

Training of Trainers

Fighting antigypsyism
for civil society representatives and
public servants

Curriculum for Trainers

ERGO
Network

European
Roma
Grassroots
Organisations
Network

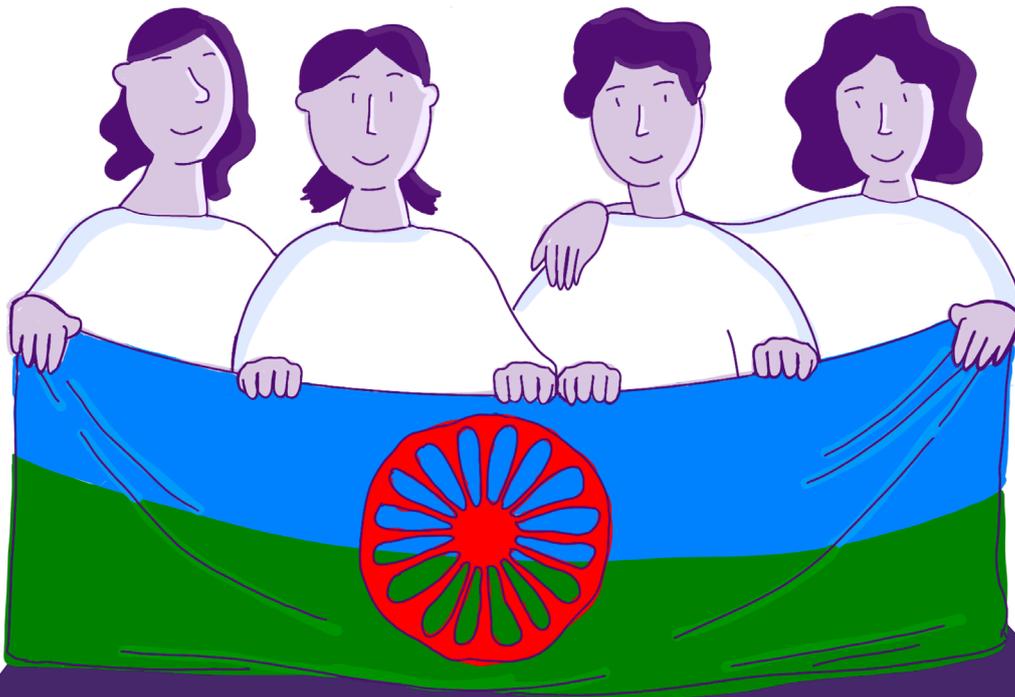


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NGO VOICE OF ROMA, ASHKALI
AND EGYPTIANS

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This version of the manual does not contain any country-specific information and should be adapted to the national context of the country where the training is held.

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Final proofreading was realised by Christine Sudbrock.

The writing of the trainers’ curriculum was inspired by the OSCE/ODIHR TAHCLE Training Curriculum 2012. As such, this manual used the format and excerpts of the TAHCLE Curriculum.



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Introduction



Background

This training curriculum was developed by ERGO Network and trialled during a training delivered for the Voice of Roma¹, Ashkali and Egyptians from Kosovo in 2020. It is part of ERGO Network's annual work programme "Roma Included in Social Europe" (RIISE), funded by the EaSI Programme of the European Commission.

The curriculum, based on the OSCE/ODIHR TAHCLE Training Curriculum, provides a step-by-step description of how to conduct a training for civil society representatives or public servants on promoting equality and non-discrimination and fighting antigypsyism.

The training manual focuses on the development of knowledge, attitudes and skills to improve responses to racism and discrimination against Roma and promote equality and non-discrimination in a multi-day training-of-trainers programme.



Objectives

After attending the programme and studying this manual, trainers will be able to deliver training that enables participants to:

- Recognize and understand the dynamics of antigypsyism and the impact it has on Roma or related groups.
- Understand and be able to apply relevant legislation, if needed.
- Develop and apply knowledge, skills and attitudes to respond to antigypsyism and discrimination and promote positive narratives and inclusive policies.
- Support the exchange of experiences and good practices addressing issues of discrimination of Roma.
- Drive policy change by recognizing antigypsyism as a primary cause of inequalities for Roma.

1 The reference to 'Roma', as an umbrella term, encompasses a wide range of different people of Romani origin such as: Roma, Sinti, Kale, Romanichels and Boyash/Rudari. It also encompasses groups such as Ashkali, Egyptians, Yenish, Dom, Lom, Rom and Abdal, as well as traveller populations, including ethnic Travellers or those designated under the administrative term gens du voyage and people who identify as Gypsies, Tsiganes or Tziganes, without denying their specificities.



Introduction

Target



The manual targets primarily civil society representatives and public servants. However, it can be adapted and used to benefit other categories of professionals and audiences.

Methodology



- The training is interactive and uses a combination of online methods and individual connection of participants, external partners and trainers.
- The training is motivational. It is aimed not only at building skills and knowledge, but also at demonstrating the adverse impact of antigypsyism and discrimination.
- The programme follows a human rights-based approach based on respect for fundamental human rights and equality before the law.



Preparation for delivering the training



Collecting stories and statements

Collecting factual and anecdotal information on Roma and the nature and extent of antigypsyism is a crucial part of the preparation for delivering the training. This curriculum includes case studies and other materials from both the country in which the training will take place and from other countries.

The collection of accounts of antigypsyism and discrimination allows trainers to:

- Gather information on the nature/extent of antigypsyism and racial discrimination that occur in the country or region where the training will be delivered
- Reduce the defensiveness of participants who do not believe that antigypsyism exists in their community
- Enhance the credibility of the trainer by providing information that is directly relevant to the local context.



Preparing case studies

Case studies are a crucial element of the training resources. Case studies should illustrate specific issues that are highlighted in the modules. Ideally, the trainers should base their case studies on actual antigypsyism and bias incidents that have occurred in the country or region where the training takes place. Case studies will enable participants to:

- Apply the knowledge gained during previous sessions to analyse specific cases.
- Put into practice the skills acquired during the training to devise responses to specific cases.



Preparation for delivering the training

Evaluation



An evaluation should be conducted when the training ends. The main purpose of an end-of-training evaluation is to assess the effectiveness of the training session or programme. This can involve:

- Collecting data on participants' reactions and learning
- Comparing intended results with actual results
- Identifying areas for improvement
- Assessing whether or not the training session addressed any gaps or problems previously identified.

Following the training, the trainers should distribute a questionnaire to the participants. At the end of the manual you find a sample evaluation form.

Practical arrangements



Time

This curriculum is intended for a one-day training workshop, with two coffee breaks and a break for lunch. The curriculum can be compressed into a 4.5-hour training programme with one coffee break. The agenda for this shorter training is also included in this curriculum.

Training team

Each training team should consist of minimum two trainers. The skill of each team in conducting workshops will grow as the team members conduct more workshops and become increasingly comfortable both with the curriculum and each other. Including Roma and trainers from minorities is critical to the success of the training.

Substantive teaching materials

Most of the substantive materials required to deliver the course are in this curriculum, including the annexes and handouts. However, trainers will need to be sure they also have additional materials (additional case studies and other country-specific materials) prepared and assembled in advance of the training session, in sufficient quantities. The nature of these materials is explained in the annexes.

Equipment and supplies

A face-to-face workshop should be held in a large comfortable room. Participants should sit in chairs (without tables) arranged in a U shape (with the trainers presenting from the open end



Preparation for delivering the training

of the U). At the front of the room a table should be placed for a power point projector and workshop materials. A table should be placed at the back or side of the room for refreshments.

The following supplies and equipment should be available:

- Computer and screen for presentations
- Support and chart paper
- Nametags
- Markers: one black or blue marker for every five participants and a set of multi-coloured markers
- Blank cards or pieces of paper (three for each participant)
- Pencil or pen (one for each participant)
- Tape.

Pre-workshop preparations

On the day of the training, trainers should:

- Arrive at least 60 minutes early
- Check that the equipment and food have been delivered to the training room
- Set up the equipment and make sure that the equipment works
- If necessary, rearrange chairs and tables.

Use the Trainers' checklist and skills for further details.

Handouts

Before starting the training session, it is recommended to distribute Handout 0 "Pre-training questionnaire" to all participants. This questionnaire will help to determine the level of understanding of the issue of antigypsyism before the training, and later to compare the results with the responses after the training (after the participants fill in the evaluation form).

Many of the modules instruct trainers to distribute handouts to participants. These handouts are available at the end of the curriculum. Unless there are instructions to distribute a handout, the handouts should be distributed only at the end of the training. When handouts are provided during the training, some participants will read the handouts instead of listening to the trainers.

Methods of cascading the training programme

It is envisaged that trained trainers will deliver trainings for civil servants and share the obtained knowledge and skills to their colleagues. It can be done through the following ways:

- one-day or half-day interactive training
- Power Point presentation on the key aspects
- informal presentation of the key aspects learned during the training-of-trainers distribution of the materials, including any available brochures/leaflets on the issue of antigypsyism.

Trainers' checklist and skills

Checklist



Speak with your co-trainer in order to coordinate how the workshop will be conducted. You will need to decide who of you will be facilitating which modules or portions of modules. You will also need to decide who will contact the appropriate person in the organization or location where the workshop will be held to make detailed arrangements. Finally, you will need to determine who will prepare materials for the workshop. Tick the box of each item as it is completed.

You should confirm:

- The time and date of the workshop.
- That a projector, computer, screen and easel with chart paper will be provided (or that you will bring them yourself).
- The number of people who will attend the workshop.
- Whether the agency will provide food and drink (coffee, tea, juice, soda, pastries/biscuits).
- The location of the building and room where the workshop will be held.
- How you would like the chairs and tables in the room to be set up.

Prepare the substantive materials you will need for the workshop. These include:

- Training manual
- Pre-training and post-training evaluation forms
- Additional case studies and other country-specific materials you have prepared, including statements
- Slides – Power Point presentation (if you plan to use them)
- Sufficient copies of handouts.

Assemble the equipment and supplies you will need for the training, unless you have confirmed these will be available for you at the training site. Necessary supplies include:

- Slides (if necessary)
- Computer and screen for presentations (if necessary)
- Support and chart paper
- Nametags (optional)
- Markers: one black or blue marker for every five participants and a set of multi-coloured markers
- Blank cards or pieces of paper (three for each participant)
- Pencil or pen (one for each participant)
- Tape.



Trainers' checklist and skills

Arrive at least 60 minutes before the workshop starts to:

- Check if the equipment and food have arrived.
- Check if the equipment has been set up and is working.
- Check if the chairs have been set up in a satisfactory way.
- Talk over last-minute issues and concerns with the co-trainer.
- Take time for one or two deep breaths.

Before the end of the training:

- Gather all post-training evaluation forms completed by each participant.
- Take down all sheets of paper that have been taped to the wall.

After the end of the training:

- Deliver the evaluations filled out by participants to the person responsible for analysing the forms (to be agreed prior to the training).



Skills

During sessions:

- Do not stand in front of the group and lecture.
- Assist participants to understand their common objectives and to help them to achieve these objectives without taking sides in any argument.
- Guide and help achieve understanding and consensus.
- Keep time.
- Follow the agenda and only deviate from it if necessary.
- Intervene in a way that adds creativity to a discussion rather than leading the discussion and taking away creativity from the group.
- Try to understand the group process and dynamics:
 - Who is dominating in the group? And how stop them
 - Who is withdrawn? And how to involve them?

- Who looks bored? And how to draw them in to the process?

Good facilitation skills cannot just “be taught”, they need to be learned.

- The more you practice creative facilitation techniques, the more comfortable you become with yourself and with the workshop participants.
- Help the participants to be comfortable with each other.
- Create a fun and interesting learning environment.
- Boost the energy levels of workshop participants.
- Organize interesting and productive group work activities.
- Use participatory activities that enable dynamic reviews of what has been learnt.
- Increase group activity so that workshop participants can expand on the new knowledge they have received and localize the knowledge.



Trainers' checklist and skills

Tips for facilitation



Importance of the beginning

- Think about how you present the content and help the group identify why the workshop is relevant to them either as an individual or as part of a team in the first ten minutes.

Importance of listening and taking notes

- As a facilitator, you should take care to listen to the whole group, and each person in it. Listening is one of the primary skills of facilitation and the quality of your listening will profoundly affect the group and the quality of your workshop. Listening should be active, focused and affirming.
- Your most important asset as a facilitator is your awareness. You should take note of everything that is said or done and choose to either intervene and offer a suggestion or use the note as a discussion and learning point at the end of the workshop.

Importance of questions

- Questioning is a technique used by facilitators during workshops as an alternative method of presenting new information or to help move the process along. By asking a question, or series of questions, you guide participants in the right direction and put them in control of their own learning by helping them find solutions for themselves.

Importance of intervention

- Intervene only when necessary. The only reason to use an intervention is to keep the group focused and move the process along. If the group is struggling, then use some questions to guide them in the right direction.

Importance of dealing with conflict

- Disagreement happens as a result of different personalities, different values and different opinions and will sometimes end in heated discussions and debate. If a team is to develop and form, you should address the conflict, rather than avoid it and go through the different stages of team development. You should be comfortable with conflict and encourage opinions to be expressed openly.

Importance of keeping the energy

- Monitor the energy level of the group at all times. Energy is indicated by tone of voice, body language, eye contact and the level of participation. The energy of the group will alter all the time. You will see a big difference between a group at the beginning of the day and at the end of the day. You should aim to keep their level of energy consistent throughout the workshop by varying your delivery style, type of activities and taking regular breaks.
- Short breaks or active challenges can help improve energy and the level of concentration for longer sessions. Plan for a few active team challenges to use when energy is low and to break up your workshop.

Trainers' checklist and skills

Importance of improvisation

- Good facilitation is about staying flexible in your approach, experimenting and having the confidence to react and adjust to circumstances in the moment. Sometimes you may need to deviate from your session plan when there is more and better learning elsewhere. Respond to the group and improvise when necessary and don't get hung up on a set structure or doing things a certain way. Remember: we learn best through self-discovery and experience.

Importance of humour and fun

- A sense of humour is a great asset to a facilitator. Using humour not only helps to build a rapport and make the experience more enjoyable for everyone; it can also be useful when you need to defuse tense moments during group discussions.

Importance of time

- Set and keep time boundaries. Keep checking the time and adapt when you need to.
- If you happen to over-run on one activity, it can affect everything else in the program, so be aware of your timings. If you're going too quickly or too slow, take a moment to review and then adapt your plan. If an activity is taking longer than you predicted but is helping you to meet your aims and provides useful learning, then it may be a good idea to either scrap another activity or move the program around.

Importance of getting the job done

- During the planning stage, make sure you fully understand the purpose and aims of the workshop. This will put in the best possible position to select activities or methods of teaching that will help you achieve those aims.
- It is also a good idea to allocate and spend some time with the group at the beginning of the workshop to understand their expectations and understand their "why". Get them started on the first activity as normal, and when you take a break adjust your plan accordingly to ensure that not only do you meet the organization's needs, but also the participants'.

Remember: You are the facilitator!

Choose what you think will work, play with it and create your own fun games to energize your workshop participants.

As the facilitator it is up to you to choose what will and will not work with the participants of your workshop.

References:

- http://www.teindia.nic.in/files/teacher_trg_module/8_creative_facilitation_techniques.pdf
- <http://www.ventureteambuilding.co.uk/10-tips-for-better-facilitation/>
- <https://www.slideshare.net/JenniferCham/tips-for-workshop-facilitation>

Answering difficult questions

How to answer questions



Responding to questions from participants provides you with great opportunities to:

- Build a sound relationship with participants
- Include participants who are otherwise not interested or even opposed to the training
- Reinforce points you made earlier in the day that you think are worth restating
- Provide additional information on an issue not covered in the workshop agenda
- Clarify different ideas and values that inform the ways people think about race, ethnicity, gender, sexual orientation, physical/mental disabilities, and religion.

The **tone** of answers should **ALWAYS be respectful of the person asking the question**. Even if you perceive that the person is trying to give you a hard time, be civil. All participants are watching how you respond. Questions can provide a particularly good moment to present a model of civility and demonstrate good intervention skills.

The content of your response should always be respectful.

ALWAYS attempt to answer the question the participant is asking. Start where the participant ended, not where the question caught your interest. If necessary, paraphrase the question and ask the participant if your understanding is correct. Then answer the question **CONCISELY**. People, even the questioner, often lose interest after a minute. If the question raised other ideas for you, and you want to share them, do so after you have answered the initial question by saying something like, “Your question raised an additional issue...”. This way the questioner and the audience know where you are going.

Use the Parking-Lot technique. You might come across reasons to “park” certain questions, discussion points or concerns, including that some participants may not feel comfortable asking certain questions in the presence of others; a participant may ask a question that you know will be addressed more completely in an upcoming section of the training; a participant may ask a challenging question that can be deferred for later discussion; a participant may ask a question at a point when there is inadequate time to address the question fully; you may wish to post a reminder for later follow-up.

Avoid tangents. Questions and responses take up time in the training, and time is an extremely valuable and limited resource. Evaluate every “additional issue” using the following question: is the comment I am about to make essential to the success of the training?

Answer the question accurately or not at all. It is okay to say, “I don’t know the answer to that question” and to arrange for follow up. The credibility of the programme is undermined if trainers offer inaccurate information.

Assess whether the question is the issue of the questioner alone, or if it is of value to the group. If it seems to be an individual issue (“My son was arrested last night and those police officers...” or “How do I become a trainer just like you?”), offer to talk with the person immediately following the workshop or during a break.

Answering difficult questions



Frequently Asked Questions

This part provides examples for some of the frequently asked questions and sample answers. It is recommended that trainers study the questions and answers carefully since a trainer can “lose” their audience if participants think they do not answer questions about the legitimacy of the concepts and approaches presented in the training.

Question 1: Antigypsyism or discrimination are not a problem in our community. We have Roma in public positions. Why do we need this workshop?

Response 1: There are different ways to answer this question. Depending on the set-up of the training, you may indicate that their institution has accepted or requested to undergo this training and that you are doing your job as facilitators to deliver it. In addition, depending on the moment when this question is being asked, you could answer that if they are going to stay until the end of the training, they would hopefully receive the answer to all their questions. You should avoid providing ad-hoc evidence about the discrimination of Roma, outside your envisaged agenda and course.

Question 3: Do anti-discrimination laws confer “special rights” to certain groups?

Response 3: Anti-discrimination laws protect every person in our state and country. Anyone, including you, could be a victim of discrimination or a hate crime because of racial identity, nationality, ethnicity, gender, sexual orientation, disability or religious beliefs. It is also possible that a person can be subject to discrimination or a hate crime as a result of the mistaken belief by the perpetrator that the victim falls into a particular racial, national, ethnic or sexual orientation group. Hate crime laws do not confer any “special rights”, but rather protect the rights of individuals to conduct their everyday activities – live in their homes, do their jobs, receive an education – without being subject to violence because of who they are.

Question 2: Why should our community be concerned about discrimination against Roma since we do not have significant diversity within our community?

Response 2: There are several responses to this question:

- This community has far greater diversity than many of us may have thought.
- Regardless of the level of diversity within this community, it is important to address problems of bias, prejudice and harassment because this conduct is destructive to its victims and to all society.
- History has shown that hate against a particular group of people can easily escalate into a dangerous pattern of violence, up to Genocide, i.e. the Holocaust.

Question 4: Do anti-discrimination laws protect the majority population?

Response 4: The simple answer is yes; laws protect all racial, religious, national and sexual orientation groups. Racially or religiously motivated discrimination or crimes targeted at the majority group, although far less common than crimes targeting people from minorities, do occur and should be investigated and prosecuted.



Samples training agenda

Schedule one day training



09:00 – 09:20	Introduction
09:20 – 10:20	Assessment, stereotypes and prejudices
10:20 – 10:50	Practical exercise
10:50 – 11:00	Break
11:00 – 11:30	Manifestations of antigypsyism - National and European examples/ practical exercise
11:30 – 12:00	Fighting antigypsyism - Definition and national and European examples
12:00 – 12:30	Anti-discrimination legal framework: national and EU
12:30 – 13:30	Lunch break
13:30 – 14:15	Case studies/role play antigypsyism and discrimination – part I
14:15 – 15:00	Presentation case study – part II
15:00 – 15:15	Role of the media
15:15 – 15:30	Break
15:30 – 16:45	Practical exercise media
16:45 – 17:15	Closing and evaluation



Samples training agenda



Schedule half-day training

09:00 – 09:15	Introduction
09:15 – 09:45	Assessment, stereotypes and prejudices
09:45 – 10:05	Manifestations of antigypsyism
10:05 – 10:30	Anti-discrimination legal framework: national and EU
10:30 – 10:45	Break
10:45 – 11:15	Fighting antigypsyism - Definition and national and European examples
11:15 – 11:45	Role of the media
11:45 – 12:15	Case studies – part I
12:15 – 13:00	Case studies – part II
13:00 – 13:30	Closing and evaluation



Modules



Module 1

Introduction to the Training

Aims

- To introduce the group and the trainers to each other.
- To explain the objectives of the workshop.
- To develop a set of ground rules for the workshop.



Welcome and Introduction, Ground Rules

Session 1

Module 1

 Objectives

- To introduce the group and the trainers to each other.
- To introduce the objectives and goals of the workshop.



Time

30 minutes



Materials

- Nametags and markers
- [Handout 0: Pre-training questionnaire](#)



Instructions

Welcome

- Each trainer should prepare a nametag for themselves before the participants arrive. As participants arrive, ask them to write their first name in large letters on a blank nametag.
- Trainers should introduce themselves by providing their names, briefly describing their backgrounds, and explaining why they are interested in the issue of responding to antigypsyism. Introductions allow trainers to establish their credibility as workshop leaders.

Introduction of participants (ten minutes, optional)

- If the number of participants is less than 20 and if there is time, the trainers can ask that each participant be introduced briefly. The trainers should split the participants into pairs. The members of each pair interview each other.
- Examples of questions:
 - Name, position
 - Likes/dislikes
 - Share one thing no one in the room knows about you.”
- Each participant introduces the person they have just interviewed to the rest of the group.

Ground rules

- Agree on a number of rules. The trainer will write them on the flipchart and post them in the room for the remainder of the workshop. It is important that all members of the group, including the trainers, feel comfortable with the rules and commit to respecting them.
- Examples of helpful ground rules include:
 - Listen and “hear” what is being said.
 - Avoid insults or disrespect.
 - Refrain from speaking too often or too long (give everyone a chance to speak).

Objectives

- Write the objectives of the training on a flipchart.
- Explain that the purpose of the training is to provide participants with skills and strategies to understand and respond to antigypsyism. This training is NOT about personal views.



Module 2

Assessment, Stereotypes and Prejudices

Aims

- Introduce the discrimination situation of Roma in Europe.
- Introduce the situation of Roma in the national context.
- Understand the extent and impact of degrading language, slurs and jokes.
- Provide participants with a deeper understanding of the impact of stereotypes and prejudice.



 Objectives

- Assess the knowledge of participants about Roma.
- Increase the awareness of participants about Roma in own country and across Europe.

 Time 40 minutes

 Materials

- Flipchart, marker
- [Handout 1: The situation of Roma in Europe](#)

 Instructions
Step 1

Ask the participants to assess the extent of bias, prejudice, and harassment against Roma groups in their community on a scale of one to seven (one being low and seven being high). Emphasize that there is no correct answer to this question, but that you are looking for the collective impressions of the participants.

Step 2

Write in large capital letters the word “ASSESSMENT” at the top of the chart paper and then write the numbers one to seven from top to bottom on the left side of the paper. Explain to the participants that these numbers represent a scale with one equalling the lowest rating and seven equalling the highest rating.

Step 3

Ask participants to share the number they chose and a brief explanation of why. Usually, participants will have assessed the seriousness of prejudice and harassment in different ways. Emphasize again that there is no correct way to assess this issue.

Step 4

Ask the participants to name three positive things from their personal experience about Roma. Ask them about their opinion of how personal experiences shape the way they perceive others ethnic groups.

Step 5

Describe the overall discrimination situation of Roma in Europe and in participants' own country, using the handout, for example. Use verifiable data and statistics and provide relevant references for further reading at the end of the presentation. Explain new terms and definitions that you might use.



Module 2

Session 2

Negative and offensive language

Objectives

- Words are often the first step in a cycle of hate and discrimination. It is important to react to biased remarks even if these are not intended to be offensive. It is important to distinguish the impact of statements from their intent.

Time 30 minutes

Materials

- [Handout 2: Stereotypes and Prejudices](#)

Instructions

Step 1

Warn participants that this part of the workshop requires participants to listen and respond to some very offensive statements.

Step 2

Explain that you will be handing out 20 to 30 statements and that participants will be asked to stand and read their statements in a loud voice.

Step 3

Emphasize that any participant who is not comfortable reading a statement aloud should pass the statement to another participant to read or to the trainer.

Step 4

Distribute the statements to participants. Often you will use fewer statements than the total number of participants. Reiterate that any participant who is uncomfortable reading a card should pass the card to someone else or to the trainer. Then ask the participants to stand and read their statements one by one in a loud voice to the group.

Step 5

Allow for a brief moment of silence after the last statement has been read. Ask the participants to describe their emotional or gut reactions to the statements. Ask if these statements were surprising or whether they have heard some of these comments.

Step 6

Refer back to the assessment activity and ask the following question to participants: how do they think the individuals who were the targets of these statements would have rated the seriousness of the problem of bias, prejudice and harassment? Generally, participants will answer this question with “seven.” Suggest to the participants that the number of people in any community who are experiencing life as a “seven” may be larger than any of us would like to think.

Step 7

You can ask participants where or from whom people learn that it is acceptable to make these types of comments. Write these responses on the chart paper. Responses usually include the media and popular culture, family, friends and leaders (political and religious).



Negative and offensive language

Session 2

Module 1



Instructions

Step 8

Discuss the difference between the speaker's intent and the impact that words have on those individuals who feel targeted. Mention for example that often people do not intend to make people feel hurt or degraded. Rather, they use degrading language and jokes to gain approval from others.

Step 9

Ask participants to identify the groups that are most vulnerable to being targeted with hate speech.



Tips

TIP: If you are concerned that your audience may laugh or express approval of the statements you can add the following cautions:

Explain that some participants may be nervous or uncomfortable listening to the statements. This might make some participants want to laugh. We understand that sometimes people mask discomfort by laughing. Even so, they should not laugh. Stress that there may be participants in the room who have heard these same words being said to them or to family members or friends in their communities. Ask the participants how it would make someone who had been harassed feel to hear others laugh during this activity.

TIP: Take time. Don't comment on every remark from participants. Give participants time to react. It is normal for there to be moments of silence before some participants speak.



Module 2

Session 3

Stereotypes

 Objectives

- Stereotypes are not an appropriate way to judge or understand individuals. Stereotypes can be the building blocks of antigypsyism.

 Time 20 minutes

 Materials

- Flipchart
- [Handout 2: Stereotypes and Prejudices](#)

 Instructions
Step 1

Play a video with stereotypes, for example this.

Step 2

Ask participants to provide definitions of stereotypes. After a few participants suggest definitions, you can give the following definition:

A stereotype is an attitude or belief about a person or persons based on traits or characteristics they have or groups they belong to.

Step 3

Explain that a stereotype is the common mindset or oversimplified image or idea of a particular type of person or thing. It can either be true or false. It can also be based upon ones' actual experience and that is why it sticks with us as the oversimplified image.

Step 4

People stereotype others for many reasons other than race, religion, nationality, ethnicity, gender, sexual orientation or disability. Ask participants to list some of these reasons for stereotyping and write them on the flip chart. This list can include where people live,

physical appearance (such as hair colour, tattoos, size and weight), language or accent, the type of work someone does, pastimes, sports or hobbies and many other reasons.

Step 5

Explain that all of us have stereotypes about individuals or groups. You can pick a trait or characteristic that you have and ask what stereotypes people might have about you based on that trait or characteristic. Do not pick a characteristic that has stereotypes that you think might be hurtful to others who share that characteristic.

Point out that these stereotypes often are poor descriptors of groups but that they always are a very, very poor way to describe any individual person.

Step 6

Among others, the following questions can be discussed:

- Describe an incident in which you or your family was stereotyped. What impact did the stereotype have on you or your family?
- What is the risk to our communities, regions and countries if stereotypes grow in use?





Instructions

Step 7

In facilitating the responses to the final question, explain that stereotypes are the building blocks of antigypsyism. The community statements read earlier and the antigypsyism that have been discussed over the day are based on stereotypes. Most of these stereotypes are inaccurate assumptions about a group.

Step 8

It is recommended that you do the session on Stereotypes together with the session on Prejudices.



Module 2

Session 4

Prejudices

Objectives

- Prejudice makes the victim feel less than fully human. When people are undervalued by others, their self-esteem suffers, and they stop trying to improve themselves. Prejudice can often lead to bullying and other forms of discrimination.

Time 20 minutes

Materials

- Flipchart
- [Handout 2: Stereotypes and Prejudices](#)

Instructions

Step 1

Share a video example about prejudices with the participants. Example: <https://www.youtube.com/watch?v=OJE6PGzoZLA>

Step 2

Ask participants to provide definitions of prejudices. After a few participants suggest definitions, you can give the following definition:

Prejudice is judging someone without knowing them, on the basis of what they look like or what group they belong to; a feeling, unfavorable, towards a person belonging to a group, only on the basis that the person belongs to that group.

Step 3

Explain that prejudices create an atmosphere of fear for what might happen at any moment and fear for what the future might hold. In extreme cases this can lead a person to take their own life. At its worst extremes, prejudice can lead to genocide, as demonstrated during World War II, with the extermination of 6 million Jewish people and around 600,000 Roma and Sinti. This is an example of what can happen when prejudice is allowed to develop unchallenged in society. The

consequences of prejudice and discrimination can lead to individuals and entire communities feeling vulnerable, frightened and worthless. At worst, the result can be death.

Step 4

Ask participants to list some prejudices and write them on the flip chart.

Step 5

Explain that relations between stereotyping, prejudice and discrimination can be extremely complex. Stereotype gets defined as the opinion about someone that has spread among people that get widely held and becomes the mere idea of an individual or thing whereas prejudice gets defined as the opinion about someone that has nothing to do with reasoning and personal experiences but just conceived as a judgment. Stereotype becomes a feeling about people based on their association with someone, whereas prejudice becomes the belief of someone about a group of people. Prejudice does not have anything related to the positive or negative image of someone. On the other hand, the stereotype can either make others feel negative or positive about things. The act of prejudice does not have any relation to facts or experiences in life, on the other hand, the act





Instructions

of stereotyping gets based on people who have actual happenings in life. Prejudice does not base itself on truth and mostly just the opinion of one person about the other person. On the other hand, the stereotype may base itself on truth or get originated from prejudice. Holding stereotypes does not necessarily imply that an individual has a prejudice. At the same time, having prejudice does not mean that individuals will necessarily engage in discriminatory behaviours. Not any negative attitude is prejudice. If one has a negative attitude towards their roommate because the roommate is negligent, this doesn't mean they hold a prejudice towards them. However, if thinking their roommate is lazy because they are Jewish or Roma and that all Roma or Jews have this characteristic, then they are prejudiced.

Step 6

Among others, the following questions can be discussed:

- Describe a situation in which you or your family were victims of a prejudice. What impact did the prejudice have on you or your family?
- What is the risk to our communities, regions and countries if prejudices continue to grow in usage?

Step 7

Close this module by discussing the escalation that can occur from prejudices to discrimination and hate crime and even to mass civil disorder or ethnic cleansing or genocide. Use the example of the pyramid of hate. The pyramid of hate illustrates the prevalence of bias, hate and oppression in our society. It is organized in escalating levels of attitudes and behaviour that grow in complexity from bottom to top. Like a pyramid, the upper levels are supported by the lower levels. Bias at each level negatively impacts individuals, institutions and society and it becomes increasingly difficult to challenge and dismantle as behaviours escalate. When bias goes unchecked, it becomes “normalized” and contributes to a pattern of accepting discrimination, hate and injustice in society. While every biased attitude or act does not lead to genocide, each genocide has been built on the acceptance of attitudes and actions described at the lower levels of the pyramid. When we challenge those biased attitudes and behaviours in ourselves, others and institutions, we can interrupt the escalation of bias and make it more difficult for discrimination and hate to flourish.

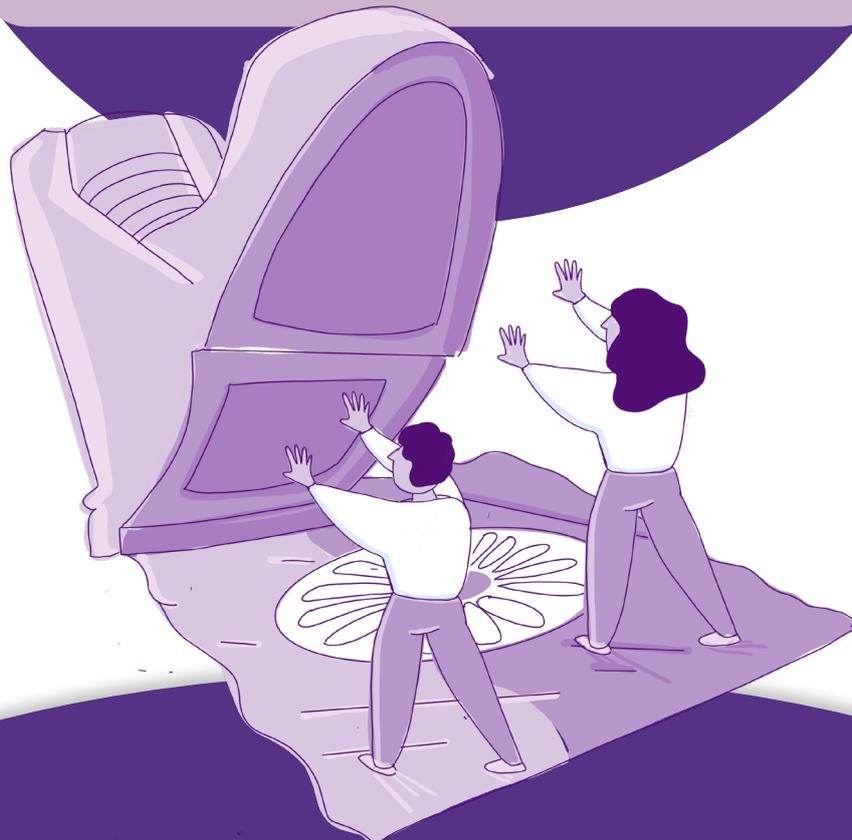


Module 3

Antigypsyism

Aims

- Define and explain the concept of antigypsyism.
- Introduce the European and international legal framework for human rights and non-discrimination.
- Provide the national legislation relevant to combat antigypsyism.
- Highlight ways in which antigypsyism can manifest.



Definition of Antigypsyism

Session 1

Module 3

 Objectives

- To provide a definition of antigypsyism.
- To explain what race and ethnicity are.
- To explain the link between antigypsyism and racial discrimination.

 Time 20 minutes

 Materials

- Flipchart, marker
- [Handout 3: Antigypsyism definition and related documents](#)

 Instructions

Step 1

Use a short exercise or video to introduce the topic of race. [This](#) is an excerpt from the Larry King Show where Oprah Winfrey told the host about a couple of discrimination episodes she had been victim of. Oprah Winfrey is an American media proprietor, talk show host, actress, producer, and philanthropist. She has been ranked the richest African American of the 20th century and the greatest black philanthropist in American history.

Discuss impressions for up to 5 min.

Step 2

Explain what 'race' and 'ethnicity' are: The EU Race Equality Directive does not define 'race'. It leaves it up to Member States. Whereas the notion of race is rooted in the idea of biological classification of human beings into subspecies according to morphological features such as skin colour or facial characteristics, ethnicity has its origin in the idea of societal groups marked by common nationality, tribal affiliation, religious faith, shared language, or cultural and traditional origins and backgrounds.

Although 'race' and 'ethnicity' are both social constructs referring to the 'origin' of the individual, they

remain distinct concepts within the meaning of antidiscrimination law, in Europe at least. 'Race' is used primarily to refer to situations where persons are discriminated against based on physical characteristics which may be observed externally. 'Ethnicity' on the other hand refers rather to membership of a group that has certain shared common characteristics, such as language, a shared history or tradition, and a common descent or geographical origin.

Step 3

Explain what racial discrimination is: Article 1 paragraph 1 of the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) defines 'racial discrimination' as 'any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin that has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life'.

Step 4

Ask participants for a definition of antigypsyism or what they understand by it.



Module 3

Session 1

Definition of Antigypsyism



Instructions

Step 5

Explain that the term “antigypsyism” was first used by Romani activists in the 1920s and 1930s in the early Soviet Union, and since has been rediscovered in European scholarly and activist discourse in the 1980s. Since then its use has broadened among activists and scholars, even though it remains a controversial term. In recent years, the notion of “antigypsyism” has gained increasing attention Europe-wide both in political and scholarly fields.

Step 6

Explain that complementary definitions have been produced both by standard-setting organisations like the Council of Europe and civil society and that they are acknowledged or used by EU institutions, such as the European Commission, European Council, European Parliament, Fundamental Rights Agency, etc.

Council of Europe ECRI General Policy Recommendations No.13 on combating anti-Gypsyism and discrimination against Roma, 2011 states that: *Antigypsyism is a specific form of racism, an ideology founded on racial superiority, a form of dehumanisation and institutional racism nurtured by historical discrimination, which is expressed, among others, by violence, hate speech, exploitation, stigmatisation and the most blatant kind of discrimination; is especially persistent, violent, recurrent and commonplace form of racism.*

Antigypsyism is a specific form of racism, an ideology founded on racial superiority, a form of dehumanisation and institutional racism nurtured by historical discrimination, which is expressed, among others, by violence, hate speech, exploitation, stigmatisation and the most blatant kind of discrimination; is especially persistent, violent, recurrent and commonplace form of racism.

The Council of Europe’s Human Rights Commissioner report on Human rights of Roma and Travellers in Europe”, 2012 defines “anti-Gypsyism” as *“the specific expression of biases, prejudices and stereotypes that motivate the everyday behaviour of many members of majority groups towards the members of Roma and Traveller communities”*.

Alliance against antigypsyism working definition, 2016: *Antigypsyism is a historically constructed, persistent complex of customary racism against social groups identified under the stigma ‘gypsy’ or other related terms and incorporates: 1. a homogenizing and essentializing perception and description of these groups; 2. an attribution of specific characteristics to them; 3. discriminating social structures and violent practices that emerge against that background, which have a degrading and ostracizing effect and which reproduce structural disadvantages.*

Step 7

You can provide further examples of institutions or policy documents that refer to antigypsyism in Europe based on the handout.



Manifestations of Antigypsyism

Session 2

Module 3

 Objectives

- To increase understanding of antigypsyism, its manifestations, involving both speech, such as: hate speech; action, such as: hate crime, segregation, forced evictions, forced sterilisation, police violence etc. and inaction.
- To provide a definition of hate speech and crimes.
- To make clear distinctions between hate speech and hate crimes and related concepts.

 Time

25 minutes session
15 min group exercise

 Materials

- Flipchart, marker
- [Handout 4: Hate speech and hate crime definition and related concepts](#)
- [Handout 5: Hate speech standards at EU, Council of Europe and UN level](#)
- [Handout 6: Identify possible rights engaged with common Roma experiences](#)

 Instructions

Step 1

Explain that despite recognition of antigypsyism and its various manifestations at the EU level, it has not always found resonance at national level with states. In the face of increased evidence from the evaluation process of the implementation of the National Roma Integration Strategies, there is still resistance in governments to recognise antigypsyism both as a phenomenon or as a form of racism in their politics or national legislation, because this would mean to admit also to institutional racism against Roma. It is equally true that state institutions and local governments do not always possess enough expertise or resources to effectively address discrimination of Roma and promote their social inclusion.

Step 2

Discuss the manifestations of antigypsyism with participants. You can start by asking them to provide examples (2 min.) or alternatively you can go ahead and explain that antigypsyism gives rise to a wide spectrum

of discriminatory expressions and practices, including many implicit or hidden manifestations:

IT IS NOT JUST WHAT IS SAID, BUT ALSO WHAT IS DONE.

- Antigypsyism should be understood as involving both speech and action that discriminate against the Roma, directly or indirectly. This has to be dealt with both by legal means (using the equal treatment legislation, filing complaints) and, when there is a pattern of such discrimination on part of public authorities, by investing into prevention – i.e., training the staff of these authorities so that they develop an awareness of what constitutes discriminatory conduct, and learn to avoid it.

IT IS NOT JUST WHAT IS SAID & DONE BY INDIVIDUALS, BUT ALSO WHAT STATES SAY AND DO.

- It is not just about speech and action (discrimination) by individuals, but also about State policies that have a



Module 3

Session 2

Manifestations of Antigypsyism



Instructions

discriminatory impact on the Roma, even when they are formulated in a seemingly ethnically neutral way, without explicit reference to the Roma. Here the instruments again need to be different – we need credible evidence of disproportionately negative effects of such policies on the Roma, and we need to be able to launch discussions on such policies in the public domain.

IT IS NOT JUST WHAT STATES ACTIVELY DO, BUT ALSO WHAT THEY DON'T DO.

- It is not just about policies that actively damage the Roma, but also about a State's failure to act, their inaction and neglect, which is often based on the fatalistic, self-fulfilling acceptance of low expectations. Lack of action on extremely poor living conditions of Roma – conditions that would not be tolerated if they concerned people of the majority ethnic background – is also a form of antigypsyism. Here the activists and allies of Roma equality once again need to bring the evidence and create a powerful moral momentum for change. It can probably be done more effectively by emphasizing common humanity and human rights rather than emphasizing cultural identity and difference, which are being used (at least implicitly) to blame the Roma themselves and justify the lack of action by public authorities.

NOT JUST ALL THE ABOVE, BUT ALSO THE DENIAL OF ANTIGYPSYISM

- Denial is a major problem because if all of the above forms of antigypsyism are being systematically denied, it becomes difficult to address them. What we need here is to at least start a public

discussion about overcoming denial, in the most non-accusatory way possible, admitting that we all have prejudices, and that we all need to be self-critical and start from ourselves.

Step 3

Ask participants about other examples or manifestations of antigypsyism in addition to the ones discussed to this point.

Step 4

Explain that antigypsyism can be manifested by speech: e.g. hate speech and degrading statements by individuals, groups of people or state actors and politicians. Explain that it can also be manifested by individual, group or state action, such as: hate crime, segregation in education and housing, forced evictions, police violence and structural and institutional racism and discrimination.

Step 5

Ask participants for a definition of hate speech, using their own words.

Step 6

Introduce a general definition of hate speech, using the Handout 4: Hate speech and hate crime definition and related concepts: *Hate speech encompasses any public expressions which spread, incite, promote or justify hatred, discrimination or hostility towards a specific group.* Explain that there is no universally accepted definition of hate speech and that each country adopts its own understanding of and approaches to hate speech and that not every country in Europe even has a clear definition of hate speech in their criminal code, namely not the Netherlands and Croatia.



Manifestations of Antigypsyism

Session 2

Module 3



Instructions

Step 7

Explain that hate speech is dangerous, as it contributes to a growing climate of intolerance against certain groups. Verbal attacks can convert into physical attacks.

Step 8

Ask participants for a definition of hate crimes, using their own words.

Step 9

Introduce the definition of hate crimes, using the Handout 4: Hate speech and hate crime definition and related concepts: *Crimes such as threats, physical attacks, property damage or even murders motivated by intolerance towards certain groups in society are described as hate crimes or bias crimes.* Hate crime can therefore be any crime that targets a person because of their perceived characteristics. The essential element distinguishing hate crimes from other crimes is the bias motive.

Step 10

Explain what a protected characteristic is (Handout 4); explain that usually minority groups are targeted groups but that anybody can be the victim of a hate crime.

Step 11

Explain the difference between the emotion of hate and a bias motivation and that hate crime does not require that the perpetrator feels hate. Instead, it requires only that the crime is committed out of bias motivation. Explain that hate crimes tend to increase in numbers, to escalate into wider conflicts and to erode confidence in the rule of law.

Step 12

Explain the difference between hate crimes and related concepts such as hate incidents and hate speech (see Handout 5). It is important for participants to understand the concepts of hate incidents and hate speech and how they differ from hate crimes.

Step 13

Ask participants to suggest ways in which hate crimes differ from other crimes.

Step 14

Group exercise or homework: Handout 6. Task: identify possible rights engaged with common Roma experiences.



Module 3

Session 3

European and International Human Rights framework

Objectives

- Human rights and non-discrimination are enshrined within EU law, UN treaties and conventions, OSCE commitments, CERD, ECRI and the decisions of the European Court of Human Rights.

Time 25 minutes

Materials

- [Handout 7: European and International human rights and non-discrimination framework](#)
- [Handout 8: Relevant international human rights instruments and mechanisms](#)

Instructions

Step 1

Ask participants what human rights are, according to them.

Step 2

Using Handout 7, explain what human rights are, what they do and who monitors them. Underline that human rights are about “treating people with dignity”, “empowering human beings to shape their lives in accordance with liberty, equality and respect for human dignity”. Human rights, which entail both rights and obligations, create an environment in which all people can live in dignity. Human rights confer different rights and obligations on individuals and on states.

Step 3

Ask participants what discrimination is.

Step 4

Introduce the principle of non-discrimination in human rights. All human rights are to be guaranteed on a non-discriminatory basis. The simple fact that a person has specific characteristics, such as skin colour, sex or religion, must not lead to differential/less favourable treatment compared to others in a comparable situation.

Step 5

Explain that the principle of equality and non-discrimination is of special importance in the field of human rights. The first two articles of the Universal Declaration of Human Rights (UDHR) stress the relevance of equality.

Article 1: *All human beings are born free and equal in dignity and rights.*

Article 2: *Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. [...].*

In addition, the right to equality and non-discrimination is guaranteed as a separate and independent right, guaranteeing more comprehensive protection against discrimination, such as in:

Articles 20 and 21 of the EU Charter of Fundamental Rights, Article 14 ECHR and Additional Protocol 12 of the ECHR, Article 26 of the UN International Covenant on Civil and Political Rights.



European and International Human Rights framework

Session 3

Module 3



Instructions

Step 6

Distribute Handout 7 on European and International human rights and non-discrimination framework and Handout 8 on Relevant international human rights instruments and mechanisms. Refer to the fact that national or regional legislation are grounded in international obligations to combat discrimination. Explain that law plays a fundamental role in human rights. Human rights were first laid down at the national level, and since World War II, human rights have systematically been included in international law.



Module 3

Session 4

European equality and anti-discrimination framework

 Objectives

- Non-discrimination is enshrined within EU law, UN treaties and conventions and Council of Europe standards. This session will be dealing with EU Law on anti-discrimination in particular and its connection to the European Convention on Human Rights.

 Time 25 minutes

 Materials

- [Handout 9: EU Law on anti-discrimination](#)

 Instructions

Step 1

Distribute Handout 9 on EU Law on anti-discrimination. Based on the handout, introduce the notion of **equality and non-discrimination within EU law** and explain that the promotion of equality and respect for human rights is now a core element of the European Union.

Step 2

Provide the **definition of discrimination in the EU Race Equality Directive**: differential (unfair) treatment of persons linked to a ‘protected’ ground such as race, ethnicity, sex, age, etc. ... with no objective and reasonable justification for this differential treatment. Refer to the Handout 8 for examples of direct and indirect discrimination from the European Court of Human Rights cases.

Step 3

Explain the difference between **direct and indirect discrimination** both at EU level and ECtHR.

EU law (Racial Equality Directive), Article 2 (2)) makes a distinction between direct and indirect discrimination:

Direct discrimination: “shall be taken to occur where one person is treated less favourably than another is, has been or would be treated

in a comparable situation on grounds of racial or ethnic origin”.

Indirect discrimination: “shall be taken to occur where an apparently neutral provision, criterion or practice would put persons of a racial or ethnic origin at a particular disadvantage compared with other persons, unless that provision, criterion or practice is objectively justified by a legitimate aim and the means of achieving that aim are appropriate and necessary”.

The **European Court of Human Rights** (ECtHR) defines **direct discrimination** as a difference in treatment of persons in similar situations, where the principles of legitimate aim and proportionality are not duly respected. **Indirect discrimination** focuses on neutral rules, criteria or practices and then asks whether these have a negative effect on groups defined by a ‘protected ground’.

Step 4

Provide examples on other types of discrimination: multiple and intersectional discrimination, discrimination, harassment and instruction to discrimination, by using Handout 9.

Step 5

Use Handout 9 to explain what positive action is under EU law.



National legal framework on equality and anti-discrimination

Session 5

Module 3

Objectives

- Identify international legal obligations to which the country in which the training is taking place is bound by in the field of equality and anti-discrimination.
- Indicate national laws that can be used to sanction antigypsyism and discrimination.



Time

25 minutes



Materials

- [Handout 10: National legal framework on equality and anti-discrimination](#)

Attention: To be developed by the facilitator based on national context; see here Kosovo country example.



Instructions

Step 1

Distribute Handout 10 on National legal framework on equality and anti-discrimination.

Step 2

Ask participants why it is important for the country to have specific laws promoting equality and combating discrimination.

Step 3

Explain the national legal framework on human rights and fundamental freedoms, which human rights instruments are applicable and which international agreements it has signed.

Step 4

Based on the handout, indicate national laws on equality and anti-discrimination that can be used to protect the rights of minorities and sanction discrimination.



Module 4

Case Studies. Apply knowledge

Aims

- To apply knowledge and skills from previous modules on stereotypes, prejudices, antigypsyism and discrimination.



 Objectives

- To apply the knowledge and skills learned in previous sessions

 Time 45 minutes

 Materials

- [Handout 11: Case studies](#)

 Instructions
Step 1

The most effective way to develop case studies is to base them on facts that are similar to events that have occurred in the country in which the training will take place. This approach results in participants viewing the case studies as relevant to their work.

Case studies have to be concise. The case studies should cover a variety of issues that are difficult to resolve so that the participants are required to reason through and engage with different aspects of discrimination and response. Some cases might have facts that could be interpreted in different ways. What is most important in developing case studies is to include scenarios that raise difficult questions that participants may be called upon to resolve. These issues can include:

- Unfair treatment in access to various services
- The use of degrading language or jokes about a non-majority group
- How to handle questions from news reporters about a crime committed by a Roma.

Try to come up with varied cases that have different bias motivations and different types of discrimination.

Step 2

The instructions include sample case studies on discrimination and hate speech or crime with annotations and instructions on facilitation. You may use these case studies in your training if there are no equivalent or more appropriate case studies from the country where the training is taking place.

Step 3

Explain participants that this part of the workshop will allow them to work in groups to apply the knowledge and skills acquired in previous training modules regarding fighting antigypsyism and discrimination.

Step 4

For the practical exercises, you will divide the participants into groups. Participants should be divided in groups of minimum 2 and maximum 5 persons. The time to do the exercise in groups can last from 15 to 20 minutes. One participant assigned by the group will present the results in the plenary. The time of each presentation should last approximately 5 minutes.

Step 5

Participants should be provided with the handout for this session.



Module 4

Session 1

Case studies



Case Study 1

A mosque was vandalized last night. Several windows were broken, and the front door was kicked in. Inside the Mosque someone had spray painted on a wall “ALL MUSLIMS ARE TERRORISTS. GET OUT OF OUR COUNTRY NOW”. The bloody carcass of a pig was lying in the middle of the mosque. Muslims represent only a small portion of the population in this region. There were no witnesses to the property damage.

You are working at an NGO, in charge of the non-discrimination file. You arrive at your office at 9 a.m. the next morning. Two hours later, a reporter from the largest newspaper in your country calls you asking for more information.

Questions:

- *Question 1: What actions should you take?*
- *Question 2: How will you respond to the reporter?*

Annotations to case study 1

This is a case about a hate crime.

Questions:

You can ask these questions to the group reporting on this case study.

- Should you contact the members of the mosque? This will help create a good working relationship with the Muslims in the community and hopefully provide you with some context and useful information.
- Should you arrange a meeting with the leaders of the Muslim community to understand what happened?
- What information do you want to receive from the members of the mosque?
- Has there been a recent history of hostility to the mosque or to Muslims?
- Is there a religious significance to the leaving of a pig's carcass in the mosque or any of the other acts of damage?
- Do they think it is a hate crime?

- Have they already reported the incident to the police? And have the police been at the incident scene?
- How are members of the community feeling and how your NGO can help?
- How will you collect evidence about what happened? Photographs, notes, testimonies.

Tips:

The response to the reporter should come after you check the credentials of the journalist and the nature of stories published previously about ethnic and religious minorities (Muslims). You should ask about the intentions behind them reaching out to your organisation (maybe to publish an article), the angle of the story, who else they talked to or intend to contact, when the story will be published and if you can get the questions in written. This will buy you time to further verify any information you might want to share and get the approval of your supervisor beforehand. When you respond in writing to the journalist, you also ask to check the final text, before publication for a last verification. This will allow you to control the tone and content of the article, at least with regard to the information you have provided.





Case Study 2

A Roma child aged 12 was begging for money when a group of non-Roma teenagers, all five years older than the Roma child, began taunting him with degrading words about Roma people. Many adults were walking by when the teenagers yelled degrading language. None of the adults tried to intervene.

Questions:

- *Question 1: What situation is the Roma child confronted with?*
- *Question 2: Is the child at any risk?*
- *Question 3: What could happen to the child if no one intervenes?*

Annotations to case study 2

This is a case about hate speech and harassment.

- Discuss why the teens attacked the

boy. By responding to this open-ended question, we aim to identify their bias against the ethnicity of the child.

- The boy is a victim of negative stereotypes, prejudice and hate speech. Having in mind that he is alone against a group of older teenagers, the situation can degenerate into a physical attack, thus being at risk of racist violence and abuse.
- Worst case scenario, the boy's life is at risk.



Case Study 3

You work as a civil servant in the public administration. You hear one of your colleagues, in front of several other colleagues in the office, make a degrading joke about refugees.

You frequently hear degrading jokes in the office station about refugees, Roma, gays, and ethnic and religious minorities.

Questions:

- *Question 1: What can you do?*
- *Question 2: Should you address this issue and, if so, how?*

Annotations to case study 3

This is a case about degrading and hate speech.

The civil servants can demonstrate their discomfort with the joke by speaking up or by using non-verbal messages.

Ask the participants to describe non-verbal ways to send the message that the joke is not appropriate.

Ask the participants to discuss why degrading jokes about non-majority groups are destructive.

- These kinds of jokes may unintentionally offend other colleagues, creating tension and undermining teamwork.
- If jokes are told by civil servants at the office at some point it is likely that they will be heard by citizens, reducing their confidence in the public services.
- If degrading jokes become part of the culture within a department, it increases the likelihood that civil servants will use degrading language about non-majority groups when they are outside the office.



Module 4

Session 1

Case studies



Case Study 3

- Degrading language by public servants can influence negatively their attitude and behaviour towards minority groups when these are seeking public services from them.

Tip:

In addition to speaking up with colleagues about the jokes at the office, the concerned civil servants can also raise the issue with the head of department and propose a training on diversity and non-discrimination.



Case Study 4

A single mother aged 22 was dismissed from her job at a fast-food place where she had been working for a year. Weeks before her dismissal, every employee had to mandatorily go through a test for detecting tuberculosis. The consent form did not have any mention that the blood from the lady would also be tested for HIV. The woman, though, passed negatively in the tuberculosis test and passed positively for the HIV test. Her employer maintained that he could not let the woman continue her services, as it was not safe for people infected with HIV to handle food.

Questions:

- *Question 1: Was the woman a victim of discrimination and if yes, of what kind?*
- *Question 2: How she can respond to being fired?*

Annotations to Case Study 4:

Ask the participants to discuss how the woman was discriminated at her workplace. Clarify that this is work discrimination based on a communicable disease. It is also a violation of her right to privacy and misuse of private information.

Tip:

She can file a complaint with the Ombudsman or equality body on the account of discrimination in employment; she can file a complaint with the police for her violation of privacy. She can also contact the media and complain against her employer, although she might not want her story published, as persons who are HIV positive suffer from a negative image and shaming.





Case Study 5

A Muslim pupil asks for some flexibility in the school timetable to fit in with his religious commitments linked to the month of Ramadan. He asks not to have to participate in physical education classes held in the afternoon during the month of Ramadan when he will be fasting. This request is denied, and he is required to attend PE classes in the afternoon. Another pupil requests some flexibility in the timetable to fit in with his confirmation classes at his church. He is permitted to leave class half an hour early on Fridays.

Questions:

- *Question 1: Was the Muslim pupil a victim of discrimination and if so, which kind?*
- *Question 2: How should the teacher have responded to both pupils? What are the key elements the teacher should have considered?*



Other examples of discrimination that can be used during practical or theoretical sessions

- A school finds out that a pupil has been diagnosed as autistic and immediately excluded from the school play. The teachers suspect he will 'not be able to cope'. *This is likely to be unlawful direct disability discrimination.*
- A school plans a trip to a natural history museum. A pupil with Down's syndrome is excluded from the trip as the school believes she will not be able to participate in the activities provided by the museum for school groups. *This is likely to be unlawful direct disability discrimination.*
- The admissions tutor for an independent school interviews an applicant who has cerebral palsy which makes her speech unclear. The tutor assumes that the applicant also has learning difficulties and refuses to admit her as he thinks she will be unable to cope with the highly academic environment of the school. *This is likely to be unlawful discrimination arising from disability.*
- After a fight in the school playground between pupils of Asian origin and white pupils, an independent school limits the time the Asian pupils involved in the fight can spend in the playground during lunch hour but does not impose a similar restriction on the White pupils. *If ethnicity is one of the causes of the disadvantageous treatment of this group of pupils, this is likely to be direct racial discrimination.*
- A pupil who is gay is offered a place at an independent school on the condition that he hides his sexual orientation and pretends that he is straight (heterosexual). *This is likely to be unlawful direct discrimination because of sexual orientation.*
- A sixth grade pupil is bullied for being bisexual and although he reports the bullying to a teacher, no action is taken



Module 4

Session 1

Case studies



Other examples of discrimination that can be used during practical or theoretical sessions.

as the teacher believes that it is just a bit of banter and he deserves 'some teasing' if he is going to say he is bisexual. *This is likely to be unlawful direct discrimination because of sexual orientation, rather than harassment.*

- A pupil undergoing gender reassignment is told she will not be able to attend the school camp because they do not have any suitable toilet facilities. *This is likely to be less favourable treatment because of gender reassignment, which would constitute direct discrimination.*
- During a school lesson, a teacher describes homosexuality as 'unnatural' and 'depraved' and states he will only be covering heterosexual relationships in the lesson. A bisexual pupil in the class is upset and offended by these comments. *As harassment doesn't apply to the protected characteristic of sexual orientation in schools, this is likely to be unlawful direct discrimination because of sexual orientation.*
- A pupil with cerebral palsy who is a wheelchair user is told she will be unable to attend a school trip to a local theatre putting on a production of a play she is currently studying in English, because the building is not wheelchair accessible. The pupil and her parents are aware that the play is also on at a theatre in a neighbouring city which is accessible, but the school does not investigate this option. *This is likely to be direct discrimination because of a disability.*
- A school provides a work placement in joinery with a local firm. The

school states that it is necessary for any applicant for this course to have taken woodwork at the school as an option in their design and technology course. There is a significant under-representation of girls on both the design and technology course and the woodworking option within that. This could be considered indirect sex discrimination as it will put girls at a particular disadvantage. *In the same school, if pupils want to undertake a work placement in fashion and fabric design, and it is not necessary for them to have undertaken the textiles option in design and technology, this could be a valid comparator to demonstrate indirect sex discrimination.*

- A school requires male pupils to wear a cap as part of the school uniform. Although this requirement is applied equally to all pupils, it has the effect of excluding Sikh boys whose religion requires them to wear a turban. *This is likely to be indirect discrimination because of religion and belief as it is unlikely that the school would be able to justify this action.*
- A school instigates a policy that no jewellery should be worn. A young woman of the Sikh religion is asked to remove her Kara bangle in line with this policy, although the young woman explains that she is required by her religion to wear the bangle. *This could be unlawful indirect discrimination on the grounds of religion and belief.*



Module 5

Closing and Evaluation

Aims

- Gather feedback from the participants on the workshop.
- Deliver closing remarks.



Module 5

Session 1

Evaluation

Objectives

- Ensure that participants fill out the evaluation sheet and share feedback.

 **Time** 30 minutes

Materials

- [Handout 12: Evaluation form](#)

Instructions

Step 1

The evaluation will help obtain relevant information on the impact of the training program; determine to what extent the objectives of the training were achieved and reflect, analyse, and improve its effectiveness and efficiency going forward.

Step 2

A thorough evaluation can give you the best insight into the drawbacks of your training. So, it is also important to know how to assess a training program. In this sense, you should:

- Test participants on how well they grasped the information provided.
- Ask participants for their opinion about the training program after it has been delivered.

Step 3

Ask the participants to fill out the evaluation form. Evaluations can be anonymous.

Step 4

Distribute to participants the handouts that they have not received previously.



Optional Module

The role of media

Aims

- Help participants to understand the role of media in combating antigypsyism
- Deepen knowledge, skills and competences in dealing with the media



Optional Module

Session 1

Role of the media

Objectives

- To understand what are the media outlets in the country and at local level
- To understand both the benefits and risks of using media
- To provide tools in dealing with the media effectively in addressing stereotypes and bias



Time

15 minutes



Materials

- Flipchart, marker
- Handout 13: Tips for media advocacy



Instructions

Step 1

Ask participants to provide names of print and online media effective in influencing or shaping the public opinion at local and national level.

Step 2

Ask participants about their role in shaping the public image of Roma in their country.

Step 3

Explain the role of media in influencing or changing public attitudes in general. Provide examples of negative media against Roma in their country.

Step 4

Provide Handout 13: Tips for media advocacy.

Step 5

Discuss a practical exercise on the role of media.

Example:

In a Parliamentary session the issue of social aid for disadvantaged groups has been discussed. The session has been broadcasted on the National TV. A member of the Parliament and head person of a political party stated publicly in his speech before the Parliament that “the State should do more to educate these people firstly, and then to socially support them”. He then added: “...I disagree with providing of financial support to kids who play with pigs on the streets and mothers with instincts of stray bitches”.

This speech has been spread out in the media. A popular far-right media outlet published the speech on its front page, congratulating the politician for the rightful words.

- Did the media outlet breach the law and ethics with the publication? Did they have the right to publish it?
- What is the possible impact of the politician’s speech published by a known rightwing media outlet?
- How should the media outlet have behaved in this situation?



Handouts

- **Handout 0:** Pre-training questionnaire
- **Handout 1:** The situation of Roma in Europe.
- **Handout 2:** Stereotypes and prejudices
- **Handout 3:** Antigypsyism definition and related documents
- **Handout 4:** Hate speech and hate crime definition and related concepts
- **Handout 5:** Hate speech standards at EU, Council of Europe and UN level
- **Handout 6:** Identify possible rights engaged with common Roma experiences
- **Handout 7:** European and International human rights and non-discrimination framework
- **Handout 8:** Relevant international human rights instruments and mechanisms.
- **Handout 9:** EU Law on anti-discrimination
- **Handout 10:** National legal framework on equality and antidiscrimination
- **Handout 11:** Case studies
- **Handout 12:** Evaluation form
- **Handout 13:** Tips for media advocacy

Handout 0

Pre-training Questionnaire





Introduction

Please, take some time and respond to the questions in our assessment. The aim of this exercise is to map the existing knowledge about antigypsyism, so that better training and training modules can be designed for your convenience.

The assessment below will focus on certain personal aspects and experience; discovering your own biases and prejudices, as well as your knowledge and position in relation to antigypsyism; tapping into your knowledge, preferences and vision to help shaping a better future for the Roma.

The areas covered in the assessment are the following:

- Personal information
- Part A: Personal reflection of the past
- Part B: Thinking of today
- Part C: The perception of Roma
- Part D: Imagining the future.

Personal information:

Occupation: _____



Part A: Personal reflection of the past

1. When you were growing up in your neighbourhood, did you have friends who were mostly Roma or non-Roma? If you had friends who were Roma, what are the things you did together? Where did you play - whose house? What messages did you get from your parents about these friendships?

2. What was your most significant childhood experience involving people you considered different? What did you learn from that experience?



Handout 0

Pre-training questionnaire

3. In your high school years, did you have friends who were mostly Roma or non-Roma?

4. What are some other thoughts about your exposure or lack of exposure to childhood experiences with Roma people?

5. What are some other thoughts about your exposure or lack of exposure to childhood experiences with non-Roma?

6. Have you ever been discriminated against? What happened? How did you feel?

7. Have you ever discriminated or behaved discriminatory against someone? Why? What made you behave that way?

8. With respect to antigypsyism, what was your most significant experience? What did you learn from it? It can be both your personal experience or an experience you witnessed or heard about.





Part B: Thinking of today

1. Do you have non-Roma friends or colleagues?

- Yes No Not sure

2. Do you have Romani friends or colleagues?

- Yes No Not sure

2a. If yes, what do you know about the group your friends belong to?

- Yes No Not sure

3. Were there Roma people at the last party you hosted, or attended?

- Yes No Not sure

4. Were there non-Roma people at the last party you hosted, or attended?

- Yes No Not sure

5. Are the Romani related celebrations (such as 8 April) in your community attended by diverse groups? Who is in the majority?

6. What would you say is the general view of Roma in your country or region?

7. What are some other thoughts about the racial/ethnic diversity in your country?

8. My country is culturally sensitive.

- Strongly agree
 Agree
 Disagree
 Strongly disagree
 Not sure

9. Antigypsyism is a problem in my country.

- Strongly agree
 Agree
 Disagree
 Strongly disagree
 Not sure



Handout 0

Pre-training questionnaire



Part C: The perception of Roma among institutions

1. To what extent are most servants in public institutions welcoming Roma?
 - Very welcoming
 - Somewhat welcoming
 - Somewhat unwelcoming
 - Very unwelcoming
 - Not sure

2. Public institutions are sensitive to barriers faced by Roma.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Not sure

3. There are Roma working in public institutions.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Not sure

4. Public institutions provide adequate programs and services reaching out to Roma.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Not sure

5. Public institutions (including the government) are genuinely committed to improve relations between people of different races/ethnic origins.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Not sure

6. The media in my country represent Roma issues in a fair and balanced manner.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Not sure

7. The health centres and hospitals in my country provide services that are culturally/racially sensitive.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Not sure



Pre-training questionnaire

Handout 0

8. There are counselling centres in my country run by the state that provide services that are culturally/racially sensitive.
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Not sure
9. There is easy to access legal (pro-bono) support for Roma in the case of antigypsyism (racial or ethnic discrimination)?
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Not sure
10. The police forces actively identify and report racial harassment and discrimination.
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Not sure
11. Roma are actively involved in policy processes and contributing to build Roma related policies?
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Not sure
12. Roma civil society in my country effectively addresses the concerns of Roma.
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Not sure
13. There is housing segregation of Roma.
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Not sure
14. In my country, there are famous, popular people with Roma background.
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Not sure
15. I feel that as member of the Roma community I need to minimize various aspects of my racial/ethnic culture such as language, clothes and ways of interacting in order to be able to “fit in” to the societal culture of my country.
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Not sure



Handout 0

Pre-training questionnaire

16. I have been expected to speak on behalf of all the Roma community in public.

- A. Daily
- B. Weekly
- C. Monthly
- D. Less than monthly
- E. Never

17. In the past five years, I have served on a committee of a public institution that included more than one person of Roma origin:

- 5 or more times
- 3-4 times
- 1-2 times
- Never
- I have not served on any committees



Part D: Imagining the future

1. What is your opinion about co-living of different groups in your country?

2. What institutions are the most important to start the change of perception about Romani people?

3. What 3 things would contribute to having a society free of antigypsyism?

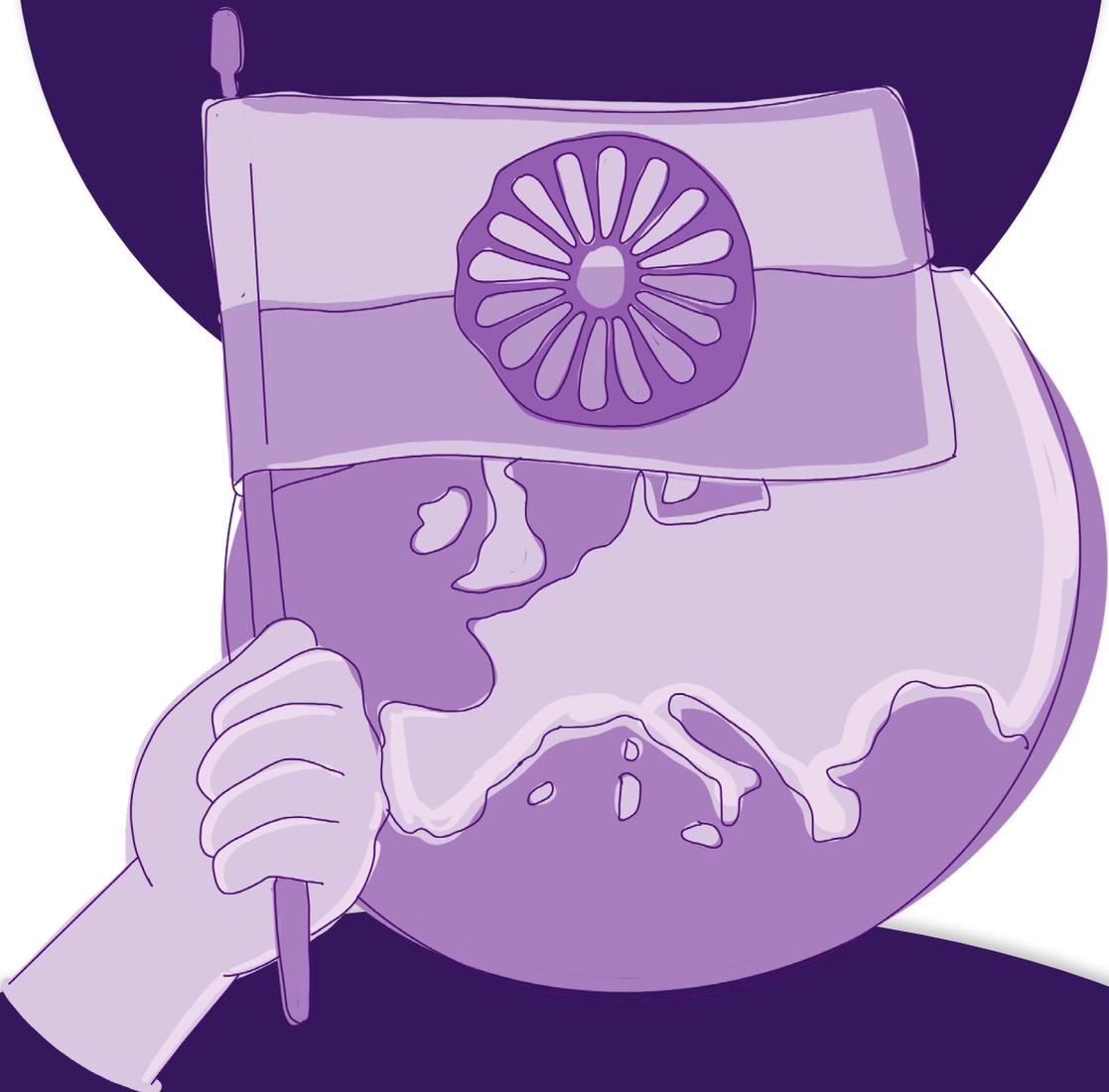
4. Where do you see yourself in taking a stand against antigypsyism? What would be your role?

5. What would you need to stand up against antigypsyism?



Handout 1

The situation of Roma in Europe



Handout 1

The situation of Roma in Europe



Introduction

Who are the Roma?

According to the Council of Europe², the Roma are a European people of Indian origin whose ancestors left the Ganges Valley in northern India somewhere around 1000 years ago. There are now approximately 12 million Roma in Europe.

What is the history of the Roma in Europe?

It is generally agreed that the Roma were living in the European parts of the Byzantine Empire, in today's Greece, before the 13th century. Since their arrival in Europe, the Roma have been forced out of countries, deported under threat of sanctions if they remained, including the death penalty – all for the sole reason of being born Roma. The Roma people have had to flee violence and discrimination wherever they were.

The Roma were slaves on the territory of present-day Romania from before the founding of the principalities of Wallachia and Moldavia in the 13th and 14th centuries. Under the influence of the international movement for abolishing slavery in the mid-19th century, and helped by young liberals, slavery was abolished in the two Romanian principalities. For many Roma, this just meant a different dimension to their exploitation as those who consequently became tied to the land were expected to give away a part of their crop to the landowner. The 20th century was marked by another memorable event in the lives of the Roma. In the beginning of 1940 the first mass murder of the Holocaust took place in the concentration camp at Buchenwald, when 250 Roma children from Brno were used as guinea pigs to test Zyklon-B, later used in the gas chambers at Auschwitz-Birkenau. Later, on 2 and 3 August 1944, several thousand Roma and Sinti were massacred at the Zigeunerlager in Auschwitz-Birkenau concentration camp.



What problems do Roma in Europe face today³?

In its Communication to Member States, the European Commission acknowledges that Europe still has a long way to go to achieve equality for its Roma population and that many of the continent's estimated 10-12 million Roma continue to face discrimination, antigypsyism, and socio-economic exclusion in their daily lives.

According to the EU Fundamental Rights Agency (FRA), the fundamental rights situation of Roma in the European Union remains profoundly troubling. The persisting phenomenon of antigypsyism remains a barrier to efforts to improve the life chances and living standards for Roma. Many continue to face discrimination, harassment and hate crime because of their ethnic origin. As a result, significant parts of the Roma population struggle with challenges – homes without running water or electricity, lack of health insurance, or even hunger

2 Council of Europe Toolkit against antigypsyism – Dosta! Enough! Go beyond prejudice, meet the Roma!

3 This section uses text from the EU FRA report „A persisting concern: anti-Gypsyism as a barrier to Roma inclusion“, 2018.



The situation of Roma in Europe

Handout 1

– that one would believe no longer exist in the EU. This report examines the persisting phenomenon of antigypsyism and its effect on Roma inclusion efforts.

All recent EU policy analyses build on the understanding of antigypsyism as a key structural driver of Roma exclusion that undermines the process intended to decrease Roma deprivation. Unless tackled explicitly, antigypsyism waters down the measures adopted in the specific thematic areas and dramatically reduces the prospect of improving outcomes in various areas of life (education, employment, healthcare, or housing). This reinforces the generational deprivation of Roma and confines them to the margins of society, further exacerbating prejudice and discrimination.

For more information see next page.



Where do we go from here?

The COVID-19 pandemic has revealed the extreme exposure of excluded and marginalised Roma communities to both short-term negative health impacts and to medium-term socio-economic impacts. Roma children living in marginalised communities are among the hardest hit by the pandemic. Distance learning has been impossible for too many Roma children living in households without IT facilities or electricity. The crisis has also revealed the urgent need for a more efficient policy response at European level.

In October 2020, the European Commission proposed a new Strategic Framework on Roma equality, inclusion and participation accompanied by guidelines and indicators for Member States and Western Balkans countries to further address the inequalities affecting the Roma population and to lead to better social outcomes for all. In addition, The EU is planning to adopt a new EU Council recommendation on Roma in order to provide stronger guidance to Member States and confirm their renewed long-term commitment to addressing the persistent problems and challenges facing the Roma community, which risk being exacerbated by the COVID-19 pandemic and its impact. It complements the Strategic Framework on Roma. Both initiatives constitute the EU Roma strategic framework up to 2030, which is designed to incorporate the lessons learned from the previous EU framework for national Roma integration strategies up to 2020 as regards areas of intervention, monitoring and reporting objectives, cross-sectoral coordination, funding and involvement of various stakeholders. They will have to be translated by national governments of the EU and Enlargement countries into national strategic frameworks for Roma equality, inclusion and participation and local action plans to be budgeted and implemented by local and national governments up to 2030.



Handout 1

The situation of Roma in Europe

Problems Roma face



Discrimination, harassment and hate crime

FRA data shows that the most heinous forms of antigypsyism, hate-motivated crime and harassment, continue to hamper Roma inclusion. The results of the EU-MIDIS II survey, conducted in 2016, show that, despite several years of inclusion efforts, on average, one out of three Roma surveyed had experienced some form of harassment – either offensive or threatening comments in person, threats of violence in person, offensive gestures or inappropriate staring, offensive or threatening e-mails or text messages, or offensive comments about them online. More worryingly, four per cent experienced physical violence motivated by antigypsyism – and, of those, only one in three reported this to any organisation, including the police. This shows that insufficient attention has been paid to manifestations of antigypsyism in the form of hate crime against Roma. This diminishes Roma people's trust in their public institutions, in particular law enforcement and justice, seriously undermining social inclusion efforts.



Poverty

With few exceptions, poverty rates among Roma have not declined between 2011 and 2016. An overwhelming proportion of Roma – on average, 80 % in the nine Member States surveyed in 2016 – still live at risk of poverty. Moreover, an average of 27 % of Roma live in households where at least one person had to go to bed hungry at least once in the previous month; in some Member States, this proportion is even higher.



Education

The data collected by FRA shows that, while in some Member States Roma children's participation in education improved over time, the gap in educational attainment between Roma and non-Roma children remains high, especially beyond compulsory education. Between 2011 and 2016, participation in early childhood education increased in six out of the nine countries surveyed – but still lags behind the general population average. Improvements in participation in compulsory education were encouraging, although it remains below the general population average in most countries. Also, between 2011 and 2016, the number of Roma pupils who left education at the level of secondary school on average decreased – from 87 % in 2011 to 68 % in 2016. Meanwhile, the proportion of Roma early school leavers compared to early school leavers in the general population across all countries surveyed remains unacceptably high. In respect to school segregation, the share of Roma attending classes where “all classmates are Roma” on average increased from 10 % in 2011 to 15 % in 2016 underlining the need for more decisive action in this area.



The situation of Roma in Europe

Handout 1

Employment



Overall employment rates for Roma remain low compared to the general population. FRA data shows no change in the proportion of Roma who indicated that their main activity was 'paid work' between 2011 and 2016 – with an important gender gap. In the five years between the two surveys, EU Member States implemented a range of initiatives to increase Roma employment, mostly addressing the employability of Roma – but there is little evidence of measures to tackle antigypsyism in the labour market. The proportion of young Roma aged 16 to 24 years, particularly women, who are not in employment, education or training (NEET rate) remains high – in stark contrast to the corresponding rates for the majority population. The rates of experiences with discrimination due to being Roma when looking for work and while at work remain, on average, very high. Many Roma across the EU engage in entrepreneurial activities, but the employment potential of this entrepreneurial activity is not used in full.

Housing



The FRA data shows that housing conditions for Roma did not change significantly between 2011 and 2016. For many, the right to social and housing assistance to ensure a decent existence remains unfulfilled. This means space limitations in their homes; no regular access to sanitation (potable water, toilets, showers, bathrooms inside the dwelling); and no electricity supply. A high share of Roma still has no regular access to basic sanitation or live in overcrowded conditions, hampering progress in other areas, such as education, health or employment. Moreover, the share of Roma experiencing discrimination in housing increased in several countries. With respect to the space available to each person in a dwelling, the results show a large, persisting difference from the general population average. A third of the Roma surveyed continue to live in housing that has no tap water inside the house; 38 % do not have a toilet, shower, or bathroom inside their home.

Health



The proportion of Roma assessing their health as "very good" or "good" increased significantly between 2011 and 2016 in most EU Member States surveyed by FRA and is on average similar to the general population. Roma face disproportionate barriers to accessing health services. These barriers are exacerbated by a lack of insurance or personal identification documents but also due to distance or discriminatory attitudes.



Handout 2

Stereotypes and prejudices



Stereotypes and prejudices

Handout 2



Race and culture

- All Blacks are good at sports.
- All white Americans are obese, lazy, and dim-witted.
- All Mexicans are lazy and came into America illegally.
- All Arabs and Muslims are terrorists.
- Italian or French people are the best lovers.
- All Asians are good at math. All Asians like to eat rice and drive slowly.
- All Irish people are drunks and eat potatoes.
- All white people do not have rhythm.
- All Blacks are lazy.
- All Hispanics do not speak English very well or not at all.
- All Jewish people are greedy, selfish money hungry people.
- Russians are violent.
- All Americans are cowboys.
- All Italians are stylish and sophisticated.
- Germans are Nazis or fascists.
- All Asians are Chinese.
- All Italians are good cooks.
- The people of Netherlands are all promiscuous and drug addicts.
- All Italians are mobsters or have links to the mob.
- Chinese will eat anything.
- All Asians are communists.
- All Australians are bullies, racists, drinkers and constantly uses swear words.
- All Egyptian women are belly dancers.
- The Japanese are engineering geniuses.
- All South Koreans are gaming nerds.
- Irish are alcoholics.
- All Hispanics are all illegal aliens.
- All Latinos are on welfare.



Men

- Only men can be doctors.
- Men are stronger and more aggressive.
- Men are better at sports.
- Men hate reading.
- Men always have an "I don't care" attitude.
- Men are tough.
- Men are thickheaded.
- Men like cars.
- Men become jocks in high school.
- Men take 2 seconds to shower.
- Men could care less if they become bald.
- Men wear whatever is clean.
- Men usually work in messy places.
- Men like car or porn magazines.
- Men brag about intimacy.
- Men take too many chances.



Negative Stereotypes

- All blonde women are dumb.
- All red heads are sluts.
- Christians are homophobic. They are blinded by God and will recruit you if you go near them.
- Girls are only concerned about physical appearance.
- Guys are messy and unclean.
- Men who spend too much time on the computer or read are geeks.
- Men who are not into sports are termed as gay.
- All librarians are women who are old, wear glasses, tie a high bun, and have a perpetual frown on their face.
- Girls are not good at sports.
- All teenagers are rebels.
- All children don't enjoy healthy food.
- Only anorexic women can become models.
- Women who smoke and drink do not have morals.
- Men who like pink are effeminate.



Women

- Women always smell good.
- Women take forever to do anything.
- Women are more brilliant than men.
- Women are always moody.
- Women try to work out problems while men take immediate action.
- All women like the color pink.
- Women like make-up.
- Women are fussy about their hair.
- Women work in department stores.
- Women like fashion magazines.
- Women are discrete about intimacy.
- Women do not drive well.
- Women never take chances.
- Women always talk too much on the phone.
- Women actually use only 5% of what's in their purse. Everything else is junk.
- Only women can be nurses.



Positive Stereotypes

- All Blacks are great basketball players.
- All Asians are geniuses.
- All Indians are deeply spiritual.
- All Latinos dance well.
- All Whites are successful.
- Asians have high IQs. They are smarter than most in Math and Science.
- African Americans can dance.
- All Canadians are exceptionally polite.
- French are romantic.
- All Asians know kung fu.
- Italians are good lovers.



Groups of Individuals

- Goths wear black clothes, black makeup, are depressed and hated by society.
- Punks wear mohawks, spikes, chains, are a menace to society and are always getting in trouble.
- Girls are only concerned about physical appearance.
- All blonds are unintelligent.
- All teenagers are rebels.
- No children enjoy healthy food.
- Only anorexic women can become models.
- The elderly have health issues and behave like children.

Handout 2 Stereotypes and prejudices



Examples of prejudices

1. A group of students at my University constantly imitates Chinese language in a very offensive way and calls me names when I pass by.
2. A young woman was attacked on the street. When the police arrived, they commented: "it's the woman's fault that she was attacked. She was wearing a short skirt."
3. When a female student from Nigeria entered a public bus, one male passenger started to shout "why did you come to our country? Go home, you can live in the banana tree". While shouting aggressively, he was waving a beer bottle near her face.
4. Someone sprayed on the door of a Roma family, "Gypsies, Niggers - this is what you are!" The police said that it was not a hate crime "it is just kids".
5. A Roma person is not allowed in a shop or a restaurant, especially when wearing traditional Roma clothes.
6. Our professor repeatedly says that women cannot be surgeons, therefore he treats his female students with disrespect and does not pay attention to their questions. He also mentioned several times that homosexuality is very unfortunate and is a mistake of the nature.



Kind of prejudices

Racist prejudices:

Prejudice played a key role in supporting slavery. Beliefs about the inferiority of blacks, notions that blacks experienced less pain and fewer emotions, and racist ideas about the behavior of blacks were all used as justifications to support slavery. Likewise, ideas that indigenous and first peoples were lazy or regressive were used to take their land, kill them and kidnap their children.

Sexist prejudices:

Sexist ideas about the intellectual and emotional inferiority of women were used to deprive them of the right to vote or own property. The notion of female inferiority has also supported rape and domestic violence. Sexist beliefs about women's honesty and emotions continue to be used to undermine their claims about rape, sexual assault, and other forms of abuse.

Ageist prejudices:

Ageism can be directed at both young and old people. For example, prejudices against young people suggest they are uninformed, ignorant, or impulsive. This can be used to mistreat or ignore them. Prejudice against older people may be used to deny them employment, remove their autonomy, or even abuse them. Elder abuse remains common.

Ableist prejudices:

Prejudicial attitudes about people with disabilities remain common. For instance, some people mistakenly believe that all people with disabilities have caregivers or that disabilities make people weak or submissive. Others believe disabilities are uncommon, or that people with disabilities do not have the same desires or rights as others. This is often used to support discriminatory or unfair policies. For example, people with disabilities faced forced sterilization for much of American history.

Anti-LGBTIQ+ prejudice:

Prejudicial beliefs about the behavior and attitudes of LGBTQ+ people have long been used to support discriminatory policies. For example, the notion that transgender people are merely dressing like the "opposite" gender has been used to stoke fears about transgender people using bathrooms consistent with their gender identity. Beliefs that non-heterosexual people are less moral or less committed to family relationships figured prominently in the refusal to allow them to marry.



Stereotypes and prejudices

Handout 2

Pyramid of Hate



Genocide - The act or intent to deliberately and systemically annihilate an entire people.



Bias Motivated Violence - Murder, Rape, Assault, Arson, Terrorism, Vandalism, Desecration, Threats



Discrimination - Economic discrimination, Political discrimination, Educational discrimination, Employment discrimination, Housing discrimination & segregation, Criminal justice disparities



Acts of Bias - Bullying, Ridicule, Name-calling, Slurs/Epithets, Social Avoidance, De-humanization, Biased/Belittling jokes



Biased Attitudes - Stereotyping, Insensitive Remarks, Fear of Differences, Non-inclusive Language, Microaggressions, Justifying biases by seeking out like-minded people, Accepting negative or misinformation/screening out positive information

Handout 3

Antigypsyism definition and
related documents



Antigypsyism definition and related documents

Handout 3



Definitions of antigypsyism

Council of Europe ECRI General Policy Recommendations No.13 on combating anti-Gypsyism and discrimination against Roma, 2011:

“Antigypsyism is a specific form of racism, an ideology founded on racial superiority, a form of dehumanisation and institutional racism nurtured by historical discrimination, which is expressed, among others, by violence, hate speech, exploitation, stigmatisation and the most blatant kind of discrimination; is especially persistent, violent, recurrent and commonplace form of racism.”

The Council of Europe’s Human Rights Commissioner report on Human rights of Roma and Travellers in Europe”, 2012 defines “anti-Gypsyism”:

“The specific expression of biases, prejudices and stereotypes that motivate the everyday behaviour of many members of majority groups towards the members of Roma and Traveller communities.”

Alliance against Antigypsyism working definition, 2016:

“Antigypsyism is a historically constructed, persistent complex of customary racism against social groups identified under the stigma ‘gypsy’ or other related terms and incorporates: 1. a homogenizing and essentializing perception and description of these groups; 2. an attribution of specific characteristics to them; 3. discriminating social structures and violent practices that emerge against that background, which have a degrading and ostracizing effect and which reproduce structural disadvantages.”

Examples of institutions or policy documents that refer to antigypsyism in Europe:

- 2005 European Parliament resolution on the situation of the Roma in the European Union ((2005)0151), urging the Council, Commission, Member States and candidate countries publicly to take steps to combat Anti-Gypsyism/Romaphobia in all forms, be it at local, national, regional or EU level.
- 2013 EU Council Recommendation on effective Roma integration measures in the member states, December 2013 (2013/C 378/01), calling member states to implement measures to combat discrimination and prejudice against Roma and anti-Gypsyism, in all areas of society.
- 2015 European Parliament Resolution of 15 April 2015 on the occasion of International Roma Day – anti-Gypsyism in Europe and EU recognition of the Memorial Day of the Roma genocide during World War II (2015/2615(RSP))
- European Parliament Committee on Civil Liberties, Justice and Home Affairs (rapporteur Soraya Post) report on “Fundamental rights aspects in Roma integration in the EU: fighting anti-Gypsyism” (2017/2038(INI)), calling upon the European Commission and EU Member States to put the fight against antigypsyism at the forefront of efforts for the social and economic inclusion of Roma.



Handout 3 Antigypsyism definition and related documents

- The EU High-Level Group on combating racism, xenophobia and other forms of intolerance Paper on “Antigypsyism: Increasing its recognition to better understand and address its manifestations” (European Commission, 2018).
- 2018 EU Fundamental Rights Agency report on A persisting concern: anti-Gypsyism as a barrier to Roma inclusion.
- 2019 European Parliament Resolution on the need for a strengthened post-2020 Strategic EU Framework for National Roma Integration Strategies and stepping up the fight against antigypsyism (2019/2509(RSP)).
- 2020 A Union of Equality: EU Strategic Framework for Roma Equality, Inclusion and Participation {SWD(2020) 530 final}.



You can find all the links by scanning this QR code.



Definitions of antigypsyism

- [Reference Paper on Antigypsyism \(2016\)](#)
- [Dimensions of Antigypsyism in Europe \(2019\)](#)
- [Developing measures to combat antigypsyism after 2020: Guidance for European and national stakeholders \(May 2019\)](#)
- [Combating antigypsyism in the post-2020 EU Roma Framework: Recommendations \(May 2019\)](#)
- [Civil Society feedback on the Roadmap published by DG Justice on 17 Feb 2020: Initiative setting out the EU Post-2020 Roma Equality and Inclusion Policy](#)



Policy and institutional documents on antigypsyism

- European Commission Roadmap: [Initiative setting out the EU post-2020 Roma equality and inclusion policy](#), 2020
- European Parliament, [“Motion for a resolution on the need for a strengthened post-2020 Strategic EU Framework for National Roma Inclusion Strategies and stepping up the fight against anti-Gypsyism”](#), 2019
- European Parliament, [“Scaling up Roma Inclusion Strategies; Truth, reconciliation and justice for addressing antigypsyism”](#), 2019
- European Commission COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT AND THE COUNCIL [“Report on the implementation of national Roma integration strategies”](#), 2019
- European Commission, “COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT AND THE COUNCIL [“Report on the evaluation of the EU Framework for National Roma Integration Strategies up to 2020”](#)”, 2018



Antigypsyism definition and related documents

Handout 3

- European Commission, "[Evaluation of the EU Framework for National Roma Integration Strategies up to 2020](#) – Accompanying the document COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT AND THE COUNCIL – Report on the evaluation of the EU Framework for National Roma Integration Strategies up to 2020", 2018
- European Commission, EU High Level Group on combating racism, xenophobia and other forms of intolerance, "[Antigypsyism: Increasing its Recognition to Better Understand and Address its Manifestations](#)", 2018
- Fundamental Rights Agency, "[A persisting concern: anti-Gypsyism as a barrier to Roma inclusion](#)", 2018
- The Roma civil monitor pilot project, "[A synthesis of civil society's reports on the implementation of national Roma integration strategies in the European Union](#)", 2018
- Austrian EU Presidency – Conference on antigypsyism: expert recommendations: "[How to address antigypsyism in a Post 2020 EU Roma Framework](#)", 2018
- S&D Group in the European Parliament: [The Milestones in our fight against anti-gypsyism](#), 2018
- European Parliament, "[Fundamental rights aspects in Roma integration in the EU: fighting anti-Gypsyism](#)", 2017
- Central Council for German Sinti and Roma, "[Antigypsyism in public discourses and election campaigns](#)", 2017
- Center for European Policy Studies, "[Combating Institutional Anti-Gypsyism: Responses and promising practices in the EU and selected Member States](#)", 2017
- PACE Resolution: "[Promotion the Inclusion of Roma and Travellers](#)", 2017
- The Greens/EFA in the European Parliament: "[Countering Antigypsyism in Europe](#)", 2017
- Thomas Acton: [Scientific racism, popular racism and the discourse of the Gypsy Lore Society](#). *Ethnic and Racial Studies*, 39 (7), pp. 1187 – 1204. 2016
- European Parliament Resolution: [International Roma Day – anti-Gypsyism in Europe and EU recognition of the memorial day of the Roma genocide during WW II](#). European Parliament resolution of 15 April 2015
- European Commission '[Report on the implementation of the EU Framework for National Roma Integration Strategies](#)', 2015
- Jan Jařab, "[Eight circles of anti-Gypsyism](#)", 2015
- Markus End: "[Antigypsyism in the German Public Sphere. Strategies and Mechanisms of Media Communication](#)". Heidelberg: Dokumentations- und Kulturzentrum Deutscher Sinti und Roma, 2015.
- [Report of the UN Special Rapporteur on minority issues](#), Rita Izsák. Comprehensive study of the human rights situation of Roma worldwide, with a particular focus on the phenomenon of anti-Gypsyism, 2015



Handout 3 Antigypsyism definition and related documents

- Huub van Baar, '[The Emergence of a Reasonable Anti-Gypsyism in Europe.](#)' In: Timofey Agarin, ed., *When Stereotype Meets Prejudice: Antiziganism in European Societies*. Stuttgart: Ibidem Verlag, 2014
- Martin Holler, '[Historical Predecessors of the term 'Anti-Gypsyism'.](#)' In: Jan Selling, Markus End, Hristo Kyuchukov, Pia Laskar and Bill Templer, eds., "Antiziganism. What's in a Word? Proceedings from the Uppsala International Conference on the Discrimination, Marginalization and Persecution of Roma, 23-25 October 2013", Newcastle upon Tyne: Cambridge Scholars Publishing, pp. 82 – 92., 2014
- Ad Hoc Committee of Experts on Roma Issues (CAHROM), "[Thematic report on combating anti-gypsyism, hate speech and hate crime against Roma](#)", 2013
- [EU Council recommendation on effective Roma integration measures in the member states](#). Employment, Social Policy, Health and Consumer Affairs Council Meeting, Brussels, 9 and 10 December 2013.
- European Commission, "[COMMUNICATION FROM THE COMMISSION: An EU Framework for National Roma Integration Strategies up to 2020](#)", 2011
- [ECRI General Policy Recommendation No. 13](#) on combating anti-gypsyism and discrimination and Roma, 2011
- [EU Framework Decision on combating certain forms and expressions of racism and xenophobia by means of criminal law](#), 2008
- [European Commission, Non-discrimination and equal opportunities: A renewed commitment](#). Community Instruments and Policies for Roma Inclusion. Commission Staff Working Paper, 2008
- Valeriu Nicolae: '[Towards a Definition of Anti-Gypsyism](#)', ERGO Network, 2006.
- [Roma in the European Union](#). European Parliament resolution on the situation of the Roma in the European Union, 2005.
- The European Union [Race Equality Directive](#), 2000.



Handout 4

Hate speech and hate crime definition
and related concepts



Handout 4

Hate speech and hate crime definition and related concepts



Hate speech

Hate speech encompasses any public expressions which spread, incite, promote or justify hatred, discrimination or hostility towards a specific group. It is dangerous, as it contributes to a growing climate of intolerance against certain groups.

Many nations have hate speech laws that make certain types of racist speech a crime. Hate crime laws may apply to racist or other biased speech that involve threats of violence or damage to property.



Hate crimes

Hate crimes are always comprised of two elements: a criminal offence committed with a bias motive. Note that this is a definition of a phenomenon, not a legal term.

The first element of a hate crime is that an act is committed is a crime, such as assault or damaging property. Hate crimes always require a base offence to have occurred. If there is no underlying crime, there is no hate crime.

The second element of a hate crime is that the perpetrator must commit the criminal act with a particular motive, referred to as “bias”. It is this element of bias motive that differentiates hate crimes from ordinary crimes. This means that the perpetrator intentionally chose the target of the crime because of some protected characteristic. The target may be one or more people, or it may be property associated with a group that shares a particular characteristic. Hate crimes could include murder, an act of intimidation, threats, property damage, assault, or any other criminal offence.



Protected characteristics

A protected characteristic is a common feature shared by a group, such as race, religion, ethnicity, nationality, gender, sexual orientation or any other similar common factor that is fundamental to their identity.



Discrimination

Acts of discrimination lack the essential element of an act constituting a crime. Discrimination issues are dealt with under civil law, even if the penalty is a criminal sanction. The legal and institutional frameworks governing discrimination and hate crimes are different.



Genocide

Genocide involves intentional conduct aimed at destroying, in whole or part, a national, ethnic, racial or religious group. Hate crimes can be part of the process that leads to genocide. Individual acts of genocide may be considered to constitute hate crimes.



Hate speech and hate crime definition and related concepts

Handout 4



Hate incidents

An act which involves prejudice and bias of the sort described above but which does not amount to a crime is described as a “hate incident”. Although hate incidents do not involve crimes, such incidents often precede, accompany or provide a context for hate crimes. Records of hate-motivated incidents can be useful in demonstrating a context of harassment and providing evidence of escalating patterns of violence.



Hate versus bias

It is important to note that a hate crime does not require that the perpetrator feels hate. Instead, it requires only that the crime is committed out of bias motivation. Bias means that a person holds prejudiced ideas about a group. Since hate crimes are committed because of what the targeted person, people or property represent, the perpetrator may have no feelings at all about an individual victim.



Misperception

It is important to note that, when qualifying hate crime, the key concern is the motivation of the perpetrator to commit such a crime, and not the identity of the victim. If a perpetrator wrongly perceives the target as belonging to a group with a protected characteristic, then the crime would still qualify as a hate crime. For example, a man from the Sikh community wearing a traditional turban may be attacked on the incorrect presumption that he is Muslim; or a person with a darker skin complexion may be attacked because the perpetrator assumes that the person is Roma. If two men walking next to each other are attacked on the assumption that they are gay, then this would qualify as an attack against LGBTI persons, regardless of their sexual orientation. In all these cases, it is irrelevant whether the victims actually hold these characteristics. It is sufficient that the perpetrator perceives them as such. Another example is when perpetrators choose their targets mistakenly assuming that they are associated with Muslims. For example, following the terrorist attack of 9/11, many Sikh men wearing a turban or beard were targeted in the USA, because they were wrongly perceived as Muslims based on their appearance. As the motivation in these crimes is bias against Muslims, they are still regarded as anti-Muslim hate crimes.



Handout 5

Hate speech standards at EU,
Council of Europe and UN level



Hate speech standards at EU, Council of Europe and UN level

Handout 5



European Union

Council Framework Decision 2008/913/JHA on combating certain forms and expressions of racism and xenophobia by means of criminal law - MS shall punish the intentional conduct of “publicly inciting to violence or hatred directed against a group of persons or a member of such a group defined by ref. to race, colour, religion, descent or national or ethnic origin” (Art. 1) - the uniform application across EU MS is problematic, due to the incoherence in approaches to the meaning of hate speech, the limits of free speech and the way in which hate speech should be tackled

European Code of Conduct on Countering Illegal Hate Speech Online - 2016: commitment by Facebook, YouTube, Twitter, Microsoft, and Instagram to counter spread of hate speech online - imposes the duty on the signatory IT companies to remove reported hate speech, which it deems to be such, from their platforms within 24 h

Audiovisual Media Services Directive 2010/13/EU - revised in 2018 - services such as YouTube as well as audiovisual content shared on social media, such as Facebook, are covered by the revised Directive. Video-sharing platforms are also required to take appropriate measures to protect people from incitement to violence or hatred and content constituting criminal offences.



Council of Europe

European Commission against Racism and Intolerance (ECRI) - General Policy Recommendation No 15 on “hate speech” 8.12.2016 - “the use of one or more particular forms of expression – namely, the advocacy, promotion or incitement of the denigration, hatred or vilification of a person or group of persons, as well any harassment, insult, negative stereotyping, stigmatization or threat of such person or persons and any justification of all these forms of expression – that is based on a non-exhaustive list of personal characteristics or status that includes “race”, colour, language, religion or belief, nationality or national or ethnic origin, as well as descent, age, disability, sex, gender, gender identity and sexual orientation”.

European Court of Human Rights - developing ECtHR case law on hate speech, including hate speech on the internet, which involves balancing different rights: the prohibition of discrimination (Art 14), the right to private life (Art 8) and freedom of expression (Art 10). Applicants cannot use art 10 to limit the rights and freedoms protected in the Convention in order to perform, promote and/or justify acts amounting to: hatred, violence, xenophobia and racial discrimination, anti-Semitism, islamophobia, terrorism and war crimes, negation and revision of clearly established historical facts, such as the Holocaust, contempt for victims of the Holocaust, of a war and/or of a totalitarian regime, totalitarian ideology and other political ideas incompatible with democracy (Art 17 abuse clause).

Example: In M'Bala M'Bala v. France, the applicant was a comedian, convicted for expressing negationist and antisemitic views during his live shows. He alleged



Handout 5 Hate speech standards at EU, Council of Europe and UN level

that this conviction had breached his freedom of expression. The ECtHR found that the expression of hatred and antisemitism, and support for Holocaust denial could not fall within the protection of Article 10 of the ECHR. The Court also found that the applicant “had sought to deflect Article 10 from its real purpose by using his right to freedom of expression for ends which were incompatible with the letter and spirit of the Convention and which, if admitted, would contribute to the destruction of Convention rights and freedoms”. His complaint was declared inadmissible.



United Nations

- Article 19, International Covenant on Civil and Political Rights, 1966 provides for the freedom of opinion and expression – HRC and can be restricted if this is provided for by law and is necessary for respect of the rights or reputations of others or for the protection of national security, public order or of public health or morals (ex. anti-semitic speech)
- Article 20, International Covenant on Civil and Political Rights : “Any advocacy of national, racial or religious hatred that constitutes incitement to discrimination, hostility or violence shall be prohibited by law”- Several countries have incorporated reservations to Article 20(2) on free speech grounds laid down in Articles 18, 19 and 20 of the Universal Declaration of Human Rights and reaffirmed in Articles 18, 19, 21 and 22 of the Covenant
- General Comment No 34, Human Rights Committee on Article 19 and 20, ICCPR (2012) Human Rights Committee held that: “Articles 19 and 20 are compatible with and complement each other. The acts that are addressed in Article 20 are all subject to restriction pursuant to Article 19, paragraph 3.
- Article 4, International Convention on the Elimination of Racial Discrimination, 1965 – prohibits manifestation of racism, racial hatred as manifested both by speech, acts and organised groups and racist speech uttered by public officials. States “shall declare an offence punishable by law all dissemination of ideas based on racial superiority or hatred, incitement to racial discrimination, as well as all acts of violence or incitement to such acts against any race or group of persons of another colour or ethnic origin, and also the provision of any assistance to racist activities, including the financing thereof”
- Many States Parties have incorporated reservations to Article 4 on free speech grounds; CERD Committee warns that free speech “carries special duties and responsibilities, among which is the obligation not to disseminate racist ideas”
- Rabat Plan of Action on the prohibition of advocacy of national, racial or religious hatred that constitutes incitement to discrimination, hostility or violence (2012) aims to facilitate and reinforce the implementation and protection of human rights. It is the result of a bottom-up, multi-stakeholder and consultative process.



Handout 6

Identify possible rights engaged with
common Roma experiences



Handout 6 Identify possible rights engaged with common Roma experiences



Groups

Split participant in 3 groups for the same task



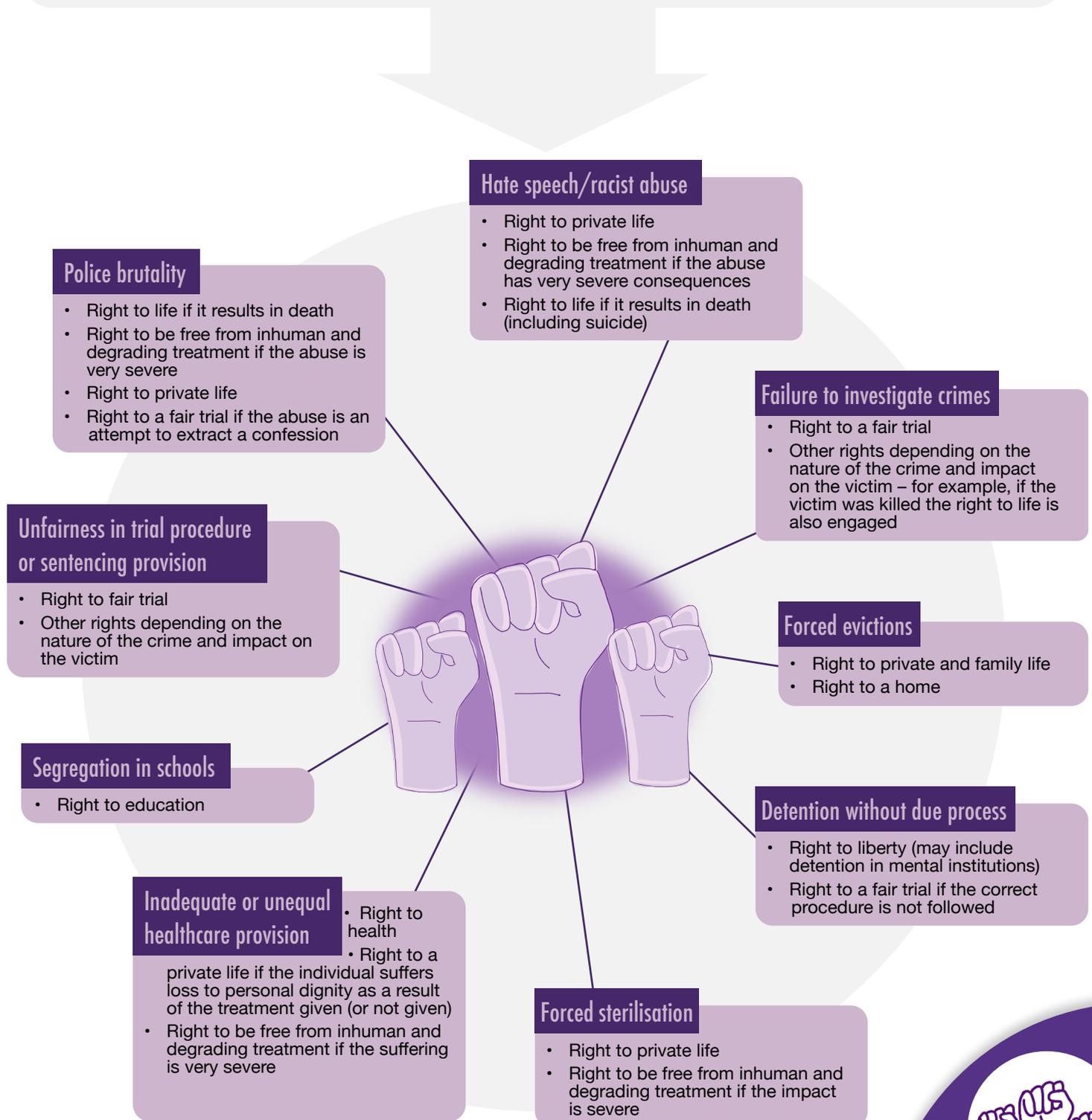
Time

Work in teams: 10 mins
Discussion in teams: 10 mins



Task

Identify possible rights engaged with common Roma experiences, based on the handout.



Handout 7

European and International human rights and
non-discrimination framework



Handout 7

European and International human rights and non-discrimination framework



What are human rights?

Universal Declaration of Human Rights Article 1: *“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”*

Human rights are universal legal guarantees protecting individuals and groups against actions by Governments that interfere with fundamental freedoms and human dignity. Human rights law obliges Governments to do some things and prevents them from doing others. The following are some of the most frequently cited characteristics of human rights:

- Internationally guaranteed
- Legally protected
- Focus on the dignity of the human being
- Protect individuals and groups
- Oblige States and State actors
- Cannot be waived or taken away
- Equal and interdependent
- Universal



What types of human rights are there?

Human rights cover many areas of life and are often grouped in the following categories:

Civil and political rights

• right to life • prohibition of torture • prohibition of slavery • right to personal liberty and security • right to a fair trial • right to private and family life • freedom of conscience and religion • freedom of expression • freedom of association and assembly • freedom of movement • right to vote • equal access to public service • right to form a political party • right to petition • right to property (also seen in part as an economic and social right)

Economic, social and cultural rights

• right to work and free choice of employment • right to just and favourable conditions of work • right to form trade unions • right to social security • right to an adequate standard of living • right to health • right to education • right to take part in cultural life and to enjoy the benefits of scientific progress

Solidarity/collective rights

• rights of peoples to self-determination • rights of minorities and indigenous peoples • right to development

Equality and non-discrimination

• right to equality and non-discrimination is both a substantive right and a principle according to which all human rights are to be guaranteed without any discrimination.



European and International human rights and non-discrimination framework

Handout 7



What do human rights do?

Human rights, which entail both rights and obligations, create an environment in which all people can live in dignity. Human rights confer different rights and obligations on individuals and on states.

For individuals, human rights:

- help to create the conditions for the fulfilment of their fundamental needs
- secure core human values such as life, physical and psychological integrity, freedom, security, dignity and equality against abuse by the state and by other people
- protect against exclusion and marginalisation through access to social services, such as education and health care
- help enable people to arrive at concrete legal and moral judgments with regard to difficult real-life situations.

For states, human rights:

- regulate how states and societies interact with people by providing ground rules for how states and societies should function.
- specify the state's responsibilities to respect and protect individuals.
- help to guide states in creating laws to regulate individual and collective action and establish relevant, impartial judicial organs to decide on (legal) conflicts and execute laws.
- form a basis for freedom, justice and peace in society

In order for human rights to be fully realised, individuals must respect rights and states have the obligation to both respect and protect rights. The obligations to respect and protect are fundamental to the human rights system.



Handout 8

Relevant international human rights
instruments and mechanisms



Relevant international human rights instruments and mechanisms

Handout 8



Regional and international human rights instruments

- Universal Declaration of Human Rights (1948)
- International Convention on the Elimination of All Forms of Racial Discrimination (1965)
- International Covenant on Civil and Political Rights (1966)
- International Covenant on Economic, Social and Cultural Rights (1966)
- UN Convention on the Elimination of All Forms of Discrimination against Women (1979)
- UN Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
- UN Convention on the Rights of the Child (1989)
- UN Convention on the Rights of Persons with Disabilities (2006)
- European Convention on Human Rights (1950)
- European Social Charter (1961)
- Charter of Fundamental Rights of the European Union (2000)



Human rights mechanisms

National

- Police
- Courts, including constitutional courts
- Ombudspersons or National Human Rights Commissions
- Parliament
- Monitoring mechanisms of detention places
- National equality and non-discrimination bodies
- Non-governmental organisations
- Media
- Trade unions
- Professional groups

European

- Court of Justice of the European Union (CJEU)
- European Court of Human Rights (ECtHR)
- Council of Europe European Committee for the Prevention of Torture
- European Commission against Racism and Intolerance (ECRI)
 - Non-governmental organisations

International

- UN Human Rights Committee
- UN Human Rights Council
- UN Committee against Torture (CAT) monitors implementation of the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment
- UN Sub-Committee on Prevention of Torture (SPT)
- UN Committee on the Elimination of Racial Discrimination (CERD) monitors implementation of ICERD
- UN Committee on the Elimination of Discrimination against Women (CEDAW)
- UN Committee on Economic, Social and Cultural Rights (CESCR) monitors implementation of ICESCR
- UN Human Rights Committee (CCPR) monitors implementation of the International Covenant on Civil and Political Rights (ICCPR)
- UN Committee on the Rights of the Child (CRC) monitors implementation of the Convention on the Rights of the Child
- Non-governmental organisations

[Background Documentation with EU and international legal instruments](#)



Handout 9

EU law on anti-discrimination





Introduction to the principle of equality and non-discrimination in the European Union

The principle of equality has been an element of its foundations from its early days, and first developed in the context of gender equality. The Treaty of Rome of 1957 required equal pay between men and women, and provided the competence to develop the first Equality Directives: the Equal Pay Directive of 1975 and the Equal Treatment Directive of 1976, which prohibited discrimination on grounds of gender in access to employment, vocational training and promotion, and working conditions.

With the Treaty of Amsterdam of 1997, the European Union introduced a specific power to combat discrimination on a wide range of grounds of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation. This power was set out in Article 13 of the Treaty of the European Community and had a significant impact. It led both to the introduction of a series of new Equality Directives as well as to the revision of the existing Gender Equality Directives.

In recent years there have also been two other major developments relating to the development of anti-discrimination law in the EU. Firstly, the powers and functions of the EU relating to equality and other human rights were recently amended and enhanced by the ratification of the Lisbon Treaty which entered into force on 1 December 2009 and made significant changes to the constitutional framework of the EU. Secondly, as a result of the Lisbon Treaty and other key decisions by the EU institutions, there is a growing convergence between the EU human rights frameworks and other intergovernmental human rights frameworks of the Council of Europe and the United Nations.

In order to fully understand and apply the developing EU anti-discrimination law it is necessary also to understand the place of equality as a human right, and how the EU, Council of Europe and United Nations human rights frameworks are increasingly interacting with each other

The EU strengthening of its human rights framework will also result in an increasingly close relationship between it and the Council of Europe's human rights frameworks. The Lisbon Treaty required for the first time that the EU accede to the European Convention on Human Rights (ECHR) (Article 6(2) TEU). Currently the ECHR constitutes general principles of EU law but is not binding on EU institutions.

As a result, once accession has been agreed, in the future it will be possible for persons in the EU Member States to bring claims in the European Court of Human Rights, where it is alleged that EU institutions have breached the ECHR, or Member States have breached the ECHR in implementing EU law.



Handout 9

EU law on anti-discrimination



Definition discrimination

Discrimination is a difference in treatment of persons who are in a similar situation; differential treatment is linked to a 'protected' ground; there is no objective and reasonable justification for this differential treatment.

Examples: *segregation in education and housing, forced evictions, forced sterilisation of Roma women, etc.*

Segregation is the maintenance of an entirely separate set of rights or access to separate facilities or services for different groups of people. As the result of segregation is the provision of less favourable treatment, where it is intentionally implemented, it is automatically considered **direct discrimination**. However, as seen from the case law of the ECtHR above, some human rights systems may permit segregation if there is an objective and reasonable justification for implementing it.

In practice, it may not always be easy to prove that the acts of the employer or state directly caused the segregation complained of because it can result from a multitude of different factors that cause the social exclusion of a particular group of people, therefore the claim of discrimination may be limited to **indirect discrimination**, especially in the absence of a legal definition of segregation at EU or national level.





Distinction between direct and indirect discrimination

EU Racial Equality Directive, Article 2 (2) makes a distinction between direct and indirect discrimination.



Direct discrimination

Direct discrimination: “shall be taken to occur where one person is treated less favourably than another is, has been or would be treated in a comparable situation on grounds of racial or ethnic origin”. (Art.2(2)(a), Directive 2000/43 of Race Equality Directive.

Elements of direct discrimination:

1. A different treatment is manifested.
2. Comparable situations are needed.
3. A prohibited ground is violated.
4. A reasonable justification is not necessary

1. Less favourable treatment occurs. At the heart of direct discrimination is the less favourable treatment that an individual is subject to. This can be relatively easy to identify compared with indirect discrimination, where statistical data is often needed. Here are examples: refusal of entry to a restaurant or shop, receiving a smaller pension or lower pay, being subject to verbal abuse or violence, being refused entry at a checkpoint, having a higher or lower retirement age, being barred from a particular profession, not being able to claim inheritance rights, being excluded from the mainstream education system, being deported, not being permitted to wear religious symbols, being refused or revoked social security payments.

2. Identical situations are not necessary, but a comparable situation is necessary. Less favourable treatment can be established by making the comparison to someone in a similar situation. A complaint about ‘low’ pay is not a claim of discrimination unless it can be shown that the pay is lower than that of someone hired by the same employer to perform a similar task. Therefore, to determine whether a person was treated less favourably, it is necessary to identify a suitable ‘comparator’: that is, a person in materially similar circumstances, with the main difference between the two persons being the ‘protected ground’.

3. ‘Protected grounds’ that exist in European non-discrimination law, such as: sex, gender identity, sexual orientation, disability, age, race, ethnic origin, national origin and religion or belief are violated. In order to satisfy this requirement, one should ask the following question: would the person have been treated less favourably had they been of a different sex, of a different race, of a different age, or in any converse position under any one of the other protected grounds? If the answer is yes, then the less favourable treatment is clearly caused by the grounds in question. Essentially, when considering whether direct discrimination has taken place, one is assessing whether the less favourable treatment is due to a ‘protected ground’ that cannot be separated from the particular factor being complained about.

4. There is no reasonable justification in direct discrimination; so, motive cannot justify less favourable treatment.

Exceptions:

- where there is a legislative exception (genuine occupational requirements)
- in relation to ‘age’
- when there are measures related to public security, the maintenance of public order and the prevention of criminal offences, the protection of health, rights and freedoms of others. (Art. 2(5), Directive 2000/78 on equal treatment in employment and occupation.



Handout 9 EU law on anti-discrimination

Examples: In *Richards v. Secretary of State for Work and Pensions*, the complainant who had undergone male-to-female gender reassignment surgery wished to claim her pension on her 60th birthday, which was the pensionable age for women in the United Kingdom. At that time, Ms Richards was unable to have her new gender recognised for the purposes of pension legislation. The government refused to grant the pension, maintaining that the complainant had not received unfavourable treatment in comparison to those in a similar situation. According to the government, the complainant had to be regarded as a “man” for the purposes of the pensions legislation. The CJEU noted that the absence of relevant national law precluded the complainant to fulfil the conditions of pension legislation. The CJEU found that a person who has undergone male-to-female gender reassignment in accordance with national law cannot be refused a pension she would be entitled to.

Case Feryn 2008 – C-54/07, where the director of a company that installed doors stated that he did not recruit Moroccans because of objections by customers saying no to “immigrants”. The European Court of Justice (CJEU), found sufficient evidence of direct discrimination on grounds of racial or ethnic origin.



Discrimination by association

The CJEU have given a broad interpretation of the scope of the ‘protected ground.’ It can include ‘discrimination by association’, where the victim of the discrimination is not themselves the person with the protected characteristic. It can also involve the particular ground being interpreted in an abstract manner. This makes it imperative that practitioners embark on detailed analysis of the reasoning behind the less favourable treatment, looking for evidence that the protected ground is causative of such treatment, whether directly or indirectly.

Example: In *S. Coleman v. Attridge Law and Steve Law*, a mother claimed that she was treated unfavourably at work because her son was disabled. Her son’s disability led her to be late to work on occasion and to request leave to be scheduled according to her son’s needs. The complainant’s requests were refused and she was threatened with dismissal, as well as receiving abusive comments relating to her child’s condition. The CJEU considered her colleagues in similar posts and with children as comparators, finding that they were granted flexibility when requested. It also accepted that this amounted to discrimination and harassment on the grounds of the disability of her child.





Indirect discrimination

Indirect discrimination: “shall be taken to occur where an apparently neutral provision, criterion or practice would put persons of a racial or ethnic origin at a particular disadvantage compared with other persons, unless that provision, criterion or practice is objectively justified by a legitimate aim and the means of achieving that aim are appropriate and necessary”. **(Art.2(2)(a), Directive 2000/43)**

Elements of indirect discrimination

- Neutral provision but similar treatment
- Similar situations/ a comparator
- A prohibited ground?
- A reasonable justification?

The first identifiable requirement of indirect discrimination is an apparently neutral rule, criterion or practice.

Example: In D.H. and Others v. the Czech Republic, a series of tests were used to establish the intellectual capacity of pupils to determine whether they should be placed into special schools designed for children with special educational needs. The same test was applied to all pupils who were considered for placement in special schools. The ECtHR considered that there was a danger that the tests were biased and that the results were not analysed in the light of the particularities and special characteristics of the Roma children who sat them. In particular, the educational background of Roma children (such as a lack of preschool), some of the children's inability to speak Czech and their unfamiliarity with the testing situation were not taken into account. As a result, Roma students were inherently more likely to perform badly on the tests – which they did – with the consequence that between 50 % to 90 % of Roma children were educated outside the mainstream education system. The ECtHR found that this was a case of indirect discrimination.



Handout 9

EU law on anti-discrimination



Other forms of discrimination



Harassment

Harassment is understood as discrimination under the EU non-discrimination directives. It had previously been dealt with as a particular manifestation of direct discrimination. Its separation into a specific head under the directives is based more on the importance of singling out this particularly harmful form of discriminatory treatment, rather than a shift in conceptual thinking.

Harassment shall be deemed to be discrimination, “when an unwanted conduct related to racial or ethnic origin takes place with the purpose or effect of violating the dignity of a person and of creating an intimidating, hostile, degrading, humiliating or offensive environment.” (**Art.2(3), Directive 2000/43**).

First, it is the victim’s perception of the treatment that is used to determine whether harassment has occurred. Second, however, even if the victim does not actually feel the effects of the harassment, a finding may still be made, so long as the complainant is the target of the conduct in question.



Instruction to discriminate

Instruction to discriminate against persons on grounds of racial or ethnic origin shall be deemed to be discrimination (**Art.2(4), Directive 2000/43**). No specific definition is provided under the EU directives.



Positive action

Legally the scope of positive action is defined in the **Race Equality Directive (2000/43/EC, Article 3)** covering three areas: (i) conditions for access to employment, to self-employment and to occupations, including selection criteria and recruitment conditions, whatever the branch of activity and at all levels of the professional hierarchy, including promotion; (ii) access to all types and to all levels of vocational guidance, vocational training, advanced vocational training and retraining, including practical work experience and (iii) employment and working conditions, including dismissals and pay.

Article 5 of the Race Equality Directive specifically allows for positive action but neither imposes it nor allows for positive discrimination. The same is true of Article 7 of the Framework Directive (2000/78/EC). In addition, Articles 4 of the Race Equality and the Framework Directive permit the consideration of a ‘characteristic related to racial or ethnic origin’ if it is a ‘genuine and determining occupational requirement’.

Directive 2000/78/EC, art 7(1): “With a view to ensuring full equality in practice, the principle of equal treatment shall not prevent any Member State from maintaining or adopting specific measures to prevent or compensate for disadvantages linked to any of the grounds referred to in Article 1” of the Directive.



Handout 10

National legal framework on equality and
anti-discrimination
(Kosovo country example)



Handout 10

National legal framework on equality and anti-discrimination



Law No. 2005/L-021 on protection from discrimination (Kosovo)

The law establishes a general framework for prevention and combating discrimination based on nationality, or in relation to any community, social origin, race, ethnicity, colour, birth, origin, sex, gender, gender identity, sexual orientation, language, citizenship, religion and religious belief, political affiliation, political or other opinion, social or personal status, age, family or marital status, pregnancy, maternity, wealth, health status, disability, genetic inheritance or any other grounds, in order to implement the principle of equal treatment.

This law applies to all acts or omissions, of all state and local institutions, natural and legal persons, public and private sector, who violate, violated or may violate the rights of any person or natural and legal entities in all areas of life, especially related to:

1. conditions for access to employment, self-employment and occupation, including employment conditions and selection criteria, regardless of activity and at all levels of the professional hierarchy, including promotions
2. access to all types and levels of vocational guidance, vocational training, advanced vocational training and re-qualifications, including internship experience
3. conditions of employment and working conditions, including discharge or termination of the contract and salary
4. membership and involvement in organizations of workers or employers or any organization whose members exercise a particular profession, including the benefits provided for by such organizations
5. social protection, including social assistance scheme, social security and health protection
6. social advantages
7. social amenities, including but not limited to humanitarian aid
8. education
9. access to housing, which is available to the public, and the access to other forms of property (movable and immovable)
10. access to and supply of goods and services which are available to the public
11. fair and equal treatment in court proceedings and all other authorities administering justice
12. access and participation in science, sports, art, services and cultural activities
13. personal insurance
14. participation in public affairs, including the right to vote and the right to be elected
15. access to public places and any other rights provided for by the legislation in force.



National legal framework on equality and anti-discrimination

Handout 10



Law No. 2005/L-021 on protection from discrimination (Kosovo)

Definition of discrimination

Discrimination is any distinction, exclusion, restriction or preference on any ground specified in Article 1 of this law, which has the purpose or impact of depreciation or violation of the recognition, enjoyment or exercise of human rights and fundamental freedoms guaranteed by the Constitution and other applicable national legislation.

Types of discrimination

Direct discrimination - shall be taken to have occurred where one person is treated less favourably than another is, has been or would be treated in a comparable situation based on one or more grounds such as those stated in Article 1 of the Law.

Indirect discrimination - occurs when a provision, criterion or impartial practice in appearance, has or will put the person in an unequal position compared with others, according to one or more of the grounds set out in Article 1 of this Law, unless the provision, criterion or practice can be objectively justified by a legitimate purpose and the means of achieving that purpose are appropriate and necessary.

Harassment - shall be deemed to be discrimination, when an unwanted conduct (including but not limited to unwanted conduct of sexual and/or psychological nature), which has the purpose or effect of violating the dignity of the person and of creating an intimidating, hostile, degrading, humiliating or offensive environment based on the grounds set out in Article 1 of this Law.

Incitement to discrimination - shall be prohibited when it amounts to promoting hatred based on one or more of the protected grounds listed in Article 1. of this law and when done intentionally.

Victimization - is deemed discrimination on the grounds set out in Article 1 of this Law, and occurs when a person suffers an adverse or negative consequences in response to a complaint or non-complaint (started procedures) or actions in order to apply the principle of equal treatment or when such person provides information, evidence or assistance in relation to the complaint procedure in case of discrimination

Segregation - is deemed discrimination on the grounds set out in Article 1 of this Law including the protection of every individual who does not participate in a discrimination complaint but which is thought to have made it which occurs when a person or persons separated from others by natural persons, legal entities, or a combination of both, public sector, private sector or both, and this separation is done on one of the grounds defined in Article 1 of this law.

Discrimination by association - is deemed discrimination on the grounds set out in Article 1 of this Law, targeting people who do not belong to a particular group but are third parties that are associated with those groups.



Handout 10

National legal framework on equality and anti-discrimination



Law No. 2005/L-021 on protection from discrimination (Kosovo)

Failure of a reasonable adaptation/accommodation for persons with disabilities - in accordance with their specific needs, is deemed discrimination on the grounds set out in Article 1 of this Law, except when is an undue burden on the person who is obliged to provide and this is not in contradiction with the legislation in force, by considering due to this purpose such factors as the use of available public resources, participation in social and public life and ensuring access to the workplace and suitable working conditions.

Discrimination by perception - shall be considered discrimination according to Article 1 of this Law placement of targeted persons who do not belong to a certain group, but third persons who are percept that belong to the group.

Multiple discrimination occurs when discrimination is based on any combination of the grounds covered by this law. Multiple discrimination and multiple grounds shall be construed accordingly.

Severe forms of discrimination

Discriminatory behaviour that is motivated by more than one ground or which is committed more than once, or which has lasted for a long period of time or had harmful consequences especially for the victim, is considered severe form of discrimination.

Affirmative actions

- Affirmative actions are undertaken measures in order to prevent or compensate unfavourably groups or persons related to any of the grounds specified in Article 1 of this Law.
- Affirmative action may apply, including but not limited in cases of:
 - targeted group shall be underrepresented in the corresponding position
 - underrepresented group candidate must have the same qualifications as those of his/her counter candidate in terms of eligibility, ability and professional performance
 - application of each candidate undergoes an objective assessment which must take into account all the criteria that are typical to each individual candidate
 - giving priority to underrepresented group candidate cannot be automatic and unconditional but, can be ignored if the specific reasons for an individual candidate may be in his/her favour.
- Affirmative actions are not considered discrimination under this law and shall apply only until the achievement of the purposes for which those measures are set.



National legal framework on equality and anti-discrimination

Handout 10



Law No.2004/2 on Gender Equality (Kosovo)

Definitions

Gender equality: shall mean equal participation for females and males in all relevant fields of social life, equal status, equal opportunities to be entitled to their rights and make use of their individual skills for the development of the society and equal benefit from the results of such development.

Equal gender treatment: shall mean the elimination of all direct and indirect forms of gender discrimination.

Direct gender discrimination: shall mean the unequal treatment of an individual compared to another individual of the opposite gender in the same or similar conditions.

Indirect gender discrimination: shall mean the placing of a certain individual in an unequal position with the neutral provisions, the standards or unequal treatment under the same or similar conditions, except in cases where such provisions, standards or treatment is indispensable and furthermore provided that such treatment can be justified by objective facts which are not based on any particular gender.

The law considers the **incitement of a person into gender discrimination as discrimination.**

Harassment and sexual harassment: constitute gender discrimination. Harassment: includes all forms of behavior that aim or constitutes a threat to personal dignity. Sexual harassment: includes any form of sexual, verbal, non-verbal, physical or symbolic behavior that constitutes a threat to personal dignity.



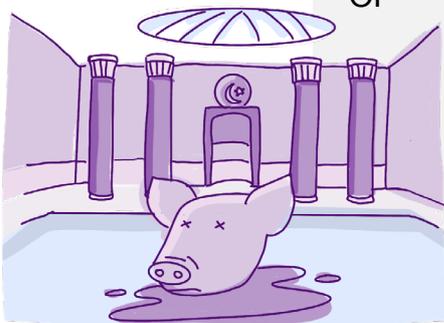
Handout 11

Case Studies



Case study 1

A mosque was vandalized last night. Several windows were broken, and the front door was kicked in. Inside the Mosque someone had spray painted on a wall "ALL MUSLIMS ARE TERRORISTS. GET OUT OF OUR COUNTRY NOW". The bloody carcass of a pig was lying in the middle of the mosque. Muslims represent only a small portion of the population in this region. There were no witnesses to the property damage.



You are working at an NGO, in charge of the non-discrimination file. You arrive at 9 a.m. the next morning at your office. Two hours later, a reporter from the largest newspaper in your country calls you asking for more information.

Questions:

- Question 1: What actions should you take?
- Question 2: How will you respond to the reporter?

Case study 2

A Roma child age 12 was begging for money when a group of non-Roma teenagers, all five years older than the Roma child, began taunting him with degrading words about Roma people. Many adults were walking by when the teenagers yelled degrading language. None of the adults tried to intervene.



Questions:

- Question 1: What situation is the Roma child confronted with?
- Question 2: Is the child at any risk?
- Question 3: What could happen to the child if no one intervenes?

Case study 3

You work as a civil servant in the public administration. You hear one of your colleagues, in front of several other colleagues in the office, make a degrading joke about refugees.

You frequently hear degrading jokes in the office station about refugees, Roma, gays, and ethnic and religious minorities.



Questions:

- Question 1: What can you do?
- Question 2: Should you address this issue and, if so, how?

Handout 11

Case Studies

Case study 4

A single mother aged 22 was dismissed from her job in a fast-food place where she had been working for a year. Weeks before her dismissal, every employee had to mandatorily go through a test for detecting tuberculosis. The consent form did not have any mention that the blood from the lady would also be tested for HIV. The woman, though, passed negatively in the tuberculosis test and passed positively for the HIV test. Her employer maintained that he could not let the woman continue her services, as it was not safe for people infected with HIV to handle food.



Questions:

- Question 1: Was the woman victim of discrimination and if yes, of what kind?
- Question 2: How she can respond to being fired?

Case study 5

A Muslim pupil asks for some flexibility in the school timetable to fit in with his religious commitments linked to the month of Ramadan. He asks not to have to participate in physical education classes held in the afternoon during the month of Ramadan when he will be fasting. This request is denied, and he is required to attend PE classes in the afternoon. Another pupil requests some flexibility in the timetable to fit in with his confirmation classes at his church. He is permitted to leave class half an hour early on Fridays.



Questions:

- Question 1: Was the Muslim pupil a victim of discrimination and if so, which kind?
- Question 2: How should the teacher have responded to both pupils? What are the key elements the teacher should have considered?



Handout 12

Evaluation Form



Handout 12

Evaluation Form

Gender

 female male prefer not to say

Testing Knowledge

- Which of the following best describe the concept of human rights?
 - Laws about rights contained in the national Constitution
 - The existence of UN peacekeeping forces around the world
 - Basic rights and freedoms to which all humans are entitled
 - The rights to freedom of speech and religion
- The document that grants human rights to all beings is called the _____.
 - American Declaration of Human Rights
 - Universal Declaration of Human Rights
 - World Declaration of Human Rights
 - Declaration of Human Rights
- Which of the following statements are true about stereotypes?
 - Systematize and simplify reality
 - Defend people's values
 - Maintain social control
 - Stereotypes exist to limit us
 - Stereotypes are the starting point of prejudice
- Unchecked prejudice and bigotry leads to:
 - discrimination
 - violence
 - genocide
 - all of the above
- Is discrimination punishable under the law?
 - Yes
 - No
 - I don't know
- To demonstrate that direct discrimination has occurred:
 - An actual and a hypothetical comparator is required.
 - An actual or a hypothetical comparator is required
 - An actual comparator is required
 - None of the above.



7. Indirect discrimination:
- Can never be justified
 - Can always be justified
 - Can be justified if there is both a legitimate aim for the relevant policy or practice, and the means used to achieve the aim are proportionate
 - Can be justified if there is a legitimate aim for the relevant policy or practice.
8. Can a non-Roma person be a victim of hate crime?
- Yes
 - No
 - I don't know
9. Which of these is not a protected characteristic?
- Ethnicity
 - Law Enforcement
 - Religion
 - Gender
10. Why are hate crimes different from hate speech and discrimination?
- Because hate crimes are criminal offenses
 - Because hate crimes cannot be committed by words
 - Because hate crimes always have a base offense and a bias motivation
 - Because hate Crimes mostly happen at the workplace
11. Can victims' community members be impacted by a hate speech against a particular person of the group?
- No, only the direct victim can be impacted
 - Yes, only if the community is very sensitive
 - Yes, because hate speech may send a message to the entire community
 - No, only the direct family of the victim could be impacted
12. A good facilitator:
- Helps the participants to be comfortable with each other
 - Improvises all the time
 - Encourages group activity
 - Is flexible with the agenda



Handout 12

Evaluation Form



Evaluating Satisfaction

1. Was the content of the training session relevant to your needs?
 - Absolutely not
 - Rather not
 - Not really
 - Almost
 - Completely
2. Was the information conveyed during the training session easy to understand?
 - Absolutely not
 - Rather not
 - Not really
 - Almost
 - Completely
3. Was the overall quality of the training session satisfactory?
 - Absolutely not
 - Rather not
 - Not really
 - Almost
 - Completely



Evaluating training methods and trainers

1. How do you rate the teaching method?
 - Very weak
 - Weak
 - Good
 - Very good
 - Excellent
2. How do you assess the opportunities for interaction with the trainers?
 - Very weak
 - Weak
 - Good
 - Very good
 - Excellent
3. How do you rate the quality of the Curriculum, handouts and other training materials?
 - Very weak
 - Weak
 - Good
 - Very good
 - Excellent





Evaluating learning

- | | |
|--|---|
| <p>1. How confident do you feel about applying the gained knowledge in your activities?</p> <p><input type="radio"/> Very weak</p> <p><input type="radio"/> Weak</p> <p><input type="radio"/> Good</p> <p><input type="radio"/> Very good</p> <p><input type="radio"/> Excellent</p> | <p>2. How often do you expect to be able to apply the gained knowledge in your activities?</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Rarely</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Often</p> |
|--|---|



Please rate your trainers in the following areas:

- | | |
|---|---|
| <p>1. Knowledge of the subject</p> <p><input type="radio"/> Very weak</p> <p><input type="radio"/> Weak</p> <p><input type="radio"/> Good</p> <p><input type="radio"/> Very good</p> <p><input type="radio"/> Excellent</p> | <p>2. Creating interest in the subject/ activities</p> <p><input type="radio"/> Very weak</p> <p><input type="radio"/> Weak</p> <p><input type="radio"/> Good</p> <p><input type="radio"/> Very good</p> <p><input type="radio"/> Excellent</p> |
|---|---|



Anything else?

Please provide below any other comments on the training including its weaknesses, strengths and tips for further improvement:



Handout 13

Tips for media advocacy



Before you engage with the media, it is useful to brainstorm on:

- What are the media outlets available to you?
- Are some media outlets more effective than others? Which ones?
- What are the potential benefits of using media for advocacy?
- What are the potential drawbacks of using the media for advocacy?
- What are the skills and resources needed to conduct media advocacy?

If you consider contacting the media, you should:**Have a good reason to engage the media.**

- Is engaging the media useful or necessary for achieving your advocacy goals?

Be clear about your aim.

- Why do you want media coverage?

Develop your message and stick to it.

- Reduce complex issues into simple talking points for a wide audience. Make it relatable. Make it clear and relevant to your message.

Be prepared to answer questions.

- Know who you represent and what you're trying to accomplish. Be aware of local impacts.

Target key people.

- To use the media well you need to have good relationships with relevant people who are sympathetic to what you are trying to do.

Use media hooks.

- Ask yourself: "Why is this interesting? What will catch people's attention? What is the likely reaction?" News with elements of local impact, personal stories, conflict or controversy, injustice, special events and celebrity involvement tends to get more attention.

Never lie or say something you are unsure of.

- If a reporter asks you a question you don't know, say that you don't know and will call back with an answer. Lying or providing false information can cause complications for your campaign or organization.

Remember that no news is unbiased.

- Most media have values behind them, whether they are political, religious, poverty focused etc. Make sure you find out what this is before you approach them. You will then have a good understanding of how they may view your issue.





ERGO Network - Rue d'Edimbourg 26 - 1050 Brussels
www.ergonetwork.org - info@ergonetwork.org



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