in special schools and classes for children with learning disabilities.

- Quality early care and education for Roma children is essential to have a good start in life.

The EU supports work done towards Roma integration by EU countries through its European Structural and Investment Funds.

The European Union finances projects that contribute to fostering Roma integration across Europe. It supports the work of EU countries to improve the lives of all vulnerable people, including the Roma, through the European Structural and Investment Funds, principally the *European Social Fund (ESF)*, the *European Regional Development Fund (ERDF)* and *the European Agricultural Fund for Rural Development (EAFRD)*.

The distribution of these funds and the management of the programmes are the responsibility of national authorities. Funding is provided on the basis of calls for proposals/tenders and never in response to spontaneous requests. The funding comes in two forms: shared management (managed jointly by the EU and Member States) and direct management (managed directly by the European Commission).

In order to reinforce European financial support for Roma inclusion, the new multiannual Financial Framework 2014-2020 makes it easier for EU countries to use EU funds for Roma integration.

Funding opportunities directly managed by the European Commission can be found under the following programmes:

- *The Rights, Equality and Citizenship Funding Programme* finances projects aimed at promoting equality and the rights of persons.
- *The Employment and Social Innovation (EaSI) programme* is an EU-level financing instrument that promotes quality and sustainable employment, guarantees adequate and decent social protection, combats poverty and social exclusion, and fights to improve working conditions.

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- The *Erasmus+* also supports projects, which develop lifelong learning measures for Roma integration through education and other social approaches.
- The *Public Health Programme* regularly finances initiatives to fight against inequalities in access to health.
- The *Culture Programme* also has an interest in funding projects that promote intercultural dialogue with Roma and other communities.

Questions for discussion:

1. We can speak of a ratio between the size of the funds allocated and the level of integration of Roma?
2. The allocated funds are available directly to the beneficiaries?
3. Can we speak about simplification of procedures aimed at access to these funds?
4. How can segregated Roma communities get information about these funds?

2.3.2 Second chance education opportunities

Key words:

Second chance education **opportunities** **social partners**

Starting Questions:

1. What is the second chance education?
2. What are the features of the program?
3. Which are key points that ensure the success of the second chance?

Definition of terms:

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Second chance education - Education specifically targeted at individuals who, for a variety of reasons, never attended school or left school either before completion of the level of education in which they were enrolled or completed the level but wish to enter an education programme or occupation for which they are not yet qualified. Participants are often older than the typical target age group for the given ISCED level programme (but not necessarily adults). Sometimes also referred to as 'bridging programmes' or 're-integration programmes'.

Opportunities - an occasion or situation that makes it possible to do something that you want to do or have to do, or the possibility of doing something.

Social partners are groups that cooperate in working relationships to achieve a mutually agreed upon goal, typically to the benefit of all involved groups. Examples of social partners include employers, employees, trade unions, government, etc.

Content of the chapter:

Many young people leave education and training prematurely, before achieving upper secondary qualification. Many of them have gone through daunting experiences of failing at school and trying to cope without qualification. Second chance education in Europe is often successful in helping those young people by taking a different approach to learning.

The "Second Chance" aims to support children / youth / adults in their efforts to reintegrate into the education system is open to all those who have not completed various levels of education.

At EU level, organisations and institutions that are responsible for managing, funding and setting up second chance education schemes vary from national government to wide range non-governmental organisations. In most cases, a mix of stakeholders is involved in the governance and management of second chance schemes. Social partners play a key role in implementing around half of the second chance education schemes. Some of these schemes are implemented as national initiatives across number of sites in the country others are unique to a specific location.

The funding for second chance education is often linked to national and local government funding streams related to education and/or employment.

The financial challenges to support second chance programmes tend to be of key importance for

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both publicly run and third sector organisations.

Features of second chance schemes:

- Initial assessment and planning;
- Employer involvement in curricula development;
- Arts and sports in curricula;
- Physical environment;
- Organisation of the day;
- Personalised learning;
- Tutor/mentor role;
- Learning outside classroom environment;
- Use of active learning methods;
- Formal and non-formal education.
- Emotional support;
- Social support;
- Multidisciplinary team working.
- Awarding mainstream qualifications;
- Alternative forms of assessment.

Key learning points:

- Governance
- Partnerships between second chance and initial education
- Multi-professional working
- Institutional climate
- Adapted curricula
- Learning environments
- Pedagogy

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- Social and emotional support

- Assessment and progression

Questions for discussion:

1. What are basic conditions for implementing second chance methods in mainstream schools?
2. The program second chance can be considered only program that integrates educational roma people?
3. Methods used successfully in second chance education could be transferred to initial education and training?

2.3.3 Mobility programmes

Key words:

mobilities **programmes**

Starting Questions:

1. What are the most common mobility programs for Roma people in EU?
2. Reference to the subjects of study mobility programs covering all areas?

Definition of terms:

mobilities is a contemporary paradigm in the social sciences that explores the movement of people, ideas and things, as well as the broader social implications of those movements.

programmes a program of study is a comprehensive, structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success.

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Content of the chapter:

The scholarship program **Roma Education Fund** (REF) has in its annual program for scholars of International Roma. Merit scholarships are awarded on a competitive basis for one academic year, with the possibility of renewal if continues to fulfill program requirements.

The program is designed to provide partial support Roma students following undergraduate studies, masters or PhD outside the country of origin or residence.

The purpose of this scholarship is to promote academic mobility of students Roma and to support their academic integration internationally.

Applicants must:

- Openly recognize their Roma origin and be willing to appear publicly as Roma;

- Be a citizen of one of the following countries: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Hungary, Kosovo, Macedonia, Moldova, Montenegro, Romania, Russia, Serbia, Slovakia, Turkey and Ukraine;

- To be or to be accepted to attend a state university accredited in another country than the residence as full-time student during the academic year 2015-2016;

- To pursue undergraduate studies, masters or doctorate.

Scholarships for Roma guarantees to cover partial or complete tax study scholarship awarded by the beneficiary. The grant amount can reach up to a maximum of 9.050 EUR / per year.

REF SP scholarship components available:

- *Roma Memorial University Scholarship Program (RMUSP)* – The RMUSP PDF is an additional component to scholarship, meant to encourage current RMUSP beneficiaries of the 2015-2016 academic year to enhance their academic, professional and personal development by participating in extra-curricular activities and further expanding their academic and/or professional network. For this purpose, the RMUSP PDF supports participation in various academic and professional activities in scholarship recipient's countries, or abroad.

- *Law and Humanities Program (LHP)* – Grants for Small Projects – aims to support community participation of current and former beneficiaries LHP; give them opportunity to develop skills in

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designing and implementing the various community initiatives so develop them further set of capabilities necessary to contribute to personal and professional evolution. In addition, these new acquired skills, focusing on communication, management, administration, coordination, budgeting and reporting will serve useful in achieving professional goals.

Size Small Community Projects can include activities such as mobilization and community development; Educational summer camps for children and youth; training and accountability initiatives to youth and women; counseling and legal assistance; health-oriented activities, stimulating entrepreneurship and employment, awareness and advocacy campaign focused on civil rights, civil registration, voter education and anti-discrimination; facilitating cooperation between local community representatives and local authorities get to address issues facing the local community.

Size Small Community Projects will target Roma communities, and could include a component to increase awareness of the population about the problems of integrating the Roma and their situation. Also, LHP program welcomes proposals on projects that will focus on leveraging current and former beneficiaries LHP communicate, interact and cooperate in an appropriate environment graduates.

The maximum grant amount for Small Projects: 2.500 EUR

- *Roma Health Scholarship Program (RHSP)* – Additional components of the Scholarship Program for Roma Health (Roma Health Scholarship Program – RHSP) are aimed at encouraging current beneficiaries of RHSP to improve their academic and professional development through participation in extra-curricular activities and creating a network of academic and professional outside the faculty. For this purpose, REF 2015-2016 RHSP RHSP support beneficiaries to participate in academic conferences in the field, to attend language courses and ICT training in the country or abroad.

The maximum grant for the conference is 700 Euros, while for the foreign language and ICT courses, 300 Euro each. Priority will be given to students who have not benefited from RHSP Additional components in the past.

- *Roma International Scholar Program (RISP)* – The Program is designed to provide partial support to Roma students who are citizens of one of the following countries: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Hungary, Kosovo, Macedonia, Moldova,

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Montenegro, Romania, Russia, Serbia, Slovakia, Turkey, and Ukraine, for pursuing Bachelor (renewal applicants only), Master, Doctorate, or Postdoctoral education outside their home country or country of residence. The aim of the scholarship is to promote academic mobility of Roma students and support their academic integration internationally.

Questions for discussion:

1. Why in countries with large Roma population are fewer children and young people who come beneficiaries of funds for training and / or mobility programs?

2.3.4 Good practices: Roma Education Center, Roma Youth Center, "Tanoda,"

Key words:

Good practices

Starting Questions:

1. Can you present some examples of good practice on education among Roma to EU level?

Definition of terms:

Good practices: is a method or technique that has been generally accepted as superior to any alternatives because it produces results that are superior to those achieved by other means or because it has become a standard way of doing things.

Content of the chapter:

Roma Youth Centre is a non-governmental, non-profit Roma youth voluntary organization from Macedonia. RYC is active youth organization lead by educated Roma youth. RYC wants to solve the problems around Roma people and respond to their needs instead of waiting for somebody to do

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it for them. RYC understand the non-formal education as most important and necessary think that Roma youth have to achieve, beside the formal education. RYC as Roma youth NGO is engaged in the field of youth mobility, youth policy and youth participation. In order to achieve the modern tendencies and contribute the European dimension and identity, organization wants to facilitate the social inclusion of the most vulnerable group among the youth, Roma. The mean resources of this centre are the educated youth, with international and local experiences.

RYC's vision is an integrative and tolerant society, educated Roma, prosperity and benefits, equal approach to rights for all and improving of the quality of life of the target group. RYC's vision is based on universal standards and practices of the civil society. One of RYC's greatest successes is establishing cooperation with a large number of state and international institutions and organizations, citizens' associations, foundations and the Roma community.

RYC operates through the follow objectives:

1.Promoting and supporting active citizenship within Roma youth, also including networking with institutions and support to institutions in development of active participation mechanisms;

2.Active work and contribution to intercultural dialogue through capacity building and information services for Roma youth;

3.Enhancing voluntary involvement of Roma young people, with working on promotional actions.

Tanoda is a Hungarian Programme supported by Roma Education Found, It is based on the initiatives of local NGOs. According to tanoda managers and local staff the main reason for the establishment of these institutions are the improperly functioning local social and educational services. The main values of the tanoda program according to the interviewees are the following: acceptance, inclusion, provision of emotional security, relaxed, playful atmosphere, targeted attention to certain children, community creation and homely atmosphere. In parallel to this, pupils highlighted mostly the playful, casual and relaxed atmosphere.

The tanoda atmosphere can thus enhance pupils' motivation to learn and contribute to their ability to become self-regulated learners.

Tanoda students unanimously stated in every location that they are happy to attend tanodas and spend their time there. In addition, they take their siblings with them, and go back even as secondary school students. Student initiatives made towards tanodas also show a self-organizing

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feature. Experience of accepting one another and similar phrases were recorded during focus groups, such as homeliness, informality and empathy. The respondent tanoda pupils emphasized that while at school they usually have to cope with isolation, tanodas offer an atmosphere filled with emotional security.

The most frequently mentioned value recorded during parent focus groups was the high level of attention their children receive during activities. According to all parents, self-esteem and self-confidence of their children has significantly risen after joining tanodas. In underprivileged small regions and settlements tanodas are often the only access points of cultural events. According to the parents without these institutions their children would not have been able to attend theatres, go to camps and excursions. In many cases, due to the lack of public utilities in several Roma settlements, tanodas also play a hygienic role; they have a secondary socializing function. Several municipalities organize programs also for parents, including trainings, job search assistance, and they ca turn to tanoda employees also with their personal difficulties.

Thus tanodas, especially in smaller settlements play a multifunctional partly social, partly cultural role, serve as special community-service centers, and a significant level of social capital arises in the wake of their activities. The majority of the observed tanodas usually does not employ full-time employees. In most of the cases employees sign only an agency contract. And if there is a full-time employee, it is usually the professional leader. The main problem is, however, the lack of vocational teachers.

For financial reasons the tanodas cannot afford to employ a professional teacher for every subject.

Thus several subjects are usually taught by teachers with other specialization, and sometimes teachers do not even have a formal professional background. However, we have to bear in mind, that the quality and effectiveness of the tanoda program is greatly affected by the employees' level of experience, their ability to provide adequate methodological and professional knowledge.

The target group of these institutions is upper grade school children, while those who have been tanoda students for many years come back regularly even as secondary school students.

The operating system of each tanoda is usually designed in September, in the beginning of the school year, and it is adjusted to the children's school timetable. In the majority of the cases children spend 2-3, but sometimes even 4-5 hours in the tanoda after the school had ended. Participation is regulated in two third of the cases, but the remaining tanodas have an open policy,

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children do not have a special timetable, and they can attend all the classes they wish to.

Only few tanodas use a different method from this very traditional methodological culture, which usually reflects the local pedagogical solutions. There are individual developing programs in nearly all tanodas. In several places these programs are designed by the development teacher. They are based on the input measurement results, and are followed by individually designed programs which serve also as a basis for the tanoda schedule. Where there is no input measurement and no developmental teacher, there the individual developing program is based on the daily activity experiences. The majority of tanodas has an atmosphere where teachers and parents trust each other.

Besides, they cooperate with the local schools regarding the tanoda program. However, this cooperation is sometimes restricted only to the actual project. In addition, it can be also said, that most of the tanodas cooperate with the local governments, minority governments, civilians, associations promoting sports or preserving traditions, but in exceptional cases – in line with the "Biztos Kezdet" program or similar projects – they cooperate with other organizations, educational institutions from other settlements, professional organizations and networks.

This cooperation can be connected primarily to specific programs with a certain goal and predefined time period. On the other hand, long-term strategic partnerships can be rarely identified. It is also typical, that the cooperation between local primary schools and tanodas are restricted to the tanoda program, and there is no cooperation in any other projects and programs. Some have strategic partnerships with family day care programs and some maintain relationships with the other tanodas or local cultural centers. In some cases they work together also with family support centres and transit homes.

Questions for discussion:

1. Why are nonformal education and after school clubs important?
2. How transnational partnerships can be initiated and by whom, to be taken up and adapted in countries with large Roma population?
3. What motivational measures can be used to attract more participants in such projects?
4. Family financial incentives can be a positive practice to participate in educational projects?

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5. It would be a positive measure conditioning monthly financial support provided by the Governments with participation in specific programs of integration and education?

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2.4 Challenges and barriers in early education (*Institute of Psychosocial Development*)

Key words:

Roma children **social exclusion** **multicultural education**

diversity **preschool education** **parental involvement**

Starting Questions:

1. Which is the educational reality of Roma children in European Union?
   - What is the role of social exclusion in early education?
   - Which are the causes of this phenomenon?
2. How cultural diversity effects on teaching and learning?
3. It is a fact that Roma children have low participation rate in early education. How can education be accessible to all Roma pupils?
4. What are the benefits of early education in psychosocial development of children?
5. What is the importance of improving family and school links?
6. What is the role of teachers in early education?

Definitions of terms:

Social exclusion:

Exclusion consists of dynamic, multi-dimensional processes driven by unequal power relationships interacting across four main dimensions - economic, political, social and cultural - and at different levels including individual, household, group, community, country and global levels. It results in a continuum of inclusion/exclusion characterized by unequal access to resources, capabilities and rights which leads to health inequalities.

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Multicultural education:

Multicultural education is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in various documents. It affirms the need to prepare students for their responsibilities in an interdependent world. It recognizes the role schools can play in developing the attitudes and values necessary for a democratic society. It values cultural differences and affirms the pluralism that students, their communities, and teachers reflect. It challenges all forms of discrimination in schools and society through the promotion of democratic principles of social justice.

Stereotype:

A stereotype is a preconceived notion, especially about a group of people. Many stereotypes are racist, sexist, or homophobic. Some stereotypes: Irish people are all drunks, or African-American people are always late, or women are bad drivers. Stereotypes commonly held ideas about specific groups. We often hear about negative stereotypes, but some are positive. For example, there's a stereotype that Asian people do better in school. One of many problems with any stereotype is that even if it's true in some cases, it's certainly not true in all cases.

Diversity:

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Nomadic:

A nomad is someone who lives by traveling from place to place. Nomadic thus means anything that involves moving around a lot. You don't have to be a nomad to live a nomadic lifestyle. People who work for the state department travel from foreign country to foreign country in four – year postings– –they might call this nomadic. If you change schools a lot because of your parents' moves, you could say you've had a nomadic education.

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Content of the chapter:

Roma educational achievement has been historically poor across Europe. While considerable advances were made in the socialist period, the disadvantage of Roma children, manifest in every aspect of schooling, never disappeared and has only worsened over the last two decades. Preschool coverage for Roma children in South – Eastern Europe (SEE) is low, ranging from 0.2 % in Kosovo to 17% in Romania. This lack of access has been identified by the Roma NGO s as a major contributing factor in the educational failure of Roma across the region. According to World Bank data, educational enrolment in CSEE among primary-school age Roma children is on average a quarter of the corresponding rate for non-Roma children. In SEE, gaps in enrolment are the greatest in Albania, Bosnia and Herzegovina and Montenegro, ranging from 45% to 50%. Some 20% of Roma children in Bulgaria and 33% in Serbia never go to school. According to recent multiple indicator cluster surveys, of the 63% of Roma children who enter primary school in the Former Yugoslav Republic of Macedonia, only 45% complete it; in Serbia, only 13% of Roma complete primary school. A survey conducted by the United Nations Development Programme (UNDP) found that two out of three Roma do not complete primary school, as compared with one in seven in majority communities. As a result of the high drop-out rate among Roma children, their participation beyond primary school is dramatically lower than that of the majority population. In SEE, for example, only 18% of Roma attend secondary school, compared with 75% of the majority community, and lower than 1% of Roma attend university.

Many Roma children live in conditions of poverty that create barriers to access to education. It has become increasingly common for children to abandon their education to help with economic activities. Roma boys tend to operate in the informal sector, while girls stay home to attend to children and chores. In other cases, children may need to leave school because the family migrates for work. Other barriers, such as living in remote, isolated and crowded Roma settlements, also impede access to quality education. Crowded settings and the lack of amenities deter the acquisition of basic hygiene habits and hinder the completion of homework. In some cases, especially for girls, cultural and social pressures from within Roma communities hinder access. For some Roma women, early marriage and pregnancy reduce their opportunities for education. Additional characteristics, such as the scarcity of books or lack of adequate lighting and table space in the home, linguistic barriers, and a lack of academic support outside of school make it hard for Roma children to fit into the school structure. This is especially the case in the absence of preschool. The

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inflexibility of school systems to accommodate these circumstances exacerbates these barriers and compounds the children's exclusion. Moreover, schools that do not consider the child and their needs as a whole may overlook socio-economic and nutritional issues, such as the fact that many Roma children go to school hungry. The disadvantaged status and marginalization of many parents within the Roma community means they not only lack resources to access adequate nutrition and health care, but many may also lack the basic education and knowledge of fundamental health and nutritional principles necessary to help facilitate their children's development and transition to regular primary school.

As main causes of the phenomenon of social exclusion of Roma in early education, could be mentioned:

- Nomadic way of life.
- Roma's rejection about the value of the educational process and the benefits that be offered.
- Language difficulties (Roma people are bilingual, native Romani language and a second language, the language of the country they live in).
- The stereotypical attitude of school environment towards them.
- Lack of acceptance by the wider social environment towards them.
- Lack of national policies for education of population groups with cultural differences.

The role of education is to handle people's cultural diversity occurring within every classroom setting. Every classroom nowadays is characterized by ethnical, linguistic, gender, social, cultural…diversity. Because of this diversity there are significant difficulties with teaching and learning approaches which means school as a context can be boring and non-understandable for Roma children. That happens because teaching procedures are far from their culture and their way of living and this has as a result their absence of (from??) school environment.

A possible solution is to apply the methods of multicultural education. The role of multicultural and intercultural education comes in to reduce excessive differences that exist between individuals of different ethnicities and cultures. It is impossible to educate only a spirit or another, without taking into account the multicultural social context in which they come from and where children will return. School is a small social group and it recreates one small scale society as a whole. Multicultural education involves different things for different people, and that all attempts to

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conceptualize this form of education share four characteristics: 1) All are based on a common set of assumptions; 2) It grows outside joint educational concerns; 3) They contain joint directions for action; 4) They share a desire to make cultural pluralism and ethnic differences integral part of the educational process.

A preschool – age child's most pressing question is often "why?". Children's minds are constantly working and processing, and as they grow older and become more mature and learn more about the world, they're able to better process and understand the things that they do, hear and see. Preschools are designed to stimulate a child's cognitive development and interest in learning at this exciting age. In recent decades, studies have shown that Early Childhood Education (ECD) is critical in preparing children to enter and succeed in the (grade school) classroom, diminishing their risk of social – emotional mental health problems and increasing their self–sufficiency as adults. The child needs to be taught to rationalize everything and to be open to interpretations and critical thinking. The role of preschool is to strengthen child's psychosocial development with the intention to provide: 1) A better understanding of their own personality; 2) Raise awareness in the understanding of others; 3) Ability to perceive and understand multiple, diverse conflicts, and interpret them; 4) Ability to make decisions and act on it; 5) Open mind to possible new claims; 6) Understand the process of stereotyping, low maintenance of stereotypical thinking, pride in themselves and respect for others.

Families are the first educators of their children and they continue to influence their children's learning and development during the school years and long afterwards. Schools need to recognize the primary role of the family in education. Research demonstrates that effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behavior. Family involvement can have a major impact on student learning, regardless of the social or cultural background of the family. This can be successful by making equally valuable contributions with all parents; by respecting Roma children and their families' needs and preferences; by exploring and understanding the causes of the negative attitude of Roma parents towards the educational system; by operating programs in order to understand the dynamic development of Roma community; by eliminating the fears / stereotypes and prejudices (which covers the education process) of Roma population; by implementing programs/ activities referred to Roma families who have children in preschool; by addressing barriers to involvement in schools by families and actively help previously uninvolved families to become involved; by giving

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to families appropriate opportunities to contribute to school decision – making and governance; The link between school and parents can be summarized in seven (7) dimensions: 1) communicating; 2) connecting learning at home and at school; 3) building community and identity; 4) recognizing the role of the family; 5) consultative decision – making; 6) collaborating beyond the school and 7) participating.

The role of teacher in early education is very important. The teacher can help in the educational process: by exploring and respecting the diversity; by accepting the cultural identity of Roma; by exchanging views and relationships between teachers, families and Roma community; by ensuring the implementation of European Legislation on the education of Roma children, via actions to identify and remove any barriers and inhibitors on all sides, for registration and attendance of Roma students in preschool education; by co–operating and coexisting teachers and Roma community; by ensuring quality in the treatment of Roma children in the educational environment.

Questions for thinking

1. How the Parents and Guardians Association of a school could approach Roma parents in order to get involved in decisions concerning school matters?
2. How counselling groups for children could help in their interpersonal relationships or/and in Roma's children integration at the school environment?
3. Which are the good practices on diversity that experts (e.g. psychologists, counsellors) could apply working with children in group context?
4. How the diversity in the school environment can effect on the psychosocial development of the child?
5. How can teaching in inclusive and multicultural environments be more productive for Roma children?
6. How Roma culture can be accepted by the European school system?
7. How can teachers work and children learn in a bilingual teaching environment?
8. How can European Commission promote positive strategies for tolerance and tackling discriminatory behaviour?

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9. How National Organizations for Roma could create a network in order to the society be aware of Roma culture and identity?

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2.5 REYN programme" (ENLACE)

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2.5.1 History and work of Romani Early Years Network.

Key words:

Childhood **Professional** **Partner**

Care **Skill**

Starting questions:

1. What is "Kopaçi"?
2. Why does REYN work with Romani families?
3. What is the main purpose of REYN?
4. What can REYN help to Romani children and their families with?

Definition of terms:

Childhood: The time or state of being a child.

Care: Close attention, as in doing something well or avoiding harm.

Professional: A person following a profession, especially a learned profession.

Partner: One that is united or associated with another or other in some activities.

Skill: A developed talent or ability.

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Content of the chapter:

REYN was launched as a **partner** with Open Society Foundation's Roma 'Kopaçi' initiatives of the Early Childhood Programme (OSF/ECP).

REYN program works anti-discrimination, respect for diversity and equality. REYN was created to address a scarcity of resources for ECD professionals, pedagogues and para-**professionals** to ensure equity for Romani and Traveller families and children through access to high-quality Early Childhood Development (ECD) services.

The main purpose of REYN is to combat the social exclusion and historic disadvantage faced by Roma and Traveler communities through creation of a vibrant learning community for ECD practitioners, in which the members work together to develop **skills** and good practice, establish effective partnerships and support professional development.

REYN is a network hosted and managed by the International Step by Step Association (ISSA), focusing on emerging and established Romani early childhood development professionals, as well as other professionals working in the field of Early Childhood Development (ECD) with Roma communities.

During the last week of January, the Romani Early Years Network Croatia provided members of REYN International – early **childhood** practitioners and experts 1 [from Bulgaria, Hungary, Slovenia, Serbia, Ukraine, Kosovo, Czech Republic and the Netherlands] – with a unique opportunity to see the results of their work. Today, reflecting on the cropstudy visit and the REYN Croatia Conference, the experience reminds me of an excellent speech by James Heckman, Nobel laureate and champion for quality early childhood development. As the world is rushing to reach the best cognitive results of children, Heckman reminds us that cognitive skills are not enough.

The aim is that, once established, the network will shape and develop its work within the broad framework of ISSA's and ECP's shared objectives, of ensuring access and equity of **care** for every young child and of promoting high quality and professionalism in early years services.

General directions for the Network's developments:

1. Support the development of skills and good practice.

2. Share knowledge drawn from experiences of working effectively with Romani families and young children.

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3. Establish effective partner between Roma and other practitioners working with young Roma children.

4. Support professional development for those working with these marginalized and excluded groups.

ISSA member NGO Kham from Macedonia are doing amazing work with Romani communities in Macedonia. Their determination to ensure equality and sustainable development for Romani people is inspiring and REYN admires their determination and dedication. This short film focuses on the prejudice and stigma Romani people face when trying to access health care services in Macedonia.

Following the success of the 2015 "Building a Roma Living Library" in Milan, Italy, in September 2015 we are happy to announce a new opportunity for REYN members to participate in this innovative training.

The latest "Building a Roma Living Library" training will take place on January 26th – 29th, 2016, in Skopje, Macedonia, as a part of our capacity building program.

If you are a REYN member and an early childhood practitioner working in early childhood services or in Romani communities, or if you are representing a Ministry or other state body responsible for the quality of education, or if you are doing advocacy work and you want to explore how to challenge existing biases towards Romani communities, and learn more about what you can do to promote inclusive, high quality learning and living environments for Romani children please fill out the Application Form.

Questions for discussion:

1. What do you think about the work REYN is doing, actually, is good for Romani?
2. What aspects do you change about their work?
3. How would the situation change about the thoughts that people have about Romani?
4. What can REYN do to be known in the whole world?

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2.5.2 Training programmes

Key words:

Community **Equality** **Developed**

Network

Starting Questions:

1. Why is better to work with a global network than a regional network?
2. Do you think is important to build individual strength to have a global community?
3. Can network facilitate the way that professionals work with the Romani children and families?
4. Would be important to include Romani at professional work? Why?

Definition of terms:

Community: A social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage

Equality: the state or quality of being equal; correspondence in quaintly degree, value, rank, or ability

Develop: To bring out the capabilities or possibilities of, bring to a more advanced or effective state.

Network: An association of individuals having a common interest.

Content of the chapter:

Training programme is supposed to be a long-term training activity which comprises of a series of courses, and usually has a flexible time and cost budget. But in this case REYN just do it to improve the quality of the professionals, who work with them and with Romani families and children.

These are the most important point of their training programme:

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- Reaching from a regional network towards nurturing national networks: Is easiest work as a global **network** with professional of the whole world, than working just as a region.

- Growing from a regional network into a global network impacting provisions for Roma children.

- Moving from in-person professional **development** activities to more and more online learning and collaboration: Better than work one by one, is to work as a network, also including online activities.

- Starting from knowledge and experience sharing and leading to more and more knowledge creation. REYN starts with early years knowledge and step by step, sharing and teaching, so they can improve their capabilities.

- Addressing global issues while going deeper into regional and national concerns: Working and solving global issues from regional to national territories.

- Moving from general to specialized concerns.

- Building on the strengths of individuals to create a powerful **community** of professionals.

- Moving from an English language based network to a multilingual network: Using professional from different places that use various languages to improve multilingual network.

General Objectives:

- Build a strong inclusive professional learning community among Romani and other ECD practitioners working with Romani children, within which they can develop skills, partnerships, resources, methodologies, etc.
  Working hand to hand with Romani and ECD community is an easiest way to improve skills, partnership, methodologies…

- Promote **equality** and access for Romani and other ECD practitioners to professional development pathways

- Provide Roma and other ECD practitioners with high quality professional development opportunities

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- Increase Roma and others ECD practitioners' reputation and visibility on the international/regional/local level in working towards improving the quality and equity of ECD provisions
- Strengthen the capacity of the network to advocate for inclusive policies and practices on the trans-national and national level

To have a better reputation of Romani is a good way to include their people to the actual society.

Strategic steps in the network's development and growth

- Recruiting more members from at least 15 countries.
- Providing capacity building activities.
- Consolidate human capacity to carry out the REYN work.
- Encouraging communication and exchange between network members.
- Providing a broad range of capacity building activities.
- Provide support to special interest groups focusing on advocacy.
- Build a sense of belonging to a professional learning community.
- Expand the network by nurturing national networks and reaching out to more countries.

Questions for discussion:

1. Do you think is better to use professionals that belong to a different places of the whole world?
2. Which are the benefits of working between network members?
3. How REYN improve in different ways, as induvial and as a network?
4. As professionals, what can we learn about REYN program?
5. Which are the right ways to expand REYN program?

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2.5.3 National contact point

Key words:

National **Citizen** **Agency** **Goal**

Organisation

Starting Questions:

1. Which are the goals of the organisations in a professional way?
2. Do the organisations work with common goals?
3. How the families can get comfortable with these organisations?
4. As a citizen, do you think that these association are good for the Romani?

Definition of terms:

National: Of, relating to, or maintained by a nation as an organized whole or independent political unit.

Citizen: A native or naturalized member of a state or nation who owes allegiance to its government and is entitled to its protection.

Agency: A government department that is responsible for a particular activity, area, etc. **Goal:** The result or achievement toward which effort is directed; aim; end.

Organisation: A social unit of people that is structured and managed to meet a need or to pursue collective goals.

Content of the chapter:

These are the national contact point, today are organisation, that are a very valuable platform for Romani and Traveller practitioners to receive support and training:

OSF	Open Society Foundation. (USA)	Work to build vibrant and tolerant democracies whose governments are

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		accountable their **citizen.** https://www.opensocietyfoundations.org/
ISSA	International Step by step Association (Netherland)	Is a membership association, which severs as learning community and champion for quality for all children and their families. http://www.issa.nl/content/contact
UNICEF	United Nations Chidren`s emergency fund (New York)	Is a leading and development **agency** working globally for the rights for every child. http://www.unicef.org/
DECET	Diversity in Early Childhood Education and Training	Bring together a network of European **Organisations** and projects with common **goals** about valuing diversity in early childhood education and training. http://decet.org/contact-us/
OSCE	Organization for security and co-operation in Europe (Austria)	has a comprehensive approach to security that encompasses politico-military, economic and environment, and human aspects. It therefore addresses a wide range of security-related concern, including arms control, confidence- and security- building measures, human rights… http://www.osce.org/contacts
BvLF	Bernard van Leer Foundation	Since its inception, the Bernard van Leer

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	(Netherland)	Foundation has worked in more than 50 countries and invested over half a billion dollars toward our mission. Bernard was an entrepreneur who built a large global company after the destruction of World War II. Bernard was inspired to invest in improving the society. https://bernardvanleer.org/

Questions for discussion:

1. After reading this, do you think that is better all the different associations, who works in a common way, than have one big association that resolve all these problems? And, can REYN include all of these goals?
2. Do you think that these association follow the Romani family and children from the beginning of the process to the end?
3. The work that these association make, can ensure the human rights of Romani children and their families?
4. Do you know another association who work at the same time and in the same direction that these are making?

References

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2.6 Challenges and barriers in education (*Corvinus University of Budapest*)

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2.6.1 The concept of stereotype, prejudice and discrimination

Key words:

stereotype **prejudice** **discrimination**

segregation

Starting questions:

5. How do stereotypes help and confine the processing of information about the social world?
6. Why do people have stereotypes about Roma people?
7. What levels of discrimination can be distinguished?
8. What effects can prejudice and stereotype have on the target in a school environment?

Definition of terms:[1]

stereotype: belief about the characteristics, attributes, and behaviours of a group and its members

[1] Barrett, 2016: 315. Farkas, 2014: 26.

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prejudice: evaluation or prejudgment of a group and its members

discrimination: unequal treatment of individuals based on their group membership

segregation: keeping a member of a given group apart by another person without any justifiable reason

Content of the chapter:

It is an inherent feature of living in groups that group members perceive their group and another (external) group differently, they think about them differently and also their behaviour will differ towards the outgroup. One basis of differentiating groups may be ethnicity. Roma communities as the biggest ethnic minority of the European Union are exposed to such category-based, distorted perception and emotional and behavioural reactions (Ryer 2016). Why do we use intergroup bias? (Barrett, 2016)

1. By deprecating the outgroup we improve our and our group's self-esteem. By considering members of the Roma ethnic group less qualified, we can attribute higher value to our own cultural attainment.
2. Thinking in categories makes the world simpler, helps to find our way around, spares our information processing capacity. Upon meeting a Roma student we may not waste energy to get to know her/him but apply our "knowledge" related to Roma people that we had had learnt from our past experiences, from other people or the media.
3. Finally, biases support the maintenance of social order and hierarchy as well, by protecting the deprecating group's power, status and sources.

Stereotype means beliefs about a group, prejudice is an evaluation of a group, while discrimination refers to treatment and behaviour of/towards a group. Below is a definition of concepts (Smith & Mackie, 2007[2]) with examples regarding Roma students in education:

Stereotype is a cognitive representation or impression of a social group that people form by associating particular characteristics and emotions with the group (e.g., teachers are more likely to

[2] http://www.psychologypress.com/smithandmackie/resources/chapter.asp?ch=05

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give easier tasks for Roma students[3]).

Prejudice is a positive or negative evaluation of a social group and its members (e.g., the statement "Roma students do not want to learn"[4]).

Discrimination is any positive or negative behaviour that is directed towards a social group and its members (e.g., making Roma pupils sit separately from the others[5]).

That is, *stereotype* is an attribution of characteristics and behaviour to a given group and its members. It may be positive or negative, and they have a self-confirmatory effect, they justify reactions towards the group.

Prejudice as an attitude is an evaluation of the given group that determines our emotional reaction to the group and its members.

Two types of attitudes towards ethnicity can be distinguished: old-fashioned and modern prejudices. The former means rigid, open prejudices, the latter is more covert, it is manifested in prejudiced opinion-forming. We are not always aware of our own prejudices, because social norms do not allow their open expression. Implicit prejudices can be assessed by the *Implicit Association Test* (IAT).[6]

Discrimination is unequal treatment of individuals based on their group membership. It has various levels: rejection can be oral, manifested in avoidance, segregation, physical attack or elimination.

Segregation is "the act by which a (natural or legal) person separates other persons" on the basis of a ground such as race, colour, language, religion, nationality or national or ethnic origin, "without an objective and reasonable justification, in conformity with the proposed definition of discrimination" (Farkas, 2014: 26).

Different forms of school segregation can be identified in the case of Roma pupils, which result in the low educational attainment of Roma children. Ryder (2016) differentiates intra school and inter school forms. The former refers to setting up Roma-only, catch-up classes in the majority language for Roma children, who get into these classes on the basis of their ethnic background.

Farkas (2014) differentiates two types of the latter form: formation of Roma-only schools and

[3] http://www.czechkid.eu/si1360.html
[4] http://www.czechkid.eu/si1360.html
[5] http://www.bbc.com/news/in-pictures-25101956
[6] https://implicit.harvard.edu/implicit/education.html

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segregation in special schools designed for children living with mental disabilities, by misdiagnosing socially disadvantaged but otherwise mentally able Roma children.

Questions for discussion:

1. What advantages may stereotypes, prejudices and discrimination have in the case of Roma students?
2. Do you have prejudices towards other ethnic groups? What could have contributed from your experiences to the development of these biases? If you have taken the IAT, did the result confirm what you think of yourself?
3. How can these biases contribute to maintaining the current social order?

2.6.2 Discrimination in Communication – Types and examples of Discriminatory Communication

Key words:

unintentional discrimination **discriminatory communication** **stereotyping**

omission **denigration** **paternalisation**

word order

Starting Questions:

5. Is it possible to communicate discriminatively unintentionally?
6. How is our world view manifested in our language use?
7. Can awareness of the discriminatory potential in communication raise the capability of communicating inclusively?
8. What are the types and forms of everyday discriminatory communication?

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Definition of terms/Content of the chapter:

”Discriminatory language is that which creates or reinforces a hierarchy of difference between people. Discriminatory language can be targeted to a range of different facets of identity, including sex and gender, race, ethnicity, class, sexuality, age, political or religious beliefs, and physical, intellectual or psychiatric disability.” [7]

Broad types of discriminatory communication:

Stereotyping*:* In stereotyping communication we apply selectively generalised and fixed attributes of a group to an individual. In stereotyping our communication may express the selectively generalised and fixed characteristics attributed to a group in an open or covert way. In many cases stereotyping may not have a negative intention, often the speaker can hardly recognise even in retrospect that s/he had applied it. There are various forms of stereotyping: we do not consider someone capable of doing, understanding or accepting something (e.g., *You can't know/understand this*); we reflect on the person we are talking to as a group; in specific topics we address an individual as if s/he were a representative of a given group (e.g. *Let's ask John about this, they are very good at music*); we reflect on the language or word use or accent of a person (e.g., *Oh yes, you say it like that – only I did not understand it right away*).

Further forms of discriminatory communication:

invisibility	*omission*: omitting reference to a person and to our relation with her/him in our communication, emphasizing the dominance of the speaker	(about a third person, in her/his presence) ”Did they receive the benefit?”
	false generic: a statement that seems to refer to all the members of a group but actually leaves some members out	”Roma people respect women very much”
word and phrase hierarchy	a fixed order of lists and pairs of word denoting also the order of their significance	husband and wife, boys and girls

[7] Equal Opportunity Unit 2005. Watch Your Language: Guidelines for Non-discriminatory Language. University of Melbourne: Melbourne. https://hr.unimelb.edu.au/__data/assets/pdf_file/0003/87501/Watch_Your_Language.pdf

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extra visibility	supplementing a statement by extra information that is not relevant in the given situation but emphasizes difference	Although Annie is disabled, she is an open, cheerful little girl who will be a good friend of everyone.
degradation, denigration	*negative labelling*: using adjectives and similes to describe someone or something overtly or implicitly in a negative way	This homework is worth as much as the person who did it.
	depersonalisation/under-specification: using a common term (especially in addressing) for a person suggesting that the commonality described is interchangeable with her/him	The gypsies.., The poor learner…
	patronising: referring to someone in such a way as if s/he were the property, accessories or part of the speaker	This was done by my Peter again, wasn't it?
paternalisation, so-called-compliments, false strokes	communication that appears as a compliment, a positive statement on the surface but in its meaning it is simplifying, stereotyping, labelling and expressing the control and dominance of the speaker: a so-called false stroke	Considering the way you live at home, it is very impressive how well you perform in school.
discriminatory humour	pointless joking at the expense of some national, ethnic or cultural group	

Questions for discussion:

What type of discriminatory communication do the following quotes represent? Why do you think they were used? How could they be turned into inclusive (non-discriminatory) communication?

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1. Dear guests! Now I'm calling Alex to the stage who will recite a poem by Coleridge for us. Alex has worked very hard to get where he is now, therefore it is especially delightful that it is him whom I can call now. Let's applaud for Alex!
2. You did very well at this test, I did not even think you would do this well right for the first time!
3. What did you say? Say it again, it sounded so funny! – Do you really say it like that at home?
4. It's ok Mary, let Anne help you, you might not yet have seen such a computer.

2.6.3 Origins and signs of stereotypes, prejudice and discrimination in the education of Roma children

Key words:

socialisation **disadvantaged status**

early school leaving **dropout**

Starting questions:

1. What sociological factors lead to the development of a multiple disadvantaged status?
2. What factors could explain the lagging behind of children from disadvantaged families in preschool education?
3. How do differences of social status influence students' achievements?

Definitions of terms:

socialisation: the "process of integration in society through which the individual learns to know her/himself and her/his environment, the rules of living together, the possible and expected modes of behaviour" (Bagdy, 1986)

multiple disadvantaged status: holding more than one disadvantaged status related to education that leads to the child's social disadvantage (in Hungary this concept is defined in the education act

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and refers to low educational attainment and low income of parents)

early school leavers: youth of 18-24 years of age, holding a qualification of at most ISCED 2 or 3C short, and who declared not having received any education or training in the four weeks preceding the Labour Force Survey[8]

dropout: it may mean a status when the individual does not continue on her/his school pathway, does not obtain a qualification, or it can be understood as a process, which shows the types of attitudes and behavioural patterns and characteristics of school performance that make dropping out likely (Rumberger, 2012)

Content of the chapter:

In his study 'Socialisation and school achievement'[9], in relation with the concept of socialisation Mollenhauer refers to the fact that children's development is socially differentiated. In this interdependence multiple factors play a role. The level of these factors is defined not by the individual but the society. School presupposes the process of socialisation and represents an educational practice that hinders the total participation of children in the education system or makes it difficult.

The efficiency of school can be measured by two factors: by its formal function to enable the optimum participation of every individual in social and political events and by the concepts of school performance and maturity.

Mollenhauer states that the cause of disadvantages experienced in school is not only school itself but the roots of school failures must be looked for in early childhood. Disadvantages that appear before school age relate to the parental practice of the family on the one hand, and its social status that defines that, on the other hand. There is a connection between the values followed by the mother in her parenting and her social status. Mothers from lower social strata apply control and continuous inspection much more often. As a result, their children are less independent, less creative and less curious, which results in their lagging behind and disadvantages in school. International research results also confirm that children from disadvantaged families start school

[8] http://www.observatory.org.hu/wp-content/uploads/2013/09/ReferNet_2013_ESL_HU.pdf
[9] Mollenhauer, K. (1983/2003). Vergessene Zusammenhänge. Über Kultur und Erziehung
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with significant initial disadvantages. Kertesi and Kézdi (2009) emphasize that in respect of cognitive competences these children are so much lagging behind compared to their peers that only good quality, long-term and adequate early childhood education compensation programmes can ensure their catching up. Increasing the number of years in kindergarten (pre-school) education may provide a solution to reduce falling behind in early childhood.

Early school leaving and dropout

Early school leaving is one burning symptom of educational inequalities. In Hungary, data on early school leaving showed a decreasing tendency until 2010 when it started to grow again. Dropout indicators are especially high among Roma youth, only 22% of whom complete their upper secondary level studies. Individual causes behind dropout include: students' weak motivation to study, low level of competences, school absenteeism, adverse social background, behavioural problems, unexpected pregnancy; teachers' inadequate methodological competences, inadequate level of motivation, inadequate professional competences[10] (Mártonfi, 2013).

Ryder (2016: 19) lists the 10 Common Basic Principles for the successful design and implementation of actions to support Roma inclusion, based on the European Commission recommendation. These policy recommendations can be applied in designing school integration programmes as well:

- Constructive, pragmatic and non-discriminatory policies
- Explicit but not exclusive targeting
- Inter-cultural approach
- Aiming for the mainstream
- Awareness of the gender dimension
- Transfer of evidence-based policies
- Use of European Union instruments
- Involvement of regional and local authorities
- Involvement of civil society

[10] http://www.apa.org/pi/families/resources/school-dropout-prevention.pdf

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- Active participation of the Roma

Questions for discussion:

1. Identify the key characteristics of a good Roma integration programme based on the above principles!
2. What other causes can lead to early school leaving?
3. How do you think the pre-school falling behind of disadvantaged students could be overcome, what elements would you consider important?

2.6.4 Ways to address the challenges and barriers in the education of Roma children

Key words:

multicultural education **sensitization programmes**

parents-school partnership

Starting questions:

1. What does multicultural education mean?
2. Why is it important to involve parents in school life?
3. What good practices are there to overcome the barriers in the education of Roma children?

Definitions of terms:

multicultural education: "a major goal of multicultural education is to change teaching and learning approaches so that students of both genders and from diverse cultural, ethnic, and language groups will have equal opportunities to learn in educational institutions". Its objective is to assist students acquire the knowledge, attitudes and relations that are necessary for the effective operation

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of a plural, democratic society. (Banks & Banks 2001)

sensitization programmes: their objective is to create a more understanding, sensitive environment different from accepted social norms and stereotypes (minorities, disabilities, etc.).

Parent-school partnership: children are raised primarily in families, therefore no efficient school work is possible without building adequate relations with the child's family. All families need and expect to be treated as equal partners in school and to receive useful information from teachers regarding their child's education.

Content of the chapter:

Parent-school partnership: why is it important to involve parents in school life? Efficient school is inconceivable without adequate cooperation with the pupils' families. The possible levels of cooperation with parents are:

1. pupils and parents from diverse language, ethnic or cultural minority groups share the values of their culture and customs with their children's school community;
2. parents participate in school presentations and other events as audience or volunteers;
3. active involvement of parents in the home learning of children, to assist them to do their homework;
4. involvement of parents in the decision-making, managing, inspection or representative bodies of the school, aiming at cooperation with the broader environment and cultural community.

According to the *contact hypothesis* of Allport (1954), the source of separation between groups is differentiation between groups: people show positive attitudes towards their own and negative attitudes towards other ethnic groups. Prejudices can be reduced through intergroup contact, subject to these criteria: members of the two groups have personal interaction, hold an equal status, have a common, superordinate goal for which they work together and their contact has institutional support (authority, law or custom). Benefits of intergroup contact can be explained by three reasons: it facilitates learning about the outgroup, reduces anxiety and gives a chance to take the perspective of the outgroup and empathize with their concerns. In school environment the *jigsaw classroom technique* provides an opportunity for the cooperation of children from different ethnic groups. According to Turner, Crisp and Lambert (2007), in addition to real contact *imagined intergroup*

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contact between members of diverse groups can reduce prejudices as well. The effect stems primarily from reducing anxiety, which changes the desire for contact in a positive way.

The issue of *equal opportunities* has long been on the agenda of education policy. An international research project (*Bajomi – Berkovits – Erőss – Imre,* 2003) has studied ways to address unequal opportunities in five European countries (Belgium, France, England, Portugal and Hungary):

- free public education allows entry to school for children from poor families as well;
- uniform curricula not only in the first grades but also in most lower secondary schools;
- stricter rules regarding making students to repeat a school year, so that the student would not be lagging behind her/his peers;
- VET should not be a dead end so that students could later go on to higher education (e.g., possible horizontal transfer in higher grades of different types of upper secondary schools, VET graduates' opportunity to pass an exam to enter higher education; retraining classes);
- system of free assistance for children from poor families outside school (e.g., teaching the language of education, volunteer catching up trainings, after school clubs);
- positive financial discrimination for schools and social institutions working with a large number of disadvantaged children.

Multicultural education is not merely the integrated education of students from different cultural background but a form of education that accepts and appreciates these differences and builds deliberately on them in creating and implementing the curriculum and school activities.

Banks' typology (2007) distinguishes *five dimensions of multicultural education*:

– content integration: infusion of ethnicities, gender, religions and social groups in the curriculum;
– knowledge construction: how the teacher can help students to understand implicit cultural presuppositions and how these influence the formation of our knowledge about various social and ethnic groups;
– prejudice reduction: focuses on students' prejudices and examines how these can be eliminated;
– equity pedagogy: aims to increase the academic achievement of students from diverse disadvantaged groups, by modifying the curriculum and adapting targeted teaching methods;

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– empowering school culture: its objective is to enable students from diverse background to experience equality; it involves the restructuring of school objectives, norms, practices and the physical environment.

Good practices of *sensitization* and compensatory measures in many European countries include extracurricular programmes that aim to support the successful educational, social and economic integration of disadvantaged students by providing after school classes for them. Farkas (2007) and Ryder (2016) list further good practices to reduce the discrimination of Roma:

Inclusion of Roma communities: Inclusion of Roma community members in education provision; raise awareness among Roma of their rights and enable better access to justice.

Teacher training: Curriculum and/or teacher training on Roma language and culture.

Educational institutions: Teachers assisting in maintaining contact with the community and families – assistant teachers, visiting teacher; Extra teacher for Roma; Distance learning and dual registration to accommodate traveller needs; Staff training; "learning by working" (on-the-job training).

Supporting institutional and labour market transitions: Pre-school provision; Programmes addressing minority language speakers (zero grade classes; majority language adaptation classes and minority language teaching); Return programmes from special to mainstream education; Programmes to access secondary or university education (tutors, scholarships); Training centres for adult Roma (second chance education); Reach-out for early school leavers; Mediators in education and employment.

Policy measures: Mainstreaming and inspecting Roma needs within national education (officers); Enhanced per capita support or other financial support for Roma students; Cohabitation program; Grants and bursaries –meals –transport; Affirmative/positive action in, for example, civil service employment; Inclusive and accessible Labour/Employment Centres; Microcredit and cooperatives and social enterprise; Partnership with civil society.

Questions for discussion:

1. What shows that the jigsaw classroom technique is effective? How would you measure the effectiveness of the the jigsaw classroom technique?

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2. Which dimensions of multicultural education to what extent would you consider desirable and feasible in your school/teaching practice?
3. Choose one good practice. What strengths and weaknesses, opportunities and threats can you see in the programme?

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3 Employment

3.1 Antidiscrimination and social inclusion of Romani people (*Commune di Reggio Emilia*)

Key words:

Origin of prejudice	**Difficulties of cultural integration**	**Style of community life**
Low level of education	**Legal conditions**	**Traditional and irregular works**
Work of women	**Work of youth**	**Legislative framework**

Starting questions:

1. Where do the prejudices towards the Roma's work begin?
2. What is the role of work in the history of the Roma people?
3. Do cultural characteristics create barriers to access employment?
   3.1 Traditional jobs
   3.2 Irregular work
   3.3 Live for the day
4. Is the low level of education an obstacle to employment?
6. Could be the different legal conditions in which Roma live an issue for their access to employment?
7. What is the legislative framework?
   7.1 Communication 173/2011 "EU Framework for National Roma Integration Strategies up to 2020"
   7.2 National Strategy for Roma and Sinti Inclusion adopted by the Council of Ministers on

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24/02/2012.

7.3 Regional strategy for the inclusion of Roma, and Sinti approved by the Region of Emilia Romagna on 03/29/2016

Definitions of terms:

Gagi - term used by Roma to define the non-Roma population.

Traditional work - Typical work done by the Roma community for centuries: carnies, circus, knife-grinders, horse breeders, etc.

Irregular Work - work performed occasionally without regular contracts but which guarantees economic entry: collection of ferrous materials, canvassing, etc.

Live for the day - work activities that allow an immediate gain to make ends meet.

Content of the chapter:

Historical overview of the Roma population

Roma have always been regarded with suspicious eyes because of different type of employment, lifestyle habits and lack of knowledge of this culture which have fuelled prejudices that are often a difficult hurdle to overcome.

For centuries, Roma people did not need to enter the world of work because their economy was based on traditional jobs. The main groups of Roma living in Europe have been living of their traditional jobs: grinders, carnies, circus, horse breeders, etc.
Nomadism was an intrinsic condition of the job, which was not an individual matter but involved the entire household: there was not a landowner but the whole family competed for the duties of the job and at the same time it was possible to modify the work organization according to the needs of different family members. Traditional jobs allow an immediate gain, here and now, useful to the daily maintenance of the entire family.

Today, with the end of the nomadic lifestyle that has regarded many Roma families, and with traditional jobs crisis, there is still a difficult obstacle to overcome between Roma and sedentary

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society that brings with it too many prejudices.

Many groups in Europe are no longer nomadic but sedentary. However they keep the characteristics of everyday life that often lead to travel and to move.

The traditional work has very different characteristics compared to the commonly understood work.

Therefore, it is not true that the Roma have never worked, certainly over the centuries they have done many jobs with different traits.

Today, many traditional jobs have been abandoned and the Roma seek entry to the circuits of commonly understood work.

This passage creates barriers: on one hand, the prejudices of Gagi inhibit or are disadvantageous for the access of Roma people, on the other, the Roma people find difficulties to fully understand the rules of sedentary work.

Community life's style

Despite their nomadic lifestyle has decreased, it is true that the travel and move often have remained a characteristic common to many Roma families: the family events (death, birth, marriage) or religious ceremonies (the evangelical cults for example) often lead to trips all over the year that are difficult to combine with continued employment and absence rules (i.e. programmed holidays, permissions).

Roma families are used to consider work as an everyday experience, that does not involve long-term planning. For common employees, working means having a monthly perspective, while for Roma people this would imply a complete change of economic management.

Approaching the paid employment means to be willing to change family, economic and relational management.

The paid employees are then asked to leave the community they belong to, most of the time to be alone in a hostile environment. This implies rules and unknown modalities to be internalized.

The difficulty is not just entering the employment world but also spending time in differently structured environment, with few references to their communities.

Indeed, Roma people hide their identity for fear of judgment and exclusion because of their ethnicity.

The work is the cornerstone of any intervention aimed at inclusion: it is an emancipatory tool that

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can bring about a significant change not only compared to the objective conditions of life but also in the perception of the rest of the community.
For the Roma community habits, this emancipation process must involve the whole context, cannot focus only on the individual, because the success or failure of one become the success or failure of the entire community.

Traditional and irregular works

Currently some Roma still live off traditional or irregular jobs, which, from the outside, is usually perceived as non-work, fuelling prejudices against them.
However, there are some activities that provide a livelihood for entire families. Roma families are still owners of rides, games, small or large circus, puppet shows. These jobs are often tied to a condition of nomadism.
What it is certain, is that the tax rules increase, the difficulties in moving, the radical change of places and forms of entertainment, the cost of maintaining some activity are difficult to tackle for families.

In all EU countries would be desirable a legislation that takes into account these difficulties, aiming at supporting these economic activities. Promoting and supporting the traditional activities does not only mean ensuring an income to many Roma people, but also enhancing and recognizing a cultural heritage common to all our countries.
There are also many families who live off irregular jobs. These are activities which fall outside the scope of illegality but do not even find their recognition within specific regulations.

For example, a widely practiced activity by Roma men is the collection of ferrous scrap, which has very complex regulatory issues. The main difficulties are both in bureaucratic formalities, and economic costs. Door to door sale (flowers, brooms) is still practiced among women, without forgetting that the practice of almsgiving is still widespread.
These activities are often hidden and unknown and that is why, over time, has long fueled the prejudice that Roma do not work or have no desire to work, without seriously considering the historical and cultural characteristics which instead would lead to different considerations.

Stereotypes and collective imagination lead us to believe that the activities of Roma and Sinti are often completely illegal. Certainly, many Roma and Sinti practice niche activities, which require a

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very low level of professionalization and that can be done in autonomy, in most cases in irregular ways.

Low level of education

As investigated in other areas of Pal project, access to education and the achievement of a degree are still areas that see Roma communities at a distinct disadvantage compared to the majority of the population.
Still there are many difficulties at school and many Roma students drop out of school before completing compulsory education. Among Roma, low education and specialization makes them underqualified for certain production sectors.
If on one hand, investment in training is still not accepted and internalized by many Roma families, on the other, for a culture in which you become adult very early, it is hard to think to invest many years "only" on studying without a financial gain, necessary to live.
Cultural characteristics, then, in addition to socio-economic conditions, make Roma people ready to work at a very young age without the necessary skills.

Different legal conditions

Various European Roma groups have heterogeneous legal conditions.
First of all, it is important to highlight that in some European countries they are recognized as Cultural/Linguistics Minority and in some others they are not. This already represents a first difference compared to the safeguards and possible targeted policies in favor of Roma communities.
Secondly, even within the same country, there are different legal situations which create difficulties with regard to access to employment.

In fact, the Roma are divided in citizens, foreign citizens of other EU Member States, foreign nationals of non-EU countries, foreign holders of refugee status or subsidiary protection, stateless persons.

This multiplicity of status creates fertile ground for the emergence of prejudices. When a group of people is not easily definable, it is easier to create conjecture or to have stereotypical views because the real knowledge requires deep study.

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In addition, some of these legal conditions make it more difficult to access to employment contracts and/or to be included in training programs (eg. internships).

Work of women

It is hard to believe that a woman committed daily to take care of the household and of many children can get a job outside this environment, and it is also difficult for men to accept this emancipation.

Of course there is a change taking place regarding women.
Therefore, supporting the work of women means working to overcome prejudice both inside and outside the Roma community.
The idea of women becoming independent from the extended family, takes difficult efforts to be accepted, but, in recent years, has seen positive results which it is important to consider and value.

Work of youth

As regards the labour market, young Roma often live in limbo.
They did not experience the traditional work as their parents, they often have a fragmented and discontinued school education, and they are often crushed by the prejudice of a society that forces them to choose whether to remain in the community they belong to or to deny it.
Young people need to be accompanied in their first work experience.

First of all, the adult environment of reference can hardly give precise indications about the correct way to make active job search. Thus, offering support for preparing interviews, analysing skills, preparing CV, getting to know the territory offers, counselling, can all be important resources for young Roma.

In order to support the early entry into the world of work, may be also relevant those programs that provide pathways to apprenticeships, perhaps supported by a tutor. These paths create the first approaches between young Roma and the labour market with a mutual recognition, as well as offering a first work experience to be spent on the market.
Strongly investing on young people is not only investing on a single but on a whole community.
The most effective way to overcome prejudice stereotypes and fears is to have positive experiences

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to refer to.

Positive job placement of young Roma can open positive paths for their communities. These workers must be accompanied and followed by a strong mediation work.

EU framework

The European Commission with Communication 173 of the 5th April 2011 has defined the EU Framework for National Roma Integration Strategies up to 2020.

One of the main goals is access to employment in terms of reducing the gap between Roma and the rest of the population. The European Union Agency for Fundamental Rights has investigated seven member states that revealed significant gaps and where Roma consider themselves highly discriminated in the employment field. As a result, the Commission has set this objective to ensure the Roma people fully access in a non-discriminatory way to vocational training, to the labour market and to self-employment tools and initiatives, encouraging public employment services to appeal to the Roma through personalized services and mediation. All this will attract Roma to the labour market thereby increasing the employment rate.

Italian National framework

The Italian National Strategy for Roma inclusion was adopted on 24th November 2011. The Italian National Strategy encourages cooperation with employment centres; it promotes skills development by providing a composition of entrepreneurial activities involving Roma and non-Roma through the creation of new integration pathways for young people and women, including self-entrepreneurial ones, supported by training. It also encourages career guidance services to be aware of the need of targeted support, in order to facilitate the promotion of social and employment opportunities available in the area. It also points on the awareness of services and industry associations in the prevention of discrimination attitudes against Roma and Sinti and in the guarantee of equal treatment.

Global strategies require systematic interventions to eliminate all barriers that prevent regular

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access to the labour market.

The specific objectives of the strategy are the following:

1: Encouraging the promotion of training and non-discriminatory access to training courses aimed at integrating into the labour market and enterprise creation;

2: Promoting tools, methods and devices for the regularization of irregular or casual work and business development and self-employment;

3: Developing individualized tutorship to the labour market courses for Roma women and supporting the access of under 35Roma and Sinti to the system of opportunities and facilities available for youth entrepreneurship and youth employment in general.

The Regional Strategy for the Inclusion of Roma, and Sinti was approved by the Emilia-Romagna on the 29th March2016.

The Region's major resource is represented by the Regional Law n. 14/2015 "Regulation on job placement support and social inclusion of people in fragile and vulnerable situation, through the integration between public employment services, social and health" for persons who live the problems arising from being unemployed or unemployed and simultaneously with social or health difficulties. Roma and Sinti often fall fully into this category and can therefore take advantage of what the Regional Law provides, with customized programs that enhance the capabilities of the person and activate the necessary support to overcome, or significantly reduce, detected weaknesses

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The actions envisaged by the Regional Strategy are:

1. activation of individualized interventions;
2. self-entrepreneurship support;
3. support the absorption of workers in the field of collection and recovery of scrap metal in already active social cooperatives;
4. support for the opening of new branches of cooperative enterprises and training of new professionals in adjacent sectors to the traditional trades;
5. use of an experimental form of employment contracts that favours the keeping and compliance with the time and manner required by the production system (for ex. vertical and horizontal part-time);
6. use of temporary employment forms provided by law that allow regular employment and remuneration for activities limited in time and duration (e.g. INPS vouchers);
7. update by the Town Administration of lists of areas for funfair, amusement parks and / or used for the installation of circuses, preventing them from being placed in too remote areas and other targeted interventions;
8. solicitation at national level to the relevant ministries to simplify and clarify the provisions on the collection and recovery of metals.

Questions for discussion:

1. How to combat the cultural prejudices against Roma people towards work?
2. How to support access for women and young people to work?
3. How to sensitize companies towards Roma employees?
4. How to support traditional jobs and the emergence of irregular activities?

References

3.2 Existing legal and professional frameworks (*SRDA*)

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3.2.1 Human rights: EU anti-discrimination legislation

Key words:

TFEU-ECHR-EUCFR-RED **equality** **human rights (rights)**

Discrimination **anti-discrimination** **non-discrimination**

anti-discrimination legislation **scope** **protected grounds**

legal frameworks

Starting Questions:

1. What are the origins of **equality** provisions in the European legal order?
2. Which are the sources of **anti-discrimination legislation** and what kind of power they have?

Definitions of terms:

Equality

Content of the chapter:

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1. Origins and sources of **anti-discrimination** provisions: Treaties, Directives (e.g. **TFEU**; **ECHR; EUCFR**; **RED**)

1.1 The European Treaties emphasise **equality** and **non-discrimination** as its core values. The **TFEU** states already in its Preamble that the EU is based on universal values of "the inviolable and inalienable **rights** of the human person, freedom, democracy, equality and the rule of law". This premise is stated again in several principles of the **TFEU** (i.e Articles 2,3,8,9,10,18)

1.2 The most basic **anti-discrimination** guarantees in **human rights** frameworks are to be found in Art. 14 **ECHR** and Art. 21 **EUCFR**, which while different in **scope** and territorial validity both prohibit discrimination based on a number of **protected grounds.**

Article 14 **ECHR**, protects individuals in the countries-contracting parties of the **ECHR** while limits that protection to the **rights** guaranteed by the Convention.

1.3 On its part, Art. 21 **EUCFR** is free standing as is. In this area, the EU has issued Secondary European Law, especially EU Directives that oblige the Member States to create positive **legal frameworks** and provisions in particular contexts, such as employment. Especially the Racial Equality Directive (**RED**).

1.4 The **RED** sets forth the principle of equal treatment between persons irrespective of racial or ethnic origin; specifies the notion of (direct and indirect) discrimination and obliges the Member States to provide a positive **legal framework** that ratifies the Directive. It also covers the **grounds for discrimination** and **harassment** and instructions to **discriminate** against persons on **grounds** of ethnic origin.

Questions for discussion:

1. Why do we need **equality**?
2. Why should a democratic society hold such **rights** high?

3.2.2 Legal recourse options at national and EU level

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Key words:

legal recourse (remedies, action, framework, cases…)

application before the ECtHR

exhaustion of domestic remedies

infringements

execution of judgments

CJEU

Starting Questions

1. What are the options of **legal recourse**, when someone is feeling discriminated against due to its race, or ethnic origin?
2. What are the limitations of **legal remedies,** and how can we find other compensating measures?

Definitions of terms:

Legal / Law

Content of the chapter

1. **Remedies** based on Art. 14 ECHR **infringements.**

   General procedure and receivability conditions of an **application before the ECtHR**

   Admissibility criteria of individual applications (Article 34 ECHR):

   Applications must meet certain requirements if they are to be declared admissible by the **ECtHR**; otherwise the complaints will not even be examined. Cases can only be brought to the Court **after domestic remedies have been exhausted**.

2. **Remedies** based on Art. 21EU CFR/RED **infringements**, court procedures.

   In case someone feels discriminated he or she can seek **legal remedies**. In case of potential **infringements** of European anti-discrimination law by national legal provisions individuals have to make a complaint before the national courts first; usually, the complainant will aim at annulling a specific administrative act.

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3. Current limitations of **legal recour**se and jurisdiction.

   The **ECtHR** has the power to provide declaratory relief by finding a violation of an individual's rights under the Convention, and award damages. This contributes to the relief of the victim having suffered a violation, but for systemic problems the Court must enhance the awarded protection. The **execution of the judgments** is entrusted to the Committee of Ministers. Systematic case-law based national measures are not within the scope of the jurisdictional power of European Courts. So, though the **legal frameworks** exist and are interpreted in a broad sense and though the presented relevant case law strengthens the rights of Roma affected by discriminatory provisions, the analysis made clear that jurisdiction is only as effective as the measures implementing the decisions.

4. A comparable structural gap can be detected with view on the **CJEU**. On its part, the **CJEU**'s power is limited in relation to the way the Court was seized i.e. in the context of a preliminary ruling, the Court can only interpret EU **law**, so as to help domestic courts rule on the validity of national provisions or practices.

5. Entanglement of legal, social, and financial support measures.

   Besides the potential optimisations in implementing court decisions, the permanence and strength of underlying social tenses are issues that legal provisions are challenged with. Where legal provisions are either not understood or not accepted on a societal level, **law** has difficulties to change attitudes in the long run.

   The systemic discrimination is enhanced, to a certain extent, due to inadequate information of Roma people regarding their rights, and their mistrust in the educational system, mainly due to a) the hostility Roma children receive in mixed schools; b) the natural desire of parents wanting to protect their children from such hostility. Here, legislation needs to be combined with policy measures, incentives, counter-narratives and financial measures.[11] Basic education, provision of public fora for balanced and informed debate and dialogue and relevant community institutions are potential additional measures.[12]

[11] 2014 REPORT FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT AND THE COUNCIL, Joint Report on the application of Council Directive 2000/43/EC of 29 June 2000 implementing the principle of equal treatment between persons irrespective of racial or ethnic origin ('Racial Equality Directive') and of Council Directive 2000/78/EC of 27 November 2000 establishing a general framework for equal treatment in employment and occupation ('Employment Equality Directive'), COM(2014) 2 final, http://ec.europa.eu/justice/discrimination/files/com_2014_2_en.pdf

[12] http://fra.europa.eu/sites/default/files/fra_uploads/1916-FRA-RED-synthesis-report_EN.pdf

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Questions for discussion:

1. Where do **laws** and **legal remedies** stand in the broader system of fighting discrimination?
2. What can we do to effectively confront strong social contexts that undermine the efficiency of the **law**?
3. How can we use **case-law** paradigms as the basis for developing best practices?

3.2.3 Main trends in the relevant recent case law of the CJEU and the ECtHR

Key words:

(racial) discrimination	**discrimination in the field of employment**	
employment rights	**unemployment**	**segregation**
consent	**Roma special status**	**positive action**

Starting Questions:

1. What is the concept and meaning of **discrimination** through the equality provisions and the ECtHR and CJEU jurisprudence?
2. Why is there a lack of jurisprudence on **discrimination in the field of employment**?

Definitions of terms:

(main) **Trends**

Content of the chapter:

1. Examples from case law.

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The ECtHR has dealt with **discrimination** against Roma in relation to education in the so called '**segregation** cases'. With this case law, the Court has condemned national **segregational** practices which consisted in a) **segregation** through misdiagnosis due to unsuitable entrance examinations; b) **segregation** within the school through creating Roma-only classes; c) 'voluntary' **segregation** through white flight. The Court interpreted Art. 14 in a highly consistent manner, especially with regard to the following:

1.1 **Consent** in the **segregation** cases cannot be considered valid if it is perceived as a waiver of the right not to be **discriminated** against.

1.2 Given the **special status of Roma** as a minority with a long history of **discrimination**, especially in education of Roma children, and their special needs, it is incumbent upon the states to fight structural **discrimination** through introducing positive counter-measures. There is an obligation on the part of the States to take **positive action** measures in order to address structural disadvantages caused by past **discrimination**.

1.3 When it comes to indirect **discrimination** it is not necessary to prove **discriminatory** intent; in fact, State intent is not relevant at all when assessing the effects of the contested practice/ provision

2. **Discrimination** in **employment.**

Contrary to education, in the field of Roma **employment** there is no **anti-discrimination** case law. It seems that the option to defend **employment rights** before the European jurisdictions is not taken into consideration by Roma community. This is surprising and difficult to understand, the massive exclusion of Roma from **employment** being an undisputed reality in many countries where many Roma are forced to be self-employed or to have irregular jobs. Some even say that the principal reason of **unemployment** for Roma is the **discrimination** towards them. The failure of governments to erase **racial discrimination** in **employment** and to adopt instead proactive measures to confront disadvantages facing by Roma in **employment** is a uncontestable fact. And yet, the applications before the competent European Courts are limited, almost inexistent. However, there is strong correlation between education and access to the job market; apart from **discrimination,** underemployment can be attributed to the fact that in some countries of Central and Eastern Europe, although governments admit that education and lack of qualification place Roma in disadvantaged position, measures undertaken to mitigate the effects of lower education are

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almost inexistent. In most cases, the so called “active labour market programmes” do not involve specific trainings and re-qualification of Roma.

Overall, the lack of relevant case law can be namely attributed to the unwillingness to report **discrimination** incidents in the workplace and in the access to **employment**, the mistrust of Roma people in the national legal systems and the lack of the appropriate conditions for sending a request for preliminary ruling to the CJEU.

References

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3.3 National Roma Platforms (*Drustvo za razvijanje prostovoljnega dela Novo mesto*)

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3.3.1 The history and activities of the European Platform for Roma Inclusion

Key words:

Roma	**platform**	**history**
meeting	**good practice**	**European Union**

Starting questions:

1. What is the European Platform for Roma Inclusion?
2. When was the European Platform for Roma Inclusion founded?
3. Why was the European Platform for Roma Inclusion created?
4. How does the European Platform for Roma Inclusion work?
5. Who are the participants of the European Platform for Roma Inclusion?
6. What are the main or most important themes discussed at the Platform meetings?

Definitions of terms:

The European Platform for Roma Inclusion – is a platform based on meetings of national

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governments, the EU, international organisations and Roma civil society representatives. It aims to stimulate co-operation and exchange of experience among all stakeholders on successful Roma inclusion and integration policies and practices.

Council of the EU – is the voice of the EU member governments, adopting EU laws and coordinating EU policies. Members of Council of the EU are government ministers from each Member States, according to the policy area to be discussed.

Presidency of the Council of the EU – is responsible for the functioning of the Council of the EU. It rotates among the Member States of the EU every six months.

Poverty – is the state or condition of having little or no money, goods or means of support.

Implementation – is the realization of an application or execution of a plan or policy.

European Commission - is the executive body of the European Union responsible for proposing legislation, implementing decisions, upholding the EU treaties and managing the day-to-day business of the EU.

Content of the chapter:

European Roma Summit, Brussels, September 2008: the idea of a European Roma platform emerged.

General Affairs Council, 8 December 2008: EU countries called on the European Commission to organise »an exchange of good practice and experience between the EU countries in the sphere of inclusion of the Roma, to provide analytical support and stimulate co-operation between all parties concerned by Roma issues, including organisations representing the Roma, in the context of an integrated European Platform«.

First meeting, Prague, 24th April 2009: the meeting was held in the framework of the Czech Presidency of the EU. They identified 10 Common Basic Principles to effectively address the inclusion and integration of Roma.

More on: http://ec.europa.eu/justice/discrimination/roma/roma-platform/meetings_en.htm

Second meeting, Brussels, 28th September 2009: focused specifically on the theme of education and examined in particular the root causes of Roma exclusion from quality, mainstream education,

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as well as examples of possible ways forward. It was co-organized by the European Commission and the Swedish Presidency of Council of the EU.

More on: http://ec.europa.eu/justice/discrimination/files/romaplatform2_minutes_en.pdf

Third meeting, Brussels, 17th April 2010: emphasised recent developments in Roma inclusion at European level and discussion of a road map proposed by the Spanish Presidency. The meeting was co-organized by Spanish Presidency of the Council of the EU and the European Commission.

More on: http://ec.europa.eu/justice/discrimination/files/romaplatform3_minutes_en.pdf

Fourth meeting, Brussels, 13th December 2010: discussed the importance, accessibility and quality of early childhood services provided for Roma children and their families.

More on: http://ec.europa.eu/justice/discrimination/files/fourth_romaplatform_meeting_report_en.pdf

Fifth meeting, Budapest, 7th-8th April 2011: focused on territorial approach of poverty in order to present and discuss the European Parliament Resolution on the EU Roma Strategy of 9th March 2011 and the Communication adopted by the Commission on the 5th April 2011 on an EU Framework for National Roma Integration Strategies up to 2020.

More on: http://ec.europa.eu/justice/discrimination/roma/roma-platform/meetings_en.htm

Sixth meeting, Brussels, 17th-18th November 2011: focused on »The role of stakeholder in making of the EU Framework a success«. This meeting was an opportunity for discussing the EU Framework for national Roma integration strategies before Member States were expected to present their policy documents. This meeting was the first one following the reform of the EU Platform for Roma Inclusion announced in the Commission's Communication.

More on: http://ec.europa.eu/justice/discrimination/files/sixth_romaplatform_meeting_report_en.pdf

Extraordinary meeting of the EU Platform, Brussels, 22th March 2012: was a one day event with three panels: **putting plans in motion** (how to measure that the strategies have an impact in the field, what resources (political, financial and human) will be used to enable the National Contact Point to coordinate and monitor the implementation of the national strategies), **active participation of stakeholders** (how do Member States secure the commitment and involvement of regional and local authorities for the implementation of national strategy, what could make regional and local

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authorities commit themselves to the implementation of the national strategies or sets of policy measures, what will be the role of civil society in the implementation of the national strategies), **socio-economic aspects of Roma inclusion** (what makes Roma integration even more relevant in the context of the current economic climate and how to make sure that EU funds are used efficiently in the implementation of the strategy).

More on: http://ec.europa.eu/justice/events/roma-platform-2012-extra/index.html

Eighth meeting, Brussels, 27th June 2013: explored the urgent need and solutions for advancing the integration of particularly vulnerable Roma children and youth. The meeting comprised four panel discussions focusing on: making a change for Roma children from birth to compulsory school age (focus on health, early childhood education and care and compulsory education), making a change for Roma youth (focus on the transition between school and employment), Roma empowerment (how Roma leaders can push for change), following progress in the field (shaping policies that work).

More on: http://ec.europa.eu/justice/events/roma-platform-2013/index_en.htm

Ninth meeting, Brussels, 16 and 17th March 2015: was organized in two days. The first day involved two thematic participatory workshops (Workshop 1: Fight against discrimination and anti-gypsyism, Workshop 2: Multi-stakeholders cooperation) , and on the second day the conclusions and questions arising from these workshops were discussed with ministers, deputy ministers, members of the European Parliament and Roma civil society representatives.

More on http://ec.europa.eu/justice/events/roma-platform-2015/index_en.htm

Questions for discussion

1. How will the Member States effectively implement the policies of the platform in their territories?
2. How will the EU and Member States control effective use of funds given to organizations who provide programmes for Roma inclusion?
3. What are the root causes of Roma exclusion in different aspects of life?
4. How to fight poverty among Roma population?

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5. Are the documents, strategies and policies of the platform and other stakeholders enough for an effective inclusion of Roma?
6. What are the developments of Roma inclusion on European level?

3.3.2 Publications and Documents of the European Platform for Roma Inclusion

Key words:

annex	**principle**	**inclusion**
platform	**policy**	**issue**

Starting questions:

1. Why did the Council of the European Union accept Common Basic Principles on Roma Inclusion?
   a. How many principles are there?
   b. What is the aim of these principles?
2. What are the key issues recognized in the Integrated European Platform for Roma Inclusion Road Map?
   a. What are the working methods within the Platform?
3. What is the current situation of Roma people?
4. Which means do the European parliament resolutions recognize for the inclusion of Roma people?
5. Who are the main participants involved in the inclusion of Roma based on the resolution?
6. What are the most important fields of resolution for Roma inclusion?

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Definitions of terms:

Equal opportunity - is a stipulation that all people should be treated similarly, unhampered by artificial barriers or prejudices or preferences, except when particular distinctions can be explicitly justified.

Economic development - is the process and policies by which a nation improves the economic, political, and social well-being of its people.

Segregate – to cause people or institutions to be separated on the basis of race, sex, religion or another factor.

Transparent – honest and open.

Incumbency - is the time during which a person holds a particular office or position (for example 6 month presidency of different member State of Council of the EU).

Prominence – is the state of being important, well-known, or noticeable.

Sentiment – is an attitude or opinion.

Content of the chapter:

The Annex to Inclusion of the Roma – Draft Council conclusions, Brussels, 28 May 2009[13]:

Common Basic Principles on Roma Inclusion – as discussed at the 1st meeting of the integrated European Platform for Roma Inclusion on April 2009. The experiences from Member States show that general policy approaches are useful and why they can be recommended to others.

Principle no. 1: Constructive, pragmatic and non-discriminatory policies – this principle is based on policies aiming at the inclusion of Roma people which respect and realise the core values of the European Union (human rights and dignity, non-discrimination and equality of opportunity and economic development). These policies are integrated with mainstream policies in the fields of education, employment, social affairs, housing, health and security. The aim is to provide the Roma with effective access to equal opportunities in Member State societies.

Principle no. 2: Explicit but not exclusive targeting – the principle focuses on Roma people as a

[13] egister.consilium.europa.eu/doc/srv?l=EN&f=ST%2010394%202009%20INIT

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target group but not to the exclusion of other people who share similar socio-economic circumstances.

Principle no. 3: Inter-cultural approach – this principle defines a need for an intercultural approach which involves Roma people together with people from different ethnic backgrounds.

Principle no. 4: Aiming for the mainstream – the aim is to insert the Roma in the mainstream of society (mainstream educational institutions, mainstream jobs, mainstream housing). Roma inclusion policies must aim to overcome partially or entirely segregated education or housing where they still exist.

Priniciple no. 5: Awareness of the gender dimension – policies need to take into account the needs and circumstances of Roma women, such as multiple discriminations and problems of access to health care and child support, domestic violence and exploitation.

Principle no. 6: Transfer of evidence-based policies – the principle emphasises the necessity of Member States to learn from their own experiences of developing Roma inclusion initiatives and share their experiences with other Member States.

Principle no. 7: Use of Community instruments – it is crucial that in the development and implementation of their policies aiming at Roma inclusion the Member States make full use of Community instruments, including legal instruments, financial instruments and coordination instruments. Member States must ensure that use of financial instruments aligns with this principle and makes use of the expertise within the European Commission when evaluating policies and projects.

Principle no. 8: Involvement of regional and local authorities – it is crucial for Member States to design, develop, implement and evaluate Roma inclusion policy initiatives in close cooperation with regional and local authorities.

Principle no. 9: Involvement of civil society – it is also crucial for Member States to design, develop, implement and evaluate Roma inclusion policy initiatives in close operation with civil society members (non-govermental organisations, social partners and academics/researchers).

Principle no. 10: Active participation of the Roma – the policies must be enhanced with the involvement of Roma people at every stage of the process. Their involvement must be at national and European levels through the input of Roma experts and civil servants and by consultation with a range of Roma stakeholders in the design, implementation and evaluation of policy initiatives. It is

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vital for inclusion policies to be open, transparent and tackle difficult subjects.

Integrated European Platform for Roma Inclusion Road Map, 30 June 2010[14]:

This Road Map addresses the following key aspects:

- **the key issues** that will help to frame the Platform meetings: the goal is to identify and make progress on those key issues within each broad theme. The list of broad themes and key issues are listed in the Road Map. Each Presidency in collaboration with other parties will have to identify the key issues that it seeks to address and bring substance to during the semester of its incumbency, in accordance with the Ten Common Basic Principles, the achievement of a substantial impact on the quality of living of Roma communities and consistency with the interests and policies of the EU and Member States.
- **Working methods:**
  - At least one Platform general meeting during each Presidency, focusing on one or two key issues in accordance with the priorities of the Presidency; the issues and the themes should be defined and prepared well in advance.
  - Preparatory work should be undertaken for general meetings of the Platform, it should be achieved through thematic working groups. The work and outputs of the Platform should refer to existing initiatives, results and outputs of national governments, the European Parliament, the European Commission, the Council of Europe, the Decade for Roma Inclusion, international organisations and relevant international NGOs.
- **Outputs of Platforms:** Each Presidency organising the Platform would produce discussion papers in cooperation with the Commission, on the basis of the preparatory meetings of the Working Groups. A written product, in the form of recommendations/proposals/suggestions, should be obtained as a result of general meetings which should add value to existing knowledge and achieve operational applicability.
- **Dissemination and impact:** it is important the outputs are brought to light and the results disseminated in order to raise awareness and sustain the prominence of Roma issues in the political agenda of the EU and Member States. Written products should be widely disseminated to Member States, the Commission and other stakeholders.

[14] http://ec.europa.eu/justice/discrimination/files/roma_roadmap_en.pdf

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European Parliament resolution of 8 September 2015 on the situation of fundamental rights in the European Union (2013-2014) (2014/2254(INI)):[15]

In this resolution the situation of Roma people in the European Union is documented in points 54, 55, 56 and 57. It decries the increasing anti-Roma sentiment in the European Union and expresses its concern at numerous instances of persecution, violence, stigmatisation, discrimination and unlawful expulsions, which are contrary to fundamental rights and European Union laws. It urges the Commission to take action against those Member States that allow institutionalised discrimination and segregation. It calls on the Member States to effectively implement strategies to foster real inclusion, to promote integration, particularly protection of fundamental rights, education, employment, housing and healthcare, and also to combat violence, hate speech and discrimination against Roma. It stresses the importance of proper implementation of national Roma strategies by developing integrated policies involving local authorities, non-governmental bodies and Roma communities in ongoing dialogue. The Commission should provide for monitoring and better coordination of implementation. It also calls the Member States to cooperate with representatives of the Roma population in the management, monitoring and evaluation of projects affecting their communities, using available funds, including EU funds, while strictly monitoring respect for the fundamental rights of Roma people, including freedom of movement. It decries the existing discrimination against Roma people in national educational systems and on the labour market, stresses the multiple and simultaneous violations of fundamental rights of Roma women and children and emphasises the importance of protecting and promoting equal access to all rights for Roma children. It also urges the Member States to adopt necessary legislative changes with regard to sterilisation and to financially compensate the victims of coercive sterilisations performed on Roma women and women with mental disabilities.

Discussion paper on the territorial aspects of extreme poverty drawing up a European extreme poverty map:[16]

It aims to identify problematic areas based on collected data, which will serve as the precondition for effectively targeting marginalized groups, including Roma.

[15] http://www.europarl.europa.eu/RegData/seance_pleniere/textes_adoptes/provisoire/2011/03-09/0092/P7_TA-PROV(2011)0092_EN.pdf
[16] http://ec.europa.eu/justice/discrimination/files/romaplatform_discussion_paper_poverty_2011_en.pdf

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The Extreme Poverty Map of Europe should identify pockets of poverty based on social and economic indicators, measure spatial concentration of poverty and regional inequalities, improve targeting of allocation of funds and influence methods for programming, monitor achievements, and contribute to mutual learning.

Questions for discussion:

1. Were the Ten Common Basic Principles implemented in the Member States policies?
2. Did the aims of Ten Common Basic Principles yield any results?
3. Did the situation of Roma in different aspects of life improve because of above mentioned documents and how?
4. Which key issues were discussed on the Platform meeting based on the Integrated European Platform for Roma Inclusion Road Map?
5. Are the working methods from the Road Map successful or do they need to be changed?
6. How many of proposals of the European Parliament resolution were put into action?

References

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3.4 Challenges and barriers in Romani employment (*Anatoliki SA*)

Key words:

Roma Position in Labour	**Causes of Roma exclusion**
Discrimination against Roma	**Holistic Approach**
Support from Local Authorities	**Active Policies**
Training of Roma Employees	**Employers' responsibilities – sensitization**

Starting questions:

1. Which is the position of Roma in labour market?
    a. What are the key factors that hamper Roma labor market integration?
2. Nowadays, which are the usual jobs that Roma people are occupied in as employees and self-employed?
    a. Is there a gap between Roma and non-Roma regarding labour market status? How big this gap is?
3. Is there any discrimination against Roma in the labour market and in the workplace?
    a. By whom? And when?
4. Is there a variation in experience discrimination based on gender;
5. Is the situation of young Roma better in the labour market and in the workplace?
6. Why informal economy hosts high numbers of Roma people?
7. Does the meaning of "equality for all" is the same with "no job discrimination"?
8. Which is the best approach to achieve the Roma integration?
9. Must local authorities or the Governments be pioneers in the implementation of employment programmes?

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a. Have there been successful policies in supporting of Roma employment?

10. Training of Roma employees versus or additional to employers sensitization

Definitions of terms:

Job discrimination: is when business decisions, policies, or procedures are at least partially based on illegitimate forms of discrimination that benefit or harm certain groups of people e.g. refusing to hire Roma people, paying women less than men for comparable work. Discrimination is usually based on prejudice. Not all discrimination is intentional or conscious. Why is job discrimination immoral? a, it unfairly harms people of a group. b, it's disrespectful and doesn't treat people as "ends in themselves". c, discrimination violates the ideals of equal moral equality, violates people's moral rights, and violates the ideal of equal opportunity.

Low-skilled: not having or needing a high level of skill or education. Low-skilled jobs are not the same as no-skilled jobs. We posit that such jobs are low-skilled by virtue of their limited entrance requirements (no educational requirements and no work experience). Workers in low-skilled jobs are expected to act appropriately at work and to perceive cues from others correctly. Many low-skilled jobs also require physical abilities and mechanical skills, mostly at higher levels than other jobs.

Holistic Approach: Emphasizing the importance of the whole and the interdependence of its parts
Informal economy: System of trade or economic exchange used outside state controlled or money based transactions. Practiced by most of the world's population, it includes barter of goods and services, mutual self-help, odd jobs, street trading, and other such direct sale activities. Income generated by the informal economy is usually not recorded for taxation purposes, and is often unavailable for inclusion in gross domestic product (GDP) computations.

Mediator: Mediators' usual task seems to be reacting when problems arise. Mediation is often seen as the art of conflict management. Mediators could play a more "proactive" and positive role, and facilitate action and must use their familiarity with the outlook and modus operandi of both sides to become active facilitators, to generate dialogue and steer them towards a process of constructive cooperation, which might lead to the changes needed to improve the situation. They are familiar with the context, often know the language and can tap the communities' own dynamism, while the scheme itself encourages Roma to participate in projects which concern them

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Specialized services: Requiring or having detailed training or expertise in Roma, presenting detailed information used in Roma integration

Substantial Roma involvement: as active participation that enhances them through the relationships they build, the communities they serve, the networks they create, and the personal skills and knowledge they acquire.

Content of the chapter:

The current Roma situation

- The position of Roma in the labour market and the main causes of the exclusion of Roma from the labour market.

The position in the labour market is linked to income and social identity and thus determines the quality of life and the overall standard of ones living. The right to work is considered as a fundamental right and everyone has the right to work and to choose his work freely.

In the case of Roma people, social exclusion referring to the absence of equal opportunities in education, vocational training, career guidance and social participation, has a key role and is a barrier to access to the labour market.

The Roma employment situation is a universal cut-off from the formal labour market and a caging of the majority of Roma in an informal grey economy, with no viable economic prospects and with the characteristics of precarious employment.

Roma are mainly employed in low-educated jobs: hardly employed in occupations at higher educational levels (scientists, managers, qualified employees). The fact of the low participation rate in jobs requiring basic education (as waiters, sellers in shops, cleaners, guards, etc) shows the distance of Roma from the formal labor market.

The key factors hindering labour market integration are:

Prejudice and ethnic discrimination: many employers have a negative attitude towards the Roma and tend to resent employing them, because prejudices about Roma being unwilling to work are widespread

The primacy of Roma culture: The Roma usually identify themselves and one another based on

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the external features of language, appearance (in particular women's dress), and occupations (in particular men's occupations). Internal features such as customs, practices and attitudes constitute additional identifying characteristics but are more likely to vary among different groups. Some aspects of language, dress, and occupation may also vary.

Poor education level and lack of qualification: the continuous work specialization to all market sectors and the economy, which is mainly based in the educational specialization, training and retraining, does not leave room for access to labor for Roma. Unfortunately, their multiannual exclusion from basic education and the need, in some cases at the expense of education, to ensure a basic income for their family in order to address the deep poverty, do not allow many Roma to develop the skills they need to find decent and lasting employment. This creates a vicious circle of poverty, lack of education and lack of working experience which is going on for generations without any major changes.

Lack of access to information, official identification documents and opportunities: mainly due to illiteracy, lack of access to public services

Economic crisis: has profound negative effect for those at the bottom end of income distribution. Persons with low qualifications, in low-wage sectors and in precarious employment were among the first to lose their jobs.

Unstable work: the unstable offering – demand product relationship either due to seasonality of the products they handle e.g. rural work, either because of the economic narrowness of markets in which Roma people are providing services.

Developing new services and changing consumer needs: the urbanization and the industrialization of many species and services traditionally provided by Roma deprives them of engaging in these occupational activities.

Violation of labour rights: Recession and austerity across Europe has led to cuts in occupational training and working programmes and unemployment is high with new employment often being part-time and precarious reflecting the 'Brazilisation' of many western economies (Avis, 2014). Since states show tolerance to no legal work/ insecurity work, bad working conditions (low wages, under-/over-employment, heavy or unhealthy work, informal-illegal work), to employers who do not pay insurance for their employees etc., all workers, and mainly the disadvantaged like Roma, are affected.

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- The current occupations of Roma. The gap between Roma and non-Roma regarding labour market status.

Roma women tend to engage in economic activities that bring them in contact with a wide, general public rather than with just a selected, particular trade niche. In some countries they collect materials which they then trade, or engage in door to door hawking or selling of small artefacts. Frequent occupations of women in very traditional Roma communities are begging and fortune-telling. Men on the other hand engage in more specialised trade, which takes place at markets or with designated trade partners. Collection of scrap material for recycling is an activity that men share with women, though men will tend to specialise in metal objects. Men travel by car to provide door-to-door specialised household services such as tarmac construction, installing gutters or windows, or cutting trees. Specialised, well-established craftsmen produce musical instruments and the relatively well-off among the Roma tradesmen typically sell cars, carpets, art, or antique furniture. Men and women work as seasonal labourers in many communities.

Roma as employees:

It is important to note that those Roma who have a job "are usually low-skilled workers" and mainly find employment in cleaning, housekeeping, dishwashing, building or the collection of scrap metal.

Roma as interpreters:

Most Roma are characterized themselves as self-employed or in ad hoc jobs. There has been a notable change in the type of occupation since 2000: traditional self-employed work (i.e. street vending), has decreased, whereas collecting and selling discarded material for recycling, in particular scrap metal, has increased significantly.

EU Agency for Fundamental Rights (FRA, 2014) found: only about a third of those surveyed have paid work, which is often precarious and informal, unemployment rates for Roma are three times higher than for the general population and most Roma are actively seeking work

The employment rates in paid work (which includes full-time and part-time employment, ad hoc jobs and self-employment) as their main activity is particularly low for Roma. It is worth to be mentioned that while countries i.g. Greece and Italy, have pretty high rates of paid work, they also have the lowest proportion of full-time employment, as the FRA survey shows (2014).

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This significant gap in labour market participation between Roma and non-Roma is varying from country to country.

- Discrimination in the labour market and in the workplace

The rates for experiences of discrimination must be considered alongside with the degree of isolation. If the neighbourhood is predominantly Roma, the exposure and therefore the risk to experience discriminatory and racist behaviour is smaller. The FRA EU-MIDIS I survey also showed that fear of discrimination leads to avoidance behaviour. i.e. Roma avoid certain shops or cafes as they expect to be treated badly

The rate of Roma perceived discrimination at work is much lower than the rate of perceived discrimination when looking for work. The majority of Roma experience discrimination/ unequal treatment when looking for work (FRA, 2014a). Discrimination can be explicit with employers stating openly that Roma should not apply or is concealed in short-listing and based on whether applicants have commonly associated Roma family names or in the interview discrimination is based on appearance (Messing et al, 2013). While at work, Roma experience discrimination by their employers or work colleagues, too.

Social security issues in employment: A substantial share of Roma has only insecure or informal employment and is not eligible for medical and social insurance, including pension schemes. The majority of Roma in paid work lack medical insurance and Roma aged 45 and above do not expect to receive or, if retired, do not receive a pension.

Roma are often the first to be dismissed from low-skilled occupations and frequently remained unemployed, unable to reconnect with traditional occupations such as trading, producing and selling craft items and metal working.

- Gender issues – Roma women in the labour market

Roma women experiencing a double form of discrimination based on gender and ethnicity and appear to be at greater economic and educational disadvantage than Roma men. Roma women are more vulnerable than unemployed Roma men and displayed proportionately lower percentages of employment patterns than Roma men. Roma women are most often employed in auxiliary,

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unskilled, physically demanding work and in seasonal and occasional labour in services in the informal economy, which provide very low wages and prevent them from accessing social security benefits (Acoudis, 2014).

Because living in patriarchal families and often have to marry and have children at a young age, Roma women should have support for entry into secondary or higher education, but also to be able simultaneously to work and care for their home and their children. In its survey FRA (2014c) found across EU Member States, only 21% of Roma women are in paid work, compared to 35% of Roma men.

Among young Roma a notable gender gap can also be observed, with 65 % of young Roma women against 52 % of young Roma men not in employment, education or training. This reflects the overall disadvantage of young Roma women.

- Age issues – Young Roma in the labour market

Young Roma aged 16 to 24 have the lowest employment rates among the Roma population but the smallest employment gap in comparison to non-Roma living in close proximity. The overall situation remains adverse for young Roma, as almost half of Roma aged 16 to 24 are not in employment, education or training. Research for the World Bank has found Roma youth are on average twice as likely to be unemployed than their non-Roma counterparts (Gatti et al, 2016).

The highest employment rates are found among Roma aged 25 to 44 to non Roma.

- Roma Employment in the informal economy

Roma economy is traditionally a non-self-sufficient economy. It is a trade and service economy, which depends on continuous relationship with outsiders. Being Roma therefore inherently defines a particular set of relationship with outsiders. Basically, the outside world is seen from the Roma perspective as an opportunity to make a living. The dominant relationship to outsiders is an exchange relationship of goods and services.

The Informal Economy hosts high numbers of Roma (UNDP, 2011), as their poor levels of education and access to mainstream opportunities are the major causal factors. Self-employment rates for Roma are high in some PAL countries. (FRA, 2012). The reasons for that could be:

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- Roma preferences are for autonomy and self-employment, fearing that full absorption into the labour market can result in assimilation. (Brazzabeni et al, 2016).

- This is often done out of necessity and not as a viable form of employment and is not sufficient either for their basic expenses.

- Some of these forms of self-employment are not legal and neither recorded anywhere. This can bring additional problems, such as the lack of official identification documents, ignorance of the registration process of a new business, finance and tax legislation, borrowing money on the usual ways (moneylenders) and getting tangled with the law.

Despite the antipathy of traditional Roma communities to the waged labour market and attendant fears of assimilation, a growing body of evidence suggests the Roma have a strong preference for safe and regular jobs as opposed to unsafe and irregular work (Messing et al, 2013). This implies that measures to help Roma transfer from the informal to formal economy would be valued.

The Challenges and the prospects - Forms and types of available help

A series of interdependent factors contributes to the multitude of challenges facing Roma who are looking for secure and stable employment. These factors include the institutional policy, the need for support from the local authorities, the role of employers and informal, undeclared employment.

- Institutional policy - Activation of the institutional and legal framework for Roma integration:

Culturally, what is "**equality for all**" is very different from country to country. Some approaches are based on a generalized system of "access for all", without special measures for disadvantaged people, especially Roma. Racism can also impact on inclusion by making decision makers nervous to engage with and help the Roma, fearing a backlash from the majority population.

There is a provision at EU level and at national level for action against job discrimination. The National Strategy on Roma Inclusion (NSRI) in each country also provides interventional effects on employment, but the approaches applied are very different.

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Some policy makers seem to consider that developing specific inclusion policies for Roma populations runs counter to a 'mainstreaming approach'. While care is needed with a targeted approach, in particular to avoid the creation of inferior or segregated/ghettoized services, carefully monitored and evaluated, targeted and flexible services hold the potential to significantly strengthen mainstream provision and enhance its relevance for Roma. Institutional Factors can impede economic transitions for Roma. For example, discrimination and or institutional inflexibility can be found on the part of front-line services such as labour/employment centres charged with dealing with Romani unemployment, impacting negatively on the quality of support offered to Roma job seekers (Ryder and Greenfields, 2010, ERRC, 2007).

Targeted actions for Roma are necessary to ensure their access to employment. In order to achieve this goal we have to concentrate on a holistic approach.

Holistic approach: involving all the interested bodies/stakeholders, intensive, friendly and continuing support, starting from an early age (to develop self-aspirations and prospects), needs of Roma in relation to the necessities of the local market

Holistic approach: means to counter every possible factor that may affect the result

Involving all the interested bodies/stakeholders: All actors dealing with Roma (for supplying them information, documents and services) should be involved to some extent, in order to provide their know-how and their contribution to this specific goal. Therefore, it is not enough to help the Roma to prepare a CV or even develop some new skills, if employers haven't been convinced that Roma is a reliable working staff, if both-employers and Roma employees- don't understand each other's needs and rights, if both sides can't be in close relationship with others side.

Intensive, friendly and continuing support: Provide a stable, continuous, valid, timely and efficiently support to the Roma in all areas related to each level with a sense of responsibility and respect. It is important to show understanding and patience in people who are long time away from work and to help them to cope with barriers in access to employment e.g., mothers with small children. More important is the continuation of the providing support, as to find a job is just a big step; to keep working is even bigger.

Starting from an early age (to develop self-aspirations and prospects): It is important to work with young people early enough in their lives, in order to increase their ambitions and aspirations, to learn from early age that Roma do have capacities and believe in their personal value

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Needs of Roma in relation to the necessities of the local market: very important is to understand both the needs and available working positions of the local market and the Romas' capacities and working expectations, in order to win the trust of both sides (employees-employers) and to achieve sustainable employment for all.

Substantial Roma involvement: it is important to ensure the active participation of Roma, to encourage Roma to participate in actions which concern them informing them of the benefits.

A common appeal from the European Union is for the development of inclusive educational and employment and training practices to reduce Roma marginalisation. The European Commission (2012) has noted a key area of interest is the transition between education and employment and believes professional training, individualised support, employability and access to formal labour market, microcredit for entrepreneurship and self-employment, adult vocational training are tools that can reverse exclusion.

- Support from local authorities: access to institutions and public support structures, decentralized advisory units and social centres

In local communities, municipalities and usually NGOs bear much of the responsibility for creating and finding resources for the implementation of employment programs. In some cases this has been a great success. But in others leads to short-term programs that bring little benefit to the beneficiaries. Local authorities must be pioneers in this area. One of the biggest problems is that they do not cooperate with Roma to identify the real obstacles. Speculate rather than listen to the real needs of the local Roma community.

In this framework, a need to establish decentralized structures within the municipalities seems auxiliary; these structures must be accessible from the Roma- or even into the Roma settlements - providing specialized services for them to all aspects of employment - from the advisory career to the integration and reintegration in employment, by updating the available jobs as completing the application forms and concentrating of the supporting documents, etc. In terms of access to employment services, the unemployed/marginalised Roma are often at a particular disadvantage; research for the World Bank has found that the majority of rural Roma live more than 10 kilometres away from the nearest employment service (Gatti et al, 2016). It is recommended that a close relationship should exist between mainstream and targeted support so that knowledge arising from,

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for example, a local pilot project is then fed back into the daily operations of mainstream service providers and becomes part of their activities (Ryder and Cemlyn, 2014). This can lead to progressive change within mainstream methods and approaches as the pilot facilitates new directions or becomes part of established services.

The idea of the local authorities leading the way by recruiting Roma as trainees or cooperating with Roma for finding people involved in activities within the same Roma communities (Peer Operators) and establishing Ombudsmen, is not only successful for Roma people involved, but also allows the public sector to be the leader. Often private companies are exemplified and learn from such actions.

- Active policies in support of employment - Public sector programs: best practices - policy measures to address the gap e.g. Reintegration of unemployed adults into the labour market, national Roma programmes, etc.

There are numerous examples of public works programs which provide targeted positive action for the employment of Roma. For some Roma (and non-Roma), this is a certain solution, but it is clear that these programs do not take into account individual skills and talents of each employing Roma. These programs usually lack ambition and reinforce the stereotype that Roma are only capable of low-skilled work and remuneration.

Much of the literature indicates that pockets of good practice exist with governments and civil society pioneering a series of initiatives, which warrant further replication and scaling up. Inclusive models centre on the following initiatives:

- De-segregation
- Staff training
- Mediators in employment
- Targeted schemes re helping Roma move from informal economy
- Public works
- "learning by working" (on-the-job training)
- Affirmative/positive action in for example civil service employment
- Microcredit and cooperatives and social enterprise

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- Inclusive and accessible Labour/Employment Centres
- Partnership with civil society
- Raise awareness among Roma of their rights and enable better access to justice

Microcredit and enterprise has long been heralded as a potentially useful tool to address Roma economic exclusion. Micro-enterprise and forms of collectivism, which form part of the social economy, has been viewed as a useful instrument to fix market failure and has been prominent in attempts to alleviate exclusion for ethnic minorities. It is important to note that on account of prejudice and discrimination, the products and services of Roma social enterprises can be difficult to sell to non-Roma customers. Rarely though do local councils and other public institutions take positive actions measures and deploy these enterprises to supply social services, including sanitation or small repairs (Dan et al, 2012).

However, programs that support Roma to go through the underground economy in the management of a legitimate and successful business are minimal. Indeed, there are many obstacles to a Roma who wants to start a new business: the lack of official identification documents, ignorance of the registration process of a new business, finance and tax legislation, and the lack of self-esteem and confidence to such an endeavor. All this can be addressed through integrated support programs to help Roma to become self-employed.

The proponents for Roma micro-lending call for such initiatives to be coupled more intensely with training and business support, including assistance in marketing and professional skills development. Furthermore, it has been argued that micro-finance needs to play less emphasis to commercial notions of debt repayment which can discourage highly excluded Roma from venturing into the social economy (Ivanov and Tursaliev, 2006).

- Public sector programs: best practices

Work programmes have been deployed to reintegrate Roma into the workforce.

Hungary is prominent in the use of public works programmes by involving Roma in the construction of infrastructure projects. Although not targeted at the Roma the scheme is believed to have employed large numbers of Roma (Messing, 2013).

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Spain: Developing targeted to Roma programmes offering a wide range of services including job-search, training, counselling, on-the-job training and placement services aim to integrate Roma into the workforce.

National programme of measures for Roma refers to the intensive inclusion of Roma in active employment policy measures: within the public works scheme that offering access without a waiting period; Roma are included in public utilities programmes where no specific skills are required (Hert & Caeneghem, 2012)

- Targeted initiatives by employment centres or measures in place to train and educate staff:

In Romania, Roma jobs fairs have been organised and via 'Programme 145' effort has been made to secure Roma employment with an emphasis on customized actions, especially on labour mediation and counselling (Government of Romania – National Agency for Roma 2011).

In Belgium, the regional integration centre "Foyer" has established a Roma & Travellers Support Centre which offers personalised support on Roma & Traveller related issues, in an effort to reinforce the empowerment and integration process through education and training, to social service providers, official bodies, schools and local authorities on the one hand (information, advice, mediation, training, development of links) and to Roma & Travellers on the other (mediation, information, awareness raising, support).

- Training of Roma employees in developing personal skills and investigating available opportunities in the labour market and in occupational training (either in self-employment or in dependent employment)

Once we want to change a situation, we have to modify at least one of the factors that compose this situation. If we want to do away with Roma discrimination specialised, we must develop the latter's skills. This is the central point of training.

Training of Roma employees in developing personal skills

Career Guidance and Counselling in drawing an individual working integration plan in order to strengthen and actively participate in the labour market approach through:

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- Investigate personal characteristics which are directly related to the professional skills of beneficiaries (abilities, interests, preferences, values and professional incentives).
- Information on the local labour market regarding trends, nature of professions and its activities, qualifications / technical knowledge and skills required, working conditions and wages. The beneficiaries will be "trained" in order to be able to search needed information by themselves, (self-information - critical information approach)
- Develop personal / business plan and objectives
- Training in Decision Making
- Development and processing business plan
- Matching local labour market with personal, educational and professional profiles of employees
- Information on Labor, Family, Public and Civil Law (for better understanding of their rights and to ensure that employers are accountable before the law, whatever is the employee).

Investigating available opportunities in the labour market and in occupational training:

The Roma Training and counselling in the development and cultivation of horizontal skills must focus on issues relating to **Experiential training** in basic communication principles, improving personal skills, in negotiation techniques, in accessing useful information in occupational training and in job searching Techniques (Enable personal job searching network, ways of job/training searching, ways and means of approaching an employer, CV writing - identifying and highlighting strengths, writing a cover letter, decoding ads, phone calls, gathering information, Personnel Selection Interview-preparation, interview management techniques, evaluation, case studies and simulation interviews).

Provide information and guidance to Roma who are interested in entrepreneurship in specific areas: Organization and management of a company, Investment Evaluation - Legal form - Accounting / Tax Issues, Promotion Issues – Advertising, Funding Programs, Legal issues, the use of New technology, in order to achieve: improvement of self-knowledge, stress management and psychological empowerment of beneficiaries, Develop a Business Plan, general guidance to follow each beneficiary or to maximize the effectiveness of provided services.

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- Rights and employers' responsibilities - sensitization for employers

The training of Roma is not sufficient by itself to overcome access barriers to employment. Cooperation with employers is a very important step for the integration of Roma in employment and to identify methods to upgrade the skills of Roma and to develop their ambitions. Employers need support and guidance to better understand the Roma and the way Roma are being excluded from the labor market. Also, they need help to realize the benefits of hiring Roma people. Employers are part of the problem and the solution, too.

Employment programs should include actions in cooperation with employers for breaking down stereotypes they have in mind for Roma. Mediation between the two sides can be useful, as additional guidance for the Roma and their employers when hiring can help employees understand the new workplace in which previously had no access and to reassure those who employ Roma for the first time; but some cases require time, as discrimination by employers is so ingrained

CLOSING: Regarding the employment of Roma the most important issue is Roma themselves to understand the connection between the completions of education with increased access/ integration of Roma in employment. In this framework, supporting school-to-work transitions includes

- Fostering employability of young people
- Removing barriers and offering employer incentives
- Re- orientation and lifelong education

Questions for discussion:

1. You have two persons-one Roma and one non Roma- with exactly the same qualifications, searching for work. Whom you would recommend to an employer?
2. Is there professional orientation in Roma people? Have you ever thought of the way that Roma should be re-oriented?
3. In the context of equality in access to work, do you think that a Roma should be occupied in working position through specific criteria as disadvantaged people (as Roma)?

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4. Would you buy products of sanitary nature or visit catering places where people who are working are exclusively Roma?

5. Your organization decides to run a Labour/Employment Centre. The general director proposes you to work as expert on the section - located in Roma settlement - with exclusive access to Roma.

6. Do you believe that the institution of Roma-Mediators should be extended to structures of employment, counseling and supporting for human resources, in general?

7. Do you believe that Roma integration can be easier achieved by creating decentralized structures within the Roma settlements or by pushing Roma to come out of their ghettoized structures?

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3.5 Enhancing multi-stakeholder cooperation (*Fondo Formación Euskadi*)

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3.5.1 Identification of Stakeholders

Key words:

Stakeholders

Starting Questions

3. Which are the key stakeholders and key players of **anti-discrimination** in education and employment?

Definitions of terms

2. "Stakeholders" have one or several of the essential characteristics below:

    - One who is affected by or affects a particular problem or issue, and/or
    - Is responsible for problems or issues, and/or
    - Has perspectives or knowledge needed to develop good solutions or strategies, and/or
    - Has the power and resources to block or implement solutions.

Content of the chapter

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Stakeholders at work on Roma integration include Member States, EU institutions, regional and local authorities, Roma communities, civil society, international organisations and academia.

EU countries and EU institutions

EU countries are committed to ensuring that the Roma have the same access to fundamental rights as any other EU citizen. The role of the EU institutions is to provide a European structure (the EU framework, the European Semester) to support the work of the EU countries.

The European Union Agency for Fundamental Rights (FRA) supports the monitoring of the EU Framework, for example through the "Local engagement for Roma inclusion (LERI)" project.

LERI is a qualitative action research project under FRA's multi-annual Roma Programme. It was developed in response to the European Commission's Communication on an EU Framework for National Roma integration strategies up to 2020. LERI brings together local authorities and residents, in particular Roma, to investigate how they can best be involved in Roma integration actions, and identify which aspects of these actions work, which do not, and why. The aim of the project is to facilitate the engagement of all local stakeholders, including Roma, in joint efforts to enable Roma inclusion. The experience gained and the lessons learned during the process will help improve the design, implementation and monitoring of Roma integration policies and actions at the local level.

http://fra.europa.eu/en/project/2015/local-engagement-roma-inclusion-leri-multi-annual-roma-programme

The European Roma Rights Centre (ERRC) is a Roma-led international public interest law organisation working to combat anti-Romani racism and human rights

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abuse of Roma through strategic litigation, research and policy development, advocacy and human rights education.

Since its establishment in 1996, the ERRC has endeavoured to provide Roma with the tools necessary to combat discrimination and achieve equal access to justice, education, housing, health care and public services.

http://www.errc.org/en-about-us-overview.php

The European Roma Information Office (ERIO) is an international advocacy organisation that promotes political and public discussion on Roma issues by providing factual and in-depth information on a range of policy issues to European Union institutions, Roma civil organisations, governmental authorities and intergovernmental bodies.

http://www.erionet.eu

ERGO Network is a young and dynamic organisation established in 2008 by a small group of NGOs who shared the observation that everyday realities of Roma communities were hardly taken into account in policy development and implementation.

Founded on a shared philosophy of active citizenship, shared responsibility and grassroots empowerment, ERGO Network members aim to convince policy makers that positive change for Roma is possible when antigypsyism is recognized and tackled as root cause of the inequality they face and when the preconditions are in place for Roma to take part in civic life as equal stakeholders.

http://www.ergonetwork.org/ergo-network/

The European Roma and Travellers Forum (ERTF) and its members are committed to the achievemnt of equal rights and equal opportunities for Roma in Europe, including political participation. The ERTF takes an active part in the fight against anti-Tziganism and for the full realisation of human rights.

https://www.ertf.org/index.php/about-us/about/our-mission-goals

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The Roma Initiatives Office works with Roma advocates, organizations, and communities to achieve Roma rights at European, national, and local levels. It works to achieve equal opportunities, combat segregation, and challenge all forms of discrimination faced by Roma. In addition, it facilitates dialogue, exchange, and collaboration across the Open Society Foundations to coordinate efforts, increase knowledge, and enhance the impact of Roma-related grant making and advocacy.
https://www.opensocietyfoundations.org/about/programs/roma-initiatives

Regional and local levels

Regional and local authorities ensure on-the-ground implementation of national Roma integration strategies. The EU supports many projects stimulating exchanges between regional and local authorities, including the Eurocities Task Force; the MATRIX project; and the Roma-net project. The European Commission also follows work done by the Council of Europe (including the Alliance of Cities on Roma inclusion) and co-finances the ROMACT project and the ROMED programme.

The Local engagement for Roma inclusion (LERI) project from the FRA multi-annual Roma programme brings together local authorities and residents, in particular Roma, to investigate how they can best be involved in Roma integration actions. In 22 localities the engagement of local stakeholders, including Roma, is facilitated to enable Roma inclusion in joint efforts.

International organisations

International organisations like the Council of Europe, the United Nations (OHCHR, UNDP, UNICEF) and the World Bank do essential work, and the European Commission co-operates with them. The European Commission also draws on the research done during the Decade of Roma Inclusion.

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Academia

Academics are key players too. The European Academic Network on Romani Studies teams up researchers with decision-makers, while also promoting and improving resources on Roma communities.

Questions for discussion:

1. Why do we need to work with stakeholders? What can we ask them for?
2. Are they key players? Do you know other key player?

3.5.2 Available EU funds and Projects

Key words:

EU Funds

Starting Questions

1. Which are the key EU funds to support **anti-discrimination projects** in education and employment?

Definitions of terms:

EU FUNDS. The European Structural and Investment Funds are funds that work together to support economic, social and territorial cohesion and deliver the objectives of the EU's Europe 2020 strategy to generate smart, sustainable and inclusive growth.

Content of the chapter

The European Union finances projects that contribute to fostering Roma integration across Europe. It supports the work of EU countries to improve the lives of all vulnerable people, including the Roma, through the European Structural and Investment Funds, principally the European Social

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Fund (ESF), the European Regional Development Fund (ERDF) and the European Agricultural Fund for Rural Development (EAFRD).

How are the funds allocated?

The distribution of these funds and the management of the programmes are the responsibility of national authorities. Funding is provided on the basis of calls for proposals/tenders and never in response to spontaneous requests. The funding comes in two forms: shared management (managed jointly by the EU and Member States) and direct management (managed directly by the European Commission).

In order to reinforce European financial support for Roma inclusion, the new multiannual Financial Framework 2014-2020 makes it easier for EU countries to use EU funds for Roma integration.

Funding opportunities directly managed by the European Commission can be found under the following programmes:

The Rights, Equality and Citizenship Funding Programme finances projects aimed at promoting equality and the rights of persons.

The Employment and Social Innovation (EaSI) programme is an EU-level financing instrument that promotes quality and sustainable employment, guarantees adequate and decent social protection, combats poverty and social exclusion, and fights to improve working conditions.

The Erasmus+ also supports projects, which develop lifelong learning measures for Roma integration through education and other social approaches.

The Public Health Programme regularly finances initiatives to fight against inequalities in access to health.

The Culture Programme also has an interest in funding projects that promote intercultural dialogue with Roma and other communities.

Information on EU countries where shared management projects occur is presented for each EU country and includes Roma National Strategy, funding, contacts details, and promising practices.

Questions for discussion

1. What can we do to get EU funds support?

2. How can we use EU funds?

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3.5.3 EU Funding links.

Key words:

EU Funds

Starting Questions

1. Where can you get more information about EU funds and projects?

Definitions of terms:

EU FUNDS. The European Structural and Investment Funds are funds that work together to support economic, social and territorial cohesion and deliver the objectives of the EU's Europe 2020 strategy to generate smart, sustainable and inclusive growth.

Content of the chapter

Guidance for Member States on the use of European Structural and Investment Funds in tackling educational and spatial segregation: Guidance note (424 kB)

ESF Roma Inclusion Learning Network (EURoma+Network):

Joint report on the use of structural funds for Roma inclusion based on country-by-country meetings: Full report and key findings and proposals

Practical handbook on monitoring and evaluation of Roma-related initiatives (324 kB) under ESI Funds

Practical handbook on mainstreaming of Roma inclusion in general programmes (317 kB) , projects and interventions

EU Roma Network Guides:

Tackling Roma Needs in the 2014-2020 Structural Funds Programming Period

Making use of European Structural and Investment Funds for Roma inclusion. A Guide for local authorities (2014)

EU Project "Roma Families Get Involved": Guide for working with Roma Families (6 MB) towards achieving the success of their children at school

Programming the Structural Funds for Roma Inclusion in 2014-20: Toolkit (4 MB) from the Open Society Foundations (OSF)

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World Bank Handbook (995 kB) for improving the living conditions of Roma at the local level - January 2015

Practical Guide for Police services (981 kB) to prevent discrimination against the Roma communities - Net-Kard project

Human rights litigation on behalf of the Roma - A guide for lawyers (2 MB) - Net-Kard project

Practical Guide for Media professionals (971 kB) to prevent discrimination against the Roma communities - Net-Kard project

Practical Guide for NGOs (953 kB) to prevent discrimination against the Roma communities - Net-Kard project

Questions for discussion

1. Have we enough information about those funds and projects?

2. What information do we need? Where can we get them?

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