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AN INITIATIVE OF



ROMA WOMEN RESEARCH



Report of Spain | Report conducted by:



thematic group on SCHOOL DROP-OUT/ABSENTEEISM OF ROMA CHILDREN, 2015:

Directiva 2000/43/CE del Consejo

de 29 de junio de 2000

relativa a la aplicación del principio de igualdad de trato de las personas
independientemente de su origen racial o étnico

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ABSTRACT

Roma women from five different countries(Finland, Poland, Ukraine, the Former Yugoslav Republic of Macedonia and Spain) have been consultedabout the following topics: education, employment, health, generational changes, expectations, gender-based violence, discrimination and participation. Women belonged tothree segments of population by ages (17-30; 35-45; 45 and older) with the aim of compare the results obtained between the different ages groups (differences found among the countries will be analysed in a different report). A university or research centre from each of the participating countries has been collaborating for getting the most rigorous report-diagnosis. This qualitative research have adopted a *Critical Communicative Methodology*approach advised by the CREA Institute (Community of Research on Excellence for All; University of Barcelona), which is based on dialog, reflection and self-reflection (criticism) and intersubjectivity (communicative) placing women at an equal plane with researchers.This report contains the results of Spain.

Key words

Roma women, communicative methodological approach, intergenerational, education, employment, health, generational changes, expectations, gender-based violence, discrimination, participation, diversity

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I. INTRODUCTION

I.1 General Background

“Roma people are the largest ethnic minority in the European Union (EU) and among the most deprived, facing social exclusion, discrimination and unequal access to employment, education, housing and health”¹.

In particular,

“Romani women across Europe face the additional burden of racism as well as gender discrimination, which push them to the margins of their societies. Low educational achievement, high rates of irregular attendance and school dropouts, high unemployment rates and poor employment opportunities deprive Romani women and girls of realistic possibilities for integration and full participation in society. Lack of personal documents hinders the possibility for many Romani women and/or girls to access education, health care, employment and other related services. Increased racism and anti- Gypsyism in the context of a global economic crisis and international mobility of Romani families affects the safety of Romani women and girls, making them increasingly vulnerable to social exclusion, exploitation, trafficking and violence. Traditional family roles that many Romani women find themselves in, creates additional mechanisms of exclusion. Early and child marriages are still recurrent among Romani girls and boys in traditional families. While there is a positive ascending trend in the gender relations between Romani women and men, there is yet a long way to go for Romani women to become autonomous and feel that they can make choices outside pre-assumed ascribed gender roles.

Romani women and girls are often excluded from consultation and decision-making processes on legislation, policies and programmes, including those that are specifically designed to address their situation. This contributes to a lack of, or a limited perspective on Romani women and girls in policies on gender, social inclusion or Roma which further hinders Romani women’s equal access to resources and their full participation in all spheres of public and private life. While some progress has been made in recognizing the multiple discrimination of Romani women and girls and the inequalities they face in their access and distribution of resources and public services, the lack of disaggregated data by gender and ethnicity addressing the status of Romani women and girls across European countries prevents policy makers and human rights advocates from devising viable and meaningful policies and measures for the advancement of Romani women’s rights and of their situation at local and national level. The lack of data further prevents the opportunity for establishing a base line and providing a possibility for adequate monitoring and evaluation.”²

¹European Union Agency for Fundamental Rights; Roma survey – Data in focus Poverty and employment: the situation of Roma in 11 EU Member States (http://fra.europa.eu/sites/default/files/fra-2014-roma-survey-employment_en.pdf)

²Council of Europe; Strategy on the advancement of Romani women and girls (2014-2020)

(<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016800c0a86>)

This worrying situation leads to an increase of the interest of international organizations on Roma women issues; clear examples of this are the Congress of Roma from the European Union and “Manifesto of Roma Women” referred to the situation of Romani women in Europe; the OSCE Office for Democratic Institutions and Human Rights (ODIHR) started addressing Romani women’s issues more consistently in 2003, when the Ministerial Council endorsed the Action Plan for Roma and Sinti within the OSCE Area; the *Council of Europe’s* (CoE) public hearing of Romani women, the establishment of the *International Romani Women’s Network* (IRWN), the *International Conferences of Romani Women* (2007 –Stockholm, 2009 - Athens, 2011 - Granada, 2013 -Helsinki, 2015 - Skopje), the study realized by *Fundamental Rights Agency* (FRA) regarding Roma women and men’s situation (2011), the report about Roma inclusion strategies realized by *European Parliament Committee on Gender Equality and Women’s Rights* and so on.

1.2 Roma Women Research

Nowadays Roma NGO’s and other organizations that work defending minorities’ rights are in constantly effort to improve Roma people’s situation. Thereby, KAMIRA federation as one of these organisations conducted a participative research regarding Roma women situation and expectations in Spain (2014)³. Thus, rise the idea of expand this research under KAMIRA’s coordination improving the methodology and seeking for European partners with the purpose of elaborate on the prior diagnosis of the work on the design of a strategy in accordance with the Phenjalipe’s objectives (Helsinki, 2015) and create a networking leads by Roma NGO’s and other organizations working on it. This strategy will be designed by the team work (all the countries who have participated in the research) on the basis of the compared results obtained through this research, which will be analysed in a specific report. Note that even though this strategy lied on the common or urgent needs found, each country must adapt it to their context specificities.

This research means a new contribution to the body of knowledge because it arises from Roma women and it is carried out mainly by Roma, advised always by experts; so the work lines proposed mainstream the Roma perception of the issue together with good practices that they perceive as the right ones in order to improve the problems found. In this way, is prevented the wasting of time, funds and efforts when no Roma people try to improve Roma’s situation, out of the goodness of its heart, but unfortunately proposals made are not successful, because among other variables are not based on the Roma vision and experience.

On the other hand, the purpose of each national report is to get an inside of the Roma Women situation segregated per three age generations and also to propose future actions for the key national stakeholders based on the urgent needs found in each country.

³Find the full report in Spanish language and executive summary in English language here:
<http://federacionkamira.es/documentacion/>

*A Critical Communicative Methodology*⁴(Gómez et al, 2006) approach was carried out during the whole process in each one of the participating countries, led by the partner organization. This methodology, developed by the CREA Institute team, has been agreed as the most appropriate, in order to empower Roma women involving them in their own transformation process and also because it has been supported by the European Commission to carry out many researches, especially with vulnerable groups such as the Roma. More specifically it consists of a qualitative research which have used as research instruments semi-structured interviews and focus groups.

I.3 Specific national background of Roma women

Roma people (locally called *Gitanos*, an accepted term) have been present in Spain since the 15th century. As in the rest of Europe, their history has been marked by persecution and phases of social exclusion. Currently, the Spanish Roma population stands at around 725,000-750,000. They speak Spanish (few of them also speak the Caló dialect). 72% of the Roma population lives in social exclusion, 54% of them in severe social exclusion according to data from the VII FOESSA report about social exclusion and development.⁵

In spite of the limitations in determining the total scale of the Roma population in Spain, it is accurately known that the Roma people are distributed across the national territory, with a major concentrated presence in Andalusia, where around 40% of Spanish Roma reside, as well as in Catalonia, Valencia and Madrid. Although their history has been associated with rural life and geographic mobility, the current trend is for prolonged, stable settlement in urban areas which consolidated in the 1950s, 60s and 70s coinciding with the general wave of domestic migration between rural areas and cities.

All social demographic studies carried out show that it is a young population, where around a third are aged under 16 years, with birth rates substantially higher than the population average, although in the last decade this disparate rate has begun to reduce.⁶

Housing and context play an important role regarding the social exclusion processes; 12% of the Roma population live in substandard housing, plus a 8,5% don't have access to safe water, cleaning or electricity while only the 0,3% of the non Roma families don't have it⁷.

A positive thing worth remarking is that an Operational Plan for 2014-2016 was adopted in April 2014 in order to implement the National Roma Integration Strategy in Spain 2012-2020.

⁴Gómez, J., Latorre, A., Sánchez, M. & Flecha, R. (2006) Metodología comunicativa crítica. El Roure, Barcelona.

⁵http://www.foessa2014.es/informe/uploaded/descargas/VII_INFORME.pdf

⁶THEMATIC REPORT by the experts of the CAHROM thematic group on SCHOOL DROP-OUT/ABSENTEEISM OF ROMA CHILDREN.

⁷ Revista Gitanos. Pensamiento y Cultura. Dossier Vivienda, nº 1. Madrid, FSGG, 2002.

Education

The Organic Law of Education 2/2006 from 3rd May 2006⁸ states that *“in order to prevent students dropping out of school and to offer more training opportunities and subsequent qualifications and facilitate access to the workplace, there will be initial vocational training programmes for students over sixteen who have not obtained the Certificate in Compulsory Secondary Education”*.

The distance between the educational situation of the Roma population (adult and school age) and the rest of the population is truly alarming and is a factor contributing to widening inequalities and to the social exclusion gap affecting a large proportion of this community. The transition to compulsory secondary education remains an insurmountable barrier. There are few boys and even fewer girls who even embark upon secondary education and 80% of those who do so fail to **complete their** studies⁹.

The high rate of early school-leavers during the compulsory education period is one of the most important challenges facing the educational system, Roma families and society at large and is standing in the way of true social inclusion of the Roma minority.

According to the 2008 *Survey of the Roma population*, an analysis conducted by Spain's Sociological Research Centre, 24% of this community have reached post-primary school education (in other words, 76% have only primary school studies) compared with 64% of the overall Spanish population. According to the report "El alumnado gitano en secundaria: un estudio comparado" 2013 published by FSG the 64% of the Roma students between 16 and 24 years old don't finish the secondary school while only the 13% of the Spanish students don't finish it. On the other hand, this report shows that the 95% of the Roma community perceives education as a key element to achieve success. This inequality in the area of education has a negative influence on their labour market integration and therefore on the development of a life project on an equal footing with the rest of the citizens.

The same report shows that exist a big difference between Romani girls and boys, thus the 60,7% of the Roma students at secondary are male while only the 39,3% are female; it shows a bigger drop out of women when starting secondary and it points out as main reasons the job searching, house and family chores and family businesses.

The racism and the stereotypes are also part of their reality at school. A report of Jesús Salinas, "Reflections on Educational Policies for Spanish Gypsies, European Education" Vol. 39 (2007), shows that the 25, 3% of the total population would be upset if their children were with Roma pupils in the class while only the 9% would be upset when instead of Roma the pupils were immigrants.

⁸ Full text of the Organic Law of Education (*ley orgánica de educación* – LOE) available in English at http://planipolis.iiep.unesco.org/upload/Spain/Spain_LOE_eng.pdf. See especially the Heading II "Equity in Education".

⁹THEMATIC REPORT by the experts of the CAHROM thematic group on SCHOOL DROP-OUT/ABSENTEEISM OF ROMA CHILDREN 2012.

The following list of obstacles has been identified in Spain through the THEMATIC REPORT by the experts of the CAHROM thematic group on SCHOOL DROP-OUT/ABSENTEEISM OF ROMA CHILDREN, 2015:

- Multiple disadvantaged families (poverty, unemployment, debt, domestic violence, etc.);
- Lack of willingness from Roma parents to enrol their children in school or to ensure their regular presence; low level of education of Roma parents; lack of dialogue between Roma parents and the school; mistrust in the education system and fear of assimilation;
- Lack of perspectives on the regular labour market;
- Lower expectation from teachers as concerns Roma children's education; lack of knowledge of Roma culture by teachers and public institutions;
- School segregation; lack of (accessible) public transport and documents; housing segregation;
- Lack of Roma children in pre-school; lack of knowledge of the national language among Roma children;
- Difficulties to enrol in some classes due to age limit or learning difficulties;
- Lack of knowledge of the Romani language among Roma children; lack of Romani language teachers; lack of Romani language textbook; absence of recognition of Roma's culture and historical presence in school curricula;
- Early marriages of Roma girls, child exploitation and trafficking;
- Lack of political will and interest at national and local levels to improve the situation ; lack of visibility of state or local action towards Roma; the negative perception of Roma;
- Lack of impact assessment of educational policies for Roma pupils/students: lack of funding.

Regarding School segregation in a recent report, the European Commission against Racism and Intolerance (ECRI) reviewed progress made in Spain, yet also expressed its concern over the existence of “ghetto” schools, whose students are mostly Roma and immigrants¹⁰. The report on Spain before the Committee for the Elimination of Racial Discrimination (CERD) reviews measures for preventing school segregation as regards the immigrant population, but makes no reference to the Romani population¹¹. School Segregation is an important barrier that must be avoided; more data available in English in the report published by Federación Nacional de Asociaciones de Mujeres Gitanas Kamira¹².

¹⁰ European Commission against Racism and Intolerance, *Report on Spain*, 8 February 2011, available at: <http://www.coe.int/t/dghl/monitoring/ecri/Country-by-country/Spain/ESP-CBC-IV-2011-004-ENG.pdf>.

¹¹ Report of the Spanish State for the Committee for the Elimination of Racial Discrimination, 2 November 2009, available at: <http://www2.ohchr.org/english/bodies/cerd/cerds78.htm>.

¹² <http://federacionkamira.es/wp-content/uploads/2015/11/School-segregation-report-EN-17-Julio-2012-FINAL-1.pdf>

Employment

Eurostat shows that among the Member States the highest unemployment rates in 2015 were recorded in Greece 25.2% and Spain 22.2% compared to the 9.5% European unemployment rate (E.U. 28). The European guidelines set by the 2020 Strategy is manifested in the National Reform Programme (NRP) setting as objectives the promotion of equal opportunities for women in the labour market. In this same context the National Plan stipulates as priority action the developing of active labour market policies to promote an inclusive labour market, offering personalised itineraries and contributing to the social inclusion at the same time. Attending to the gender disaggregated, it stipulates the women employment rates (from 16 to 64 years old) for the 2020 year in 68.5%, a higher percentage comparing it with the 52% stipulated for the whole Roma community in the National Strategy for the Roma Population Social Inclusion in Spain 2012-2020.

On the other hand, the last report (2012) about Employment and Roma Community published by FSG and cofinanced by the Spanish Ministry of health and social policy shows the impact of the economic crisis when comparing with the findings of the last report published in 2005. Thus, within the working Roma population, the 26% declare their work as “helping the family economic activity”, illustrating that the working situation is not regularised. Ambulant sales appear as a common activity among Roma community, it continuous to be the 49,7% of the working rate.

Finally, on a more positive note, in Spain Roma population benefit of the employment policies. In this regard, have been some labour market reforms together with active employment policies favouring hiring of people with difficulties to access the labour market, and also improving the effectiveness of the employment policies.¹³

Health

Certain sectors of the Roma community do not perceive health as one of the main needs, instead they perceive as a greater priority the economic situation, housing or employment. Also a big percent of them perceive health as absence of disease and the sickness as a disabling situation, so it is difficult to work with the prevention's line of action¹⁴.

Main problems detected in the Roma women's health¹⁵:

- High rate of fecundity with very early pregnancy and births.
- Lack of information regarding family planning. Some contraceptive methods are not known and exists some myths towards them.
- Lack of prevention on gynecological diseases.
- Premature ageing with a direct impact on diseases not normal according to their age: diabetes, bone diseases, cardiovascular problems, etc.
- Excess of responsibilities within and outside their home, with the consequent appearance of symptoms of depression, anxiety and anxiety in some cases.

¹³FOURTH REPORT SUBMITTED BY SPAIN PURSUANT TO ARTICLE 25, PARAGRAPH 2 OF THE FRAMEWORK CONVENTION FOR THE PROTECTION OF NATIONAL MINORITIES, 2014, Council of Europe.

¹⁴ Guía para la actuación con Comunidad Gitana en los Servicios Sanitarios FSG & MSC; 2006.

¹⁵ Guía para la actuación con Comunidad Gitana en los Servicios Sanitarios FSG & MSC; 2006.

In Roma women an increase in negative values can also be observed from the age of 35. Only 10.2% of Roma women older than 55 think their health is good, whereas, when talking about the whole group of women, this percentage rises to 38.5%. Among the Roma population older than 16 years, 41.4% of women state that their health is bad, while in men, this percentage is 28.1%. This tendency starts from childhood: 14% of Roma girls under 16 years old say that they have a bad health, compared to 11.7% of Roma boys in the same age range.¹⁶

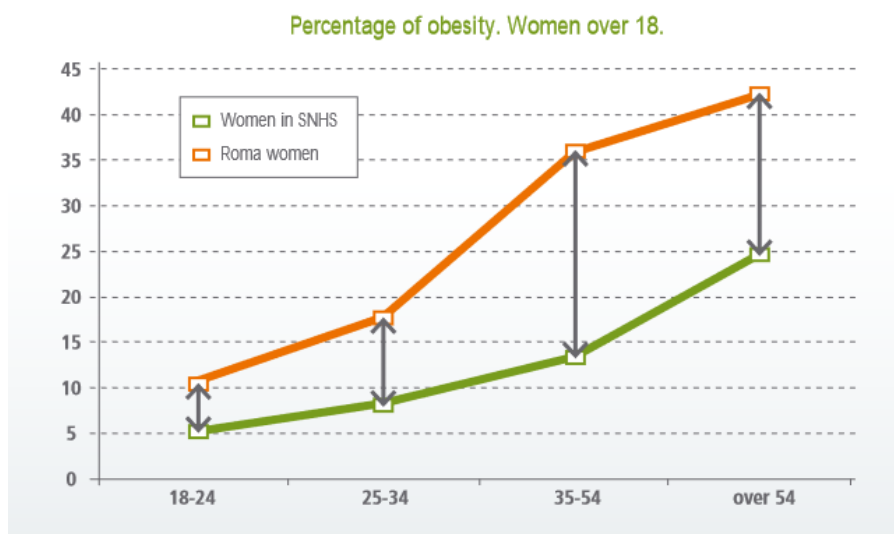


Source: <http://www.mspsi.gob.es/profesionales/saludPublica/prevPromocion/promocion/desigualdadSalud/docs/folletoGitanosIngles.pdf>

Obesity is the endemic problem of Western societies. This is a health problem that also affects the Roma community, especially women. The data is especially worrying when talking about Roma girls aged less than 18 years: 22.9% are obese, compared with 10.2% in the general population.

¹⁶Towards Equality in health (2006)

<http://www.mspsi.gob.es/profesionales/saludPublica/prevPromocion/promocion/desigualdadSalud/docs/folletoGitanosIngles.pdf>



Source: <http://www.mspsi.gob.es/profesionales/saludPublica/prevPromocion/promocion/desigualdadSalud/docs/folletoGitanosIngles.pdf>

Gender-based Violence

At the end of 2015, according to official sources¹⁷, the number of fatalities caused by violence against women (VAW) in Spain was 60 women. Only two of them were Roma, one from the province of Aragon and the other from Andalusia. In 2014 another Roma woman was killed by her husband in Galicia. During 2016, another 30 women have been killed in the first six months, according to official sources updated on August 25, of which only 13 had filed a complaint¹⁸. This data shows the importance of this problem in our country.

In Spain, the Law 1/2004 of 28 December on Integrated Protection Measures against Gender-based violence, defines it "as a manifestation of discrimination, the inequality and power relations of men over women, is exercised on them by those who are or have been their spouses or those who are or have been linked to them by similar relationships of affection, even without cohabitation "and" encompasses all acts of physical and psychological violence, including assaults on sexual freedom, threats, coercion or arbitrary deprivation of liberty. "

Male violence against Roma women remains a largely invisible phenomenon in research, policies and programmes within the EU¹⁹. Violence against women within Roma communities is a complex phenomenon due to several reasons such as the pervasiveness of patriarchal structures and the fact that it is an area where sensitive issues like Roma identity and gender roles get mixed in. Culture should not be confused with patriarchy. Instead, we should look at how patriarchy operates differently in different cultures. Within Romani communities patriarchal system is strong and plays an important role in the creation of both social and individual identities. Thus, Romani identities get interrelated with traditional gender roles. The

¹⁷ <http://observatorioviolencia.org/estadisticas/>

¹⁸ Monthly Statistical Bulletin June 2016 of the Government Delegation for Gender-based Violence.

¹⁹ <http://www.surt.org/empow-air/docs/Empow-Air%20European%20Political%20Recommendations.pdf>

result is the definition of social gendered roles which are especially limitative and restrictive for women. Aspects such as submission to male authority, chastity before marriage, fidelity, motherhood and a prominent sexual division of work are important in the constitution of Romani women's identity.

It is important to understand that Roma women are not autonomous individuals and also that they represent the honour of their families. Any decision that a woman may take represents and involves her whole family. All decisions need to be agreed by the community and they must be in line with the social gendered norms established. Furthermore, violence is exerted by intimate partners and by other family members, so VAW is a really sensitive and complex topic²⁰.

A guide published by Fundación Surt "Tackling male violence against Romani women" points out different reactions and barriers in front of VAW:

- Legitimation: VAW is understood as something that can be justified
- Normalisation: VAW is understood as something understandable and even excusable
- Invisibilisation, ocultation and negation: there is silence around the phenomenon and it is pretended that it does not even exist
- Responsabilisation of women: in some cases, when violence cannot be negated, women are pointed out as being responsible for the violence suffered
- Not acceptance: part of the community does not accept violence, speak out and denounce it
- Difficulties for Roma women to identify and verbalise VAW due to the social legitimization of violence
- Roma women fear that if they share they suffer violence they would ruin the image of the whole family
- In general, there is a lack of trust towards mainstream services. Moreover, in most of the cases these services are not prepared to attend the necessities of Roma women. Both aspects together generate big difficulties for women to access them.

Discrimination

As regards the climate of tolerance in Spain more generally, prejudice and intolerance against Roma, as well as islamophobia, anti-Semitism and intolerance against migrants continue to be expressed, notably in the print and audiovisual media and on the Internet, as well as in political life²¹.

In Spain, racial discrimination is prohibited by the Spanish Constitution, as well as all of the international laws ratified by Spain -which, under article 10.2 of the Spanish Constitution,18

²⁰ http://www.surt.org/empow-air/docs/Guia_Ingles.pdf

²¹ <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680307ecc>

become part of the Spanish legal order-, as well as Law 62/2003 of 30 December on fiscal, administrative and social order measures that transposed the EU Directive 2000/43²².

Roma is the most marginalized and excluded minority, and is the group that suffer most ethnic profiling practices²³, as the 2014 discrimination report of Fundación Secretariado Gitano²⁴ shows. According to regulation, Law 62/2003, of 30th December, on Fiscal, Administrative and Social Measures, transpose to Spanish Law the EU Council Directive 2000/43/EC of 29 June 2000, on racial equality there are legal tools, however they are not applied, among other reasons, because there are few specialised lawyers. Despite the regulatory framework presented, there is no free legal assistance for victims of discrimination, which means a major obstacle for bringing action for racial discrimination, given that proper advice is not available, Roma people don't have the resources to hire lawyers to defend their interests, there are structural barriers, there's too few case law available²⁵, it is difficult to prove the racial motivation of the offense, and due to all of this victims do not report under those circumstances. The result is a lack of complaints, non-implementation of anti-discrimination law and a lack of sentences imposed for racist offenses, although Roma community is still the most discriminated one, according to statistics (CIS Survey)²⁶.

Regarding the Media, 89, 8% of the time Roma people is mentioned with negative adjectives²⁷, spreading stereotypes related with crime, violence and marginalization. Negative views towards minorities such as the Roma have been increasing in recent years and since the beginning of the economic crisis in all European countries. Something that is extremely alarming, because the volume of protests and racist and discriminatory practices varies in correlation with the economic situation, which had only been worse in Europe before the two world wars of the last century (see the survey of market research published by the company YouGov²⁸). Finally, if we consider the specific situation of Romani women, we find their identity is based on the intersection of several patterns of discrimination. They suffer discrimination for being women within the patriarchal system and for being part of a largely stigmatised and socially excluded ethnic group.

Favourable factors in Spain:

- Existence of a more adequate Legal Frame regarding discrimination in Spain, especially the reform of Articles 510 and 607-7 of the Criminal Code, that could speed up the closure of websites with racist or discriminatory content, and the existence of Prosecution of hate Crimes in all the Spanish provinces.

²² Law 62/2003 of 30 December on fiscal, administrative and social order measures, available in Spanish at: http://noticias.juridicas.com/base_datos/Admin/l62-2003.html.

²³ "Identificación policial por Perfil étnico en España: informe sobre Experiencias y Actitudes en Relación con las Actuaciones Policiales", several authors, 2013.

²⁴ https://www.gitanos.org/upload/77/85/Informe_de_Discriminacion_2014.pdf

²⁵ In Kamira we have a compilation of those case law available.

²⁶ http://www.cis.es/cis/openm/ES/1_encuestas/estudios/ver.jsp?estudio=5118

²⁷ Annual report on the situation of discrimination and the principle of equal treatment on racial or ethnic origin in Spain 2010 (http://www.msssi.gob.es/ssi/igualdadOportunidades/docs/2010_Informe_Anuar_Consejoigualdad_Accesible.pdf)

²⁸ <https://yougov.co.uk/news/2015/06/05/european-attitudes-minorities/>

- Existence of an adequate legal framework also at European level. We highlight in this area the Directive 2000/43/EC of 29 June 2000, on the application of the principle of equal treatment between persons regardless of race or ethnic origin²⁹. However, and despite the European prerogatives, in Spain still there is no free legal assistance for victims of crimes of discrimination as it does for other victims such as gender violence.
- The existence of synergies and networking between Roma associations and other key actors (as journalists, lawyers and police forces and state security bodies). On its part, Kamira through the project promoted since 2014 “No Prejudice”³⁰.

²⁹ Transposed to Spain by Law 62/2003, 30 de diciembre (<http://eur-lex.europa.eu/legal-content/ES/ALL/?uri=CELEX:32000L0043>).

³⁰ www.noprejuicios.com

II. OBJECTIVES

II.1 General objectives

- To get an inside of the Roma Women situation segregated per three age generations
- To propose future actions for the key national stakeholders based on the urgent needs found
- To elaborate on the prior diagnosis of the work on the design of a strategy in accordance with the Phenjalipe's objectives

II.2 Specific objectives

- To know the Roma women perception of the education issue and which elements they identify as a support or possibility to overcome the problems related with it.
- To know the Roma women perception of the employment issue and which elements they identify as a support or possibility to overcome the problems related with it.
- To know the Roma women perception of the health issue and which elements they identify as a support or possibility to overcome the problems related with it.
- To identify the generational changes of the Roma women lives and expectations.
- To know the Roma women perception of the gender-based violence issue and which elements they identify as a support or possibility to overcome this problem.
- To know the Roma women perception of the discrimination issue and which elements they identify as a support or possibility to overcome this problem.
- To identify Roma women key strengths.
- To empower Roma women in order to participate in the design of strategies to improve their situation.

III. METHODOLOGY

III.1 Method

Qualitative research methods were used to document including semi-structured interviews³¹ and facilitated focus groups³²; in conjunction with desk-based research. It was decided to adopt a qualitative approach in order to provide a deep and detailed view; to create openness on the women responses and to obtain a detailed picture about Roma women' perceptions attempting to avoid pre- judgements. It was taken into consideration also, that the lack of documentation towards Roma community meant an important difficulty if quantitative research were the approach, because it is not even known the real number of Roma people in each country.

We depart from the assumption that there is an imbalance of power inherent in the research process between those who conduct the research and the subjects being researched, so we strive to limit this inequality through critical reflection following the *Critical Communicative Methodology*. The *Critical Communicative Methodology* has been developed by the Community of Research on Excellence for All, CREA as a research response to the dialogic turn of societies and sciences. It should be pointed out that CREA have been a guiding during the whole research.

“In the context of the dialogical change observed in society —based on which social relations are more and more oriented towards communication and dialogue—, social research can no longer ignore the people and the groups at which it is aimed. Traditionally, Gypsy people have seen how the research concerning their own community and culture has not overcome either the discrimination or the prejudices set upon them; on the contrary, sometimes it has even copied the processes of exclusion under which they are forced to live.

The communicative methodology applied to research appeared first in the area of the social sciences, as a result of the above mentioned dialogical changes and in order to fight against those reproductive tendencies. With the aim of favouring the social inclusion of the less advantaged people, that methodology states that all the people and groups analysed should take part in every step of the research process and always separates those elements that create inequalities (exclusionary components) from those that help to overcome them (transformative components)”³³.

Another important thing to point out is that all the interviewers were either Roma women or usual women mediators in order to make women feel comfortable to speak. This decision was made after consideration that the researcher has influence on people's position and behaviour when they are under investigation. Regarding the focus group, it was conducted by one facilitator familiar with the methodology and no necessary Roma, who was the person responsible for giving the turns to speak to the women (all women had to share their opinion of each topic presented) and to mediate in order to obtain a consensus about each question.

³¹ Find the semi-structured interview attached as appendice 1.

³² Find the focus groups's script attached as appendice 2.

³³FLECHA, R., VARGAS, J., DAVILA, A., 2004. “Metodología Comunicativa Crítica en la investigación en Ciencias Sociales: La investigación Workaló”, in Spain. LAN HARREMANAK/11 (2004-II) (21-33).

Also, two lookers were present who took notes about the reactions of women and some important remarks. Women were natural groups (women who usually share their time together) in order to make them feel comfortable to open themselves.

III.2 Sample

Women from three different generations are involved in this research:

First age group: 17-30 years old.

Second age group: 31-45 years old.

Third age group: older than 45 years old.

The sample was chosen taking into account the diversity of the Roma women, trying to represent all the realities from each place. Also was taken into account the estimated number of Roma people in each country to determine the sample's size:

Country	Total Population	Estimated Roma Population	% Roma Population	Nº of interviews conducted
Poland	29 582 117	21 000	0,07	35
Finland	6 381 733	10 000	0,16	32
Spain	47 599 370	750 000	1,6	77
Macedonia	2 022 547	53 879	2,7	40
Ukraine	48 457 000	47 587	0,10	20

Sources:

Total population of Poland, Finland and Spain ->Eurostat (2011)

Total population Macedonia and estimated Roma population -> last census 2002

Total population Ukraine and estimated Roma population -> last census 2001

Estimated Roma population of Finland -> Council of Europe publication 2002

Estimated Roma population of Poland -> Given by Agnieszka Caban (responsible partner of the research in Poland)

Estimated Roma population of Spain -> Ministry of health, social services and equality, 2012

III.3 Informed consent

Prior to commencing a consultation the team who is conducting this research ensured that participants were in full agreement with participation. Everyone participating in the study was informed of the purpose of the research from the outset. Participants were informed of their

right not to answer any questions they did not wish to answer and were given the opportunity to end their involvement, without explanation, at any time during a interview or focus group. Confidentiality was also ensured from the outset.

III.4 Instruments

Semi- structured interviews were the main instrument in this research. It was decided to use them because can provide reliable, comparable qualitative data, allow informants the freedom to express their views in their own terms and at the same time the interview is designed pursuing the achievement of the set objectives. On the other hand, was also taken into consideration that the interviewers were going to be different people even in each country, so it was necessary the semi-structured previous design in order to obtain results, from the different countries, as homogeneous as possible.

Semi-structured interviews were designed in a seminar work session where all the partners, mostly Roma women, discussed and agreed what questions were the best option, on the basis of the previous study conducted by Kamira in Spain together with the experience and point of views of all participants. In this seminar, it was agreed also as the best option to tape-record interviews and focus groups and later transcript these tapes for analysis, although lots of women didn't accept to be recorded, so in these cases the data was written down by the researcher.

Focus groups were selected as the complementary instrument for this research because it was considered as an opportunity of digging really deep into an issue. This instrument was considered as a good choice to discover how Roma women think and feel about each topic presented and also to verify or clarify the results from the interviews. Furthermore it constitutes a mechanism for helping people generate and share their ideas, suggesting potential solutions agreed to problems identified also by them. The consensus or debate was a basic requirement to address each question, therefore respecting the *Critical Communicative Methodology*.

In order to ensure a good procedure when interviews and focus groups were conducted, a guide setting an action protocol for the interviewers was included in the top of each interview-focus group's script.

Roma women were reached through the NGO's federated to KAMIRA, thus, KAMIRA asked different NGO's from different parts of the Country to support this research through conducting interviews to Romani women that were from different social contexts, so we could get a heterogeneous results representing the diversity of the Spanish Roma woman.

III.5 Data Analysis

Once the field work has been gathered it has been organised taking two criteria into account. The first one has been organising the analysis of the information basing it on the place where it was gathered. Secondly, the analysis has been made taking into account the three age-groups.

The information has been analysed in three blocks that correspond with the aimed objectives of the project:

- Situation and needs
- Barriers or limits
- Solutions or transformation ways

This way the information of each interview has been extracted and the *information analysis grid* of each of the interviews has been filled in. This has allowed us to handle the information and to interpret the results we have been led to in a solid way.

Hereunder we will show the results of each of the sections distributed in the three previously mentioned blocks. Each of the contributions we have used to index the idea that is highlighted in the field work has been accompanied by the following code:

- (FG-X-X) where = FG (FocusGroup) X (group numbering) X person of the Focus Group that speaks
- (X-Enum) where = X (place where the interview takes places) – E (Interview) num (numeric order of the interview)

It is worth mentioning that information has not been presented by age groups because the gathered information did not present meaningful differences between them. Whenever a variation has been detected it has been highlighted in the text. It is possible that the guidance of the answers according to a proposed outline has supposed a homogenizerelement. In some of the interviews a drift of the answers towards the proposed model has been detected, as the interviewer presented it as a possibility. Hence, we have found less diversity in the answers. This fact does not influence the field work in a negative way; it only implies more homogeneous answers, as the women many times repeat the expressions they hear instead of reflecting and expressing the situation in their own words.

Lastly, it is important to mark that the gathered information opens the possibility of getting to know the real situation of the Roma women and placing some solutions in order to overcome the exclusion they face on a daily basis.

III.6 Threats of validity

- **Too long interviews:** almost the NGO's have informed us about the difficulty of finding Roma women willing to be interviewed for such long time. Also, we considerer that women could get tired during the interviews and give vague responses.

- **Recording of interviews:** many women didn't want to be recorded. When it happens, methodology was followed but nonetheless we considerer some important data could be lost while the interviewer is taking notes, because it implies stopping the natural flow of the conversation.
- **Lack of motivation:** both, interviewers and interviewed women weren't involved in a previous motivational process, only the objectives of this research were explained due to the lack of resources. It could have a direct effect on the attitude of both, regarding their level of involvement.
- **Lack of diversity in the focus groups:** all the Roma women who participated in the focus groups were from the south of Spain and from cities, so weren't included women from other geographical areas or towns/ countryside areas where the mentality might be quite different. Anyway focus group was the complementary method and interviews reached a big diversity.
- **Lack of grassroots Roma women during the continuous process:** though the interviews were designed among a big group o Roma women from different countries and realities and conducting interviews were almost the interviewers Roma women, after this stages we perceive the analysis and drafting of the report have been carried out through technical personal and experts without a real and continuous feedback with Roma women whose belong to different social contexts. All the Roma women who have been consulted during these last stages belong to a similar social status, so analyzing and drafting could have lost important data or even be conditioned by a reduced point of view.

IV. FINDINGS

IV.1 Education

Situation and needs

Education is seen as the most important, as the basis to defend themselves, to find a job or to have better health. In all interviews the importance the Roma women give to education is appreciated, above you can see some answers about what means for them education:

Essential for our own future. (ZRG-E8)

A lot, everything. (SVLL-E3)

The most important thing in life. (PLC-E3)

The age factor affects in the way that some of them have achieved higher education levels. In the case of the level of education /age ratio we find the following proportion:

This shows that the situation regarding level of education begins to be oriented towards completing secondary school minimum. This has been gradually established with the General Education Law, with a marked decrease from the 90s.

In any case, we find that not all the young women reach secondary school, and that the descent is huge when we observe post-obligatory education. This proves the need to act so that the female Roma population can achieve the education quotas required for everyone, which as we know is situated at a senior high school or similar, in order to obtain a optimal quality of life in the current EU.

If we observe the chart, the 31-45 age group achieved a higher education level in primary school, due to it being mandatory, which changed with the LOGSE (the acronym for the Organic Law for the General Order of the Education System), as it raised the obligatory age of schooling to 16 years. In the graph we can observe the raise in the number of Roma women in the 18-30 group age with secondary education.

Many of the interviewed women aged between 31-45 years have returned to training, either through Education for Adult People or Training for Labour Inclusion. In the last case, we can outline that they express the desire or expectation to start studying again. A personal analysis, in many cases, which they explain visualising a better future if they had seized the opportunity of mandatory education. A recognition that having the opportunity is not enough for an inclusive education, needing a motivating environment and a future perspective related with their own cultural elements.

This way we find some aspects of the lives of the Roma women that, although without a formal education, can be used to create a line of action for a second chance based on the characteristics of the Roma population and the coincidences with the demands of the labour

market in a globalised society. And so, the care of dependant people and the education and protection of minors converge as one of the aspects to take into account in the educational intervention with Roma women.

The words of the Roma women express these desires and at the same time their expectations in what is most characteristic of them. Some of them have already orientated their training towards care and dependency areas: Aesthetics, child education or dependency.

Well, educating your children so that they are better in life... soon I will be getting m diploma. Yes, to have something, because now, for example I like aesthetics and hairdressing and I would have liked to have something. (PLC-E10)

Having a nursing title. I need a lot of training. I would like to study nursing or nursing assistance. I like health. I need help for the titles. (ZRG-E3)

➤ Importance of the education to overcome exclusion. Roma defense of the education.

As some of the women express *To me education is everything, it is the pillar of the way towards life. It is fundamental in everything. (SVLL-E4)* or *Education for me means something very important for the personal attainment of each one. It is something too important for the complementation of the persons. (SVLL-E6)*

Education is understood by the majority as one of the principal elements to achieve a gainful life. It is understood as one of the principal requirements to escape the situation of exclusion and legislative neglect. In turn, this reflection serves to analyse how the Roma people and, concretely, Roma women, have stated a clear positioning for the defence of the opportunities that can be provided to them.

It is very important for the development of life. (ZRG-E5)

What happens is that now the parents are involved in that their children study more, they want them to be integrated... this is a slow process and the parents need to educate in order for their children to integrate in society. How? Studying, with jobs that are not the same as ever, integrating in the society and not laying aside.(FG-2)

Training is sensed as the element that can contribute to a better labour integration, at the same time it can allow a greater stability in the labour market. Currently getting a job is not enough, in order to avoid exclusion they must stay in the labour market and be competitive, which is achieved through continuous training. This way, we understand that the common sense from which they exert their analysis, verifies that in the quotidian life of these women

they do in fact find elements linked to their initial education that excludes them from the labour market and the possibility of keeping that degree of educational inclusion.

Education... she has said it, education is, from my point of view, the essential because a person with training has all the tools in their hand to defend, to reject, to accept, to speak, to discuss, to can. (FG-1)

Barriers or limits

Regarding the limitations the interviewed women refer to, these focus on two aspects. On one side the existent racism and that they recognise in the education centres and on the other side lack of motivation or lack of studying habits.

➤ Endemic racism and an educational barrier

This element refers to the racism the Roma students perceive in the education centres.

Well, I don't know... there is a lot of racism in the school, they have them as different, too much homework as well, home is for eat and sleep and school for studying, they already go 5 hours... so... no, because there has always been racism. (PLC-E6)

No, Roma population is discriminated since kindergarten. (ZRG-E14)

➤ Lack of motivation and curiosity

We can relate this element with environments that are impoverished and/or without clear expectations for the future, although we also find affirmations that accompany these results from better positioned environments which leads us to think that the expectations of and with Roma girls is focalised towards a dedication far from the studies.

The different educational reforms have not taken into account the inclusion of the Roma population from the point of view of the Roma culture and society. This fact is thoroughly reflected in the 2003 winter number of the Harvard Educational Review in the article "Why Roma Do Not Like Mainstream Schools. Voices of a People without Territory" written by Gomez, J. & Vargas, J. In the stated article they gather extensively the arguments that show that the different educational legislations that the Spanish educational system has set up have not given voice to the Roma people, which is why they have not incorporated their identity elements or those elements that can be more relevant for the overcoming of de educational and social inequalities. This can be perceived as an important factor to understand la lack of motivation on the Roma student body's side.

On the other hand the results of WORKALÓ. The Gypsy case. RTD. FP5. DG XII. Improving the Socio-economic Knowledge Base. (2001-2004) leads us to know the possibilities which, from the field of the education and the inclusion of the Roma identity and culture, would provide the solutions for the incorporation of the Roma population and, concretely, of the Roma women to the labour field through the educative success for all.

The proposal is to implement policies that recognise the acquired abilities through the certification of the experience and also for the access to superior education. For this it is necessary to recognise the abilities developed by Roma people.

The community is demanding an education that respects the equality of differences, the success for all and the involvement in this educative process. This is why it is important that any educative policy directed at the Roma population takes this into account. Some elements to be included are the following: a) the acquisition of basic abilities; b) the recognition of the Roma culture in the educative curriculum and in all the fields of the educative system; c) an intercultural education; d) the equal participation and the inclusion in the educational process of all the involved people; e) the opening of the school to the community; f) strengthening of the higher expectations and the educational success instead of a deficit perspective and g) the presence of Roma teachers. (Vargas, J et al, 2005).

If we rely on studies previously carried out we can see that the expectations for girls and boys are still different in the Roma familiar environment. In 2013 the CNIIE-MECD published a study carried out by Secretariado Gitano called *“The Roma student body in secondary education. A comparative study.”* In this study we can confirm how the expectations focalised at one and others diverge regarding the dedication to the studies, especially when speaking of dedication of care of the family and familiar collaboration:

TABLA 15. Opinión sobre lo que deberían estar haciendo los chicos y chicas jóvenes

	% de respuestas	
	Chicas jóvenes	Chicos jóvenes
Deberían estar estudiando hasta los 16 años	13,3%	10,0%
Deberían seguir estudiando más allá de los 16 años	81,0%	84,6%
Ya deberían estar trabajando	1,1%	3,9%
Ya deberían estar colaborando en las tareas del hogar	3,3%	0,4%
NS/NR	1,2%	1,1%
Total	100,0%	100,0%

Fuente: Elaboración propia a partir de la encuesta: “El alumnado gitano en Secundaria. Un estudio comparado”.

On the other hand it shows us how the reality between men and women comes closer, provoking a broader reflection that should be made in the core of the educational administration: the Roma population generally suffers exclusion from the Educational System, causing that in the situations of maximum poverty or vulnerability, this fact has a stronger impact upon the female sector, doubling the important exclusion suffered by Roma women.

➤ Lack of economic means

Economic means. (ZRG-E17)

Something very important is promoting more inquisitives among women. The younger generations are going backwards, they don't have interest for anything and are again starting to get married sooner. Now they say "Why study if there isn't any work?", if they see graduates that aren't working. (FG-2)

Solutions or transformation ways

➤ Quality education for all. Educational success.

That the Roma students had the same rights as the rest. (ZRG-E13)

We know that education is the basis for the overcoming of all type of social exclusion. As Amartya Sen (2000) indicates, if we, in addition, do it taking women into account we will increase the social impact on their children.

Well I pretend that my daughter reaches the studies that she wants. I will support her in whatever she needs, to whatever extent I can. The same as in her personal life, I don't impose either limits or goals for her to achieve. I live day a day and currently my daughter is happy that way, in fact she is one of the best students in her class. (SVLL-E1)

When they refer to their children they project a better future than their own, and in all interviews this is achieved through studying.

➤ Necessary intercultural education

The community is one of the principal pillars of the Roma people, which is why the educational success must be rooted on pedagogic lines that take the culture and the community into account.

At street level and you adapt to them and not the other way round. Adapt and be part of them because until you don't form part of them they will not open themselves to you. (FG-1)

IV.2 Employment

Situation and needs

In the work environment two aspects are taken into account: on one side essential condition and on the other that it is –together with education- where most of the discrimination takes place.

Among the interviewed only 12% work in the formal labour market, some talk about the street market and mostly they do not work. Regarding age, the 18-30 age group is the best positioned, followed by the 31-45 age group, who show a greater despair, as they see their labour success possibilities shrink, having and being one of the moments of greatest concerns and projects. The age group of over 45 years old does not refer to their own need for labour inclusion, but of their children.

I have no idea of what they offer or what they don't because I haven't searched in a long time. (SVLL-E3)

Barriers or limits

➤ Low expectations

The interviewed Roma people agree in the **low expectations** that exist in the labour market within the Roma population and towards them, although the main cause relies mostly on the current crisis. In this field they indicate aspects such as unreliable or short-term or intermittent contracts; low salaries; power abuse on the business-owners' side, who see their legal coverage increased, obtaining a higher benefit detriment to the employees; and a lack of security regarding the permanence in the labour market.

Well, everything. A dignified job. First of all finish with the garbage contracts, to be valued at work, a good remuneration. We are going backwards, you work a lot and earn little. People with children are going hungry nowadays... eating boiled pasta. We are returning to older times in work. We are going back. I'm not asking either... what belongs to you. (CDB-E5)

No, it's not easy as my training level is very low, my age doesn't help and the current situation in Spain... the truth is it isn't. (CDB-E3)

➤ Lack of training

The **lack of training** is another of the aspects they mark as priority when defining the causes of the low incorporation to the labour market.

I have always worked cleaning, as a security guard at schools. I haven't liked what I worked as very much. Working in houses. (SVLL-E5)

There should be more training so... or they could help us who don't have a degree or anything, the Roma women, to help us in another way for the ones who don't reach a degree, that they gave us another opportunity for working. (PLC-E12)

➤ Discrimination in the labour market

When we dig deeper, we see that, once overcome the lack of training as the principal cause of the exclusion in the labour market, the next is the **racism against the Roma people and the prejudice towards the abilities they have developed.**

No, not at all... I'm telling you I have tried for cleaning... you leave your CV and they don't even want you for cleaning... many, to look for a job and they don't exist. Once they called me for a gas station, I sent my CV and they called me. I did it through ACCEDER and I went there, and they didn't even let me get off the van, when they saw me with the van, the guy came out and said -Are you the person for the interview? -Yes. -Well, the position has already been covered and we have taken another person. He didn't even let me speak and that, well, these are difficulties and you have a hard time and it was a chance for me to work and I couldn't, and to get out of there you help, help and help, and since you don't find anything you help and help. (PLC-E9)

When we insist in the causes that are behind the labour exclusion there is a clear forcefulness when expressing the one they believe to be the worst of all.

None. For racism. (ZRG-E17)

Solutions or transformation ways

➤ Increasing the expectations

The solution includes eliminating and overcoming these low expectations; at the same time as we initiate policies in an *affirmative line of action*.

Well, the most is the racism, I would change that, that they opened more doors and trusted us a bit more, there are good and bad, there is everything, and they should give more employment, and that there wasn't so much racism so that they could see who is and who isn't. (PLC-E9)

That it was of quality and for everyone. (ZRG-E12)

That it was more permanent, more time, more security and that the salaries are very low. (SVLL-E2)

Yes, and that they gave more opportunities to the people, which there aren't, and above all to women, as we are not very valued. (BDJ-E14)

Permanent contracts. Full-time jobs. (ZRG-E14)

➤ Training

One of the expressed solutions is the basic initial education that moves them towards the inclusion in the labour market, so that they can be competitive above their Roma and female condition. In this sense, their position is unanimous regarding the need to recognise this and to increase their training throughout their lives. Even though in both cases the idea transmitted is that it should be of great quality in order to alleviate the effect of the previously mentioned causes.

(The education is) very important, you take a step forward to develop in life... in your job. (PLC-E4)

To the regulated education... I believe that the basic and principal is the regulated education because there you are already acquiring knowledge... if you have regulated training and official degrees you can access job posts that empower you, that give you autonomy, that give you strength, that train you... any type of training is valid, but the truth is that nowadays if you have regulated education... we are talking mostly about ourselves, I think, of the teenage and youth population mostly... if when you are a teenager you abandon secondary school... if you quit secondary school and don't continue your training... then we cut the chain and that's it. Because with the education, you have some knowledge but you are also networking. (FG1)

IV.3 Health

Situation and needs

In the health field we can highlight that it is where the interviewed people underline a greater satisfaction in the treatment, especially in the proximity assistance.

I don't have complaints because I'm not the typical stereotype of Roma woman... so I am attended well to. So in general I am satisfied. When I have seen things that have happened to me I have complained and that's it. But it has been because there was a bit dishonest person. (SVLL-E2)

The truth is no because it goes well. The doctors of the children, all good. I don't have any problem. (SVLL-E5)

There is a highly represented awareness of the meaning of taking **care of oneself** at a food, exercise and mobility level, as well as going to the health centre whenever it is necessary.

The principal basis is health in order to achieve all objectives. (ZRG-E10)

Luckily I have a sister who is the best, she is more than my mother and she is always takes care of me. Now I have some tests to do, but the truth is that we are both very alert. I look more after the rest than I do for myself, although she has also talked about the exercise and I love it and always try to do some... the truth is that now I have been a bit sick for some time but I am picking it up. In the food sense I do like to take care of myself. (FG-1)

Quality of life, living in another area, having the kids in the best schools, going on holidays... quality of life. If I am a bit overweight I go on a diet, if my back hurts I go to the doctor and I get a treatment I try to take at the right times so that it doesn't hurt. This is how I take care of myself. (SVLL-E4)

Barriers or boundaries

➤ Lack of care practices to themselves /goodwill / positive health habits

Although they are aware of the necessary care, we find the opposite habits and lack of motivation to correspond with a good healthy lifestyle.

"I very badly because I eat too much fat and a lot of nonsense and do not exercise. For convenience or laziness I think."

"I do not exercise neither, perhaps due to time constraints; I eat what I want ... I do not know."

"No...I do not really care for my health, I care of others but I do not care for myself. Luckily I have a sister who is the best, she is more than my mother and she is the one that always takes care of me. I have now medical tests to make but it is true that the two are very attentive. I look after for others more than for myself although she has also talked about the exercise and I am a person that loves it and tries to do it always ... It is true that I have been a dodgy for a while but I restart. On the subject of food I do like to take care of myself." (FG-1)

In this last quotation we find something that we can see in other parts of fieldwork, the reflection of the people interviewed regarding their carelessness and no relation of this fact with the disease. Therefore we found, with what is called in medical environments as Locus of external control: Perception that chance or external forces beyond our personal control determine our destiny.

This fact, the observation of overweight and some other incidents in the health of Roma women lead us to conclude on the bad habits of care and prevention. En relación a ello se podría decir que sería uno de los elementos a tener en cuenta para la intervención con dichas mujeres. One of the lines of action more valued currently in the health sector is the inclusion of people of the same culture to health intervention teams. Thus is achieved the existence of greater confidence and, at the same time, better understanding person-patient.

➤ Poverty as a barrier

Along the same lines, they make echo about the existing impact between poverty and their health status or the provision of better health.

“Be good, this implies to be able to work, not being sick. If you work you have almost everything in life ...if you do not have good health, nor a job...beats you even people aside.”(CDB-E5)

“the food you would like to buy as fish, good things, it does not give you for that, with an income less we are nine, but as far as I can I try to care for myself as well as possible...” (PLC-E9)

➤ Discriminatory treatment in health services

Some aspects are recognized to improve on **discriminatory treatment**, although it is not the area in which higher level in this effect is recognised; on the contrary it is one of the areas of greater recognition.

We will highlight those interactions as discriminatory treatment based on the superiority of the emitter, blocking or masking of the information, lack of treatment between equals or the presupposition of some characterizations based on cultural prejudices.

“Well sometimes yes, sometimes no, there are times they attend you correctly, but there are times that...well recently I went with my granddaughter to emergency and there was my child and my daughter in law and entered to ask, and the doctor said "shall I explain what the girl has or shall I wait to the whole family and if you have a donkey for him as well?", this killed us, killed us, as you will understand killed us.”(PLC-E9)

“To me personally yes, although I am aware that to other people in the neighbourhood where we live, which is polygon south, no, because among the personnel that exists in different devices there are certain restrictions to the Roma community. Not restrictions, rather prejudices because there have been identical cases and you can tell. To me personally 95% have indeed had a good personal attitude. It is also true that the level of stress of the personnel in certain moment I denoted, specifically in one of the paediatricians who attended my daughter, he was a person with many prejudices and I saw he was not happy working in this neighbourhood. It was not personal capacity, he did not have a positive attitude but generally as to the population of that neighbourhood and I saw him once.”(SVLL-E1)

Solutions or transformation channels

The solutions pass through, according to them, lowering the pressure on problems or workload in the care of family, work, etc. They do not see the possibility of having time for their care and dedication

“Having more tranquillity, not so much trouble, I work for my husband, delegate work to others.” (CDB-E7)

“Have free time to myself”.(ZGZ-E15)

IV.4 Generational changes and expectations

Situation and needs

One of the elements which focus the contributions of Roma women participating in fieldwork is the turn of the possibilities in their personal horizon. Women in the section of over 45 express their expectations for their children or family. However, in younger sections we find a horizon in which women are empowered through education and seeking a future in the labor market to stabilize their lives. Freedom is the motto of this horizon.

“I do not know how to say it ...for example,my mother in the past to her children, to my brothers, she gave them another education that, for example, to me now she do not and other traditions she hadthey have been inculcated more to them than now to me.For example before she would not let my sister go on excursions,do not let her go to school,do not lether do a lot of things and now to me today she does, I travel, go out with my friends ...”

“Well, I think that in freedom,also before Roma were not as free and today, Roma woman have more freedom to study, to go out, and to work.Formerly, that a Roma woman worked was frowned upon...today is the reverse, they study, work, have more freedom to go out...It was in the past frowned upon for a Roma woman to go outside its scope,from home or where she lived,for example, if she lived in Cordoba and she went to work to Seville that was not good seen for a Roma girl to go away from her family and today she can leave.Have more freedom, they have other knowledge and more support.”(FG-1)

Generational changes are determined by two main aspects and focused on women who are influenced by variables of economic development and social progress in Spain:

“On the issue of poverty, we are now a little bit better; my mother tells me that she has spent a lot of hunger,that she has been barefoot. My grandmother with the needlealwaysremoved from her foot stuck crystals. Right then, quality of life has improved.-For example, driving a car. Before my grandmotherhas not been able to do it, now you can.”(SVLL-E4)

"We have taken a turn of 80%,especially in the liberation of women, the woman were more withdrawn before,now they have a lot more freedom,they can do many things that previously could not and in the field of workRoma people are everywhere,Roma have always been dedicated to market and we are now more integrated into society."(FG-2-2)

- On one hand **educational advancement** is one of the most outstanding facts by all respondents.

"Yes, it has improved.But much remains.Especially in education."(ZRG-E10)

"My parents didn't know how to read or write and I went to school, what happens is that they did not have the strength to pull me. I've achieve to graduate from school as a grown-up because I have taken those concerns, now parents want their children to be more than they are, as non-roma, what happens is that we carry a delay,but Roma do not back out"(FG-2-1)

- On the other hand, **freedom of choice** and therefore options.

This is in line with the characteristics of life in the information society and globalized. A world that has the information as a basis from which to swing the life of each person and a knowledge that people use to determine their life (U. Beck &E. Beck, 2001). Thus we see how the Roma population, Roma Women, are living and interacting like the rest of population based on the social characteristics that surround us.

"Life has improved,now life is better.Now there is more freedom, you can do whatever you want, women can wear trousers and lot more things, go out without explaining to anyone." (PLC-E8)

"There have been many changes in mentality,my generation is more metalized and we want to integrate ourselves into society.Stay as usual, in our core around, is not going to help.We also have to contribute and to change (the prejudices)." (FG-2-4)

- Another aspect roma women consider very opportune to bring up, is to emphasize on **Gender Equality** and how Roma woman consider a reflection necessary while important changes are being observed.

4. *"The woman is valued more.Before they assumed they were lower than their husband but now are more valuedand, although from the outside it seems that is not,at home they are the ones and who carry the house and have always been."*(FG-2)

Barriers or boundaries

The main barrier that women perceive to overcome the difficulties faced by new generations is their environment, is their own community, Roma community. Women express they feel a great social pressure from their environment, which constantly judges when a Roma woman does not follow the expected patterns for their community. In relation to gender inequality, women focus especially in the dominant hegemonic male figure that is what mainly makes impossible role equality to be a reality.

1. *“And not just about couples because people critiques you and reproaches you if, for example, you leave your husband alone to have your own time or place. I need my space and he needs his space, and they do not understand and critiques me. And I have to fight with these people when my husband agrees with me.”*
2. *“If I were less strong, people would crush me” (Tells her case: her husband is abroad)*
3. *“Although you live in consensus and equality with your partner, the outside also affects you.”(FG-2)*

Solutions or transformation channels

The solution proposed is focused on training, to the possibilities which project from the perspective of a training for life.

1. *“Training...she said it, training is, from my point of view, essential because an educated person have all the tools in his hand to vindicate, reject, accept, talk, discuss, to be able of anything.”*
2. *“I am going to tell you what happened to me... I have been educated and I have known what to do and thought about it... and as I have had the tools I have acted alone and I didn't need no one else...I think that the fundamental thing is that.”(FG-1)*

IV.5 Gender-based Violence

Situation and needs

“It is very bad, it's too bad, it's very ugly, it's shouldn't exists, because unfortunately we have known it and we are seeing it, and we have seeing it at home, and we had it, and this should not exist”(PLC-E9)

The possibilities of having an open environment influence the obtainance of the necessary information to argue about this problem. This fact, together with the experience of life, makes women between 31 and 45 years to have more thought out answers and related with the possible solutions.

"Do not let you to be you as a person. Do not let to be yourself, everyone is valid for something. There are many forms of abuse. That someone else command thee and order. They are always pulling the rope: "You do not talk to this one." If it is a person with studies... it relates to non-Roma. Or if it is a closed person, I have friends that say that their husbands have bitten her because she deserves it, because she married him. They are worthy of pity." (CDB-E5)

"Is destroying you, change the way you think, act or live and not letting you express yourself as a woman." (FG-2-3)

They all recognize what it is, when speaking of aggression. Just like the rest of the population the interviewed Roma women relate gender violence with **physical aggression and the scope of the couple**.

"Of course, if he beats, is obvious you would have to leave him because that is not permissible in any of the ways." (SVLL-E2)

In some cases, responding to a higher level of education and age group between 31 and 45 years, there are reflections beyond physical aggression and humiliation arises or degrading treatment as part of the whole spectrum of Gender Violence.

"Because in the past, they put up with it but now they don't. I can put up with a slap but the psychological is worse... because it is one day, another day and even if he do not beat you but it makes you much harm and there comes a time you feel ..." (PLC-E12)

They keep in mind that is something that is **socially transmitted**. And the causes are related to the **position of power and the insecurity** of the one that uses it.

"The insecurity, people are insecure, they have no self-confidence. (FG-2-1)... It has to be give the whole. Because there are people who have seen it in their houses and feel safe and do not do it." (FG-2-3)

"There are people who want to be on top of the other and handle. I command and ordered and you're under me and wants to control everything." (FG-2-2)

There is unanimity about personal response and support. **Solidarity** between women is strongly represented in each of the testimonies of those interviewed.

"Resorting to someone in my family, my parents. Braking the relation. Speak without fear and help her." (ZRG-E5)

"I think that should do it, a person who mistreats does not love you. You must cut your losses Send him with his mother and father who can endure him... who nether stand him because the guy is very bad. Would not allow it, leave him directly. To start you you get into a relationship like that ... and come to your house to tell you things. Advice: call 116. You cheer up to denounce or to abandon the environment. It is that they know that

when they denounce, he will kill her and we are in the century that we are but that is so. It makes me very sorry. Also must have the support of family. They are very big problems. Breaking the relationship... denounce and call a helpline.”(CDB-E5)

They recognize that the Roma population does not have to put up with a relationship based on violence, particularly physical but psychological violence also arises.

“Neither a woman nor a man can stand suffering. And have the right to separate.”
(ZRG-E14)

“Yes, a Roma woman who is mistreated can separate, because no one would allow physical abuse.”(ZRG-E7)

Barriers or boundaries

➤ *Fear to the reaction of your family*

One of the handicaps they find is family pressure and prejudice or internalization of rules so that personal choice can be affected with the fear of what the family disposes.

“The first thing to do is not denounce because that is worst. Is denounce it in your environment. The first thing is to leave him and report it to your people because there is mediation between Roma and today there’s no need to denounce. A different situation is when you do not count on your family; see yourself alone and the only way out is to denounce... This is why there is that fear of leaving violence. They are afraid even tell at home.”(FG-2-4)

➤ *Normalization of violence*

In some cases, coincides with the consideration of a woman over 45 years old, exceptionally, they believe that:

“Yes, well it depends... because there are some who gives up early, you know? You have to hold out a little. Put up bad days for the good ones.”(PLC-E5)

Solutions or transformation channels

As a form of resolution is chosen firstly the Roma way, once finished, pass in a second place to the ordinary courts. Such a route is enhanced among women in different stages. In first place, many of the women interviewed speak of their closest environment in which women try to find solutions and support; Later the family of the perpetrator is established as a vehicle for seeking solutions and to set how to act with him and finally seek to the family and people of respect that could mediate in the conflict to safeguard the family. If it does not give results it is when they are unanimous in attending the ordinary courts.

The type of **community organization** is presented as the basis for conflict resolution in the couple.

“Well, I actually on my block I heard screams and all that stuff and I call the police. Certainly striking a woman in front of me is something I could not consent, it depends if I know the person more or less and who is with me, if I am alone or accompanied but I don’t think I could stay still. She could speak, comment it... with others...exhaust all nearby resources as we have our codes also, our parents, our parents in law, all this and if it works well this will work. Now if does not work, file a complaint.” (SVLL-E2)

IV.6 Discrimination

Situation and needs

Racism and exclusion are the two axes from which all arguments expressed in this section are based.

“Like the Roma, they always say it like it was like many years ago, they do not take into account the change that has taken place. There are Roma that have jobs, which are trained... There are good things as well in the Roma. Because they have changed a lot, it is no longer the Roma 20,000 years ago.” (SVLL-E5)

“They do not show anything good. Well, it has a lot of consequences... the racism is right there, all bad. You do not have the best health care; you do not have their confidence. You have to do the double that any non-roma person so people look at you nicely. We have very good values that they don’t know. People look at you from the corner of the eye.” (CDB-E5)

In some cases we found an important factor in all discriminations, the fact of not looking Roma and not reveal it, it protects you from discriminatory actions.

“No, never. I don’t have the typical Roma appearance (invisible group of roma). They tell me I am not roma. Sometimes you go in the bus and it hurts to hear someone speaking badly about roma.” (CDB-E5)

There is an overwhelming unanimity in the perception of exclusion and racism that lives, even today, the Roma population.

- In the labor:
 - *“No, when looking for a job, when they see me I have gone to leave my CV and that’s all...” (PLC-E10)*
 - *Few times but yes, sometimes when I have gone to look for a job and you are interview by phone, they tell you to go at one time and when you arrive they tell you “ oh! The job is already taken!”, because you are roma.” (PLC-E2)*
- In public attention:
 - *“Yes, I went to ask for a paper a needed and the women started doing strange gesture as if I was disgusting or something like that.” (PLC-E4)*

- *“Yes, at the civic centre, for being Roma you are treated in a particular way and not all as equals.” (CDB-E7)*
- In commercial environments:
 - *“Yes, when walk down the street and say look a gypsy, children who speak, in the supermarket, the Chinese persecute you ... for being Roma “. (PLC-E6)*
 - *“Yes, going to a shop or a commerce and if you are looking or buying something, they are all the time following you to see what you are doing because of being roma.” (PLC-E7)*

Barriers or boundaries

➤ Prejudices of society towards the Roma community

The wider society has a bad image created and widespread regarding the Roma. Roma women have to prove doubly her value and her positive values as there is a negative characterization contrary to their population and to them. The larger society has created low expectations and **criminalization** of the Roma population that is hard to beat.

“Unfortunately Roma have to prove to society that are integrated and worthless.” (FG-2-1)

- *The media help to spread an erroneous, negatively stereotyped image that encourages a closed circle of discrimination.* So women see the media as a major barrier to overcome existing prejudices and stereotypes.

This image projected makes the stereotype of inferior beings or who have no value as citizens get to make a dent in some women and create a negative image and generates low self-esteem. This will influence how everyday life is faced and perception of social life outside the Roma environment.

- Also, must be taken into account the *lack of knowledge of the law and the existing resources* some of the interviewees are expressing.

Solutions or transformation channels

With all these premises the interviewed Roma women have hopes for a rapid improvement in the institutions and in the possibilities of creating pathways solution from the same Roma Population. These solutions come hand in hand, especially of **education and information**. The information proposed have as platform the media raised from the positive: create alternative programs, intercultural training, reporting / make visible cases of discrimination, making visible standard models of Roma people getting their goals and objectives, etc.

“Increase sensitivity programs about the roma culture. We are more integrate.” (ZRG-E6)

“Give another image. The one in TV is nor real. They laugh at roma.”(ZRG-E1)

The second axis from which is projected the overcoming of discrimination is:

“You have to work both sides, with the Roma population and with the media.If media could offer programs with a positive image of Roma.(FG-2-4)

“We have to fight from the inside as well.But, who represents us? Associations are for this, for denouncing all mistreatment and discrimination cases, all this should come to light and published in the media so the reality is shown. Roma have to speak up.”(FG-2-3)

And of course, they have a very clear image of the **idea they want to transmit**.

“That they see us like others... I don’t know, like them. That the neighbours are... that they see us as a normal person that they treat with us.”(PLC-E4)

“Teach the good things of people,that they have careers,which they are a point of reference for other.”(BDJ-E1)

IV.7 Strengths of Roma women

Situation

As in the entire population, in general, women continue to be the motor of progress and transformation. Hence the thoughts of Roma women regarding their situation focus on the advances that have been done in a very short time and what still needs to change. The central elements of this speech in a positive are focused on education and social participation. As for what remains to be overcome, the main scenario presented to overcome is gender inequality.

“I would like that many roma women that I know change their thought and open more to the world. Become more integrated in the non-roma world. The world is more open and you can’t stay in the 40s. I think that the roma women are advancing a lot, but it must do much more. And roma were less sexists, as they are.”(CDB-E5)

“The parents I have, the education they’ve given me. To be a good girl, and respect the elders.”(SVLL-E3)

“I am quite a fighter and very hardworking, for sure,I have given my life for my sons and I will continue and so they do not miss anything...well... good heavens!... whatever.”(PLC-E9)

Barriers

In the sense of limits we continue to have the education and training throughout life as the main element that limits the possibilities of all.At the same time, they show how some of

them who have fought and studied may be in other situations that improve their universe of possibilities.

"The studies, this bite remains. I have a nagging feeling, studies... many times my daughters ask me or no one give me a job for not having studies."(SVLL-E1)

Proposals

For all that we have seen the women interviewed show us the way forward to enable a change and that the empowerment of women will arise by intervening in the educational and labour field acting from a methodology that takes into account the cultural factor as something positive. If we take as an example the family and the environment we will see that is the pillar and source of confidence and not just of social control. When acting taking into account the environmental and cultural codes or keys we can open more equal paths to move towards a fair and balanced multicultural citizenship.

"My job, having friends and the independence."(BDJ-E7)

"Helping my sons and advising in education."(ZGZ-E5)

IV.8 Roma women referent

Just like in any other collective, roma women need to have in their perspective models in which they can look, imitate and even overtake. But in the case of roma women as well, because of their culture, this role model are named and recognised and awarded as positive referents. The referents of Roma women do not vary greatly depending on their age, rather in terms of the opportunities they present to meet people outside their immediate environment.

In our stories we find two models; one of the public sphere and other private environment.

- Positive referents of the Roma community:
 - *"Carmen Santiago president of Kamira, she is an educated roma woman, she is a lawyer, brave and advocate for roma culture ... And especially of Roma women."*(ZRG-E2)
 - *"A friend. Sewing, with her own business, family, she spends the summer in family... I see her as a very fulfilled person. (CDB-E17)*
- Positive role models from their family environment:
 - *"To my mother, i would like my mother, because my mother supports her daughters, in a correction, she achieved her goals, she carries her house very well... she is not very old-fashion she is a friend that you can trust, for mi she is a good example."* (ZRG-E19)

V. CONCLUSIONS & GOOD PRACTICES

Through this investigation, if we focus on the social needs that Roma women face, we can see that these are shared by people who live in impoverished environments, thus being linked to poverty and not to ethnicity. Clear examples are the strong patriarchal structure, bad health habits, the high unemployment, the low educational level, the early pregnancy, etc. The problem in this social reality is that Roma women need to deal with an extra barrier: the existent discrimination against Roma community, fact that makes them especially vulnerable.

We can see how the studied dimensions (Education, Employment, Health, Gender-based violence and Discrimination) are strongly interconnected and we coincide with the interviewed women that education is the main tool that influences all other variables, existing a direct correlation between the reached education and the quality of people's lives.

As in all human population, in general, women are still the engine of the advance and transformation; they are giving us the answer: education and social participation are conceived by the interviewed women as the main tool in order to reach the mentioned transformation. As for what remains to be overcome, women highlight the existing discrimination towards Roma people and the gender inequality as main barriers and challenges. Thus, they pointed out the importance of working through the educational and labour field in order to tackle with these problems detected, always acting through a methodology that bears in mind the cultural factor as something positive. When the socio-educational interventions bear in mind the environment and the cultural keys or codes, we can open new equality paths that advance towards a fair and balanced multicultural citizenship.

This intergenerational investigation, which separates women in three age groups, has allowed us to understand how, as it is natural, Roma women's awareness increases with age, and like this, they reach very certain reflections about all these dimensions that come together on having a worthy life. A clear example that usually appears would be the young Roma women's perception regarding the option of getting married as an option of getting freedom. However, adult women who have experienced this before, coincide on affirming that once they have married, the life they dreamt about was just an illusion, that turns out in new responsibilities and the impossibility of investing time for themselves; This is when they truly value the education as an opportunity for improving their social status. In fact, the research's findings point out the need of offering a *second chance* line work for those Roma women who want to return to study, although it seems impossible for them due to their economic situation and family responsibilities.

Next, we present a brief summary of the dimension's found results together with the proposals to confront these needs and good practices.

Perception of Roma women

The education is seen as the most important tool, the base of defending themselves, having a job or being healthy. In all the interviews the importance that Roma women give to the education remains consolidated. It is understood as one of the main aspects to get out of the situation of social exclusion and the legislative neglect.

Barriers identified by Roma women

- Racism within schools.
- Lack of motivation of students (aggravated by the economic crisis and high rate of unemployment).
- Lack of study habits within impoverished backgrounds.
- Young Roma present low expectations regarding their studies.
- Lack of financial means.

Urgent needs identified

- Roma women mostly do not reach the post-compulsory education. Need to increase the rate of Roma women with high level of education in order to enable them to have a better quality of life.
- Much of Roma women do not get to finish initial studies (secondary) which means a main barrier when seeking jobs and therefore a threat to their autonomy making them more vulnerable.
- Educational reforms must include new educational policies that take into account: a) the acquisition of basic skills; b) the recognition of Roma culture in the educational curriculum and in all areas of the education system; c) intercultural education; d) equal participation and inclusion in the educational process of all persons involved; e) opening the school to the community; f) promote high expectations and educational success rather than a deficit perspective and g) the presence of Roma teachers. (Vargas, J et al, 2005).
- To develop second chance strands of work that take into account the characteristics of the Roma people together with the requirements of the labor market in our global and information society. Thus, the care of people in situations of dependency and the education and protection of children should be considered in any intervention with Roma women.

- Ensure access to support services to families (fourth pillar of the welfare state) to those Roma women in social exclusion who wish to study, providing a support infrastructure to help them to combine their family responsibilities and their studies.
- To avoid the school segregation of the Roma community³⁴ that perpetuates inequalities regarding the right to having a quality education for all people.

Roma Women proposals

- Quality education for all people equally.
- Intercultural education inside and outside schools.

Good practices identified

- **Learning Communities project** based on a set of educational activities aimed at successful social and educational transformation. This educational model is consistent with international scientific theories which are two key factors for learning in today society: interaction and community involvement.
Learning Communities involve all persons directly or indirectly influence learning and development and students, including teachers, relatives, friends, neighbors of the neighborhood, members of associations and neighborhood organizations and local volunteers, etc. The project, which began in compulsory education in 1995, currently has more than 120 Learning Communities. Because of its success, Learning Communities have spread internationally, taking place in schools in Brazil, and studied under the Sixth Research Framework Programme of the European Union INCLUD-ED as a performance hit for promoting social cohesion in Europe through education (CREA, 2006-2011). From the dreams of the whole educational community and through dialogue and science this transformative project is achieving two objectives: overcoming school failure and improve coexistence.

Two actions to emphasize within the Learning Communities Project are:

- **Mentoring Library**

It is one of the ways of extension of the learning time that has shown to have more impact on improving educational outcomes. The space of the library stays open after school hours (during the afternoon, at noon, weekends ...), so all people have a place of learning with free access.

This extension of learning time is carried out with volunteers whose role is to promote mutual support and optimize interactions between students of

³⁴ Report denouncing school segregation in Spain. Full report available in English: <http://federacionkamira.es/wp-content/uploads/2015/11/School-segregation-report-EN-17-Julio-2012-FINAL-1.pdf>

different ages. The library may be physically organized in places of work, in which various activities: monitoring homework, dialogic reading, searching information for projects, activities with computers, etc.

These activities are usually proposed by a work commission who on the one hand, it organizes volunteering in this space, and secondly, coordinates the work with school teachers to better use. This is also an inclusive alternative that overcomes the segregation that exists during school time by working with students who need reinforcement.

- Training for families

Schools are open not only to students and teachers but also to families. Family training aims to make known the project and to increase the participation in *Success educational activities*, also to respond to the interests and needs of the families.

The school offers, in this way, spaces and training programs, and families will decide (usually through a joint commission) what, how and when to learn.

Why is it important to train families? To know their needs and thus promote an improvement of their living conditions. And also because the INCLUD-ED project concluded, that the academic results of students not depend so much on the previous educational level achieved by families but on having their parents also involved in a educational process while they are in the school. It increases the sense, expectations and commitment with the importance of education.

- **Promociona Programme** (FSG) financed by the European Social Fund (Acceder Programme). Description:

- Actions aimed at students who leave prematurely at the compulsory secondary education stage, by means of actions which are adapted to their reality, leading to continuation and/ or reintegration into the educational system;
- Actions to reinforce and support continuity in the educational process:
 - o Through programmes and actions aimed at Roma adolescents and their families, based on awareness and support elements and, thus, framed in “external compensation”, with the participation of and collaboration between the educational system and social services, in active partnership with social organisations, and carrying out actions such as the training of school promoters, the training of Roma father-mother facilitators, the promotion of the presence of fathers and mothers in Parents Associations (AMPAs) and School Councils.
 - o Through the promotion of the attractiveness of vocational training and, in the medium and the long term, the access of young Roma to Regulated

Vocational Training, beginning with measures promoting better access to information and vocational guidance.

The main actions of the Promociona Programme target Roma students and their families in the final stages of primary education (years 5 and 6) and in compulsory secondary schooling (years 7 to 10). Collaboration with schools and joint work with teachers constitute another of the essential pillars of the implementation of actions.

EMPLOYMENT

Perception of Roma women

Roma women perceive employment as an essential condition which is necessary to access to a good quality of life. Nonetheless, they consider really difficult their access to the labour market.

Barriers identified by Roma women

- Low expectations of the labour market towards Roma people and Roma women.
- Economic crisis and high rates of unemployment.
- Precarious conditions within labour market.
- Retrograde step in terms of workers' rights.
- Lack of training.
- Discrimination against Roma community in the labour market: racism and prejudices.

Urgent needs identified

- To increase the employment rate among Roma women: most of the interviewed women do not work or work in the black market.
- To offer trainings for Roma women: Roma women do not have enough training to compete in the labor market.
- To alleviate and eradicate the big existing discrimination against the Roma population in the labor market.
- To ensure access to support services to families (fourth pillar of the welfare state) targeting those women in risk of exclusion who want to work, providing an infrastructure support to help them reconcile family and professional work.

Roma Women proposals

- To increase the expectations that labour market has towards Roma women.
- To initiate policies in an *affirmative line of action*.
- To improve the labour market's conditions.
- To improve the lifelong learning to be able to compete in the labour market.

Good practices identified

- **Multi-regional Programme *Acceder*** to Combat Discrimination implemented by FSG. The main actions of the program include integrated itineraries of guidance-insertion for Roma population, comprising actions such as: raising awareness of young Roma people and their families; reception and guidance for training and job search; prospecting employment; monitoring and support in the workplace; support self-employment; training activities; transferring methodologies and materials that allows to qualify the work developed with Roma people; quality control systems for all interventions and creation of a permanent observatory of employment of Roma community.

HEALTH

Perception of Roma women

There is a highly represented awareness of the meaning of taking care of oneself at a food, exercise and mobility level, as well as going to the health centre whenever it is necessary. Also they link to have a good health with having a quality of life.

Barriers identified by Roma women

- Lack of care practices to themselves /goodwill / positive health habits.
- Poverty as a barrier to Access to goods and services.
- Discriminatory treatment in health services (discrimination is perceived lower than in other dimensions).

Urgent needs identified

- To work on reducing bad habits and lack of motivation in order to correspond to a positive healthy lifestyle.
- To work on increasing the sense of responsibility towards health (the perception of causality of diseases is external).

Roma Women proposals

- Lowering the pressure on problems or workload in the care of family and work.
- Having time for their care and dedication.

Good practices identified

- **Program EquiSastipen Roma Network** formed by 19 associations / federations Roma. It started in 2010 as a joint work that promotes and reinforces the good actions in health, aiming to share and grow towards this framework, to enable the training of intercultural mediators in the field of health, to facilitate understanding of the Roma community to social and health professionals, and also to implement all this knowledge and good practices through intervention in different cities. Furthermore, the Network has been a great engine advocacy for intervention with the Roma community, both held through Roma organizations and relevant authorities, enabling Roma associations and Roma community to be actively present in decisions that affect their health.

The Network Equi-Sastipen-Roma Program was created by UNGA association, which has also participated very actively coordinating the Health Group of the State Council of the Roma People.

GENERATIONAL CHANGES AND EXPECTATIONS

Perception of Roma women

Older Roma women express their expectations for their children or family, on the other hand, younger Roma women are empowered through education and seeking a future in the labor market to stabilize their lives. Regarding their perception of generational changes women recognize there have been great strides regarding women's freedom, gender equality and their educational level.

Barriers identified by Roma women

- Strong social pressure from their environment, which constantly judges when a Roma woman does not follow the expected patterns for their community.
- Persistence of the male role as the dominant.

Urgent needs identified

- Regression of the Roma women's expectations closely linked with the economic crisis.
- Lack of work lines that promote interaction and critical analysis among Roma women of different ages.

Roma Women proposals

- Lifelong education.

GENDER-BASED VIOLENCE

Perception of Roma women

The interviewed Roma women relate gender violence with physical aggression and the scope of the couple. In some cases, responding to a higher level of education and age group between 31 and 45 years, there are reflections beyond physical aggression and humiliation arises or degrading treatment as part of the whole spectrum of Gender Violence.

Barriers identified by Roma women

- Fear to the reaction of their family if they decide to deal with the problem.
- Normalization of violence between the couple.

Urgent needs identified

- Educational intervention focused on the prevention of gender violence Roma people targeting children.
- Socio-educational intervention with Roma women in order to raise awareness and empower them.
- Socio-educational intervention with Roma men in order to raise awareness and reflection about the traditional gender roles.

Roma Women proposals

- Solidarity between women is strongly represented as a solution or transformation channel when gender-based violence appears.
- Community organization is presented as the basis for conflict resolution in the couple (family and close context).
- Justice as the last resort, when the above options have not been successful.

Good practices identified

- It is worth stressing the **collaborative activities** that have been conducted annually by the Institute for Women and the FSG, actions that promote social participation and training targeting Roma women. As examples national workshops, sensitization and training seminars for professionals and the development of guides and manuals such as "**guidelines for the promotion of Roma Women: Perspective psycho-emotional and professional development**" (2009), or "**Guide of social intervention with the Roma population from a gender perspective**" (2011).
- **Guide Tackling male violence against Romani women: Recommendations for the prevention, detection and intervention** (2012) published by SURT Women's Foundation in collaboration with Giacomo Brodolini Foundation, Roma Secretariat Foundation (FSG), International Centre for Minority Studies and Intercultural Relations

and Roma Women Association For Our Children. Toolkit written in the framework of the Empow-Air: Empowering Women Against Intimate partnership violence in Roma communities project. JUST/2010/DAP3/AG/1266 Co-funded by the European Commission's Daphne III Programme to combat violence against children, young people and women (2007 - 2013). Guide available in English: http://www.surt.org/empow-air/docs/Guia_Ingles.pdf



DISCRIMINATION

Perception of Roma women

Racism and exclusion are the two axes from which all arguments expressed in this section are based. There is total unanimity in the perception of exclusion and racism that lives, even today, the Roma population.

Barriers identified by Roma women

- Prejudices: The majority society has created low expectations towards Roma community and has criminalized them.
- The media rewards the bad image of Roma community spreading negative stereotypes that leads to a close circle of discrimination.
- Lack of knowledge about the laws and existing resources.

Urgent needs identified

- To work with the general society through awareness of racism that has suffered and suffers the Roma community.
- To work with the media through awareness to adopt a professional and responsible attitude before this problem.
- To work in cooperation with the media to spread a positive and real image of the Roma community.
- To inform Roma community about existing resources for reporting hate crime cases.

Roma Women proposals

- Information and education from a positive side, using the media as a fundamental tool: create alternative programs, intercultural trainings, reporting cases of discrimination and making them visible, showing positive role models of Roma, etc.
- Working from Roma community, from their organizations and in coordination with mainstream society.

Good practices identified

- **Project “Defending Victims: ensuring effective access to justice”** coordinated by Federación KAMIRA started towards the end of 2015, it aims the establishment of a special free in-court defense system specifically for hate crime and discrimination victims in Spain. Methodology includes a coordinated work with Kamira Roma women associations, Bar Associations’ Human Rights commissions of Barcelona, Cordoba, Madrid and Zaragoza, as well as Fundacion Abogacia Española, the Council of Europe and the Spanish Institute for Women and for Equal Opportunities, in order to detect and report discrimination cases. The objectives are: Filing complaints with the Public Prosecutor; Office when it is criminal, and removing racist and discriminatory comments on the networks; Establishing a network of lawyers specialized in discrimination cases, in cooperation with the Human Rights commissions of bar associations; Training lawyers belonging to the Bar Associations to specialize them in discrimination law; Proving the necessity of the establishment of this service by compiling discrimination complaints; Petition to the State, together with the bar associations, for the creation of the special system of duty lawyers specifically for discrimination.
- **Report denouncing school segregation in Spain**, published by KAMIRA and Fundación Mario Maya (2012). The report includes the reality of four selected locations (Barcelona, Córdoba, Madrid & Badajoz), showing the percent of Roma population in the different education centres selected. It also includes an analysis of school segregation’s causes and a measures and recommendations section. Find the whole report in English here: <http://federacionkamira.es/wp-content/uploads/2015/11/School-segregation-report-EN-17-Julio-2012-FINAL-1.pdf>
- **A practical guide for journalists: Equal treatment, The Media and Roma community** 2010, published by FSG. This is a support resource for professionals of the media, in order to raise awareness and offer training about ethical rules. It contains data about the situation of Roma community and real cases of discrimination that have been collected. Also provides guidance and key actions to combat prejudices and stereotypes that lead to the existence of discriminatory practices in the field of communication. It also includes a glossary of terms, a reference section and a list of useful resources. Find the guide in English here: https://www.gitanos.org/upload/76/03/GUIA_english.pdf
- **Recommendations for the treatment of Roma community in the media** (2016-2017). This guideline has been the result of a cooperative work within the framework of the *NO PREJUICIOS* campaign launched by Federación KAMIRA. Fellow members who participated in the creation were: OBERAXE (Spanish Observatory for Racism and Xenophobia), Andalusia Audio-visual Council, Catalonia Audio-visual Council, Assistant Director-General for the equal treatment and non-discrimination (MSSSI), “Unión Romani”, FSG, “Asociación Nacional Presencia Gitana”, “Asociación de Mujeres Gitanas Alboreá”, the Journalists’ Association of Barcelona, “Fundación Secretariado Gitano” (FSG), “Federació d’Associacions Gitanes de Catalunya” (FAGiC), “Asociación Gitanas

Feministas por la Diversidad”, Women’s Link Worldwide and “Federación Nacional de Asociaciones de Mujeres Gitanas Kamira”.

It is intended as an useful tool for training, targeting media professionals in order to promote a fair, dignified, real, and intercultural equal treatment of Roma community, considering gender perspective.(Not published yet).

- **Network of Assistance Services for Victims of Discrimination** (2010) launched in collaboration with 8 NGOs (two of them Roma associations) with the main objective of advice victims of discrimination independently, but also develop in this framework many awareness-raising actionsthrough training and information targeting general population. The results of the Network can be consulted on the website of the Council.

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VII. APPENDICES

Appendice I: Semi-structured interview

ROMA WOMEN RESEARCH INTERVIEW

Autonomous Region:

Province/ District:

Interview number:

Date:

Interviewer:

Instructions:

1. The *guidelines* don't have to be read. It is a support to lead the interview in the right way.

2. Interviewer must show the interview and explain the objectives of it to the person before start. It is necessary to let her know that she is not forced to respond to a question if she doesn't want.

SD: SOCIODEMOGRAPHIC VARIABLES

SD.P01. When were you born?

SD.P02. Where did you born?

SD.P03. Actually, do you have a partner?

SD.P04. What's your marital status?

Guidelines
Single
Only officially married
Only married by the Roma tradition
Officially married & married by the Roma tradition
Widow
Separated
Divorcee

SD.P05. Please tell us, how many years have you been in your relationship, including the courtship.

SD.P06. Do you have any children? If yes, how many?

SD.P07. How old were you when you had your first child?

SD.P08. How much, approximately, do you earn per month?

SD.P.09. Do you get any financial aid? Which one?

Guidelines
One-time social benefit
Permanent social benefit
Child support benefit

Single mother support benefit
Special needs person benefit
Note: to be adapted per country

ED: EDUCATION

ED.P.01. What means education for you?

ED.P.02. Did you go to school? If you did, could you tell us your last finished level?

ED.P.03. Did you get any training?

ED.P.04. Which training would you like to get? What could help you to get it?

ED.P.05. What would you improve about the current education?

ED.P.06. Are you satisfied with education staffs' attitude?

ED.P.07. If today you had the chance to study, what would you study?

EM: EMPLOYMENT

EM.P.01. Currently, are you working? What's your job?

EM.P.02. What means for you to have a quality job?

EM.P.03. Which job have been the best for you? Why?

EM.P.04. Is easy for you to get a job?

EM.P.05. If you could choose, what job would you like to have? What could help you to get it?

EM.P.06. What would you improve of the current employment that is being offered?

HE: HEALTH

HE.P.01. What means for you to have a quality health?

HE.P.02. How you take care of your health?

HE.P.03. How you could take better care of your health?

HE.P.04. Do you find easy to get health services?

HE.P.05. Would you like to change anything in regards to the health services you are getting or you need?

HE.P.06. Are you satisfied with health staffs' attitude?

EX: EXPECTATIVES

EX.P.01. What goals do you have? What would you like to achieve? Why?

EX.P.02. What could help you to reach it?

EX.P.03. What about your daughter or granddaughter?

- What studies would you like for them to achieve? Why? What could facilitate it?
- What job would you like for them? Why? What could facilitate it?
- What you wish for their personal life? Why? What would facilitate that to happen?

GE: GENERATIONAL CHANGE

GE.P.01. What improvements do you perceive comparing your generation with preceding generations?

GE.P.02. What can you do that women from preceding generations couldn't in the past?

GE.P.03. What have improved on gender equality field?

GE.P.04. Thinking on the women you meet or have met, who would be a model role for you? A person you would like to be like. Why you look up her? What she has that you like?

GV: GENDER-BASED VIOLENCE

GV.P.01. What means gender-based violence for you?

GV.P.02. What feelings do you usually experience with your partner?

Guidelines	
Pride	Shame
Happiness	Sadness
Confidence	Blame
Satisfaction	Annoyance
Peace	Anger
Admiration	Fear
Enthusiasm	Mistrust
Respect	Resentment
Gratitude	Hostility
Empathy	Nervousness

GV.P.03. What things would you like to change in your love relationship to improve it?

GV.P.04. Do you consider that a Roma woman who is suffering gender-based violence could abandon her partner? Why?

GV.P.05. If you lived a gender-based violence, what would you do?

Guidelines
Hide it and hope it is not going to happen again
Go to a family member, who?
Go to a friend
Search professional help
Leave the relationship
Ask him not to do it again, give him another chance
Lodge a complaint
Call to a helpline

GV.P.06. What could help a woman who is suffering gender-based violence to stop it?

DI: DISCRIMINATION

DI.P.01. In the past 12 months (or since you have been in the country) have you personally felt discriminated against because you are a Roma (for non-Roma)? Could you share some of these experiences?

Guide line
Looking for paid work
By people who you work for or work with
Looking for a house or apartment to rent or buy
By people working in public or private health services
By people working in a school or in training
By people who work in the local administration
By people who work as police or similar

DI.P.02. What do you think, is there a law in your country that forbids discrimination against ethnic minority people when applying for a job?

DI.P.03. Do you know of any organisation in your country that can offer support or advice to people who have been discriminated against?

DI.P.04. Do you think Mass Media have offered a real image of Roma community? (on the news, reality shows, comedy...). Why?

DI.P.05. What possible consequences discrimination could have on the Roma community?

DI.P.06. What could help to reduce the discrimination to Roma within our society?

PO: POSITIVE

PO.P.01. Thinking on your life, what makes you feel satisfied?

PO.P.02. Please, tell us any experience where you have improved a difficult or complex situation. How did you achieve it?

RE: REFLECTION

RE.P.01. What would you like to change from your life to improve it?

RE.P.02. What would help you to try improve that?

RE.P.03. What would you change of your community, your closer reality, to improve it?

RE.P.04. We are finishing the interview; would you like to add a final reflection or conclusion?

Appendice II: Focus Group script

ROMA WOMEN RESEARCH

FOCUS GROUP SCRIPT

Autonomous Region:

Province/ District:

Date:

Facilitator:

Viewer 1:

Viewer 2:

Instructions:

1. Groups should be composed by 3 - 7 Roma women. They must be natural groups, groups which exist in the reality, you shouldn't form a group with women who usually don't spend time together.
2. Place should be selected according to the country's context, where women will feel more comfortable to open themselves.
3. Women must be sitting down in circle.
4. The focus group must not take longer than 2 hours. You could divide the topics among different women groups.
5. You must offer water and coffee if possible for all the participants.
6. Women should have a label with their names.
7. The facilitator should ask permission to record as audio the whole debate. If women don't want to be recorded, the 2 viewers should take notes of the important points and once finished the focus groups women must write down their conclusions regarding each topic presented (education, health...).
8. The facilitator must explain the objectives of this research to the women and also explain how important is their participation to achieve them; explain that is important to have a participative attitude.
9. You should start with a dynamic of personal presentation in order to offer a relax atmosphere.
10. All women must share their point of view in each question presented.
11. Before move to the next question, women must reach a consensus analyzing the positive and negative points of each opinion.

The objective of this research is to get an inside of the Roma Women situation and propose future actions for the key national stakeholders.

The objective of the focus group is to gather Roma women opinions and their analysis regarding different vital aspects, aiming to use this information for the future design of innovative strategies to foster the socio-economic development and social cohesion.

GE: GENERATIONAL CHANGE

GE.P.01. What improvements do you perceive comparing your generation with preceding generations? (age getting married, age getting pregnant, nº children, belong to the labour market, study, new expectations...).

GE.P.02. What can you do that women from preceding generations couldn't in the past?

GE.P.03. What will you change from the current situation in order to improve Roma women's lives?

GE.P.04. What have improved on gender equality field? Which things need to change in this field? How we could reach it? (proposals).

ED: EDUCATION

ED.P.01. Why do you think Roma women leave their studies?

ED.P.02. What do you think could help Roma women in order to continue studying/ getting trained?

ED.P.03. Are you satisfied with education staffs' attitude?

ED.P.04. What means education for you?

ED.P.05. What would you improve about the current education?

EM: EMPLOYMENT

EM.P.01. Is easy for you to get a job?

EM.P.02. What would you improve of the current employment that is being offered?

- Salaries
- Flexibility
- Working hours

EM.P.03. How will affect your lives to have a quality job?

EM.P.04. What factors you think will help a Roma woman to obtain a job? (inner and outer factors)

EM.P.05. If you could choose, what job would you like to have?

HE: HEALTH

HE.P.01. How you take care of your health?

HE.P.02. What means for you to have a quality health?

HE.P.03. How you could take better care of your health?

HE.P.04. Do you find easy to get health services?

HE.P.05. Are you satisfied with health staffs' attitude?

HE.P.06. Would you like to change anything in regards to the health services you are getting or you need?

GV: GENDER-BASED VIOLENCE

GV.P.01. What means gender-based violence for you?

GV.P.02. Why do you think it happens?

GV.P.03. Do you think these cases could be justified for any reason? (Give some examples).

GV.P.04. How do you think a Roma woman should behave when she is suffering this kind of mistreatment? What you would advice to her?

GV.P.05. What stops a woman to defend herself of this kind of violence? What could help her to stop it?

GV.P.06. Would you denounce this situation if you are suffering it? What stops a Roma woman to denounce that? What would help to overcome these obstacles?

GV.P.07. What could be done in order to prevent these cases? (Inner and outer factors).

DI: DISCRIMINATION

DI.P.01. Do you think Roma women are discriminated nowadays? In what situations?

Guide line
Looking for paid work
By people who you work for or work with
Looking for a house or apartment to rent or buy
By people working in public or private health services
By people working in a school or in training
By people who work in the local administration
By people who work as police or similar

DI.P.02. Why do you think there is discrimination against Roma community?

DI.P.03. Do you think Mass Media offer a real image of Roma community? (on the news, reality shows, comedy...).Why?

DI.P.04. What possible consequences discrimination could have on the Roma community?

DI.P.05. What could help to reduce the discrimination to Roma within our society?

- From Roma community
- From no Roma community