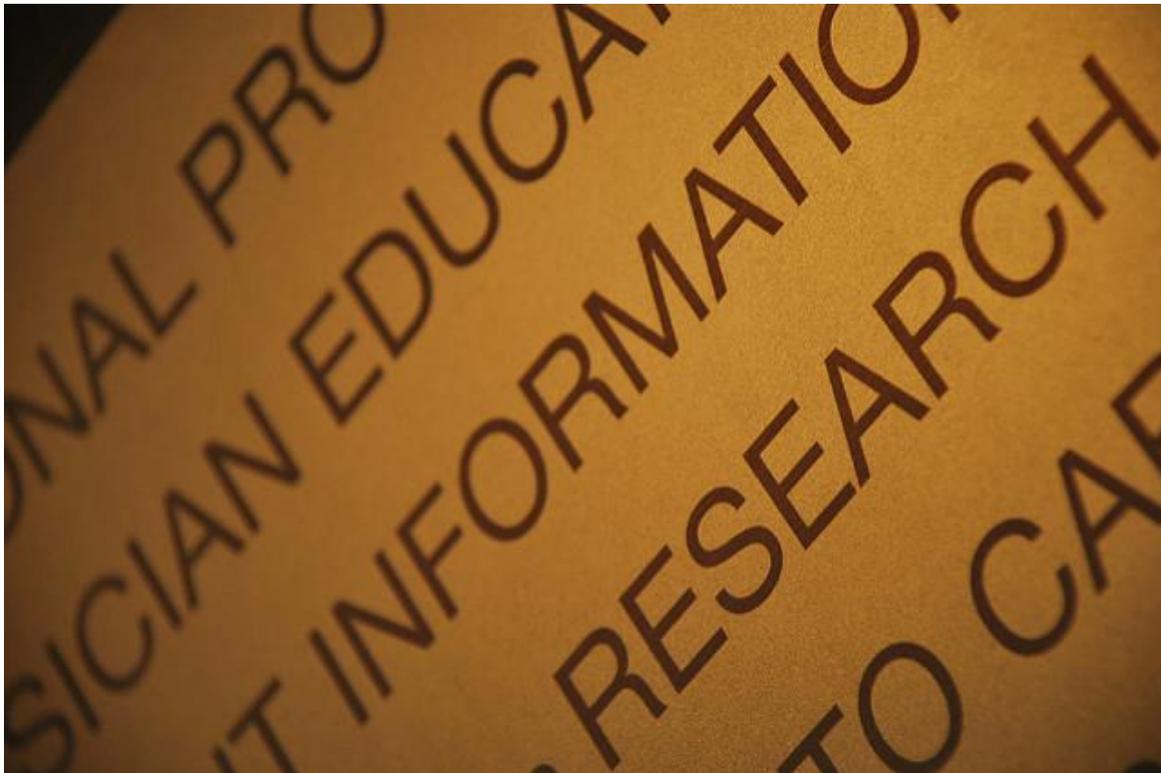**Fighting discrimination and anti-Gypsyism in Education and Employment in EU (PAL)**

JUST/2014/RDIS/AG/DISC /8115

WS 1.6.	Analysis of data collected and research finalization

September 2016 Final version

Florida
UNIVERSITÀRIA

WS1.6. Analysis of data collected and research finalization

Authors: Soler Penadés, Víctor (coord.); Corell Doménech, Mavi (coord.); Uixera Cotano, Laura; Campos Aparicio, M. Carmen – FLORIDA UNIVERSITÀRIA (Catarroja, Spain)

Cover picture: goo.gl/BDXozh
(License CC-BY-2.0)

Contents

1. INTRODUCTION

The following report has been elaborated as a part of the 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. The project PAL has been led in cooperation of 20 partners from 9 countries and born in order to speed up Roma integration in terms of education and employment, as well as support the implementation of strategies which make national Roma inclusion and the Council Recommendation of Roma Integration real and effective.

This report is the result of gathering all kind of relevant information related to the PAL Project Work Stream 1. Particularly, it has been mostly focused on:

- Andrew Ryder's (Corvinus University of Budapest) PAL Discussion Paper "Roma are equal: Alternatives to Poverty, Racism and Exclusion in Education and Employment", based on a review of PAL EU Literature regarding Roma Education, Training and Employment, and a collection of data which were relevant to explore barriers and good practice in migrant Roma communities. Within it, an

overview on Roma population exclusion (in terms of education and employment), their causes and solutions is provided, as well as a general policy overview which sets the context for a better understanding of Roma communities' experiences in education, training and employment or specific information related to PAL countries in focus.

- The Legal Report "Equalities and exclusion: The EU anti-discrimination framework and trends in jurisprudence, regarding the human rights of Roma in the areas of education and employment", where a concise overview on the current legal anti-discrimination framework in Europe is provided, with a specific focus on human rights of Roma in the areas of education and employment. By identifying recent case law at the EU level (ECtHR, CJEU) in this field, it provides an analysis of observable trends in jurisprudence, with a specific focus on new legal developments and potential risk areas.

- All data collection reviewed and gathered in the paper "Analysis on Roma Current Situation in Education & Employment", as a result of a research conducted within PAL Project and based on a qualitative and quantitative approach, aimed at exploring and describing Roma current situation in terms of education and employment in PAL countries in focus (see PAL Project paper WS1.4). Note that the survey was not representative of the total Roma population of the PAL-Member States surveyed. Considering this, conclusions referred to those who responded and also hid significant differences among countries.

Understanding the nature and impact of the exclusion of Roma population is a difficult issue, considering the lack of statistics in most EU countries. The task of determining exactly how many Roma are living in them is impossible, considering the term 'Roma' refers to ethnicity, not to nationality, which means that their registration is based on

their country of origin, not ethnic origin. Generally speaking, it is conceptually difficult to define who belongs to Roma population and who do not: Those who consider themselves as such? Those who are considered by others as Roma? What is more, to what extent should a case in which only one of the relatives is Roma (a parent, a grandparent...) be considered as Roma? At this respect, this issue has evident blurred limits.

However, according to a number of studies (such as the one conducted by Awouters, Jans & Jans, 2012), even though there are no relevant statistics, there are grounds for believing that the socio-economic circumstances surrounding the Roma involve a situation of poverty and a real risk of social exclusion, in terms of access to basic services (e.g. education, employment, decent housing, healthcare), as the European Commission's assessment suggests.

In EU context, Roma communities are more likely to suffer from poverty and xenophobia. This report is aimed at summarizing the main issues related to Roma situation in PAL countries in focus, which are Belgium, Czech Republic, Spain, Greece, Hungary, Italy, Romania and Slovenia. Considering that one of the main problems identified in the Roma population is their exclusion in terms of education and employment, this paper is divided into two parts: The first one highlights education issues and the second one underlines employment issues. Finally, all objectives to be reached and measures to be implemented (in the field of education and employment) are gathered at the end of this report.

2. SETTING THE CONTEXT: THE ROMA AND DISCRIMINATION

Equality is one of the EU core values. Both EU law and Europe's Human Rights Frameworks are guided by an interest in guaranteeing this principle and prohibiting discriminatory measures. All kind of law should be secured without discrimination on any ground (sex, ethnicity, colour, religion, language, national origin, social status, etcetera). In fact, according to the Race Equality Directive implemented in many of the national laws, there are legal remedies for those who feel discriminated and suffer from infringements of European anti-discrimination law. In this sense, the Roma are provided with legal recourse and protected as a minority at risk of social exclusion, at least when being officially considered EU citizens, that is to say, when having a national passport or comparable recognition from any EU country. Note that there is a large variety of situations regarding legal background of Roma.

When a pattern of discrimination arises, the European Court of Justice has the obligation to implement actions and counter-measures so as to:

1) Re-enable equality;

This project is funded by
the Rights, Equality & Citizenship
Programme of the European UNION

2) Prevent the EU States from infringing procedures or legal provisions;

3) Discriminate Roma and vulnerable communities in a positive manner, in order for them to be treated equal and also in order for States to proceed in accordance with the fundamental principle of equality.

Nevertheless, segregation persists on a *de facto* basis and Roma people are still suffering from a vulnerable situation, especially in terms of education and employment, as described below.

2.1. ROMA POPULATION AND EDUCATION

a. Roma and education

Although the results obtained in the research conducted within PAL Project were not representative of the entire Roma population, their findings were significant. More than a half of responders had studied above Primary school level. These results showed a positive improvement with regards to the fact that only 20% of their parents had studied beyond this level.

Although no conclusive, all these figures suggest there have been a progress over the Roma generations in relation to the maximum level of education obtained. This is actually confirmed by Hungarian research data, according to Hajdu, Kézdi & Kertesi (2014). Although linked to the expansion of general and higher education in general and the gap between Roma and non-Roma remained, the educational attainment of Roma people has increased considerably in the past two and a half decades[1].

---

[1] At the same time, in the Hungarian context, the educational attainment of young Roma has not even reached the level of the whole population two decades earlier.

In spite of the progress made in this regard, there are still many issues to deal with, varying by national contexts, such as truancy or early school leaving.

b. Roma children, truancy and early school leaving

Generally speaking and according to the literature reviewed and the research conducted (Awouters, Jans & Jans, 2012), truancy and early school leaving are still issues to deal with regarding Roma children. Although an increasing number of them are enrolled in secondary school, there seem to be several obstacles they have to face leading them to leave school before finishing their studies, supplemented by further challenges if they are Roma migrant children. These obstacles, some of which were also gathered in the research conducted in PAL Project, are the following:

- Financial difficulties. At this respect, note that, in case of having an immigration status, Roma may be more likely to have social and financial problems.
- The opportunity cost of the choice to continue studying, which may be excessively high.
- Lack of support at home and/or negative experiences of education within family unit. Socially accepted norms leading girls, for example, to be involved in household tasks at a very young age or to an early marriage should be considered here. In addition to this, Roma's rejection about the value of the educational process and its benefits can be a significant obstacle to deal with.
- The role played by school: The school context may be boring and unfamiliar to navigate for Roma children and teaching procedures and methods may be far from their culture and their way of living. At this respect, Nahalka (2002) highlights the concept of 'latent discrimination' as the fact that schools one-sidedly prefer certain knowledge systems, skills, communication forms, experiences, patterns and forms of behaviour, values and norms, related to the white middle class, which naturally leads to a disadvantaged situation of Roma

children. Hidden curriculum (Apple & King, 1983) as a tool for legitimizing and reproducing social, educational, and occupational inequalities should also be taken into consideration.

- The stereotypical attitude of school environment towards them or, in general, the fact of experiencing social rejection, discrimination, racism and xenophobia.

- A poor school performance, also related to low attendance rates. Note that this fact could be cause and result of discrimination at the same time.

- Cultural and linguistic barriers arising between the school context and the Roma.

- Other reasons, such as a nomadic way of life, distance to school as a result of social exclusion, etcetera.

In order to prevent early school leaving and truancy, reintegrate early school leavers and eradicate the later need for special education, discrimination and segregation, measures for pre-school education for Roma pupils should be implemented so Roma people start school attendance at the very earliest age. Satisfying the need for an early education would provide potential benefits in children's psychosocial development. This fact should not lead us to wrongly believe that being integrated in education is the solution to all the social issues affecting Roma population, but an early childhood education may help in the process, as a necessary although not sufficient step to be done. In general, early childhood education contributes:

- To reduce the risk of social-emotional mental health problems.

- To increase children's self-sufficiency as adults.

- To strengthen:

  o Their understanding of their own personality.

  o Their awareness in the understanding of others.

  o Their ability to perceive and understand multiple, diverse conflicts, and interpret them.

  o Their ability to make decisions and act on it.

This project is funded by
the Rights, Equality & Citizenship
Programme of the European UNION

- o Their ability to open their mind to possible new claims.
- o Their understanding of the process of stereotyping, low maintenance of stereotypical thinking, pride in themselves and respect for others.

As for experiences of compensatory measures, including the provision of special support teachers, extra classes and the fact of reducing ratio of students for each class, they may be counter-productive –although well-intentioned and useful in many cases[2]–, as they can lead to a form of segregation by withdrawing of pupils from the class.

At the same time, the results obtained in the PAL Project research show a positive opinion about Roma education initiatives and targeted action educational programmes for Roma, at least among most of the people surveyed. These programmes are thought to be useful, important, necessary, supportive, interesting and helpful, as far as they help Roma people learn new things, develop themselves (in many areas) and provide opportunity to access formal education and work programmes, and also a proper approach to motivate young Roma students, create awareness among population on fighting discrimination and create Roma *fora*.

It should be also pointed out how useful it would be to provide Roma children with access to good-quality education for a better integration at all levels of school system and in order to increase the completion rate for Roma children attending school and reduce the existing drop-out rate and the huge gap between them and the rest of society. Implementing measures to raise awareness of Roma about their human rights and of the importance of education for their children and providing Roma parents with social and economic support would be also convenient, as well as measures to integrate them in parent-school partnership. School should be able to create a welcoming learning environment, not only for the Roma children but also for their families.

---

[2] It is true that there is a lack of national policies for education of population groups with cultural differences.

This project is funded by
the Rights, Equality & Citizenship
Programme of the European UNION

c. Segregation as a form of structural discrimination affecting Roma children

Education is an essential instrument for achieving social and economic inclusion and refers to a fundamental right prescribed in the EU Charter of Fundamental Rights of European Union (art. 14) and safeguarded by all international systems of human rights protection. Despite all of this, segregation —as a form of structural discrimination within EU member States— is still a reality. According to studies such as the one conducted by Taber & Ryder (2011), Roma children have to face different patterns of segregation.

- **Intra-class segregation,** which involves the creation of different study groups within the same classroom.
- **Intra-school segregation,** which involves discrimination within schools and the creation of separate classes for Roma children within the same school.
- **Inter-school segregation,** a pattern in which students are segregated in separated or special schools.

With regards to *intra-class segregation*, it appears to be a common pattern of segregation. The results of PAL Project research, although referred only to surveyed people, suggest that most of Roma children join the school of their region, in which Roma and non-Roma pupils share the same classrooms and where they are a minority (in terms of number) within them. Apparently, the incidence of Roma having experienced discrimination (especially from other pupils) is still very high as a consequence of hidden curriculum, reproducing social patterns and inequalities (Apple & King, 1983).

Regarding *intra-school segregation*, and according to the literature reviewed, there are different reasons why this pattern is considered necessary. A limited grasp of the national language and poor tests results (linked to their possible language shortcomings)

are apparently two of them. The third one refers to an external pressure: Non-Roma pupils' parents being reluctant to accept their children to attend mixed classrooms.

As for *inter-school segregation*, it reflects a discriminating educational system and is often related to a situation of marginalisation, ghettoization or gentrification. Although countries show a wide variety of differences with respect to whether families can choose their children's school or not[3], this sort of spatial segregation can be also explained by an unwillingness of non-Roma parents to have their children attend mixed schools. Creating special schools for Romani children means breaching their right to education itself, denying them the right to develop their personality and integrate into society, which leads them to have substandard education. At the same time, segregating minority pupils will also deprive majority children of the opportunity to grow up in an integrated society.

In spite of all efforts made for forbidding segregation by law, they seem to be insufficient. Although there are certain cases (in several EU countries) in which it is possible to find a judgement whose results pave the way to the defence of Roma rights before the European jurisdiction, not only do Roma cases of discrimination still find difficult to get to the European Courts but there are also still persistent risk areas for anti-discrimination legislation and jurisdiction.

In this sense, for example, the European Court of Human Rights has the power to find a violation of an individual's rights and award damages (under the European Convention of Human Rights), but its action is limited, since there is a lack of activities monitoring the implementation of the Courts' rulings and the specific means put in place in every concrete case depend on the State itself, which means that there is an evident risk of unimplemented or ineffectively implemented rulings.

---

[3] There are EU countries where parents are free to choose their kids' school and countries where their options are more limited and school choice is determined by their permanent residence, for instance.

In addition to this, legal provisions have difficulties to change attitudes in the long run and are often not understood or not socially accepted. Inadequate information of Roma people regarding their rights is an obstacle for them to struggle to make their rights be respected. Moreover, on certain occasions, Roma people mistrust in the educational system, which is understandable, considering the hostility Roma children find in mixed schools, and the natural desire of their parents to protect their children from such hostility. Putting it all together, there is a combination of implementation failure, lack of information about rights, and mistrust.

At the same time, related to this, it can be argued that in policy practices, there seems to be a tension between a willingness to strengthen the particular identity of Roma on the one hand ("targeting"), and a desire to fit those people into mainstream society on the other hand ("mainstreaming").

In order to fight established segregational patterns, we should consider the need for:

- Educational reforms, involving policy measures, incentives, counter-narratives and financial measures, and as a result of the provision of public *fora* designed so that all parts involved can debate and discuss in a balanced and informed manner.
- Measures ensuring the implementation of Court decisions, considering the fact that, despite of the number of reforms, policy measures, etc. implemented and all the funds directed to carry out such implementation, they are not altogether successful.
- Implementation of effective and profound measures aimed at overcoming social exclusion, poverty and institutionalised anti-Gypsyism, from a long-term perspective.

This project is funded by
the Rights, Equality & Citizenship
Programme of the European UNION

- Measures to combat the existing resistance to change (at all levels). Roma involvement-Education of the whole society, mixed schools and intercultural education should be beneficial for all.

- Considering positive relationships with intermediaries as beneficial for the relationship between families and the school, as several studies such as the one conducted by Wauters et alter (2015) suggest[4]. This may help school and families shape their respective ethos regarding these issues.

According to Cobbaut & Demets (2011), the role played by mediators could be helpful as a bridge between home and school and also to provide teachers with tools and support to keep underprivileged pupils on board.

---

[4] According to Wauters et al. (2015), one-on-one relationships between school and pupil/family are essential. This relationship is key factor in optimizing the broader school engagement of a pupil (and his/her parents). School needs to be active in three 'learning domains': internal student-school, school-parents and neighbourhood.

"This publication has been produced with the financial support of the Justice Programme of the European Union. The contents of this publication are the sole responsibility of UC Limburg and can in no way be taken to reflect the views of the European Commission."

©PAL Consortium   15

2.2. ROMA POPULATION AND EMPLOYMENT

Safeguarded by the Universal Declaration of Human Rights (art. 23), the right to work is also considered as a fundamental right from a social and economic point of view. As such, it is also protected by the European Convention on Human Rights through different specific articles, prohibiting certain situations of discrimination in the field of employment, providing protection to the right to seek employment or fighting against unfair dismissals (see articles 6, 8 and 14). Avoiding the racial discrimination and promoting the equality in terms of employment must be contemplated in the existing legislative framework, in order to protect access to employment, especially when considering the following EU Council Directives: Race Equality Directive and Employment Equality Directive.

Despite all of this, many Roma are still led to have irregular jobs or be self-employed, to some extent because of the existing discrimination towards this social group. The anti-discrimination case law[5] in the field of Roma employment is almost inexistent, which apparently means that Roma community do not consider the option to defend their right to work before European jurisdiction, probably because of a lack of confidence in the ability of the legal system to solve any problem in a quick and effective manner. All in all, although there is a legislation aimed at protecting the right to work, Roma are still victims of discrimination in terms of employment.

a. Segregation, marginalisation, poverty and exclusion

There is a relationship between segregation, marginalisation, poverty and exclusion. The importance of the acquisition of education certificate (i. e. secondary school certificate, vocational qualification or a higher education diploma) is related to attaining better jobs in terms of stability and salary. Apparently, the more qualification, the more

---

[5] It is probably due to the distrust in the system, a lack of awareness of rights, or too many difficulties to take in order to have a legal case.

This project is funded by
the Rights, Equality & Citizenship
Programme of the European UNION

employment opportunities are provided. Barlett et al. (2015), Cemlyn and Ryder (2016) and Santiago and Maya (2012) point out that both discrimination and isolation lead to live on the margins of society and suffer from a high risk of becoming unemployed or working in low skilled jobs in the informal sector. Note that, if a choice, informal economy may be also respond to a form of resistance to assimilation for Roma people. Either way, this situation may lead to the consolidation of informal relationships with the employer, to layoffs carried out without any coverage, and to be excluded from the benefits provided by the welfare system.

Greater segregation involves greater risk of ending up unemployed or in unskilled or informal jobs. Some studies point out that the number of Roma who have been unemployed for more than 24 months is very high. Full time jobs and employability are linked to education: Roma finishing secondary (lower and upper) and higher education (Bachelor, Master, PhD) are more likely to be working in full-time jobs. In contrast, Roma attending a few years or finishing primary school are more likely to be unemployed.

The matter of age is also important to be considered. The young Roma population is twice as likely to be unemployed compared to the rest of Roma. In fact, four of the PAL focus countries (Greece, Italy, Romania and Spain) are in the top five countries with the highest rates of young people NEET (Not in Education, Employments or Training). The massive exclusion of Roma from employment is an undisputed reality in many countries where they are led to be self-employed or to have irregular jobs, which involves worse working conditions and low income level[6].

Self-employment rates for Roma are high in some PAL countries. Such work is often low skilled and low income and the literature review of PAL focus countries found little information on specific and targeted measures to aid Roma business development. Dan et al. (2012) note with reference to Romania that existing projects focused on the social

---

[6] Regarding this, several problems of data collection should be considered, such as a lack of record on the number of illegal workers, for example.

economy have an impact on a small number of people, rather than on an entire community and fail to create services which are missing from communities and which may contribute to satisfy certain needs of the community as a whole. In addition, there is a lack of long-term guidance and support for social economy projects after the initial set-up. These comments are applicable across the PAL countries.

b. Factors leading to Roma social exclusion

Apparently, living in poverty may contribute to the development of a culture of poverty, i.e., a series of dysfunctional habits and norms which, to some extent, self perpetuates poverty and welfare dependency. If this is true, which is not guaranteed and should not be considered as a fact, this process could lead to a sort of vicious circle. In order to overcome it, it is convenient to shape a map of possible factors behind this situation.

There are many possible factors explaining Roma social exclusion in terms of employment. In order to have a better understanding, they have been divided into two big groups related to each other: External factors and internal factors.

b.1. External factors

Regarding **external factors**, they consist of all those elements extrinsic to the Roma and their culture, way of life, etcetera. The financial crisis would be one of them, as it is out of their control and has accentuated the exclusion of the Roma population across Europe, especially from budget cuts in welfare and the impact of austerity policies. In addition, the impact of EU structural funds for the Roma population is low.

As Dan et al. (2012) highlight, another external factor refers to the low levels of Roma involvement in decision-making in policy areas centred on education, training and

employment, which is related to the Roma disempowerment and would allow to develop policies responding to the real needs of the population targeted.

Employment opportunities are not equally accessible for everyone and most of times they depend on external rather than internal factors, such as low education, limited language skills, etcetera.

To some degree, this is also related to the existing stereotypes and prejudices about Roma, which are widespread. Many employers still have a negative attitude towards the Roma, believing that they are unwilling to work, which lead them to their reluctance to employ Roma.

It should be noted that economic exclusion may be caused by racism. The Roma are often listed as one of the most unpopular groups in society. Generally speaking, Roma people experience discrimination when looking for work. In addition to this, and according to Gatti et al. (2016), Roma youth are on average twice as likely to be unemployed than their non-Roma counterparts. Xenophobia can explain many discriminatory practices in institutions, which can lead to a vicious circle, as at the same time Roma can wary of those institutions as a result of.

The Roma is one of the least popular ethnic groups in the polls, and suffer from xenophobia in the form of discrimination, for example, in the workplace. In Europe, many of the protests led by xenophobic and right wing groups that are against immigrants and ethnic minorities accuse them of abusing social welfare, which is far from reality. The percentage of Roma people who have never received aid from a labor/employment center is very high. Some studies point out that Roma people either do not know where to get assistance or believe that it would have been pointless as it would not have changed anything.

This project is funded by
the Rights, Equality & Citizenship
Programme of the European UNION

According to Van den Broucke et al. (2015), almost half of the population in Belgium regards the presence of other cultures as enrichment for our society[7]. The composition of the neighbourhood is also linked to the attitude towards the Other, in phenomenological terms: people living in a mixed neighbourhood are usually more tolerant than people living in a neighborhood consisting of a homogeneous population from an ethnic point of view. An international comparison reveals that the position of Flanders in terms of the attitude towards the Other (including foreigners and migrants) depends on the questioned topic. When asked about the extent to which other etnic groups enrich the culture, the Flemish Region performs averagely. When asked if they are beneficial for the economy, the Flemish Region sinks back to the bottom of the EU15 countries.

The lack of professional specialization characterizes Roma and bad working conditions (unhealthy workplace, long working hours, low wages, no insurance) are considered as the main reasons of unemployment for the Roma who are not working at the moment.

At the same time, economic exclusion can be also related to spatial exclusion. Sometimes the distance to employment centres hinders their access to programs and employment plans. This element is especially evident in cases of nomadism. Living in caravan sites can clearly hinder the access to public transport, services and opportunities. Little reference is made in the PAL countries to overcome this situation.

b.2. Internal factors

As long as the **internal factors** are concerned, they gather all those elements that are intrinsic to the Roma and their culture, way of life, beliefs, etcetera. In relation to this issue, Day, Stewart and Papataxiachs (1999) highlighted a present time orientation,

---

[7] According to this research, for example, almost a quarter of the population does not trust migrants and more than 4 out of 10 believe that migrants take advantage of welfare system (social security).

meaning the Roma tendency to live for the day and set short-term objectives[8]. A lack of potential for future planning can be an obstacle to increase one's level of education, as it involves establishing a long-term goal. Overcoming this limitation requires a process of awareness among the Roma population regarding the importance of increasing the level of education in order to gain access to the labour market and obtain jobs involving better working conditions and a higher income level. Although relevant, this point should be supplemented with the following arguments so as not to fall into erroneous or biased interpretations:

- As already mentioned above with respect to a culture of poverty, although it should not be taken as a fact, a lifestyle based on everyday survival may hinder future planning and educational progress.

- Survey findings of the PAL Project research suggest that almost the half of the respondents would like to return to education as most of them know they might have much more opportunities to find better jobs if attaining higher education. This means that apparently it exists awareness about the importance of this issue. The rest of them denote they would not return due to financial difficulties and family responsibilities.

In addition to this, and according to the data collected, those who do not believe in education as a way of social mobility argue that:

- Generally speaking, work experience is needed more than the certificates when having to obtain an employment.

- When one belongs to the Roma has to deal with many difficulties and barriers, regardless of academic qualifications obtained.

---

[8] This tendency is not exclusively a Roma feature.

Having poor levels of education may be one of the main factors of social exclusion, as mentioned before. According to the European Commission (2012), low educational levels and poor language skills may sentence to informal economy, low paid and unskilled work. This fact is also connected to the fact of having poor levels of access to mainstream opportunities. When individuals show a preference for autonomy and self-employment, which occurs specially in traditional Roma communities, these elements would belong to the internal factors.

Exclusion based on cultural arguments often hides innovative factors such as adaptability to new environments, recent changes in the perception of wage labour or educational aspirations of individuals. Roma's employment aspirations are focused primarily on finding a work to be able to feed their family. Some studies show to what extent the Roma understand how qualifications are needed to find a skilled work, and argue that most of them look for unskilled jobs because of a lack of qualifications needed to find a skilled work. Since a large percentage of them have not such qualifications their job expectations are limited to unskilled manual jobs. Many Roma believe that, if the Roma population have accredited qualifications, they could find better jobs and surely would be accepted by the whole community as equal. Large numbers of Roma are located within the informal economy but the PAL Project found little evidence of specific measures being used to help the Roma transfer to the mainstream economy or certificating skills developed in the informal economy.

2.3. GENDER ISSUES TO TAKE INTO ACCOUNT

Roma women have to deal with an economic and educational disadvantage which leads them to a position of vulnerability more evident than the vulnerability experienced by Roma men. This fact should not be explained as a matter of will, since Roma women also express their will to be educated and to have their children educated as well.

The point is that Roma women suffer from a double form of discrimination, based on gender and ethnicity. Their reintegration into the education system is often hampered by their family and financial situation, their lack of time for the dedication to the care of children or household chores (often from a young age). Note that school absenteeism is sometimes attributable to early marriage. Specially in traditional communities, Roma women are specially vulnerable to exclusion due to low education and skills levels, as they were not encouraged to complete their schooling and have been involved in household tasks at a very young age (Preoteasa, 2013).

This project is funded by
the Rights, Equality & Citizenship
Programme of the European UNION

3. OBJECTIVES TO BE REACHED AND POSSIBLE MEASURES TO BE IMPLEMENTED

There are many objectives and measures to be taken in relation to improving the Roma population's access to education and employment. Gathering all of them is the purpose of this section. Note that setting targets and implementing the necessary measures to achieve them should take into account Roma population's voices and their active participation in the whole process. These objectives and these measures will only be really effective if spaces that let the involvement of the Roma population in shaping them are generated.

3.1. OBJECTIVES AND POSSIBLE MEASURES TO TAKE INTO ACCOUNT AGAINST DISCRIMINATION IN TERMS OF EDUCATION

Main objectives to be reached in terms of education:

- Preventing early school leaving and truancy.
- Reintegrating early school leavers and eradicate the later need for special education, discrimination and segregation.

- Helping Roma people develop themselves (in many areas) and provide opportunity to access formal education and work programmes.
- Motivating young Roma students.
- Creating awareness among population on fighting discrimination.
- Preventing segregation patterns at school and promoting intercultural practices within it.

Main measures to be implemented in terms of education:

- Measures for pre-school education for Roma pupils should be implemented so Roma people start school attendance at the very earliest age.
- Delving into experiences of Compensatory measures (special support teachers, reducing ratio of students for each class…), avoiding they can lead to a form of segregation by withdrawing of pupils from the class.
- Keeping developing Roma education initiatives and targeted action educational programmes for Roma.
- Measures to raise awareness of Roma about their human rights and of the importance of education for their children.
- Measures to provide Roma parents with social and economic support.
- Measures to integrate Roma parents in parent-school partnership.
- Measures for school to create a welcoming learning environment for Roma children and also their families.
- Educational policy measures, incentives, counter-narratives and financial measures, as a result of the provision of public *fora* designed so that all parts involved can debate and discuss in a balanced and informed manner.
- Measures ensuring the implementation of Court decisions related to this issue.
- Measures aimed at overcoming social exclusion, poverty and institutionalised anti-Gypsyism, from a long-term perspective.

This project is funded by
the Rights, Equality & Citizenship
Programme of the European UNION

- Measures to combat the existing resistance to change (at all levels).

- Considering positive relationships with intermediaries as beneficial for the relationship between families and schools and also for providing teachers with tools and support to keep underprivileged pupils on board.

3.2. OBJECTIVES AND POSSIBLE MEASURES TO TAKE INTO ACCOUNT AGAINST DISCRIMINATION IN TERMS OF EMPLOYMENT

Main objectives to be reached in terms of employment:

- Protecting the Roma right to work.

- Reducing the existing risk of marginalisation, poverty and social exclusion suffered by the Roma.

- Improving Roma qualification so as to reduce the risk of ending up unemployed or in unskilled/informal jobs, and have the chance to apply for better jobs, better working conditions and higher wages.

- Avoiding ethnic discrimination in this field, especially evident in Roma population.

- Promoting equality in terms of access to employment.

- Fostering measures to aid Roma business development.

Main measures to be implemented in terms of employment:

- Helping Roma overcome a lifestyle based on everyday survival so as not to hinder future planning and educational progress.

- Promoting micro-credit and micro-enterprise among the Roma population as a way to alleviate social exclusion. They have proved effective in combating exclusion of ethnic minorities.

- Fostering measures providing long-term guidance and support for social economy projects after the initial set-up in order to aid Roma business development.

- Measures to increase Roma confidence in the ability of the legal system to solve their problems related to employment in a quick and effective manner, in order for them to be able to defend their right to work.

- Increasing the levels of Roma involvement in decision-making in policy areas centred on education, training and employment, which would empower them and allow to develop policies responding to the real needs of the population targeted.

- Measures to keep empowering the Roma in order for them not to be excluded from the design and implementation of public policies. Note that paternalistic attitudes of public institutions seem to be behind the disempowerment of Roma.

- Measures to increase Roma awareness regarding the importance of increasing the level of education in order to gain access to the labour market and obtain jobs involving better working conditions and a higher income level.

- Fighting against prejudices and stereotypes related to the Roma.

- Governments should implement measures to make racial discrimination in employment disappear, as well as proactive measures aimed at overcoming all difficulties the Roma have to deal with in this field.

- Governments should undertake measures to mitigate the effects of lower education, which nowadays are almost inexistent in countries of Central and Eastern Europe.

- Implementing active labour markets programmes involving specific trainings and requalification of Roma.

- Measures to prevent early school leaving and reintegrate early school leavers (as already mentioned above).

- Measures to support school-to-work transitions, foster employability of young people, remove barriers and offer employ incentives.

This project is funded by
the Rights, Equality & Citizenship
Programme of the European UNION

- Work fostering programs deployed to reintegrate Roma into work force, as already working in some of the PAL countries[9].

- Finally, measures to foster mediation initiatives seeking to build bridges of intercultural cooperation between Roma and non-Roma population in order to add value if both parties are willing to listen, understand and negotiate the transformation. It should be noted that projects working with Roma population are often based on criteria of assimilation, which threatens the survival of Roma culture and makes it become dependent.

---

[9] According to Messing (2013), for example, Hungary has developed public work programs by involving them in the construction of infrastructure projects, providing employment to a large number of Roma; Slovenia is the country that has the majority of Roma getting assistance by a Roma targeted action work program, and Hungary and Greece are following; Spain has aroused employment initiatives for Roma delivered through the Fundación Secretariado Gitano, a non-profit organization that works for the development of the Roma community in Spain.

BIBLIOGRAPHY

Apple, M and King, N (1983). What Do Schools Teach? The Hidden Curriculum and Moral Education. Berkeley, California: McCutchan Publishing Corporation.

Awouters, V., Jans, R. and Jans, S. (2012). National Roma Integration Strategy (6 March 2012).

Bartlett, W., Gordon, C. and Kamphuis, B. (2015). Evaluation of the EU Framework for National Roma Integration Strategies - London School of Economics Report for the European Parliament's Policy Department for Citizens' Rights and Constitutional Affairs/LIBE Committee.

Cemlyn, C. and Ryder, A. (2016). Education for Citizenship and Social Justice: the case of Gypsies, Travellers and Roma in (Eds) Peterson Hattam, R. Zembylas, M and Arthur, J. The Palgrave International Handbook of Education for Citizenship and Social Justice, Basingstoke: Palgrave.

Dan, A; Briciu, C and Toth, A. L (2012). Social Economy and Roma Communities Challenges and Opportunities.

European Commission (2012). What works for Roma Inclusion in the EU: Policy and Model Approaches, Luxembourg: Publications Office of the European Union

Gatti, R. Karacsony, S. Anan, K. Ferré, C and Nieve, C (2016). Being Fair, Faring Better Promoting Equality of Opportunity for Marginalized Roma, Washington: World Bank.

Hajdu, Tamás, Gábor Kertesi and Gábor Kézdi (2014). "Roma fiatalok a középiskolában. Beszámoló a TÁRKI Életpálya-felmérésének 2006 és 2012 közötti hullámaiból." (Roma

students in secondary schools. Report from the Hungarian Life Course Survey of TARKI, waves 2006-12), In: Tamás Kolosi and István György Tóth, eds., Társadalmi Riport (Social report) 2014. TÁRKI, Budapest.

Nahalka, István. 2002. Hogyan alakul ki a tudás a gyerekekben? Budapest: Nemzeti Tankönyvkiadó.

Preoteasa, A. M. (2013). Roma Women and Precarious Work: Evidence from Romania, Bulgaria, Italy and Spain - Revista de cercetare [i interven]ie social, vol. 43, pp. 155-168.

Santiago, C and Maya, O (2012). School Segregation of Romani Students in Spain, Kamira and Fundacion Mario Mayo.

Stewart, M; Day, S; Papataxiarchis, E (1998). Consider the Lilies of the Field. In: Stewart, M and Day, S and Papataxiarchis, E, (eds.) Lilies of the Field: Marginal people who live for the moment, Westview: Boulder.

Van den Broucke, S., Noppe, J., Stuyck, K., Buysschaert, P., Doyen, G. and Wets, J. (2015). Flemisch Migration and Integration Monitor 2015. November 2015, Brussels, Belgium Policy Research Centre for Civic Integration and Integration, Antwerp Flemish Agency for Internal Governance, Brussels.

Wauters, J., Van Mol, C., Clycq, N., Michielsen, J. and Timmerman, C. (2015). Involving Roma parents: analysing the good practice of a primary school in Ghent, British Journal of Sociology of Education, DOI: 10.1080/01425692.2015.1081053.