

INTEGRATED PLAN
FOR THE
ROMA
IN CATALONIA
2017 - 2020



Generalitat de Catalunya
**Departament de Treball,
Afers Socials i Famílies**

Integrated Plan for the Roma in Catalonia 2017-2020



Generalitat de Catalunya
**Departament de Treball, Afers Socials
i Famílies**

© Government of Catalonia, 2018

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1st edition: September 2018

Layout and design: Gama, SL

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Institutional Presentation

We are beginning a new era with the approval of the Integrated Plan for the Roma in Catalonia 2017-2020 and also with a firm commitment to continuing to increase the social impact of our policies and improve the lives of Roma in our country.

Even though we believe that in recent years we have made major progress in mapping out public policies for the Roma, we still face the challenge of achieving better and more far-reaching results in the actions we put in place every year.

For many years the challenge of the full inclusion of the Roma has gained increasing relevance on the European agenda. In 2005 the European Parliament called on the Council of the European Union, the European Commission and all EU member states to consider the recognition of the Roma as a European minority.¹ Since then, numerous policies and measures have been implemented by the EU to work towards improving the situation of the Roma and vigorously fighting anti-Gypsyism. A good example of this pledge is the Commission's communication to the European Parliament, the Council of Europe, the Economic and Social Committee and the Committee of the Regions² which urges governments to map out and implement actions in the following areas: education, employment, housing and health.

The Government of Catalonia remains committed to public policies that are specific to groups at risk of experiencing social inequalities, such as the Roma, in order to improve their standard of living and ensure they have the same rights as the rest of Catalan society. In fact, Catalonia has always been a country at the forefront of the inclusion of the Roma on the political agenda. In 2001 the Parliament of Catalonia announced two major resolutions³ in support of the Roma. These resolutions enabled us to recognise the identi-

1. *European Parliament resolution on the situation of the Roma in the European Union. P6_TA(2005)0151. Thursday, 28 April 2005 – Brussels.*

2. *Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. An EU Framework for National Roma Integration Strategies up to 2020. COM(2011) 173 final, 5 April 2011 – Brussels.*

3. *Resolution 1045/VI of the Parliament of Catalonia, on the development of a Integrated Plan for the Roma in Catalonia; Resolution 1046/VI of the Parliament of Catalonia, on the recognition of the identity of the Roma and the value of their culture.*

ty of the Roma and the value of their culture as well as to draw up the first Integrated Plan for the Roma in Catalonia and its successors.

To continue meeting the challenge of improving the social impact of our policies, we have now specified five core themes that are set out in the introduction to the Plan: 1) implementing measures and actions which are directly aimed at improving the social situation of the Roma, especially bearing in mind the data mentioned in this Plan; 2) contextualisation in the European, Spanish and Catalan framework of public policies aimed at the Roma in order to respect and improve lines of political action geared towards the social inclusion of the Roma; 3) consistency with the results of the research with the greatest impact and other successful schemes which are helping to improve the situation of the Roma; 4) involvement of Roma in the design, monitoring and assessment of the Plan; and 5) ongoing partnership and dialogue with the national, regional and local authorities of Catalonia.

The involvement and participation of Roma in the design, implementation and assessment of policies that affect them has been and is essential in our structure and our operation. Ongoing and equal dialogue is a central ethical and methodological principle in this Plan and in all the measures taken by our Ministry with and for the Roma.

The scientific community is conducting research into ways of overcoming the social exclusion of the Roma and showing that it is possible to lessen this social exclusion by implementing measures which are supported by the results achieved in very different socio-economic contexts. Our Government is committed to providing this Plan with measures corroborated by research and backed by major international organisations. We think it is incumbent on us to ensure that people who deliver a public service to society should know what works best in our field in order to make decisions based on analysis that is as thorough as possible.

The Government has once again decided to draw up a four-year Plan featuring over 120 measures and 200 specific and assessable actions aligned with the European political agenda and with sufficiently corroborated scientific foundations. At the end of its four-year term, we will examine the Plan's social impact and introduce any improvements that may be needed for future integrated policies for the Roma in Catalonia.

In conclusion, I would like to emphasise how much we are spurred on by knowing that Catalonia is becoming a benchmark for other European countries in terms of the methodology used to draw up and implement public policies for the Roma. We will continue along our path of ongoing dialogue with the community to improve the standard of living of the Roma in our country and at the same time gather and recognise their cultural contributions. We will thus be able to jointly contribute to the improvement of society as a whole in our country.

Bernat Valls i Fuster
Ministry of Labour, Social Affairs and Families

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Introduction

The Integrated Plan for the Roma 2017-2020 is the continuation of the third Plan which covered the period 2014-2016. This continuity is based on Resolution 1045/VI of the Catalan Parliament which urges the Catalan Government to draw up and implement an integrated plan. This Plan is intended firstly to maintain and enhance the positive aspects of the previous Plan and secondly to improve those aspects which will enable us to achieve better results in terms of participation, efficiency and the social impact of our policies.

As in previous plans, it is important to stress that one of the limitations of this Plan is the lack of official data about the Roma in Catalonia and their educational, social, health-care, housing, employment and other situations. This limitation is mainly due to personal data protection legislation (Spain's Data Protection Act 15/1999, of 13 December, Official State Gazette no. 298, 14 December) which protects data containing information about ethnicity among other personal details. This makes it impossible to accurately obtain the data needed to draw up a sufficiently grounded description of the current situation. This limitation has been a constraint on putting together impact indicators for some of the measures in the Plan and also on other of its aspects or features.

While there are no official data, there are numerous European studies, reports and resolutions that provide corroborated information and urge Member States to step up their work with Roma. This information is set out in greater detail in sections 3 and 4 of this Plan. However, as noted, we do have the following data which have been used as the baseline for drawing up the Integrated Plan for the Roma 2017-2020 and setting the priorities, nature and scope of the actions it envisages.

The European Commission points out that the Roma are the largest ethnic minority in Europe.⁴ It is estimated that there are about twelve million Roma living mostly in countries in Europe but also in the Americas and some areas of Asia and Oceania. According

4. European Commission (2011). *An EU Framework for National Roma Integration Strategies up to 2020*. Brussels, 5-4-2011. COM (2011), 173 final. http://ec.europa.eu/justice/policies/discrimination/docs/com_2011_173_en.pdf.

to the Council of Europe, there are 750,000 Roma in Spain.⁵ In Catalonia the Roma population ranges between 80,000 and 90,000 people according to figures from Roma organisations. Although there is no current data broken down by sex, it is estimated that the position in Catalonia is the same as in Spain, where there is a slightly higher percentage (0.5 points) of Roma women compared to Roma men. In the case of the over-55 age group, the percentage of Roma women is even higher (52.1 % Roma women and 47.9 % Roma men).⁶

The first document that attests to the arrival of the Roma in Catalan territory dates from 26 November 1415.⁷ Alfonso V, who at that time was Duke of Girona and later King of Aragon, signed a letter of recommendation in Catalan for Tomàs de Saba, son of Anthony de Saba “from India”, in Perpignan which belonged to the Catalan-Aragonese crown. Little information is available about Tomàs de Saba, but the safe conduct signed by Alfonso V is one of the first pieces of documentary evidence about the presence of Roma in Western Europe. Since their arrival 600 years ago, the Roma have experienced a history marked by persecution, slavery, genocide, racism and social inequality.^{8 9}

Over recent decades there has been a significant improvement in the Roma’s standard of living mainly due to the numerous efforts made by the authorities and in particular by the Roma themselves through their associations and civil society. These efforts have provided access to social protection systems, public housing and the healthcare and education systems. However, the social and educational situation of the Roma is still extremely disquieting since a good part of the Roma continue to be one of the most vulnerable groups at greatest risk of social and economic exclusion in Catalonia, and also in Europe, in addition to being frequent victims of discriminatory practices that impede their access to goods and services under equal conditions with the rest of Catalans. Indeed, in 2010, the European Year for Combating Poverty and Social Exclusion, it was reported that the Roma are still one of the groups at greatest risk of poverty compared to the rest of the population due to their social and educational exclusion and the impact of the recession.

The latest data we have about the social situation of the Roma in Catalonia and throughout Europe is as follows:

- The FOESSA Report says that 33.3 % of Roma households are in moderate **poverty** and 37.8 % in extreme poverty, whereas among the rest of the population mod-

5. Council of Europe (2012). *Estimates on Roma Population in European Countries*. <http://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680088ea9>.

6. Laparra, M. (coord.) (2011). *Diagnóstico social de la comunidad gitana en España. Un análisis contrastado de la Encuesta del CIS a Hogares de Población Gitana 2007*. Madrid, Ministry of Health, Social Policy and Equality. http://www.msssi.gob.es/ssi/familiasInfancia/inclusionSocial/poblacionGitana/docs/diagnosticosocial_autores.pdf.

7. Roma Virtual Museum (2015). *600 anys del Poble Gitano a Catalunya*. <http://www.museuvirtualgitano.cat/tag/exposicio-600-anys-del-poble-gitano-a-catalunya/>.

8. Unión Romani (2016). *El Pueblo Gitano*. http://www.unionromani.org/pueblo_es.htm.

9. Santos, T.; Macías, F.; Amador, J.; Cortés, D. (2016). “Samudaripen, el genocidio gitano: ¿Volveremos a repetir la historia?” *Scientific Journal on Intercultural Studies*, 2(1), pp. 2-29.

- erate poverty affects 20.6 % of households (minus 13 points) and extreme poverty 6.5 % (minus 30 points).¹⁰
- In terms of **education**, although access by Roma students to primary education is practically normalised, truancy, dropout and school failure rates in secondary education are much higher among Roma students. 64 % of Roma students (between 16 and 24 years old) do not complete compulsory education compared to 13 % of the total number of students. In other words, the difference compared with students in general is 51 points.¹¹ Roma and organisations working for the Roma in Catalonia together with the scientific community are critical of the overrepresentation of Roma students in low educational level classrooms and the reduction of the compulsory curriculum in schools in neighbourhoods with a large number of Roma as this makes the educational achievement of Roma even more difficult. Finally, it should be noted that while 43 % of Catalans have been through tertiary education,¹² it is estimated that the number of Roma who manage to get to university ranges between 2.6 %¹³ and 1 %^{14 15} depending on the studies and estimates.
 - Regarding **employment**, the Roma unemployment rate in Spain in 2013 was 56.7 %, almost 23 percentage points above the rest of the population. Similarly, the rate of salaried workers for Roma was 43.3 %, almost 38 percentage points below the rest of the population.¹⁶ The lack of academic training and the persistence of prejudices and stereotypes about Roma in their search for work are some of the reasons that explain this inequality.¹⁷
 - As for **housing**, although shanty towns have been virtually eradicated in Catalonia the Roma's housing problems now include a lack of financial resources to be able to access a decent home, something which means that a very large number of Roma families live in substandard and overcrowded housing. Indeed, it is estimated that 72.1 % of Roma households throughout Spain experience housing exclu-

10. FOESSA (2014). *Exclusión en la comunidad gitana. Una brecha social que persiste y se agrava*. Madrid, FOESSA and Cáritas. http://www.foessa2014.es/informe/uploaded/documentos_trabajo/15102014151523_8331.pdf.

11. Fundación Secretariado Gitano (2013). *El alumnado gitano en Secundaria: un estudio comparado*. Madrid, Ministry of Education, Culture and Sports. <https://gitanos.org/upload/92/20/EstudioSecundaria.pdf>.

12. Idescat (2015). *Població de 30 a 34 anys amb estudis de nivell terciari. Per sexe. 2015*. <http://www.idescat.cat/economia/inec?st=2&tema=educa>.

13. Laparra, M. (coord.) (2011). *Diagnóstico social de la comunidad gitana en España. Un análisis contrastado de la Encuesta del CIS a Hogares de Población Gitana 2007*. Madrid, Ministry of Health, Social Policy and Equality. http://www.msssi.gob.es/ssi/familiasInfancia/inclusionSocial/poblacionGitana/docs/diagnosticosocial_autores.pdf.

14. *Higher Education Internationalisation and Mobility: Inclusion, Equalities and Innovations (HEIM)*. Project funded by the European Union under the Horizon 2020 programme (Grant agreement 643739). Principal investigator: Louise Morley (University of Sussex). http://cordis.europa.eu/project/rcn/194099_en.html.

15. Ministry of Social Welfare and Family (2005). *Estudi sobre la població gitana de Catalunya. Informe final*. Barcelona, Government of Catalonia. http://treballiaferssocials.gencat.cat/web/.content/01departament/08publicacions/ambits_tematics/serveis_socials/08estudipoblaciogitanacat05/2005estudipoblaciogitanacat.pdf.

16. FOESSA (2014). *Exclusión en la comunidad gitana. Una brecha social que persiste y se agrava*. Navarra, Public University of Navarra.

17. Martí, T.S.; Flecha, R.; Alexiu, T.M. (2013). "El Pueblo Gitano: una identidad global sin territorio". *Scripta Nova: Revista Electrónica de Geografía y Ciencias Sociales*, 17.

- sion.¹⁸ Residential segregation in neighbourhoods with high levels of poverty and a lack of resources is another difficulty faced by the Roma in Catalonia.
- In terms of **health**, the latest figures available in Spain reflect a significant reduction in exclusion in this field over recent years (from 52.7 % in 2007 to 42.5 % in 2013). However, there is still marked inequality with the rest of the population; Roma health exclusion is three times higher than for the rest of people. This exclusion means that, for example, almost 19 % of Roma people recognise that they cannot buy the medicine they need and 73 % say they have had to cut down on their spending on food and other items.¹⁹ It also means a higher obesity rate than the rest of the population as well as the presence of other illnesses connected with a lack of healthy habits and problems in accessing public health services.²⁰ Furthermore, Roma in general in both Spain and Catalonia have a higher infant mortality rate and lower life expectancy.^{21 22}
 - If we turn to the social situation of **Roma women**, despite the efforts and progress made they continue to be exposed to threefold discrimination: because they are women, like other women who still today experience educational, employment and other kinds of inequality, because as Roma they belong to a cultural minority, and because they often have low levels of education which makes them even more vulnerable.²³ Roma and non-Roma feminists continue to condemn this threefold discrimination²⁴ and point out that the *Study of the Roma in Catalonia*²⁵ noted the alarming gap between the life expectancy of Roma women (55 years) and non-Roma women (82 years) in Catalonia.²⁶ In spite of these data, Roma women are still considered one of the main driving forces for change and the social inclusion of the Roma.
 - With regard to **Roma youth**, the education and employment data referred to above have a major impact on young Roma men and women. With significant educational shortcomings, unemployment among Roma youth is considerably higher

18. Ministry of Social Welfare and Family (2005). *Estudi sobre la població gitana de Catalunya. Informe final*. Barcelona, Government of Catalonia.

19. Ibid.

20. Laparra, M. (coord.) (2011). *Diagnóstico social de la comunidad gitana en España. Un análisis contrastado de la Encuesta del CIS a Hogares de Población Gitana 2007*. Madrid, Ministry of Health, Social Policy and Equality.

21. Ibid.

22. La Parra, D.; Gil-González, D.; Jiménez, A. (2013). "Los procesos de exclusión social y la salud del Pueblo Gitano en España". *Gaceta Sanitaria*, 27(5), pp. 385-386.

23. Fernández, M.; Domínguez, C.; Flecha, A. (2004). "Mujeres gitanas y mercado laboral: mecanismos para superar su triple exclusión". *Lanharremanak: Revista de relaciones laborales*, (11), pp. 81-94.

24. Sordé Martí, T.; Munté, A.; Contreras, A.; Prieto-Flores, Ò. (2012). "Immigrant and Native Romani Women in Spain: Building Alliances and Developing Shared Strategies". *Journal of Ethnic and Migration Studies*, 38 (8), pp. 1233-1249.

25. Ministry of Social Welfare and Family (2005). *Estudi sobre la població gitana de Catalunya. Informe final*. Barcelona, Generalitat de Catalunya.

26. Interview with Núria Francolí and Paqui Perona (2016). "Les dones gitanes viuen 27 anys menys que la resta de catalanes, aquest és el reflex de la desigualtat". *Social.cat*. <http://www.social.cat/entrevista/6026/%20les-dones-gitanes-viuen-27-anys-menys-que-la-resta-de-catalanes-aquest-es-el-reflex-de-la->

compared to the rest of the population.²⁷ Even so, Roma youth are one of the main factors for asserting the rights and values of the Roma in Catalonia and for the inclusion of their people, in particular in education, by increasingly taking part in training schemes (many of them run by previous Integrated Plans) to improve their education and employability.²⁸

- As with Roma women and Roma youth, the **Roma from Europe** who have arrived in Catalonia in recent years are in a still more disquieting situation, especially in areas crucial for their development such as education, employment, health and housing.²⁹ The reasons for this more exacerbated situation include their position as undocumented immigrants.^{30 31}
- Turning to **Roma culture**, it is still today largely unknown to many Catalans. While it is true that many actions and initiatives are being carried out in Catalonia to support and draw attention to the values and contributions of Roma to Catalan society as a whole, greater efforts are still needed to publicise and advocate the role of Roma in our society.
- Finally, Roma all over the world, and unfortunately also in Catalonia, are exposed to specific discrimination and racism called **anti-Gypsyism** by the main international organisations and the Roma themselves.³²

As the Council of Europe notes, this specific form of racism against the Roma is persistent, as it has been an ever present since the arrival of the Roma in Europe and Catalonia, systematic, because it is shared by all sections of society (academia, media, society, government, etc.), and frequently accompanied by bouts of hatred and violence. In 2017 the European Parliament passed a resolution which urges all European Union states to overcome the social exclusion of the Roma, placing special emphasis on the fight against anti-Gypsyism as a key factor for the social inclusion of this people.³³ In terms of this specific racism against the Roma, the European Union Agency for Fundamental Rights (EU-FRA) survey indicates that almost 5 out of every 10 Roma have endured direct discrimination due to their ethnic origin,

27. FOESSA (2014). *Exclusión en la comunidad gitana. Una brecha social que persiste y se agrava*. Navarra, Public University of Navarra.

28. Roma Virtual Museum (2016). "Alumnes gitanos del Gau es presenten a les proves d'accés a la Universitat per a majors de 25 anys". <http://www.museuvirtualgitano.cat/2016/05/13/alumnes-gitanos-del-gau-es-presenten-a-les-proves-daccés-a-la-universitat/>.

29. Ministry of Social Welfare and Family (2006). *Gitanos procedents de l'Europa de l'Est a Catalunya*. Barcelona, Government of Catalonia. <http://www.romest.cat/wp-content/uploads/2.-Gitanos-procedents-de-lEuropa-de-lest.-2006-DGACC.pdf>.

30. López, Ó. (2012). *Visión general de la población rrom/gitana rumana*. Barcelona, UAB.

31. San Román, T. (2009). *La població rrom immigrant de Romania a Catalunya: accés i ús dels serveis sanitaris catalans i situació de salut*. Barcelona, Government of Catalonia and UAB. http://revista-redes.rediris.es/recerca/SALUT_UAB_INTERNET/pdf/poblacio_rrom.pdf.

32. Council of Europe and European Commission against Racism and Intolerance. ECRI (2011). *General policy recommendation no. 13 on combating anti-gypsyism and discrimination against Roma*. Adopted on 24 June 2011. https://www.coe.int/t/dghl/monitoring/ecri/activities/GPR/EN/Recommendation_N13/e-RPG%2013%20-%20A4.pdf.

33. European Parliament (2017). *Fundamental rights aspects in Roma integration in the EU: fighting anti-Gypsyism*. P8_TA(2017)0413. Adopted on 25 October 2017. <http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP/TEXT+TA+P8-TA-2017-0413+0+DOC+XML+V0/EN>.

especially when applying for jobs, in health services and on public roads.³⁴ In the case of Spain this discrimination is equally latent. In a Centro de Investigaciones Sociológicas (CIS) survey, over 35 % of people interviewed openly admitted that they would be uncomfortable having Roma as neighbours, far ahead of other vulnerable and traditionally rejected groups.³⁵ The **media** are one the main ways in which stereotypes and prejudices about the Roma are reproduced, thus contributing to fostering anti-Gypsyism, as many outlets continue to broadcast programmes based on a distorted image of the Roma in spite of energetic complaints by this community.³⁶

Given this situation of the Roma in Catalonia and Europe and the progress made and actions taken in previous Integrated Plans, **the core of the 4th Integrated Plan for the Roma in Catalonia 2017-2020** consists of five main points:

1. implementing **measures and actions which are directly aimed at improving the social situation of the Roma**, especially bearing in mind the data referred to above;
2. **contextualisation within the European, Spanish and Catalan framework of public policies aimed at the Roma** in order to respect and enhance the lines of political action geared towards the social inclusion of the Roma;
3. **consistency with the results of the research with the greatest impact and other successful schemes** which are helping to improve the situation of the Roma;
4. **involvement of Roma** in the **design, monitoring and assessment of the Plan**;
5. and **ongoing partnership and dialogue with the national, regional and local authorities** of Catalonia.

34. European Union Agency for Fundamental Rights (2012). *The situation of Roma in 11 EU Member States. Survey results at a glance*. Strasbourg, UNDP and EU-FRA. http://fra.europa.eu/sites/default/files/fra_uploads/2099-FRA-2012-Roma-at-a-glance_EN.pdf.

35. CIS (2013). *Percepción de la discriminación en España. Estudio nº 3000*. Madrid, Centro de Investigaciones Sociológicas, CIS. http://www.cis.es/cis/export/sites/default/-Archivos/Marginales/3000_3019/3000/es3000mar.pdf.

36. Comunicado de las Entidades del Consejo Estatal del Pueblo Gitano (2015). *No podemos permitir otra afrenta a la imagen de la comunidad gitana con el nuevo programa Los Gipsy Kings*. Madrid, 9 February 2015. https://www.gitanos.org/upload/60/96/Comunicado_Giypsy_Kings_9_febrero.docx.pdf.

3

Political Framework for the Inclusion of the Roma

As with its predecessor, this Plan has been drawn up based on the European, Spanish and Catalan framework of recommendations and public policies addressed to the Roma together with the evaluations and improvements made during the implementation of these recommendations and policies.

3.1. Europe

In 2010 the European Union set out the main priority objectives to be achieved by Europe by 2020. These objectives, which were specified in the **Europe 2020 Strategy**,³⁷ are significant for the Roma since they include three fundamental areas for the inclusion of the Roma community throughout Europe: employment, education and poverty. Specifically, these objectives are:

“ensure 75 % of the population aged 20-64 are employed”;

“the share of early school leavers should be under 10 %”;

“increase the share of the population aged 30-34 having completed tertiary education to at least 40 %”;

“reduce by at least 20 million the number of people living in or at risk of poverty and social exclusion, thus lifting over 20 million people out of poverty”.

In order to attain these objectives, the European Union has put in place strategies and recommendations that urge all Member States to implement specific public actions and

37. European Commission (2010). *EUROPE 2020. A strategy for smart, sustainable and inclusive growth*. Brussels, 03/03/2010 COM (2010), 2020 final. <http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF>.

policies aimed at achieving these goals and consequently the inclusion of the most vulnerable groups in these situations such as the Roma.

As a result of the Europe 2020 Strategy, one of the European Union's most ambitious strategies to achieve the social integration of the Roma is setting up a European framework of national Roma integration strategies in each Member State.³⁸ This European Commission recommendation urges member states to implement their own national strategies and says *improving the situation of Roma is a social and economic imperative* in each Member State and therefore for Europe as a whole.³⁹ The four priority areas for the EU are education, housing, health and employment. Furthermore, the EU underscores that these national strategies need to reinforce equality legislation and policies and also that these new measures have to be drawn up through dialogue with Roma who need to play an active role in this process by setting out their specific needs regarding equal access to employment, education, housing and healthcare services. In response to this communication Spain drew up its *National Strategy for the Social Inclusion of Roma in Spain 2012-2020* which we will briefly look at in the next section.⁴⁰

The European Union's specific recommendations to all Member States are to:

1. ensure that all Roma children have access to quality education and are not subject to discrimination or segregation;
2. strengthen links between schools and Roma communities especially through active participation of Roma families and mediators, to reduce segregation and also to improve the intercultural competences of teachers;
3. widen access to quality early childhood education and care for Roma children;
4. reduce the number of early school leavers from secondary education and encourage Roma youngsters to participate also in secondary and tertiary education;
5. grant Roma people full access in a non-discriminatory way to vocational training, to the job market and to self-employment tools and initiatives.;
6. in the public sector, due attention should be given to employment of qualified Roma civil servants;
7. provide personalised services to the Roma through public employment services;
8. provide access to quality healthcare especially for children and women as well as preventive care and social services at a similar level and under the same conditions to the Roma as to the rest of the population;
9. qualified Roma should be involved in healthcare programmes targeting their communities;
10. promote non-discriminatory access to housing, including social housing;

38. European Commission (2011). *An EU Framework for National Roma Integration Strategies up to 2020*. Brussels, 5-4-2011. COM (2011), 173 final. http://ec.europa.eu/justice/policies/discrimination/docs/com_2011_173_en.pdf.

39. Ibid.

40. Government of Spain (2012). *Estrategia nacional para la inclusión social de la población gitana en España 2012-2020*. https://www.gitanos.org/upload/98/25/ESTRATEGIA_NACIONAL_PARA_LA_INCLUSION_SOCIAL_DE_LA_POBLACION_GITANA_DEF.pdf.

11. ensure action on housing needs is part of an integrated approach including, in particular, education, health, social affairs, employment and security, and de-segregation measures,
12. and actively intervene with targeted programmes involving regional and local authorities.

Monitoring and evaluation of each national strategy is a priority for the European Union as stated in the recommendation. In June 2013, and after analysing the progress made up to that point by national strategies,⁴¹ the Commission issued a report saying that the actions taken are insufficient and making recommendations to Member States on key areas of action, such as education and employment, the importance of the participation of the Roma community, the need for partnership with local authorities and the importance of allocating proportionate financial resources to the policies and actions aimed at the Roma community in order to improve the effectiveness of their strategies. In June 2015 the Commission issued another report⁴² in which it stresses that the effective use of funds to improve education, employment, health and housing remains a challenge. The report also underlines that actions to improve the educational prospects of Roma children must go hand-in-hand with inclusive reforms of education systems. Furthermore, the Commission says that political will and long-term vision are required to fight discrimination and segregation; hence determined action is required and this means that mainstream public policies in the fields of education, employment, healthcare and housing are in need of inclusive reform. Finally, in June 2016 the Commission issued what is to date its most recent assessment report⁴³ on Roma integration measures in all Member States. The assessment identified some positive trends, such as the growing focus on early childhood education and the new linkage between policy priorities of Roma integration and the use of EU funds. However, the Commission warns that efforts are still not clearly improving the standard of living of Roma as widespread hostility of majority societies towards them is increasing. Hence the report points out that fighting discrimination (anti-Gypsyism), especially residential and educational segregation and prevention of forced evictions, have to be the priorities for any democratic state. Finally, the report also points to the involvement of Roma civil society and local and regional authorities as key factors in bringing to an end the structural discrimination experienced by the Roma community and gearing strategies towards results directly aimed at improving the standard of living of the Roma.

Education and employment are two fundamental pillars for ending the social exclusion of the Roma in the European recommendations on public policies aimed at the inclu-

41. European Commission (2013). *Steps Forward in Implementing National Roma Integration Strategies*. Brussels, 26/06/2013, COM (2013), 454 final. http://ec.europa.eu/justice/discrimination/files/com_2013_454_en.pdf.

42. European Commission (2015). *Report on the Implementation of the EU Framework for National Roma Integration Strategies 2015*. Brussels, 17/06/2015, COM (2015), 299 final. http://ec.europa.eu/justice/discrimination/files/roma_communication2015_en.pdf.

43. European Commission (2016). *Assessing the Implementation of the EU Framework for National Roma Integration Strategies and the Council Recommendation on Effective Roma Integration Measures in the Member States — 2016*. Brussels, 27/06/2016, COM (2016), 424. http://ec.europa.eu/justice/discrimination/files/roma-report-2016_en.pdf.

sion of the Roma community. Hence it is also important to refer to other European Commission recommendations to reduce early school leaving and improve equal access to the jobs market.

Thus in January 2011 the European Commission (EC) published a report⁴⁴ featuring recommendations to address early school leaving in Member States. The report finds that the Roma population has the highest school dropout rate. The report's recommendations include implementing **policies against school segregation** of Roma children in Member States. To combat this segregation of Roma pupils, **the EC highlights schools that are organised as learning** communities⁴⁵ as an educational model which reduces school dropout rates and helps students at risk of dropping out. It describes these schools as ones which agree on a common vision, core values and school development objectives that create favourable conditions for reducing school dropout and for supporting pupils at risk of dropping out while also enabling effective participation channels for the entire educational community.

The Commission's employment recommendations include inviting Member States to support first jobs, promote entrepreneurship and self-employment and eliminate the discrimination that hinders (re)joining the labour market.⁴⁶ Here the Commission highlights programmes for access to employment such as *Acceder*,⁴⁷ which by eliminating obstacles to training and paid employment is demonstrating the power of equal opportunities and improves the standard of living of Roma individuals and their families.

3.2. Spain

As mentioned above, Spain has drawn up its *National Strategy for the Social Inclusion of Roma in Spain 2012-2020*.⁴⁸ As recommended by the European Commission, the priority areas in the strategy are education, employment, health and housing. These areas have quantitative objectives to be met by 2020 and some intermediate targets for 2015. For example, one of the specific objectives in education is to increase the proportion of Roma who have completed post-compulsory education. For 2015 the target is 5 % and by 2020 8 %. Another specific educational objective is to reduce the school dropout rate of Roma students in compulsory education. In the field of health, one of the goals is to reduce childhood obesity to 13 % by 2015 and 10 % by 2020, while another objective is to re-

44. European Commission (2011). *Tackling early school leaving: A key contribution to the Europe 2020 Agenda*. Brussels, 31-1-2011, COM (2011), 18 final. <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52011DC0018&from=ES>.

45. Educational project supported by the Ministry of Education in the Government of Catalonia among other regional and national public bodies. To learn more visit www.xtec.cat/web/projectes/comunitats or <http://utopiadream.info/ca/>.

46. European Commission (2013). *Steps Forward in Implementing National Roma Integration Strategies*. Brussels, 26-06-2013, COM (2013), 454 final. http://ec.europa.eu/justice/discrimination/files/com_2013_454_en.pdf.

47. European Commission (2011). *Supporting Access to Employment for Roma*. http://ec.europa.eu/regional_policy/en/projects/spain/supporting-access-to-employment-for-roma.

48. Government of Spain (2012). *Estrategia nacional para la inclusión social de la población gitana en España 2012-2020*.

duce the percentage of children who have never had a dental check-up to 45 % by 2015 and 38 % by 2020.

Each Member State has to implement their national strategy. In the case of Spain, authority in Roma policies is devolved to the regions. The Technical Cooperation Group has been set up to coordinate their actions. The Group consists of the members of the regional governments with responsibility for policies targeting the Roma community. The Group's main function is to monitor the implementation of measures in the individual regions and their impact on the Roma. Using the information gathered by the group, the Ministry of Health, Social Services and Equality reports to the Commission about the progress of the strategy in Spain.

In order to achieve the Strategy's objectives the Spanish Government drew up the 2014-2016 Operational Plan⁴⁹ which includes Roma social inclusion policies in the regions, such as the Integrated Plan for the Roma in Catalonia, along with planned actions arranged in core themes and partnership with the regions.

One of the key areas for the social inclusion of the Roma in both the Strategy and the Operational Plan is education. The European Parliament has supported the implementation of successful educational actions contained in the European INCLUD-ED project⁵⁰ after intensive research and analysis of all educational systems in the European Union. The project examined which educational strategies help to overcome inequalities and promote social cohesion and which generate social exclusion, paying special attention to vulnerable or disadvantaged groups such as the Roma. In addition the Ministry of Education, Culture and Sport is also promoting the implementation of successful educational actions in schools with the aim of increasing the educational attainment of Roma students.⁵¹

The Ministry's figures⁵² show that during the 2012-2013 school year, 64.4 % of Roma men and women aged between 16 and 24 did not successfully complete lower secondary education in Spain. Only 3.4 % of Roma did upper secondary education in the same period, and the early school leaving rate stood at 63.7 % of young Roma aged between 18 and 24.

In addition, one of the Strategy's supplementary blueprints for action is non-discrimination and promoting equal treatment. Specific impact goals are not set in this area but rather stress is placed on the need to enhance the effective implementation of European and Spanish laws regarding non-discrimination, anti-racism and hate crimes, awareness and training among other proposed measures. Also significant is the Secretariado Gitano Foundation's report *Discriminación y comunidad gitana 2015*⁵³ and

49. Ministry of Health, Social Services and Equality (2014). *Estrategia nacional para la inclusión social de la población gitana 2012-2020. Plan operativo 2014-2016*. Madrid, Ministry of Health, Social Services and Equality. http://ec.europa.eu/justice/discrimination/files/roma_spain_strategy2_es.pdf.

50. INCLUD-ED. *Strategies for inclusion and social cohesion from education in Europe*. Project financed by the European Union under the 6th Framework Programme (Grant agreement 028603). Principal investigator: Ramón Flecha (University of Barcelona). <http://creaub.info/included/>.

51. Ministry of Education (2011). *Actuaciones de éxito en las escuelas europeas*. Madrid, IFFIE and Estudios CREADE. <https://sede.educacion.gob.es/publiventa/PdfServlet?pdf=VP14963.pdf&area=E>.

52. Fundación Secretariado Gitano (2013). *El alumnado gitano en Secundaria: un estudio comparado*.

53. Fundación Secretariado Gitano (2016). *Discriminación y comunidad gitana 2015*. Madrid, FSG. https://www.gitanos.org/upload/22/31/Informe_Discriminacion_2015.pdf.

2016.⁵⁴ The reports include 194 and 154 cases of discrimination respectively in areas such as employment, housing, the media and access to goods and services, with special reference to cases of attacks on Roma families as well as anti-Gypsyism rulings in Europe and social awareness campaigns. The reports' recommendations include making the fight against discrimination and hate crimes against the Roma community into a priority on the agenda of all political parties as it is a question of protecting human rights, ensuring victims of ethnic discrimination are informed, advised and mentored throughout the process of defending their rights, including defence before the courts, and running training and social awareness schemes to help break down prejudices and stereotypes about the Roma community.

As the Commission has done with the rest of the Member States, Spain's Strategy and its progress have already been assessed several times. In 2012 the progress report on the implementation of the national strategies published by the Commission⁵⁵ urged putting special emphasis on the expected results in education, employment and non-discrimination and also stressed the need to step up efforts in the fight against the various forms of discrimination experienced by Roma women. In 2014, the Commission reassessed the progress of the Spanish Strategy^{56 57} and stressed that although important measures had been started up for the inclusion of the Roma, more attention needed to be paid to the high rates of school dropout, truancy and failure to continue in formal education and training as well as to ensuring access by Roma to employment programmes. The report further indicates that, in addition to the description and explanation of the actions carried out, the impact of inclusion policies for the Roma needs to be monitored by quantitatively and qualitatively assessing the results achieved. Finally, the report's conclusions include ensuring the practical application of anti-discrimination legislation is effective, conducting additional activities aimed at combating prejudice in the media to tackle intersectional discrimination and paying more attention to the situation of Roma in illegal settlements. The Commission's latest report assessing the Spanish Strategy⁵⁸ once again refers to the need to monitor and provide data in relation to the improvements and impact achieved. The Commission says that the Spanish Government still needs to set out its Roma poverty reduction objectives and continue working on early school leaving and providing quality general education for all Roma students. The report notes that even though the Spanish Government has put in place numerous measures designed to deliver equal access to education for the Roma community, equality of educational opportunities for Roma children is not yet guaranteed.

54. Fundación Secretariado Gitano (2017). *Discriminación y comunidad gitana 2016*. Madrid, FSG. https://www.gitanos.org/upload/85/61/interior_discriminacion_2016_web.pdf.

55. Communication from the Commission to the European Parliament, the Council, the Economic and Social Committee and the Committee of the Regions. Brussels, 26/06/2013, COM (2013) 454 final.

56. European Commission (2014). *The Commission's Assessment of Spain's National Strategy*. Brussels, EC. http://ec.europa.eu/justice/discrimination/files/country_assessment_2014/spain_en.pdf.

57. European Commission (2015). *Report on the Implementation of the EU Framework for National Roma Integration Strategies 2015*.

58. European Commission (2016). *Assessing the Implementation of the EU Framework for National Roma Integration Strategies and the Council Recommendation on Effective Roma Integration Measures in the Member States — 2016*.

3.3. Catalonia

Fifteen years ago the Catalan political framework concerning the Roma in Catalonia took an extremely important turn, and it is now a benchmark for other countries in the European Union as a successful action in the political sphere which has led to measures with proven social impact.⁵⁹

The starting point for drawing up the 1st Integrated Plan for the Roma in Catalonia (2005-2008) and its successors was two important resolutions of the Catalan Parliament (21 November 2001):

- Resolution 1045/VI of the Parliament of Catalonia on drawing up an integrated plan for the Roma in Catalonia.
- Resolution 1046/VI of the Parliament of Catalonia on recognition of the identity of the Roma and the value of their culture.

Following these resolutions, in 2003 the *Study on Roma in Catalonia*, commissioned by the Catalan Government's Ministry of Social Welfare and Family, was published. This study presents data on the situation of Roma in Catalonia that served as the starting point for drawing up the 1st Integrated Plan for the Roma in Catalonia (2005-2008).

Furthermore, Article 42.7 of the Statute of Autonomy of Catalonia of 2006⁶⁰ states that the public authorities "shall guarantee recognition of the culture of the Romany people so as to safeguard their historical heritage".

In 2007, and following the involvement of a number of Roma social movements working together with the parliamentary groups, the Parliament of Catalonia passed a Declaration recognising the persecution and genocide of the Roma on 29 March 2007.⁶¹

In housing the points made by the Ombudsman in the 2013 Decision on the existence of camps of Roma families with children are significant.⁶² The Ministry of Welfare and Family included these proposals in measures concerning settlements in Catalonia.

In education, the Ministry of Education published the *National Offensive for Academic Achievement: Plan to Reduce Academic Failure in Catalonia 2012-2018*. The Plan sets as a national target halving the academic failure of children in Catalonia and ensuring each school in Catalonia is a centre of excellence. The main goal of academic achievement and reducing failure is also a key area for the Catalan Government. Its actions and priorities include enhancing inclusive education,⁶³ promoting dialogic and participatory learn-

59. European Union Agency for Fundamental Rights (2009). *Selected positive initiatives. The situation of Roma EU citizens moving to and settling in other EU member states*. Strasbourg, EU-FRA. http://fra.europa.eu/sites/default/files/fra_uploads/631-ROMA-Movement-Positive-Initiatives_en.pdf.

60. Statute of Autonomy of Catalonia, enacted on 19 July 2006.

61. Declaration of the Parliament of Catalonia recognising the persecution and genocide of the Roma, read in the plenary session of the Parliament on 29 March 2007. http://www.parlament.cat/web/activitat-parlamentaria/declaracions-institucionals/index.html?p_format=D&p_id=12810055.

62. Ombudsman of Catalonia: Decision no. R-00212/2013, of 20 September.

63. Ministry of Education (2012). *Ofensiva de país a favor de l'èxit escolar. Pla per a la reducció del fracàs escolar a Catalunya*. Barcelona, Government of Catalonia. http://ensenyament.gencat.cat/web/.content/home/departament/publicacions/monografies/ofensiva-exit-escolar/ofensiva_exit_escolar.pdf.

ing in the education community to ensure the success of all students, and improving social relationships in the framework of the inclusive school and specific activities in community education plans. In addition, another cornerstone is the involvement and commitment of families in monitoring the academic and personal progress of students⁶⁴ with support and guidance for families. The idea is to prioritise training for families from schools in an area (awareness, talks, workshops, parents' schools). Measures are to be implemented to increase the expectations of families, especially ones in the Roma community, about school and their participation in school activities. Meanwhile measures in the Plan to prevent and eradicate truancy and early school leaving include the Roma School Promotion project designed to reduce truancy and increase the schooling expectations of students and their families.⁶⁵

In the field of non-discrimination, the Government of Catalonia is working on a non-discrimination law to give effect to the right to equal treatment and non-discrimination on grounds of religion, ethnic origin, age, sexual identity or orientation, disability or any other social or personal status.

It is important to point out here that the predecessor of this Plan took into account this Catalan political framework as well as the situation of the Roma in Catalonia. Indeed, some of the initiatives and actions that were started up during the Integrated Plan for the Roma in Catalonia 2014-2016⁶⁶ were directly focused on delivering educational achievement for Roma students and their families, improving employment, health and housing conditions for the Roma community in Catalonia, and promoting recognition of and respect for Roma culture as a part of Catalan identity and thus dispel stereotypes and prejudices about the Roma. They included: 1) the university admission course for people over 25 (GAU), designed to increase the representation of the Roma community in Catalan universities and improve the educational expectations of Roma families and their children; 2) the course to prepare for the compulsory secondary education certificate (GESO) examination for people over 18, which aims to improve the educational achievements of Roma families, enhance their employability and transform educational and job expectations in their surroundings; 3) the start of meetings with the corresponding ministries in the Government of Catalonia to implement successful educational activities in neighbourhoods with a large number of Roma and carry out affirmative action measures for Roma in Catalan universities; and 4) the beginning of actions to conduct specific training schemes for Roma women as community health agents.

Finally, it is also crucial to mention the added value of this Integrated Plan for the Roma in Catalonia 2017-2020 which in addition to focusing on the priority areas recommended by European organisations, such as education, employment, housing, health and the media, will also specially address measures aimed at Roma youth and Roma women and gender equality for Roma. The new core area of women and gender equality is inspired by the principles established by the Effective Equality of Women and Men Act

64. Ibid.

65. Ministry of Education (2012). *Ofensiva de país a favor de l'èxit escolar. Pla per a la reducció del fracàs escolar a Catalunya*.

66. Ministry of Social Welfare and Families (2014). *Pla integral del Poble Gitano 2014-2016*. Barcelona, Government of Catalonia. http://treballiaferssocials.gencat.cat/web/.content/03ambits_tematicas/18_accio_comunitaria_i_voluntariat/01_accio_comunitaria/04_pla_integral_poble_gitano/pipgen.pdf.

17/2015, of 21 July, whereby the inclusion of the gender perspective is a cross-cutting aspect throughout the Plan and its actions are included in the Catalan Government's Strategic Gender Equality Policies Plan. These two new areas of measures have emerged because the two main driving forces for improving the standard of living of the Roma community are still Roma women and Roma youth. These two cornerstones of the Roma in Catalonia ensure promotion of and respect for the values of the Roma and the improvement of their standard of living by fostering their social participation and equal access to education and employment.

4

Scientific Evidence and Other Schemes for the Inclusion of the Roma

The social exclusion of a high percentage of Roma has been and is being extensively researched along with their cultural customs and traditions. Unfortunately the research has not always been conducted taking into account the voices of Roma, which means that its results and interpretations are all too frequently based on stereotypes and prejudices about the Roma. This in turn has led to conclusions which not only do not help to resolve the social exclusion of the Roma community but rather actually reproduce and increase it.⁶⁷

In order to address this issue and just like in its predecessor, the approach used in the 4th Integrated Plan for the Roma in Catalonia 2017-2020 takes as its reference the *Code of Conduct for Researchers Studying the Roma*.⁶⁸ This code has been drawn up based on the recommendations of the European Charter for Researchers and was unanimously approved by the Advisory Board of the Centre for Roma Studies (University of Barcelona) which includes representatives from the leading Roma associations and organisations working for the Roma in Catalonia as well as other Roma on a personal basis. It is thus a specific code of conduct for **intervention and/or research with and for the Roma** to ensure it is not based on racist prejudices and stereotypes and thus help towards the social inclusion of the Roma and a real improvement in their quality of life. The Code includes a set of ethical and scientific principles to be observed by project evaluators, research teams and other social and educational intervention staff who work with the Roma community.

In terms of international research with and for the Roma community, the first scientific research and technological development project in all the European Commission's framework programmes to examine the situation of Roma in Europe was the *Workaló. The creation of new occupational patterns for cultural minorities: the Gypsy case* project in the Fifth

67. Macías, F.; Redondo, G. (2012). "Pueblo gitano, género y educación: investigar para excluir o investigar para transformar". *International Journal of Sociology of Education*, 1 (1), pp. 71-92. <http://hipatiapress.com/hpjournals/index.php/rise/article/view/140/292>.

68. Centre for Roma Studies, CEG (2010). *Codi de conducta de l'investigador/a que estudia amb el Poble Gitano*. Barcelona, Community of Research on Excellence for All, CREA, University of Barcelona.

Framework Programme.⁶⁹ This project set out innovative strategies for social and economic development geared towards social cohesion and showed that ethnic minorities in general, and the Roma community in particular, have much to contribute to social cohesion in Europe. The political impact of the *Workaló* project was extremely significant as its main conclusion was unanimously approved by the European Parliament (2005) and by the parliaments of Member States, for example the Spanish Parliament (2005).⁷⁰ One of the project's main contributions was critical communicative methodology through which the Roma participated in an equality plan with the research team and thus contributed to the project's scientific, political and social impact. Indeed, the participation process begun by *Workaló* has encouraged the later creation of bodies which gather the Roma voice to consult, design and/or implement any measure or policy related to the Roma community.

Apart from *Workaló*, we have other research and schemes that are achieving the social and educational inclusion of vulnerable groups and ethnic minorities in general and of the Roma in particular. Below we pick out the most significant, organised by the four main social areas: education, employment, health and housing.

4.1. Education

In the educational setting it is essential to draw attention to the results of the European project *INCLUD-ED. Strategies for inclusion and social cohesion in Europe from education*,⁷¹ a project coming under the European Commission's Seventh Framework Programme. It examined the educational strategies which help to overcome inequalities and promote social cohesion along with the educational strategies that generate social exclusion, paying special attention to vulnerable groups such as ethnic minorities. This enabled INCLUD-ED to identify **successful educational actions (SEA)**, which are the educational activities recognised by the international scientific community as achieving the best outcomes in instrumental learning and social relationships in any context where they are used. Indeed, European institutions have already recommended the implementation of these actions as a way of tackling early school leaving, one of the key challenges of Europe 2020. The SEAs identified by the project meet the following essential conditions to be considered successful:

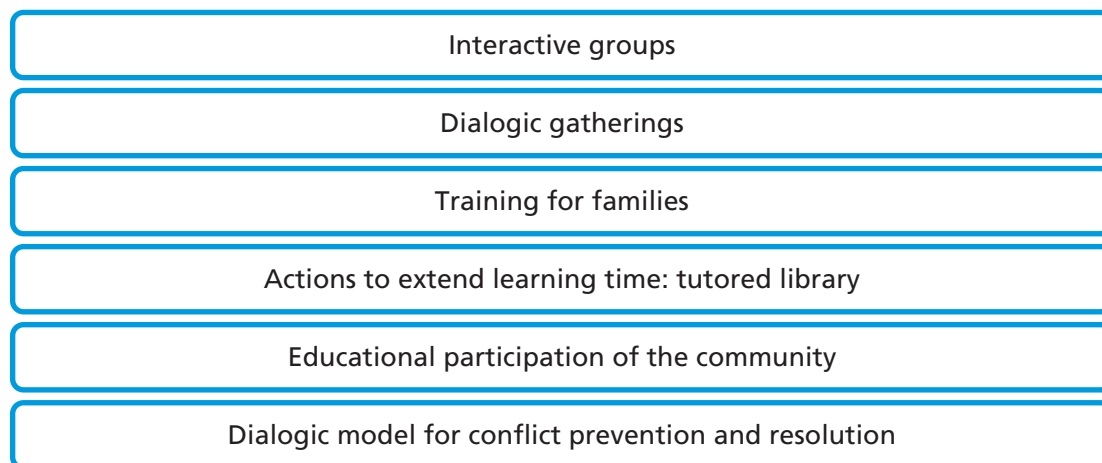
1. achieve maximum improvement in educational outcomes;
2. ability to transfer this achievement to several other contexts;
3. the two previous points have been demonstrated in scientific studies that take into account all voices (researchers and participants);
4. the three previous points have been endorsed by scientific publications in the field of education.

69. *Workaló. The creation of new occupational patterns for cultural minorities: the Gypsy case* (2001-2004). Project funded by the European Union under the 5th Framework Programme (Grant agreement HPSE-ct2001-00101). Principal investigator: Ramón Flecha (University of Barcelona).

70. Aiello, E.; Mondejar, E.; Pulido, M.Á. (2013). "Communicative methodology of research and recognition of the Roma people". *International Review of Qualitative Research*, 6 (2), pp. 254-265.

71. *INCLUD-ED. Strategies for inclusion and social cohesion from education in Europe* (2006-2011).

Here it is essential to be fully familiar with these SEAs and adapt to them when implementing them, since these actions are successful because they are carried out just as they have been endorsed by the scientific community and not in any other way. In particular, these successful educational actions are the following:⁷²



4.1.1. Interactive groups

Interactive groups are a form of classroom organisation that gives very good outcomes in improving learning and social relationships. Interactions are multiplied and diversified through interactive groups while effective working time is also increased. They are an *inclusive* way of organising students who have the support of other adults in addition to the teacher in charge of the classroom. Students are put into small, heterogeneous groups (in terms of sex, culture, academic achievement, special needs, etc.) and human resources that already exist in the school and the community (families, volunteers, support teachers, etc.) are brought into the classroom. The teacher suggests a range of activities and each small group then works on them with the help of a relative or volunteer who joins the group. The role of this additional adult in each group is to motivate and foster interaction among the students.

Accelerated learning for all students in all subjects, values, emotions and feelings is achieved in the interactive groups as part of a single dynamic.

4.1.2. Dialogic gatherings

They involve the collective construction of meaning and understanding based on dialogue with all students participating in the discussion. The operation of dialogic gatherings is rooted in the seven principles of *dialogic learning* and they are carried out using the finest creations of humankind in various fields ranging from literature to art and music.

72. XTEC - Xarxa Telemàtica Educativa de Catalunya (2016). *Actuacions d'èxit*. <http://xtec.gencat.cat/ca/projectes/comunitats/experiencies/escolaamistat/index.html>; Comunidades de Aprendizaje, Schools as 'Learning Communities' (2016). *Actuaciones de Éxito*. <http://utopiadream.info/ca/actuaciones-de-exito/>.

The gatherings are a way of learning and also a way to open the school up to the community. Participants choose the classics they want to read and the number of pages read in each session. Participants read the pages agreed at home and choose a paragraph they want to share with everyone else. Once in the gathering, people who have chosen a paragraph ask the moderator for their turn and the moderator decides the order in which they will speak. Then the person reads their paragraph and explains why they have chosen it. The floor is then thrown open to anyone who wants to give their views about the paragraph and the process continues until the paragraphs are finished.

These gatherings are adapted to the age of the students taking part in them.

4.1.3. Training for families

Education in schools is available to families as well as to students and teachers. Family education is based on training in successful actions and caters for the interests and needs of families.

One strategy to encourage parents and other family members to engage with the smooth running of the school is setting up and running training schemes that foster their skills and abilities and also enhance the operation and educational quality of the school and community.

4.1.4. Actions to extend learning time: tutored library

A successful strategy recognised by the international scientific community is setting up tutored libraries. Some schools are opening their libraries outside school hours to improve aspects that are essential for children's learning: language, homework support, reading and writing, maths, etc. The tutoring is provided by members of the educational community, ranging from family members or volunteers in local organisations to professionals in the field or teachers.

4.1.5. Educational participation of the community

In addition to taking part in family education using successful actions, families and community members also participate in *student learning activities* during and outside school hours. Their participation in school life is also reflected in *decision-making* about everything that is related to the education of their children. This *democratic participation* helps promote cultural acceptance and improve the educational performance of children from cultural minorities.

4.1.6. Dialogic model for conflict prevention and resolution

This conflict prevention and resolution model is based on dialogue as a tool to overcome inequalities. When handling a conflict, *consensus* about the rules for social relationships

among all the parties involved, especially students, takes centre stage and a dialogue shared by the entire community throughout the regulatory process is generated.

In connection with the SEAs mention should also be made of the European project *ROM-UP. The inclusion of Roma through quality successful educational experiences*,⁷³ in which the Directorate General of Civic and Community Action in the former Ministry of Social Welfare and Family took part as a member of the consortium. The main aim of this project was to set up an international network to disseminate knowledge of successful educational actions that are scientifically proven to be effective in promoting the social inclusion and educational achievement of Roma children and all students in general. The project enabled us to confirm the effectiveness of actions to improve the learning and skills level of Roma children. It was implemented in six countries (Spain, Bulgaria, Greece, Romania, Ireland and Belgium). Lastly, these SEAs have already been recognised by scientific journals with the greatest impact⁷⁴ and by researchers from the Roma community.⁷⁵

However, in education there are also other actions and measures which international research is suggesting would be especially effective in the educational inclusion of cultural minorities in general and the Roma in particular.

They include **affirmative action**, proactive measures that are providing access to higher education for traditionally excluded groups such as the Roma. These policies are already being carried out both in Catalonia and in the rest of Spain to deal with other types of discrimination, such as gender, disability or on socio-economic grounds, in order to enable thousands of people to enter universities, workplaces, government and other key areas of society. Affirmative action policies have to be temporary and may take various forms such as:

- **direct reservation of university places for ethnic minorities**, as is already done in Catalonia for people with disabilities and high-level or high-performance athletes.⁷⁶ This kind of affirmative action has enabled countries like Romania to increase the number of Roma students in the university system four-

73. *ROM-UP. The inclusion of Roma through quality successful educational experiences* (2012-2013).

74. Flecha, R.; Soler, M. (2013). "Turning difficulties into possibilities: engaging Roma families and students in school through dialogic learning". *Cambridge Journal of Education*, 3 (44), pp. 451-465.

75. Macías, F.; Sordé-Martí, T. (in press). "Making Roma rights a reality at the local level: A Spanish case study". A Bhabha, J.; Mirga, A.; Matache, M. (ed.), *Realizing Roma rights*. Philadelphia, University of Pennsylvania Press.

Girbés, S.; Macías, F.; Álvarez, P. (2015). "De la escuela gueto a una comunidad de aprendizaje: Un estudio de caso sobre la superación de la pobreza a través de una educación de éxito". *International and Multidisciplinary Journal of Social Sciences*, 4 (1), pp. 88-116.

Girbés, S.; Amador, J.; Macías, F. (2015). "La transformación de la escuela La Paz. Un modelo dialógico de intervención social para la inclusión del pueblo Roma". A Martins J., et al. (ed.). *Modelos e projetos de inclusão social* (pp. 16-31). Viseu, Portugal, Escola Superior de Educação de Viseu.

76. Under instructions from the Directorate General of Universities and the Directorate General of Research in the Government of Catalonia, university students with disabilities have 5 % of places on any education course reserved for them. High-level or high-performance athletes have 3 % of places reserved for them on any university course and 5 % in primary education, physiotherapy and physical exercise and sports science programmes.

fold.⁷⁷ Similar benefits have been obtained in secondary and higher education in countries such as Serbia, Bulgaria, Hungary and Macedonia;⁷⁸

- **comprehensive review**, which consists of taking into consideration merits other than academic ones when admitting students to university. The standards used during the admission process may be belonging to an ethnic minority traditionally excluded from the university system, being the first member of the family to go to university or living in a vulnerable neighbourhood or area. This form of university admission is currently being used in the world's leading universities including Harvard University, the University of Wisconsin, Berkeley University, Yale University, Columbia University, Cornell University, Princeton University and the Massachusetts Institute of Technology;
- **alternative access to higher education** in order to ensure that students with potential who would never be selected by conventional admission processes can enter the university system. A good example would be the identification of high school students with excellent academic potential. Once selected, these students are prepared and trained to successfully apply to university and given mentoring and scholarships during their higher education studies to stop them dropping out. This measure is being carried out in a number of universities in the United States through the Posse Foundation⁷⁹ with 90 % of its students graduating. It is important to note, however, that the programme works through a very robust scholarship system with over \$900 million from various public and private funding sources. Another example of this type of affirmative action would be the reservation of places for the best students of all secondary schools in a region to ensure that all schools send students to universities, including schools in the most disadvantaged neighbourhoods where there are usually high rates of ethnic minority students. This measure is being carried out at some universities in California, Florida and Texas through *percent plans* which are at least enabling students from schools that have never sent anyone to university to now go into higher education. The selected students have direct admission and a scholarship that covers all the years they are at university as well as a support system to ensure they are successful. 4 % of the best students from all schools in the last year of secondary education have automatic admission to university in California, 20 % in Florida and 10 % in Texas.⁸⁰

77. Surdu, M.; Szira, J. (coord.). (2009). *Analysis of the impact of affirmative action for Roma in high-schools, vocational schools and universities*. Budapest, Roma Education Fund. http://www.romaeducationfund.hu/sites/default/files/documents/gallup_romania_english.pdf.

78. Rakoviæ, S. (2009). "Affirmative action as a policy answer to Roma inclusion in secondary and tertiary public education in Serbia". *Integrating differences: Human rights, social inclusion and social cohesion in the Balkans on its road to the EU*, pp. 181-199. http://www.academia.edu/2624799/Affirmative_Action_as_a_Policy_Answer_to_Roma_Inclusion_in_Secondary_and_Tertiary_Public_Education_in_Serbia.

Roma Education Fund (2010). *Roma inclusion in education. Position paper of the Roma education fund for the high level meeting on Roma and travellers*. Strasbourg, Council of Europe, European Union and REF. http://www.romaeducationfund.hu/sites/default/files/publications/roma_inclusion_in_education_position_paper.pdf.

79. The Posse Foundation. <https://www.possefoundation.org>.

80. Garces, L. (2012). *The Impact of Affirmative Action Bans in Graduate Education*. Los Angeles, CA, The Civil Rights Project. <https://www.civilrightsproject.ucla.edu/research/college-access/affirmative-action/the-impact-of-affirmative-action-bans-in-graduate-education/garces-impact-affirmative-action-graduate-2012.pdf>.

However, it is evident that in addition to admission the challenge for affirmative action measures is to ensure that students from minority groups not only get priority access to university but also have the financial (study scholarships, scholarships associated with jobs, etc.), institutional and academic (follow-up, tutors, learning support, etc.) backing needed to continue and successfully complete university education. Finally, it is important to emphasise that these affirmative action measures not only help vulnerable groups but also bring about significant improvements for the university system and society as a whole, such as:

- greater social cohesion, greater inclusion and greater quality in the labour market and in other aspects such as health, housing and social and political participation;⁸¹
- greater efficiency and return for society as a whole, given that the fight against social exclusion is much more costly than social and educational inclusion;⁸²
- and the creation of an excellent university system.⁸³

International research also highlights other educational actions to achieve the educational inclusion of ethnic minorities and vulnerable groups in general and the Roma community in particular. **Early childhood intervention** programmes, such as the *A good start* project⁸⁴ run by the Roma Education Fund (REF) with the support of the European Commission, stand out in this respect. This project, which is being run in Hungary, Macedonia, Romania and Slovakia, has significantly increased the enrolment of Roma children in both nursery and primary education. The project is based on providing a range of activities and services to enable schools to deliver high quality early childhood care programmes. This maximalist approach and the participation of the Roma community during the project have been crucial in increasing the enrolment of students aged 0-6 and also in primary education.

Horn, C.L.; Flores, S.M. (2003). *Percent Plans in College Admissions: A Comparative Analysis of Three States' Experiences*. Cambridge, MA, The Civil Rights Project at Harvard University. <https://civilrightsproject.ucla.edu/research/college-access/admissions/percent-plans-in-college-admissions-a-comparative-analysis-of-three-states2019-experiences/horn-percent-plans-2003.pdf>.

81. Flecha, R. (coord.) (2015). *Successful Educational Actions for Inclusion and Social Cohesion in Europe*. Barcelona, Springer.

82. Psacharopoulos, G. (2007). *The Costs of School Failure. A Feasibility Study*. Brussels, EENEE, European Commission.

Belfield, C. R.; Levin, H. (2007). *The Price We Pay. Economic and Social Consequences of Inadequate Education*. New York, Brookings.

World Bank (2010). *Economic Costs of Roma Exclusion*. Washington, DC, Europe and Central Asia Human Development Department. http://siteresources.worldbank.org/EXTROMA/Resources/Economic_Costs_Roma_Exclusion_Note_Final.pdf.

83. Women in Science & Engineering Leadership Institute, WISELI. (2010). *Benefits and Challenges of Diversity in Academic Settings*. Madison, WI, University of Wisconsin-Madison.

Hyman, J.S.; Jacobs, L.F. (2009). *Why Does Diversity Matter at College Anyway? 8 ways meeting and working with different people in college can help you in the future*. <http://www.usnews.com/education/blogs/professors-guide/2009/08/12/why-does-diversity-matter-at-college-anyway>.

84. Roma Education Fund, REF (2012). *A Good Start*. Budapest, Roma Education Fund, The World Bank, Open Society Foundations, UNICEF, European Commission. <http://www.romaeducationfund.hu/good-start-eu-roma-pilot>.

4.2. Housing

In housing there are a number of initiatives which research⁸⁵ has underlined and confirmed as crucial in achieving the inclusion of vulnerable groups. Examples include **social housing** programmes and programmes to ensure the most vulnerable groups can access **decent housing**.⁸⁶ Initiatives that provide **access to protected housing for Roma youth** are particularly attractive, since one of the main problems within this community is overcrowding due to the fact that young people are unable to leave home. Here it should be noted that access to decent housing and housing inclusion are closely related to educational and employment opportunities. Consequently actions that work towards improving the educational levels and employment options of the Roma can also have a direct impact on improving standards of living in terms of housing. Research also stresses programmes of this kind which combat **energy poverty**.⁸⁷

Another important aspect is promoting robust, democratic and solidarity **association networks** as they help to tackle material deprivation. A good example is the successful Community Housing Network,⁸⁸ where the cooperation of over 40 associations in Columbus (Ohio), government and the university is delivering housing solutions for vulnerable groups. The ability of association networks to provide housing for groups at risk of exclusion has also been evidenced by other successful schemes around the world.⁸⁹

Another scheme that is helping to overcome the housing inequalities of the most disadvantaged groups is **financial literacy** programmes. These programmes consist of training people in the skills and knowledge they need to make informed decisions about all their financial resources and their economic options. There are numerous international financial literacy initiatives run by organisations such as the OECD. The Joint Center for Housing Studies at Harvard University⁹⁰ in particular has shown through a number of financial literacy programmes that these types of initiatives are having a positive impact on financial decision-making by people with low educational levels who are trying to access adequate housing while also reducing the chances that these people will be victims of fraud, for example when taking out and managing mortgages or leases.

85. The *EXIT-Pobreza. Actuaciones socioeducativas de éxito para la superación de la pobreza* (2012-2014) project, funded by the Ministry of Economy and Competitiveness's National R&D Plan, stands out. The project is led by Dr Rosa Valls (University of Barcelona) and has drawn up a guide of recommendations to tackle the poverty of the most vulnerable groups. Although the guide has not yet been published, the renewal team for this fourth Plan has had access to its contents in order to include some of its recommendations in the Plan.

86. Levy-Vroelant, C. (2010). "Housing vulnerable groups: The development of a new publication sector". *International Journal of Housing Policy* 10 (4), pp. 443-456.

87. Bouzarovski, S. (2014). "Energy poverty in the European Union: landscapes of vulnerability". *Wiley Interdisciplinary Reviews: Energy and Environment*, 3 (3), pp. 276-289.

88. Community Housing Network. <https://communityhousingnetwork.org/>.

89. Shaw, M. (2004). "Housing and public health". *Annual Review of Public Health*, 25, pp. 397-418.

Valls, R.; Padrós, M. (2011). "Using dialogic research to overcome poverty: From principles to action". *European Journal of Education*, 46 (2), pp. 173-183.

Vaillancourt, Y.; Ducharme, M.N.; Cohen, R.; Roy, C.; Jetté, C. (2001). *Social Housing: A Key Component of Social Policies in Transformation: The Quebec Experience*. Caledon Institute of Social Policy. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.202.6325&rep=rep1&type=pdf>.

90. To learn more, see the Joint Center for Housing Studies (Harvard University) website <http://www.jchs.harvard.edu/>.

Another housing action that is especially beneficial for the Roma community is measures to **prevent evictions** along with legal advice for Roma families in this predicament. A number of grassroots initiatives have emerged to tackle this problem, such as the *Plataforma d'Afectats per la Hipoteca* (PAH) which is a community movement that started out in 2000 to defend people facing eviction due to inability to meet their mortgage payments. The PAH has managed to prevent 2,045 evictions and rehoused 2,500 people.⁹¹ Indeed, the PAH has been mentioned by the European Union Horizon 2020 project *SOLIDUS. Solidarity in European Societies: Empowerment, Social Justice and Citizenship* as a successful solidarity action due to its recognised political and social impact.⁹²

Finally, the particular housing situation of many Roma families in Catalonia should be mentioned. Firstly, some studies⁹³ point out the **residential segregation** of the Roma community throughout Spain and also in Catalonia which hinders full social inclusion. The problem lies in the lack of opportunities in these neighbourhoods and/or environments where a high percentage of Roma families live. Particularly interesting are initiatives that seek to **improve opportunities and standards of living in the most disadvantaged neighbourhoods** for instance by improving educational, recreational and leisure activities, opening healthy food shops to tackle eating disorders and setting up essential health-care services.⁹⁴ Secondly, although Roma settlements have been practically eliminated in Catalonia, there are still some and so proactive measures to eradicate these settlements and thus improve the conditions of Roma families living in them need to be continued. These conditions are very disturbing as they often do not have drinking water, electricity and/or heating.

4.3. Employment

In the field of employment, international research also highlights some key measures and actions for tackling the social exclusion of ethnic minorities. They include **job placement and training** programmes. These programmes directly seek to improve the training and skills needed to find work. Very often these programmes have agreements with state-owned or private companies so that people taking part in them can do work placements and even get a job once the programme is over. Special mention should be made here of

91. Figures recovered on 23 September 2016 from the PAH website. <http://afectadosporlahipoteca.com/>.

92. McDowell, L.; Klinke, I.; Melgar, P.; Padrós, M.; Soler, M. (coord.) (2016). *Concept paper for research and policy analysis of the spatial dimension of solidarity*. Brussels European Union. http://solidush2020.eu/wp-content/uploads/2016/03/SOLIDUS.-D2.1-Concept-Paper-Spatial-Dimension-Solidarity_v2.pdf.

93. Ministry of Social Welfare and Family (2005). *Estudi sobre la població gitana de Catalunya. Informe final*. Government of Catalonia.

Fundación Secretariado Gitano (2009). "Mapa sobre vivienda y comunidad gitana en España, 2007. Conclusiones, recomendaciones y propuestas". *Dossier Vivienda*, 3. https://www.gitanos.org/upload/40/14/47_48Dossier.pdf.

Valenzuela, M. (coord.) (2013). *Las ciudades españolas en la encrucijada: Entre el 'boom' inmobiliario y la crisis económica*. Madrid, Real Sociedad Geográfica and Ministry of Economy and Competitiveness.

94. *EXIT-Pobreza. Actuaciones socioeducativas de éxito para la superación de la pobreza*. (2012-2014). Project funded by the Ministry of Economy and Competitiveness (EDU2011-24173). Principal investigator: Rosa Valls (University of Barcelona).

the Acceder programme,⁹⁵ which is training and finding work for many Roma, especially young people. The programme works with Roma during their training and also with companies in the sector to ensure its participants can enter the labour market. The Acceder programme was recognised in 2011 by Spain's employment service as a placement agency. Another successful project is training Roma women to be school lunch monitors which in addition to providing them with a certificate and the chance of a job as a school lunch monitor also introduces positive Roma role models into schools and thereby helps improve the educational expectations of students and reduce problems in social relationships.⁹⁶ International research stresses that the success of job placement and training programmes lies in the active participation of the beneficiaries while the programme is being run.⁹⁷ In addition it also points out that these programmes need to focus mainly on academic, vocational and technical training through intermediation with real companies in the sector.⁹⁸ In this field the Directorate General for Civic and Community Action through the previous Ministry of Social Welfare and Family participated in the European project EDUROM, Promoting the access of Roma to LLP, VET and employment through family education in primary schools,⁹⁹ which uses the Roma community's access to lifelong learning and work through acquiring key skills to improve their employment opportunities and also enhance the academic achievement of their children.

Another employment measure is **social benefits or special and urgent grants** in order to **mitigate the effects of unemployment** or a **lack of economic resources**. There is a lot of research which shows how social benefits and public grants are fundamental and interrelated for improving the standard of living of the most disadvantaged groups.¹⁰⁰ However, the research also warns of the dangers of the perpetuation of unemployment or lack of resources supported by social benefits and/or grants since they can lead to social and employment exclusion as people become "socialised" into accepting prolonged situations of poverty and lack of resources or insecure, low-skilled jobs.¹⁰¹ Hence international research suggests implementing social benefits which are accompanied by active job search policies to ensure the benefits are merely temporary.¹⁰² Furthermore, some research is highly critical of the huge barriers people face when applying for or receiving social benefits, so it is also recommended to advise and mentor them during

95. Fundación Secretariado Gitano. Programa Acceder. https://www.gitanos.org/que-hacemos/areas/empleo_y_formacion_profesional/acceder.html.

96. Associació Gitana de Dones Drom Kotar Mestipen. http://www.vilaweb.cat/www/elpunt/noticia?p_idcmp=1781084.

97. Croke, E.E.; Thompson, A.B. (2011). "Person centered planning in a transition program for Bronx youth with disabilities". *Children and Youth Services Review*, 33 (6), pp. 810-819.

98. Haveman, R.; Heinrich, C.; Smeeding, T. (2012). "Policy responses to the recent poor performance of the US labor market". *Journal of Policy Analysis and Management*, 31 (1), pp. 177-186.

99. Garcia, C.; Gómez, A. (2013). "Promoting the access of Roma to LLP, VET and employment through family education in Primary schools". *Universitas Tarraconensis. Revista de Ciències de l'Educació*.

100. Leisering, L.; Leibfried, S. (2001). *Time and Poverty in Western Welfare States: United Germany in Perspective*. Cambridge University Press.

101. Gingrich, L.G. (2008). "Social exclusion and double jeopardy: The management of lone mothers in the market-state social field". *Social Policy & Administration*, 42 (4), pp. 379-395.

102. Marthinsen, E.; Skjefstad, N. (2011). "Recognition as a virtue in social work practice". *European Journal of Social Work*, 14 (2), pp. 195-212.

the application process by providing information about more than just the benefit with an approach focused on finding work.¹⁰³

Furthermore, setting up **work or service cooperatives** has also been shown to be another effective employment strategy.¹⁰⁴ In particular, it has been found that when these cooperatives are organised following successful cooperativism principles, they manage to generate stable jobs and a high percentage of employment contracts.¹⁰⁵

Finally there are the employment measures and programmes aimed at improving digital literacy and training in the use of ICT, since many employment processes (job search, job benefits, etc.) are directly related to ICT skills and the ability to successfully use it.¹⁰⁶ Even social benefits (unemployment benefit, vocational training, etc.) are increasingly accessed using computerised procedures. These measures can be especially beneficial for the Roma in Catalonia since the vast bulk of this community has never received any type of instruction in this field.

4.4. Health

Lastly, with respect to health international research also highlights the key measures and actions to achieve the social inclusion of the most vulnerable groups. Examples of these measures include **health literacy** programmes. International research warns that there is a direct relationship between health literacy and life expectancy, which especially affects people with low educational levels and cultural minorities.¹⁰⁷ Given the characteristics of the Roma community in terms of educational level and life expectancy, where both variables are well below the Catalan average, health literacy programmes can be a key element for improving the standard of living and life expectancy of Roma.¹⁰⁸ This type of programme is an opportunity to show people how to access and use health services and educate them about healthy and/or harmful health and hygiene habits.¹⁰⁹

103. Shlay, A.B.; Weinraub, M.; Harmon, M.; Tran, H. (2004). "Barriers to subsidies: Why low-income families do not use child care subsidies". *Social Science Research*, 33 (1), pp. 134-157.

104. Piekielek, J. (2010). "Cooperativism and agroforestry in the Eastern Amazon. The case of Tomé-Açu". *Latin American Perspectives*, 37 (6), pp. 12-29.

Redondo, G.; Santa Cruz, I.; Rotger, J.M. (2011). "Why Mondragon? Analyzing what works in overcoming inequalities". *Qualitative Inquiry*, 17 (3), pp. 277-283.

105. *EXIT-Pobreza. Actuaciones socioeducativas de éxito para la superación de la pobreza*. (2012-2014). Project funded by the Ministry of Economy and Competitiveness (EDU2011-24173). Principal investigator: Rosa Valls (University of Barcelona).

106. Doucek, P.; Kunstova, R.; Maryska, M. (2011). "Do we have enough ICT specialists in the period of eDependency?" At the *24th Blede Conference - eFuture: Creating solutions for the individual, organisations and society*, pp. 12-15.

107. Rudd, R.E. (2007). "Health literacy skills of US adults". *American Journal of Health Behavior*, 31 (supplement 1), S8-S18.

108. Sanders, L.M.; Shaw, J.S.; Guez, G.; Baur, C.; Rudd, R. (2009). "Health literacy and child health promotion: implications for research, clinical care, and public policy". *Pediatrics*, 124 (supplement 3), S306-S314.

109. Pati, S.; Siewert, E.; Wong, A.T.; Bhatt, S.K.; Calixte, R.E.; Cnaan, A. (2014). "The influence of maternal health literacy on child participation in social welfare programs". *Maternal and Child Health Journal*, 18 (5), pp. 1176-1189.

Another key aspect emphasised by the international scientific community for achieving the social inclusion of vulnerable groups in the field of health is **integrated community actions**.¹¹⁰ This aspect means that health actions should be community-based by fostering cooperation between people and organisations from numerous sectors such as schools, parishes, social services, local associations (residents', etc.) with the common objective of delivering integrated solutions to problems in the local setting.¹¹¹ In fact, some research suggests that the neighbourhood and community variables for social cohesion or collective effectiveness can be protective factors in tackling unhealthy habits and improving standards of living.¹¹²

International research also underlines **support for the natural solidarity networks** which already exist in neighbourhoods, such as **religious organisations**. Previous research shows how on many occasions these types of organisations are key partners in preventing or dealing with health problems in areas such as nutrition, cutting down on smoking, drug addiction and promoting physical exercise.¹¹³

Finally, the research indicates two more kinds of measures which are very significant in achieving the social inclusion of vulnerable groups. Firstly, there are measures to set up **health services in neighbourhoods** or in the immediate vicinity. These health services range from pharmacies to family planning centres (FPC) and primary healthcare centres (PHC).¹¹⁴ Secondly, there are actions or measures designed to **include healthcare services in schools**. Numerous studies have shown how schools can be essential venues for delivering healthcare services to Roma children and their families as they can change and promote healthy habits that prevent illness during childhood and also when an adult.¹¹⁵

Johnson, B.H.; Hayes, S.C.; Ekundayo, O.T.; Wheeler, P.; D'Arcy, M. F. (2012). "Health literacy of an urban business community". *Journal of Health Care for the Poor and Underserved*, 23 (1), pp. 242-253.

110. Hohmann, A.; Shear, M.K. (2002). "Community-based intervention research: Coping with the 'noise' of real life in study design". *The American Journal of Psychiatry*, 159 (2), pp. 201-7.

111. Roussos, S.; Fawcett, S. (2000). "A review of collaborative partnerships as a strategy for improving community health". *Annual Review of Public Health*, 21, pp. 369-402.

112. Compton, W.; Thomas, Y.; Conway, K.; Colliver, J. (2005). "Developments in the epidemiology of drug use and drug use disorders". *The American Journal of Psychiatry*, 162 (8), pp. 1494-502.

Xue, Y.; Leventhal, T.; Brooks Gunn, J.; Earls, F. (2005). "Neighborhood residence and mental health problems of 5 to 11-year-olds". *Archives of General Psychiatry*, 62 (5), pp. 554-63.

113. Debnam, K.; Holt, C.L.; Clark, E.M., et al. (2012). "Relationship between religious social support and general social support with health behaviors in a national sample of African Americans". *Journal of Behavioral Medicine*, 35 (2), pp. 179-189.

114. *EXIT-Pobreza. Actuaciones socioeducativas de éxito para la superación de la pobreza* (2012-2014).

115. McCormick, M.C.; Brooks-Gunn, J.; Buka, S.L., et al. (2006). "Early Intervention in Low Birth Weight Premature Infants: Results at 18 Years of Age for the Infant Health and Development Program". *Pediatrics*, 117 (3), pp. 771-780.

O'Toole, T. P.; Anderson, S.; Miller, C.; Guthrie, J. (2007). "Nutrition services and foods and beverages available at school: results from the School Health Policies and Programs Study 2006". *Journal of School Health*, 77 (8), pp. 500-521.

5

Basic Principles and Features of the Plan 2017-2020. Term

Like its predecessor, the Integrated Plan for the Roma in Catalonia 2017-2020 has the following main features:

5.1. Realistic

It is a Plan responding to the significant social exclusion experienced by a high percentage of Roma in our country and which has increased with the recession. It puts forward actions and measures that include the voices of the Roma community and which are also achievable and based on a European, Spanish and Catalan framework of reference.

The specific measures are divided into the following areas: education, employment, housing, health, culture, social participation, public safety, justice, the media and local authorities. Roma women, Roma youth and Roma from Europe are approached from a cross-cutting standpoint throughout the Plan with specific measures to be applied. All the actions in the Plan have the structure, human resources and skills required to carry them out. The experience we have gained in the previous three integrated plans enables us to fine-tune measures, work processes and the implementation schedule more realistically.

5.2. Effective. Success-oriented actions

As specified above, the actions in this Plan are designed to achieve success in its various work areas. There is a clear focus on continuous improvement of the social conditions of the Roma and achieving results that contribute to the impact of the actions on the lives of the people they are addressed to.

Once again the work we have done in the previous three integrated plans has enabled us to specify priority areas, those parts of Catalonia where the Roma are most disadvantaged. The specification of these priority areas is in line with European recommendations for combating social exclusion in Europe. Finally, with respect to the effectiveness of the actions in this Plan, special emphasis will be placed on analysing forces for change which have high expectations of improvement and make it possible to achieve good results.

5.3. Assessable and efficient

We will assess the Plan through impact indicators that will enable us to determine the efficacy of our actions and the achievement of expected results. Hence we need to find out what impact the individual actions have in order to learn whether they have actually helped to transform the current situation and promote the inclusion of Roma in Catalonia.

Performance indicators have also been drawn up that will enable us to find out whether the proposed actions have in fact been undertaken by the various organisations involved between 2018 and 2020.

In addition, the Roma community is engaged in assessing and monitoring this Plan through the Plan's usual participation bodies and an assessment group that will be set up especially to monitor and assess this 4th Integrated Plan.

Finally, it is important to note that the assessment includes fairness indicators, especially about the situation of Roma women, and mainstreams the gender perspective in the assessment.

5.4. Results-oriented

The actions contained in the Plan's areas are intended to achieve an expected result that has been jointly specified beforehand by the authorities and the Roma who have taken part in the Plan's key participation forums. Whether or not this result is achieved determines whether the action has been carried out optimally or not. If not, we need to review the action and make any necessary changes that will enable us to achieve the expected results which are our goal. In this case the measures are only the means to achieve the social improvement required.

5.5. Participatory and transparent

The decisive participation and involvement of Roma in policies aimed at improving their situation has been crucial in drawing up the Plan right from the start. This principle is an essential quality factor and ethical position for our Government. The best way to ensure that a project is meeting the needs of its recipients is to let them say what they want and need and also take part in its design, management and implementation.

This Plan promotes processes and formulas that foster intercultural dialogue in an organisation, in the target group or in the drawing up and decision-making process.

6

Organisation of the Participation of Roma in the Plan 2017-2020

The Integrated Plan for the Roma 2017-2020, sponsored by the Ministry of Labour, Social Affairs and Families, needs to ensure the engagement of the various ministries of the Government of Catalonia, coordination with local authorities and the participation of representatives of the Roma and other grassroots organisations. To that end it has joint bodies responsible for drawing up and monitoring the Integrated Plan for the Roma (the Integrated Plan for the Roma Interministerial Committee and the Roma Advisory Board). As with the 3rd Integrated Plan, an informal participation body has been set up, the Integrated Plan renewal team, formed by Roma with different profiles. In addition, an important new feature of this 4th Integrated Plan is using a participatory process (in neighbourhoods and online) in order to collate the contributions of as many Roma as possible while drawing up the Plan.

6.1. Integrated Plan for the Roma Interministerial Committee

The Interministerial Committee is a coordinating body for drawing up the Integrated Plan for the Roma and the consistent and effective implementation of the actions it contains. The Interministerial Committee enables the Plan to be carried out in a wide-ranging and agreed way as well as interministerial decision-making to cater for needs and circumstances that affect care for Roma in Catalonia.

Based on the current ministerial organisation, the following ministries are part of the Interministerial Committee:

1. Ministry of the Presidency.
2. Ministry of the Vice-presidency and of the Economy and Finance.
3. Ministry of Transparency and Foreign and Institutional Relations and Affairs.
4. Ministry of Governance, Public Administrations and Housing.
5. Ministry of Education.
6. Ministry of Health.
7. Ministry of Home Affairs.
8. Ministry of Territory and Sustainability.
9. Ministry of Culture.

10. Ministry of Justice.
11. Ministry of Labour, Social Affairs and Families.
12. Ministry of Business and Knowledge.

The ministries are represented at Interministerial Committee meetings by people who have the rank of director general or equivalent. In addition, the Second Vice-President of the Roma Advisory Board and the Roma People and Social Innovation Programme technical team also participate in these meetings.

6.2. Roma Advisory Board

The Roma Advisory Board gives official and direct voice and participation to the interests and contributions of the Roma through Roma organisations and organisations working with the Roma.

The Roma Advisory Board has a plenary session and an executive committee. Equal participation by Roma women and men is ensured in both of them.

6.2.1. Plenary Session of the Roma Advisory Board

The plenary session of the Advisory Board is made up of:

- A president, who is the head of the ministry in charge of social inclusion policies and responsible for the implementation of the Integrated Plan for the Roma in Catalonia.
- A first vice-president, who is the head of the body in charge of community development and support for groups at risk of exclusion and can stand in for the person holding the presidency in case of absence, illness or vacancy.
- A second vice-president, who is the Rom appointed by the president at the suggestion of the plenary session.
- The following members:
 1. Up to 21 Roma representing Roma associations and foundations appointed by the president from all Catalan provinces so as to ensure in particular the presence of young Roma and Roma women.
 2. One person appointed by the Catalan Federation of Municipalities and one by the Catalan Association of Municipalities and Counties.
 3. Two people of recognised standing in the associations working with the Roma appointed by the president.
 4. One person appointed by each of the two largest trade unions in Catalonia.
 5. The members of the Interministerial Committee appointed by the president for each plenary session based on the issues to be dealt with.
 6. A secretary, who is the person appointed by the president from the staff of the ministry in charge of social inclusion and integration policies and responsible for the implementation of the Integrated Plan for the Roma in Catalonia.
- The principle of equality between men and women has been observed when appointing Roma Advisory Board representatives.

The plenary session's main functions are as follows:

- Report on the Integrated Plan for the Roma proposal.
- Request, suggest and/or draw up studies or reports on topics of interest for the Roma.
- Advise the Interministerial Committee or the various ministries of the Government of Catalonia when requested to do so.
- Make recommendations to the Government on issues concerning the situation of the Roma.
- Promote studies, initiatives and events for the inclusion of the Roma and the defence of their culture and to combat racism and discrimination.
- Study and produce proposals for strengthening social relationships between the various cultures living in Catalonia.
- Maintain contacts with other similar national, Spanish and international bodies.
- Approve the report on the actions of the Government related to the Roma and on the implementation of the Integrated Plan.
- Set up the working groups deemed necessary for specific topics of interest for the Roma.
- Advise and make recommendations to the Government to fight inequality and discrimination against Roma women. To this end, the Advisory Board produces proposals for action to promote equal access for Roma women and girls in educational, social and employment issues, to enhance the image of Roma women as transmitters and facilitators of Roma cultural identity and to publicise the contributions that Roma women make to their community and wider society.

6.2.2. Executive Committee of the Roma Advisory Board

The Executive Committee is made up of:

- The president, who is the person who is the first vice-president of the plenary session.
- The vice-president, who is the person who is the second vice-president of the plenary session.
- Six people representing Roma associations and foundations from all Catalan provinces.
- One person appointed by the Catalan Federation of Municipalities and one by the Catalan Association of Municipalities and Counties.
- Two people of recognised standing in the associations working with the Roma appointed by the president.
- The members of the Interministerial Committee appointed by the president based on the issues to be dealt with.
- A secretary, who is the secretary of the plenary session.

The Executive Committee's functions are:

- Promote the implementation of the decisions taken by the Plenary Session.
- Propose issues to be discussed in the plenary session and present proposals to the plenary session.
- Every year draw up a report on the actions of the Government related to the Roma and on the implementation of the Integrated Plan.
- Propose setting up working groups to the plenary session.
- Any other duties that may be assigned or delegated to it by the plenary session.

6.3. Integrated Plan Renewal Team

As in the 3rd Integrated Plan, when drawing up this 4th Plan special emphasis has been placed on the real involvement of Roma in mapping out the policies that affect them. This *decisive participation* is a fundamental principle in mapping out any public policy, project or activity aimed at a specific community or group. Only in this way can we guarantee the optimal conditions for our actions to be socially useful.

The leading European organisations recommend active and informed involvement of representatives of Roma culture in intervention and research that deals with any aspect which might directly affect them.¹¹⁶ From the outset the Plan aims to meet European recommendations and Roma needs and proposals as conveyed by their organisations and individual Roma.

When drawing up this Plan, Roma involvement has been high through the creation of an Integrated Plan for the Roma renewal team consisting of twenty people (nine Roma women, eight Roma men, two non-Roma women and a non-Roma man):

- Ten Roma representing organisations;
- Two Roma from the field of research, both members of the Centre for Roma Studies at the University of Barcelona;
- One Roma who is not a member of any organisation;
- The head of the Roma People and Social Innovation Programme, also the secretary of the Roma Advisory Board;
- Six people from the Roma People and Social Innovation Programme technical team, of whom four are Roma.

The renewal team has met in a total of eight sessions in order to design, amend and validate each of the measures in this Plan as well as to make other contributions related to it.

In addition, it is important to note that the Roma Advisory Board has amended and validated the content and the entire renewal process as a whole before reporting the proposal to the Integrated Plan for the Roma Interministerial Committee.

116. Among others, European Commission (2011). *An EU Framework for National Roma Integration Strategies up to 2020*. Brussels, 05/04/2011, COM (2011), 173 final. (p. 3), http://ec.europa.eu/justice/policies/discrimination/docs/com_2011_173_en.pdf, and European Platform for Roma Inclusion (2009). *Common Basic Principles on Roma Inclusion*. Prague, European Union (principle no. 10).

6.4. Patalalé Manusa

One of the Integrated Plan's challenges in this new era is to improve the dissemination and impact of our actions in neighbourhoods to ensure they reach Roma who are not affiliated to organisations.

The aim is to ensure that the Plan comes from the Roma and they take ownership of it, so it is important to include the Patalalé Manusa, a figure that is essential for the Roma. Throughout history, some Roma have been recognised and respected for their life histories and uprightness and because they have always lived according to Roma laws. The Patalalé Manusa is an internal body made up of these respected Roma which is the direct communication channel between the Plan and the community.

6.5. Consultation Process for Drawing Up the 4th Integrated Plan for the Roma in Catalonia

In order to meet Roma needs and proposals even better, the 4th Integrated Plan for the Roma in Catalonia has conducted a consultation process through discussion sessions in a number of towns that have a high percentage of Roma: Reus, Viladecans, Barcelona and Terrassa. These sessions were aimed at collating contributions from the Roma community during the process of designing and developing the Plan, and especially from Roma who do not traditionally take part in mapping out public policies.

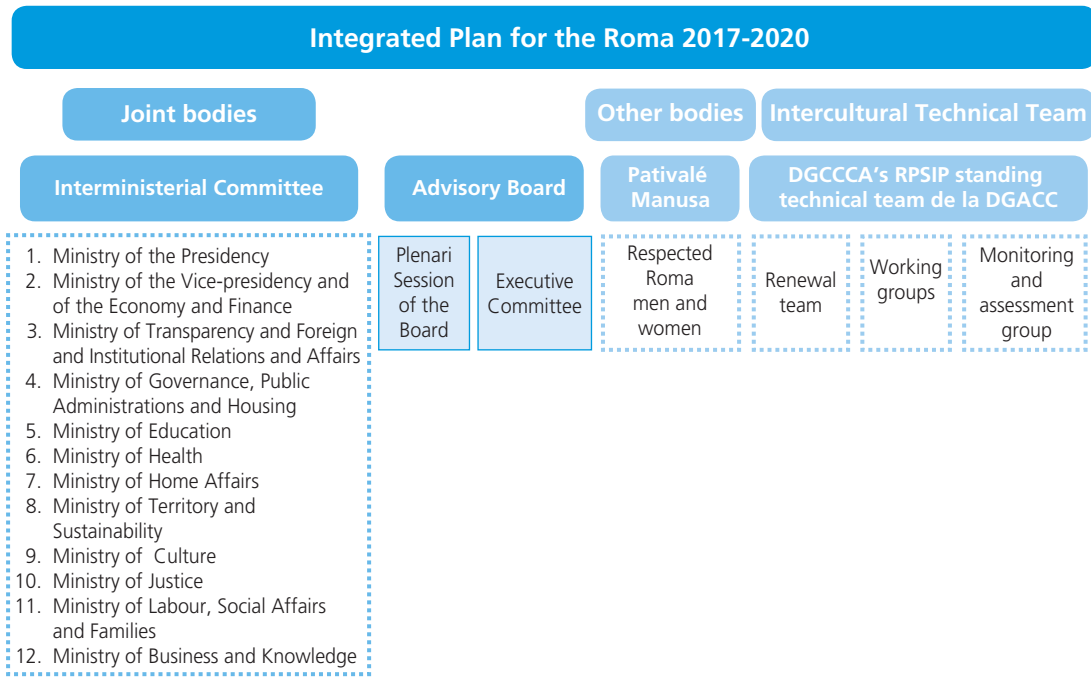
An online forum was also opened on the website <http://participa.gencat.cat/> to receive other contributions about the four main areas which this 4th Integrated Plan is divided into: education, employment, housing and health.

6.6. Multicultural Roma and Social Innovation Programme Technical Team

The participation of the Roma community through the joint bodies responsible for preparing and monitoring the Integrated Plan for the Roma (the Integrated Plan for the Roma Interministerial Committee and the Roma Advisory Board) and other informal participation forums such as the Integrated Plan renewal team is a major step forward in achieving the involvement of Roma in mapping out public policies geared towards this community. However, this 4th Integrated Plan seeks to ensure that there is dialogue and consensus with the Roma community right from the beginning of the design and implementation of the Plan's measures. This assures us that the Plan's actions cater for and are even more closely tailored to the Roma's situation.

Consequently one of the significant innovative features of this new Integrated Plan is the inclusion of professional Roma in the Roma People and Social Innovation Programme technical team to ensure that it has a multicultural perspective which combines the points of view, experiences and professionalism of Roma and non-Roma people.

Integrated Plan for the Roma in Catalonia organisation chart



7

Objectives of the Plan 2017-2020

The general objectives of this 4th Integrated Plan continue the approach of its predecessor but also go further since they will be based on actions supported by the international scientific community due to the social impact they generate, mainly in the fields of education, employment, health and housing. As with previous plans, these objectives have emerged from the voices of the Roma community in Catalonia as well as the political and scientific recommendations set out in sections 3 and 4 of this Plan.

Thus the Integrated Plan for the Roma in Catalonia 2017-2020 once again has four basic general objectives:

1. Map out specific policies for the Roma in Catalonia based on recommendations and evidence that has been scientifically proven to be successful in the promotion and inclusion of ethnic minorities in general and/or the Roma in particular.
2. Build strategies to put in place successful actions in the all the Plan's areas: education, employment, housing, health, culture, women, youth, social participation, public safety, justice, media and local authorities.
3. Ensure Roma at risk of social exclusion in Catalonia are at the same socioeconomic level as the society of which they are members.
4. Promote Roma culture as part of Catalan culture by disseminating its values and its contribution to the culture of Catalonia.

The Plan's twelve specific objectives are:

1. Increase the enrolment of Roma students in early childhood education.
2. Increase the academic achievement of Roma students in both primary and secondary education.
3. Increase the educational levels of adult Roma.
4. Improve access to the labour market and reduce job insecurity among Roma.
5. Increase the professional skills of the Roma.
6. Eradicate shanty towns and substandard housing in the Roma community.
7. Improve access to decent housing and the quality of housing for Roma.

8. Improve the health of Roma, especially in order to increase life expectancy and reduce unhealthy hygiene and health habits.
9. Improve the social image of the Roma in Catalonia to combat anti-Gypsyism.
10. Publicise the values and contributions that Roma culture has made to the whole of Catalan society.
11. Devise and prioritise specific actions that are integrated with other areas aimed at the participation of Roma women and youth.
12. Ensure the social participation of Roma, especially in all measures and actions in which they are not directly or indirectly involved.

8

Expected Results of the Plan 2017-2020 by Areas¹¹⁷

8.1. General

GNRL1	GENERAL	
Expected result	Impact indicators	
Have updated and proven information about the situation of the Roma in Catalonia.	2018	2020
	Publication of the study on the Roma in Catalonia.	Publication of the <i>Educational Situation of the Roma in Catalonia (2017-2019)</i> report.
Measures	Owners	Actions
1. Draw up a study on the Roma in Catalonia.	Ministry of Labour, Social Affairs and Families.	1.1. Gathering data about the current social situation of the Roma in Catalonia. 1.2. Analysis of the data gathered about the current social situation of the Roma in Catalonia to use them for the benefit of this community.
2. Draw up the <i>Educational Situation of the Roma in Catalonia (2017-2019)</i> report.	Ministry of Labour, Social Affairs and Families.	2.1. Gathering educational data for the Roma in Catalonia during the 2017-18 and 2018-19 school years. 2.2. Analysis of the educational data gathered for the Roma in Catalonia during the 2017-18 and 2018-19 school years.

117. Although the impact indicators of all the actions are not broken down by sex, the equal representation of women and men will be actively pursued during the implementation of all actions and measures in this Integrated Plan. These data broken down by sex will be indicated in the assessment of the Integrated Plan and in the annual reports.

GNRL2		GENERAL	
Expected result	Impact indicators		
Set up the Catalan Institute of the Roma (ICPG).	2018	2020	
	Opening of the Catalan Institute of the Roma (ICPG).	/	
Measures	Owners	Actions	
1. Set up the Catalan Institute of the Roma (ICPG).	Ministry of Labour, Social Affairs and Families.	1.1. Starting the administrative and legislative procedures required to set up the ICPG. 1.2. Setting up a working group made up of Roma and the IPRC technical team to draft the bylaws, objectives and other aspects needed to set up the ICPG.	

GNRL3		GENERAL	
Expected result	Impact indicators		
Set up a Chair of Roma Studies	2018	2020	
	//	A Chair of Roma Studies	
Measures	Owners	Actions	
1. Set up a Chair of Roma Studies at a state university in Catalonia.	Ministry of Labour, Social Affairs and Families.	1.1. Starting the administrative and legislative procedures required to set up a Chair of Roma Studies at a state university in Catalonia. 1.2. Setting up a working group composed of Roma and the IPRC technical team to draft the objectives and other aspects needed to set up a Chair of Roma Studies at a state university in Catalonia.	

8.2. Education

EDU1		EDUCATION	
Expected result	Social impact indicators		
Increase school enrolment in early childhood education for Roma children aged 0-6.	2018	2020	
	25 Roma children aged 0-6 at school.	25 Roma children aged 0-6 at school.	
Measures	Owners	Actions	
1. Hold information sessions with positive Roma role models and experts about the benefits and importance of early childhood education from ages 0-6.	Ministry of Education, Ministry of Labour, Social Affairs and Families, Local authorities.	1.1. Information sessions for Roma families about early childhood education in neighbourhoods in Catalonia that have a high percentage of Roma. 1.2. Information sessions for teachers about early childhood education and Roma culture values in neighbourhoods in Catalonia that have a high percentage of Roma.	

EDU1		EDUCATION
Measures	Owners	Actions
2. Support Roma organisation projects that encourage schooling of Roma children aged 0-6.	Ministry of Labour, Social Affairs and Families. Local authorities.	2.1. Supporting at least six Roma organisation projects that encourage schooling of Roma children aged 0-6.
3. Support schools that seek to increase the schooling of Roma children aged 0-6.	Ministry of Education. Ministry of Labour, Social Affairs and Families. Local authorities.	3.1. Supporting at least six early childhood education and/or nursery schools that seek to increase the schooling of Roma children aged 0-6.
4. Promote the opening of nursery schools in neighbourhoods with priority schools.	Ministry of Education. Ministry of Labour, Social Affairs and Families. Local authorities.	4.1. Promoting the opening of nursery schools in neighbourhoods with priority schools.

EDU2		EDUCATION
Expected result	Social impact indicators	
Reduce truancy and early school leaving and increase the educational achievement of Roma students in Catalonia in primary and secondary education.	2018	2020
	<p>In the seven priority schools, and based on the school's data for the 2016-2017 school year:</p> <ul style="list-style-type: none"> • 30 % reduction in truancy with special attention to the truancy of Roma girls. • 30 % reduction in early school leaving with special attention to the early school leaving of Roma girls. • 20 % improvement in core skills tests. • 20 % reduction in students who fail the core skills tests. • 1 key worker on IPRC policies in the regional services for the seven priority schools. <p>Teaching units about the history, values and traditions of the Roma in Catalonia on the official educational curriculum.</p>	<p>In the seven priority schools, and based on the school's data for the 2018-2019 school year:</p> <ul style="list-style-type: none"> • Reduction in truancy to below 10 % with special attention to the truancy of Roma girls. • Reduction in early school leaving to below 25 % with special attention to the early school leaving of Roma girls. • 20 % improvement in core skills tests. • 20 % reduction in students who fail the core skills tests. • 1 key worker on IPRC policies in the regional services for the seven priority schools.
Measures	Owners	Actions
1. Implement the School Promotion project.	Ministry of Education.	1.1. Advice to schools to implement the School Promotion project. 1.2. Training in Successful Educational Actions (SEA) for staff hired under the School Promotion project. 1.3. Extend the School Promotion project to new areas and schools with a high percentage of Roma students.

EDU2	EDUCATION	
Measures	Owners	Actions
2. Implement successful educational actions in the seven priority schools along with other measures to prevent truancy and enhance the educational achievement of Roma students.	Ministry of Education. Ministry of Labour, Social Affairs and Families. Local authorities.	<p>2.1. Training in Successful Educational Actions (SEA) for all IPRC community stakeholders.</p> <p>2.2. Training in Successful Educational Actions (SEA) for the seven priority schools including the Psychopedagogy Advice and Guidance Teams in the area.</p> <p>2.3. Promoting the transformation of the seven priority schools into Learning Communities.</p> <p>2.4. Partnering the implementation of Successful Educational Actions (SEA) with special attention to promoting Roma volunteering and family training.</p> <p>2.5. Assigning a key worker on IPRC policies in the regional services for the seven priority schools.</p> <p>2.6. Meeting of the administration teams at the seven priority schools with the IPRC Unit and the Ministry of Education.</p> <p>2.7. Drawing up and publicising a framework protocol for preventing, identifying and intervening in truancy for the schools and the community.</p> <p>2.8. Examining the situation of each school and specifying with the administration team an action plan geared towards educational achievement with priority for implementing Successful Educational Actions (SEA).</p>
3. Add the history, values and traditions of the Roma in Catalonia to the official educational curriculum.	Ministry of Education. Ministry of Business and Knowledge. Ministry of Labour, Social Affairs and Families.	<p>3.1. Fostering the procedures required to add teaching units about the history, values and traditions of the Roma in Catalonia in the official primary and/or secondary educational curriculum.</p> <p>3.2. Fostering sessions at state universities in Catalonia, especially in social science faculties, about the history, values and traditions of the Roma in Catalonia.</p>
4. Promote the educational achievement of Roma using the evangelist churches of Catalonia.	Ministry of Education. Ministry of Labour, Social Affairs and Families.	4.1. Holding a meeting of evangelist pastors for the educational achievement of the Roma.
5. Draw attention to male and female Roma role models in schools.	Ministry of Labour, Social Affairs and Families.	5.1. Arranging visits by male and female Roma role models to the seven priority schools.

EDU3	EDUCATION	
Expected result	Impact indicators	
Enhance the suitability, skills and motivation of teachers and educational stakeholders who work with Roma.	2018	2020
	Adaptation of contents about the Roma in the Teaching degree at four Catalan state universities. One training course about the Roma for teachers who work in schools with a high percentage of Roma.	Adaptation of the teaching staff at the seven priority schools. Adaptation of contents about the Roma in the Teaching degree at all Catalan state universities. Three training courses about the Roma for teachers who work in schools with a high percentage of Roma.
Measures	Owners	Actions
1. Adapt teaching staff in the priority schools based on the decree specifying the profile and provision of teaching jobs and the decree on the independence of educational institutions.	Ministry of Education.	1.1. Guidance sessions on matching teaching staff to the needs of the priority schools. 1.2. Selecting and relocating teaching staff based on the needs of the seven priority schools and the workforce and job provision principles in Decree 39/2014. 1.3. Meeting of the administration teams at the seven priority schools with the IPRC Unit and the Ministry of Education.
2. Hold training sessions on the history, culture and social and educational situation of the Roma in Catalonia, paying special attention to Roma women.	Ministry of Education. Ministry of Labour, Social Affairs and Families.	2.1. Holding training sessions on the history, culture and social and educational situation of the Roma in Catalonia for early childhood education teachers and other education stakeholders. 2.2. Training on how to work on interculturality in curriculum areas by opening them up to diversity in the classroom.
3. Adapt the information about the Roma provided in faculties of education at Catalan universities and about the actions and initiatives which further the success of this community.	Ministry of Education. Ministry of Business and Knowledge. Agency for Management of University and Research Grants. Ministry of Labour, Social Affairs and Families.	3.1. Coordination meetings with the heads of studies of the Teaching degrees (all majors) of at least four Catalan state universities. 3.2. Prioritising the School Reception Plan by stepping up attention for Roma students.
4. Foster ongoing training of staff working in schools for minors with Roma.	Ministry of Labour, Social Affairs and Families.	4.1. A specific training course about the Roma for staff at centres for minors run by the Catalan Government.

EDU4		EDUCATION	
Expected result	Social impact indicators		
Increase the number of Roma students enrolled in post-compulsory education and/or at university.	2018	2020	
		20 Roma students enrolled for post-compulsory education and/or university.	20 Roma students enrolled for post-compulsory education and/or university. Amendment of Royal Decree 412/2014, of 6 June, on the basic regulations for admission to undergraduate degrees.
Measures	Owners	Actions	
1. Continue the legislative procedures required to implement affirmative action measures for the Roma in relation to their admission to Catalan universities and the system of public scholarships for post-compulsory education.	Ministry of Business and Knowledge. Agency for Management of University and Research Grants. Ministry of Labour, Social Affairs and Families.	1.1. Meetings of the university admission working group to continue with the procedures, requirements and other processes needed to implement affirmative action measures for the Roma.	
2. Continue training for university admission for people over 25 and 45.	Ministry of Labour, Social Affairs and Families.	2.1. Running four university admission courses for people aged over 25 and 45 (University Admission Group, GAU), (2016-2017, 2017-2018, 2018-2019, 2019-2020 academic years).	
3. Support for Roma over 25 seeking admission to post-compulsory education and/or university and follow-up after they have been admitted.	Ministry of Education. Ministry of Business and Knowledge. Agency for Management of University and Research Grants. Ministry of Labour, Social Affairs and Families.	3.1. Information sessions about admission to post-compulsory education and university and about applying and the requirements for obtaining post-compulsory education scholarships.	
		3.2. Group and personalised tutoring for students seeking admission to post-compulsory education and/or university or who have already been admitted.	
		3.3. Supporting existing initiatives that seek to increase the number of Roma students who enrol for post-compulsory education and/or university.	
		3.4. Promoting the Siklavipen Savorença (Education with Everyone) project.	
4. Identify Roma students who are achieving good academic results in compulsory secondary education (ESO).	Ministry of Labour, Social Affairs and Families.	4.1. Meetings with Catalan schools in neighbourhoods with a large number of Roma.	
5. Prioritise and make easier admission for Roma students to post-compulsory education and/or university courses in health, education and the social sphere.	Ministry of Education. Ministry of Business and Knowledge. Agency for Management of University and Research Grants. Ministry of Labour, Social Affairs and Families.	5.1. Supporting and guiding Roma students who are achieving good academic results in compulsory secondary education (ESO).	
		5.2. Meetings of the university admission working group to start up measures and/or mechanisms which foster admission for Roma students to post-compulsory education and/or university courses in health, education and the social sphere.	

EDU4	EDUCATION	
Measures	Owners	Actions
6. Guarantee a system of public or private grants for Roma students enrolled in post-compulsory education and/or at university, such as the BecaRom programme and others.	Ministry of Business and Knowledge. Agency for Management of University and Research Grants. Ministry of Labour, Social Affairs and Families.	6.1. Approving and implementing an IPRC budget line to cover the educational expenses resulting from doing post-compulsory education and/or going to university which cannot be met by the ordinary public scholarship system (BecaRom programme). 6.2. Starting negotiations, agreements and/or arrangements with public and private organisations to cover the educational expenses resulting from doing post-compulsory education and/or going to university.

8.3. Employment

EMP1	EMPLOYMENT	
Expected result	Social impact indicators	
Improve the employability of the Roma in Catalonia by creating new professional profiles, providing support in first jobs and rejoining the labour market and accrediting professional skills.	2018	2020
	Ten Roma trained in one of the professional profiles highlighted in the "Labour Market and Professional Profiles 2017" report. Ten Roma hired for their first job. Ten Roma hired under work reintegration programmes. Ten Roma who earn a compulsory lower secondary education (ESO) certificate for people aged over 18. Ten Roma who find work through self-employment and/or microloan programmes.	Twenty Roma trained in one of the professional profiles highlighted in the "Labour Market and Professional Profiles 2017" report. Twenty Roma hired for their first job. Twenty Roma hired under work reintegration programmes. Ten Roma who earn a compulsory lower secondary education (ESO) certificate for people aged over 18. Ten Roma who find work through self-employment and/or microloan programmes.
Measures	Owners	Actions
1. Analyse labour market demand to ensure adaptation based on specified profiles.	Ministry of Labour, Social Affairs and Families.	1.1. Drawing up the "Labour Market and Professional Profiles 2017" report based on the training needs identified in the jobs market to find the professional profiles most in demand and immediate career opportunities.
2. Search for the emerging profiles in the Roma in Catalonia.	Ministry of Labour, Social Affairs and Families.	2.1. Supporting local authority training schemes for neighbourhoods in Catalonia with a large number of Roma which provide training in one or more of the professional profiles identified in the "Labour Market and Professional Profiles 2017". 2.2. Supporting training schemes run by Catalan Employment Service-approved centres for neighbourhoods in Catalonia with a large number of Roma which provide training in one or more of the professional profiles identified in the "Labour Market and Professional Profiles 2017". 2.3. Supporting mentoring and training schemes (Personal Inclusion Pathways) in neighbourhoods in Catalonia with a large number of Roma.

EMP1		
EMPLOYMENT		
Measures	Owners	Actions
3. Support first jobs and accreditation of professional skills together with successful work placement for Roma.	Ministry of Labour, Social Affairs and Families.	<p>3.1. Supporting specific occupational and social intervention programmes for Roma.</p> <p>3.2. Continuing the partnership with business organisations to promote corporate social responsibility for groups at risk of social exclusion, especially for the promotion of quality education and useful vocational training for Roma.</p> <p>3.3. Training Òmnia Network facilitators to become supervisors and advisers in the accreditation of the occupational skills of Roma.</p> <p>3.4. Implementing the Active Recreation programme with local authorities through a programme contract.</p> <p>3.5. Setting commitments for labour market inclusion of Roma with training companies.</p> <p>3.6. Supporting organisations which run specific actions for accrediting skills, the certificate of professionalism or equivalents, of Roma.</p> <p>3.7. Providing and/or supporting specific training to obtain official qualifications and/or certificates, such as the child and youth recreation instructor qualification or the family and community mediation specialisation certificate.</p> <p>3.8. Enabling young Roma to enter Youth Guarantee programmes through the organisations and/or other stakeholders that work with them.</p>
4. Continue teaching schemes to prepare people over 18 to sit the compulsory lower secondary education certificate exam (GESO), preferably in schools.	Ministry of Education. Ministry of Labour, Social Affairs and Families.	4.1. Running eight training courses for sitting the compulsory lower secondary education certificate examination for people aged over 18 in the priority schools and/or in schools in neighbourhoods with a large number of Roma.
5. Provide access to information about training and the existing social and occupational channels, paying special attention to Roma youth.	Ministry of Education. Ministry of Labour, Social Affairs and Families.	5.1. Holding the 1st Young Roma of the 21st Century International Congress.
6. Promote microloans for entrepreneurship.	Ministry of Labour, Social Affairs and Families.	<p>6.1. Encouraging partnership with private banks to award microloans, in particular to Roma women entrepreneurs.</p> <p>6.2. Promoting programmes to encourage Roma self-employment with successful measures and methods and if needed through Catalunya Emprèn network programmes.</p>

EMP1		EMPLOYMENT
Measures	Owners	Actions
7. Include specific occupational and social inclusion support for Roma in the priorities of the European Social Fund Operational Programme in Catalonia.	Ministry of Labour, Social Affairs and Families.	7.1. Including specific actions to support Roma in employment and social inclusion in the drafting of the Regional European Social Fund Operational Programme (Theme 9).

EMP2		EMPLOYMENT
Expected result	Social impact indicators	
Guarantee social benefits for vulnerable Roma individuals and families with priority for Roma doing training.	2018	2020
	Twenty vulnerable Roma individuals who are doing training covered by social benefits. One training course for primary care social service staff. One training course for Roma and non-Roma individuals contracted under the "30.1", "30.2" and "30.3" programme contract files.	Thirty vulnerable Roma individuals who are doing training covered by social benefits. Two training courses for primary care social service staff. Two training courses for Roma and non-Roma individuals contracted under the "30.1", "30.2" and "30.3" programme contract files.
Measures	Owners	Actions
1. Follow-up and partnership with public agencies allocating social benefits.	Local authorities. Ministry of Labour, Social Affairs and Families.	1.1. Monitoring to ensure Roma who are doing training are covered by the public and/or private social benefits they are entitled to. 1.2. Training primary care social services staff in care for the Roma community. 1.3. Training for Roma and non-Roma people contracted under and/or connected with the "30.1. Social-cultural mediation programme", "30.2. Roma active recreation programme" and "30.3. Programme: participatory analysis with the Roma" programme contract files.

EMP3		EMPLOYMENT
Expected result	Social impact indicators	
Improve digital literacy and the use of ICT among Roma in Catalonia.	2018	2020
	Twenty-five Roma trained in digital literacy and using ICT.	Thirty Roma trained in digital literacy and using ICT.
Measures	Owners	Actions
1. Start training for digital literacy and using ICT among Roma in Catalonia.	Ministry of Education. Ministry of Labour, Social Affairs and Families.	1.1. Running five training courses for digital literacy and using ICT in the priority schools and/or schools in neighbourhoods with a large number of Roma.

EMP4		EMPLOYMENT	
Expected result	Social impact indicators		
Promote the establishment of successful cooperatives in neighbourhoods in Catalonia with a large number of Roma.	2018	2020	
	//	Setting up a cooperative in one of the neighbourhoods in Catalonia with a large number of Roma.	
Measures	Owners	Actions	
1. Start training on successful cooperatives in neighbourhoods in Catalonia with a large number of Roma.	Local authorities. Ministry of Labour, Social Affairs and Families.	1.1. Running five training courses on successful cooperatives in neighbourhoods in Catalonia with a large number of Roma.	
2. Set up quality professional cooperatives in neighbourhoods in Catalonia with a large number of Roma.	Local authorities. Ministry of Labour, Social Affairs and Families.	2.1. Supporting setting up cooperatives in neighbourhoods in Catalonia with a large number of Roma by providing mentoring and advice. 2.2. Partnering public and/or private organisations and institutions which can deliver economic and employment support to cooperatives set up in neighbourhoods in Catalonia with a large number of Roma.	

EMP5		EMPLOYMENT	
Expected result	Social impact indicators		
Improve and enhance the situation of Roma engaged in street market trading.	2018	2020	
		Two specific vocational training courses. Three town councils that have made their fees uniform. One agreement	Two specific vocational training courses. Five town councils that have made their fees uniform. Regularising the inheritance of the family business by the children of Roma engaged in street market trading.
Measures	Owners	Actions	
1. Improve the business outlook for Roma engaged in street market trading.	Ministry of Labour, Social Affairs and Families.	1.1. Providing specific vocational training courses designed to improve the business strategy of the businesses run by people engaged in street market trading.	
2. Make uniform the administrative fees people engaged in street market trading pay to the town councils where they perform their professional work.	Local authorities. Ministry of Labour, Social Affairs and Families.	2.1. Starting the administrative procedures required to ensure that local authorities make uniform the administrative fees people engaged in street market trading pay to the town councils where they perform their professional work.	
3. Ensure decent conditions in the business areas of people engaged in street market trading.	Local authorities. Ministry of Labour, Social Affairs and Families.	3.1. Establishing an agreement between local authorities and the Integrated Plan to ensure that people engaged in street market trading do so in appropriate social and health conditions.	
4. Start the administrative procedures to enable the children of people engaged in street market trading to inherit under equal conditions.	Ministry of Labour, Social Affairs and Families.	4.1. Beginning the administrative procedures required to ensure that the children of people engaged in street market trading inherit under equal conditions and that the conditions for this inheritance do not have a negative impact on the heirs.	

8.4. Housing

HOU1	HOUSING	
Expected result	Social impact indicators	
Remove the settlements of Roma families in Catalonia.	2018	2020
	//	Reduce the number of settlements of Roma families in Catalonia to zero.
Measures	Owners	Actions
1. Coordination and joint work between organisations, local authorities, the Housing Agency of Catalonia and the Ministry of Labour, Social Affairs and Families to manage rehousing processes.	Housing Agency of Catalonia. Local authorities. Ministry of Labour, Social Affairs and Families.	1.1. Signing cooperation agreements between local authorities, the Housing Agency of Catalonia and the Ministry of Labour, Social Affairs and Families on the process of rehousing Roma. 1.2. Starting rehousing the settlements of Roma families in Catalonia.
2. Put in place control mechanisms to ensure optimal conditions of access to drinking water, electricity and wastewater treatment in settlements during the rehousing process.	Local authorities. Public Health Agency. Ministry of Labour, Social Affairs and Families.	2.1. Agreement to ensure health and hygiene conditions in the settlements of Roma families in Catalonia during the rehousing process.

HOU2	HOUSING	
Expected result	Social impact indicators	
Increase access to public housing, ensuring the right conditions so that Roma families can maintain it, and improving the financial training of Roma families.	2018	2020
	Ten Roma families who have found an alternative way of paying their rent or mortgage. Ten Roma families who have managed to make their rent or mortgage fit their household income.	Ten Roma families who have found an alternative way of paying their rent or mortgage. Ten Roma families who have managed to make their rent or mortgage fit their household income.
Measures	Owners	Actions
1. Perform social/community work which involves saving public money.	Housing Agency of Catalonia. Ministry of Labour, Social Affairs and Families.	1.1. Setting up a specific programme to find alternative options for families who cannot afford their rent or mortgage (clearing debt with community work, compensatory rent programme, etc.).
2. Tailor rents to household income.	Housing Agency of Catalonia. Ministry of Labour, Social Affairs and Families.	2.1. Starting the steps required to tailor the rent of Roma families to their household income.
3. Give Roma families more information about access to public housing, about its maintenance and the options available if they are unable to pay their rent and/or mortgage, and about their financial training.	Housing Agency of Catalonia. Ministry of Labour, Social Affairs and Families.	3.1. Holding at least five information sessions in neighbourhoods with a high percentage of Roma about access to and maintenance of public housing and about other public housing services (Ofideute service, emergency benefits, rent subsidies, emergency board and inclusion housing, etc.). 3.2. Supporting organisations which run financial literacy programmes for Roma families in Catalonia.

HOU2	HOUSING	
Measures	Owners	Actions
4. Prevent evictions of Roma families in Catalonia.	Housing Agency of Catalonia. Ministry of Labour, Social Affairs and Families.	4.1. Supporting initiatives and/or organisations seeking to stop evictions of Roma families in Catalonia and promoting Roma and non-Roma associations.

HOU3	HOUSING	
Expected result	Social impact indicators	
Achieve quick and effective solutions for obtaining or changing public housing in the event of exceptional situations (situations involving risk, conflict, danger, etc.).	2018	2020
	Ten Roma families who have been successfully helped in cases of social emergency brought about by exceptional situations.	Ten Roma families who have been successfully helped in cases of social emergency brought about by exceptional situations.
Measures	Owners	Actions
1. Continue with and improve existing solutions and procedures to address the unique processes that require access to or change of public housing.	Housing Agency of Catalonia. Ministry of Labour, Social Affairs and Families.	1.1. Maintaining regular communication channels and workspaces to deal effectively with social emergencies brought about by exceptional situations (situations involving risk, conflict, danger, etc.) with explicit recognition of the role of the natural Roma network and Roma associations. 1.2. Social and educational mentoring and monitoring of the Roma families concerned.

8.5. Health

HEA1	HEALTH	
Expected result	Social impact indicators	
Increase the number of Roma children with healthy eating and physical exercise habits.	2018	2020
	100 Roma children taking part in activities to improve their physical condition and their hygiene, diet and other habits.	100 Roma children taking part in activities to improve their physical condition and their hygiene, diet and other habits.
Measures	Owners	Actions
1. Activities that improve the physical condition of children (football, skating, dance courses, etc.) in the priority schools.	Ministry of Education. Local authorities. Ministry of Labour, Social Affairs and Families.	1.1. Organising specific football, dance, etc. activities in municipal facilities in the neighbourhoods of the priority schools through mediators and organisations.

HEA1		HEALTH	
Measures	Owners	Actions	
2. Health centre information sessions for Roma children and families in partnership with the Alcía Foundation.	Ministry of Health. Ministry of Labour, Social Affairs and Families.	2.1. Four information sessions by health centres with particular emphasis on the most common chronic diseases (diabetes, cholesterol, etc.).	
3. Find out about the healthy diet and physical exercise habits of Roma families.	Ministry of Health. Ministry of Labour, Social Affairs and Families.	3.1. Conducting analysis (report) on the healthy eating and physical exercise habits of Roma families with special attention to the hours spent sleeping and sedentary and/or active recreation in Roma childhoods.	

HEA2		HEALTH	
Expected result	Social impact indicators		
Improve paediatric, ophthalmology and oral healthcare monitoring of Roma children, especially in the settlements and priority schools.	2018	2020	
	10 % increase in paediatric, eye and oral healthcare visits.	20 % increase in paediatric, eye and oral healthcare visits.	
Measures	Owners	Actions	
1. Include basic health monitoring for Roma children in the programme contract (integrated community action plans sheet).	Ministry of Health. Ministry of Labour, Social Affairs and Families.	1.1. One specific clause on basic health monitoring for Roma children in the contract with local councils which manage Roma settlements.	
2. Specific training for Roma women as community health workers.	Ministry of Health. Ministry of Labour, Social Affairs and Families.	2.1. Four training courses for community health workers.	
3. Creation of the position of oral healthcare representative and eye healthcare representative in the priority schools. It will be a young person doing secondary education.	Ministry of Education. Ministry of Health. Ministry of Labour, Social Affairs and Families.	3.1. One oral healthcare representative and one eye healthcare representative in the seven priority schools.	
4. Fact-finding trips and exhibitions about oral health by the priority schools.	Ministry of Health. Local authorities. Ministry of Labour, Social Affairs and Families.	4.1. One fact-finding trip to the Health Centre by 1 st year Primary students about oral healthcare and eye healthcare (in the seven priority schools).	
		4.2. One travelling exhibition provided by a public agency in each of the seven priority schools about oral healthcare.	
5. Improve the health literacy of Roma families.	Ministry of Health. Ministry of Labour, Social Affairs and Families.	5.1. Running at least four health literacy training courses for families with priority for the seven priority schools.	
6. Support initiatives to improve health coming out of natural Roma solidarity networks such as religious networks.	Ministry of Health. Ministry of Governance Ministry of Labour, Social Affairs and Families.	6.1. Funding at least five projects coming out of natural Roma solidarity networks such as religious networks.	

HEA3		HEALTH	
Expected result	Social impact indicators		
Improve gynaecological monitoring of girls and women, especially in settlements and in the priority school's neighbourhoods.	2018	2020	
		10 % increase in gynaecological visits.	20 % increase in gynaecological visits.
Measures	Owners	Actions	
1. Include basic gynaecological monitoring for girls and women in the programme contract (integrated community action plans sheet).	Ministry of Health. Ministry of Labour, Social Affairs and Families.	1.1. One specific clause on gynaecological monitoring of girls and women in the programme contracts with local authorities that manage Roma settlements.	
2. Specific training for Roma women as community health workers.	Ministry of Health. Ministry of Labour, Social Affairs and Families.	2.1. Four training courses for community health workers.	

HEA4		HEALTH	
Expected result	Impact indicators		
Ensure proper management of the hospital situation and/or death of a Rom.	2018	2020	
		One family accompanying room in a public hospital. One course on raising awareness about Roma cultural specificity in hospitals. One Roma hospital and mourning assistant hired. One funeral home in Catalonia open 24 hours a day.	Two courses on raising awareness about Roma cultural specificity in hospitals. Two funeral homes in Catalonia open 24 hours a day.
Measures	Owners	Actions	
1. Understand and recognise Roma cultural specificity in hospitals (stay of relatives, death, illness, removal of bodies, autopsies, etc.)	Ministry of Health. Ministry of Labour, Social Affairs and Families.	1.1. Two family accompanying rooms in a public hospital which Roma relatives can use during hospitalisation. 1.2. Raising awareness about Roma cultural specificity in hospitals for healthcare staff at a public hospital in Catalonia. 1.3. Hiring three Roma hospital and mourning assistants. 1.4. Raising awareness about the mourning assistant's role in mentoring and supporting hospitals and funeral homes.	
2. Fit out a viewing room open 24 hours a day in funeral homes.	Local authorities. Ministry of Labour, Social Affairs and Families.	2.1. One funeral home in Catalonia open 24 hours a day.	

8.6. Culture

CULT1		CULTURE	
Expected result	Impact indicators		
Enhance the learning and visibility of Romani among Roma and Catalan society as a whole.	2018	2020	
	<p>Four beginners Romani courses.</p> <p>One intermediate/advanced Romani course.</p>	<p>Six beginners Romani courses.</p> <p>Two intermediate/advanced Romani courses.</p> <p>One Romani-Catalan dictionary in all public libraries in Catalonia and in other places of interest.</p>	
Measures	Owners	Actions	
1. Run Romani language learning courses including Caló as a dialect along with courses about Roma history from a language standpoint.	Ministry of Education. Ministry of Labour, Social Affairs and Families.	<p>1.1. Running Romani language learning courses (beginners) in schools.</p> <p>1.2. Running Romani language learning courses (intermediate/advanced) in schools.</p>	
2. Write and distribute the first Romani-Catalan/Catalan-Romani dictionary.	Ministry of Labour, Social Affairs and Families.	<p>2.1. Writing and publishing the first Romani-Catalan/Catalan-Romani dictionary.</p> <p>2.2. Distributing the first Romani-Catalan dictionary to all public libraries in Catalonia and to other places of interest (universities, Roma associations, schools, etc.).</p>	

CULT2		CULTURE	
Expected result	Impact indicators		
Promote Roma history and culture as part of Catalan culture by publicising its values and its contribution to the culture of Catalonia.	2018	2020	
	<p>One event commemorating the arrival of the Roma in Catalonia.</p> <p>One activity in schools about the arrival of the Roma in Catalonia.</p> <p>One event marking the International Day of the Roma.</p> <p>One activity in schools about the International Day of the Roma.</p> <p>One event commemorating the Great Gypsy Round-up.</p> <p>One activity in schools about the Great Gypsy Round-up.</p> <p>One event commemorating the Samudaripen.</p> <p>One activity in schools about the Samudaripen.</p> <p>One copy of the specialised collection on Roma history and culture in two public libraries in Catalonia.</p> <p>Over five meetings of the Roma in Catalonia Virtual Museum working group.</p> <p>Over five activities for publicising Roma culture in schools.</p> <p>One Roma cuisine cookbook.</p> <p>Six venues where the travelling exhibition "600 years of the Roma in Catalonia" is presented.</p>	<p>Two events commemorating the arrival of the Roma in Catalonia.</p> <p>Two activities in schools about the arrival of the Roma in Catalonia.</p> <p>Two events marking the International Day of the Roma.</p> <p>Two activities in schools about the International Day of the Roma.</p> <p>Two events commemorating the Great Gypsy Round-up.</p> <p>Two activities in schools about the Great Gypsy Round-up.</p> <p>Two events commemorating the Samudaripen.</p> <p>Two activities in schools about the Samudaripen.</p> <p>Two copies of the specialised collection on Roma history and culture in two public libraries in Catalonia.</p> <p>Over ten meetings of the Roma in Catalonia Virtual Museum working group.</p> <p>Over ten activities for publicising Roma culture in schools.</p> <p>Over three activities to publicise the Roma cookbook.</p> <p>Six venues where the travelling exhibition "600 years of the Roma in Catalonia" is presented.</p>	

CULT2		CULTURE
Measures	Owners	Actions
1. Celebrate the arrival of the Roma in Catalonia (26 November 1415).	Ministry of Education. Ministry of Labour, Social Affairs and Families.	1.1. Holding an event every year in November to commemorate the arrival of the Roma in Catalonia. 1.2. Running educational activities in schools to publicise the arrival of Roma in Catalonia (26 November 1415).
2. Observe the International Day of the Roma (8 April).	Ministry of Education. Ministry of Labour, Social Affairs and Families.	2.1. Holding an event every year on 8 April to commemorate the International Day of the Roma. 2.2. Running educational activities in schools to publicise the International Day of the Roma (8 April).
3. Commemorate the Great Gypsy Round-up (30 July 1749).	Ministry of Education. Ministry of Labour, Social Affairs and Families.	3.1. Holding an event every year in July to commemorate the Great Gypsy Round-up. 3.2. Running educational activities in schools to publicise the Great Gypsy Round-up (30 July 1749).
4. Commemorate the Samudaripen, the Romani genocide (2 August 1944).	Ministry of Education. Ministry of Labour, Social Affairs and Families.	4.1. Holding an event every year in August to commemorate the Samudaripen, the Romani genocide. 4.2. Running educational activities in schools to publicise the Samudaripen, the Romani genocide (2 August 1944).
5. Galvanise the specialised collection on Roma history and culture in a public library in Barcelona (possibly extending it to other libraries in Catalonia).	Ministry of Culture. Ministry of Labour, Social Affairs and Families.	5.1. Promoting the specialised collection on Roma history and culture in Sabadell Nord public library (material acquisition, publicity, running activities). 5.2. Replicating the specialised collection on Roma history and culture in other public libraries in Catalonia, especially ones in neighbourhoods with a large number of Roma.
6. Enhance and extend the Roma Virtual Museum website.	Ministry of Labour, Social Affairs and Families.	6.1. Posting contributions of Roma organisations and/or other stakeholders on the Roma Virtual Museum website. 6.2. Setting up a working group to administer and arrange the website's content.
7. Support activities to promote Roma culture in schools.	Ministry of Education. Ministry of Labour, Social Affairs and Families.	7.1. Disseminating Roma culture in schools: Roma tales and storytelling, awareness about the International Day of the Roma, Romani language learning, etc.
8. Take part in the "Let's build a new country with values" project.	Ministry of Labour, Social Affairs and Families.	8.1. Setting up working groups with Roma to gather proposals related to the "Let's build a new country with values" project.
9. Promote Roma cuisine as part of Catalan culture.	Ministry of Labour, Social Affairs and Families.	9.1. Drawing up a Roma cookbook. 9.2. Running activities to publicise the Roma cookbook.

CULT2	CULTURE	
10. Promote the history of the Roma in Catalonia.	Ministry of Labour, Social Affairs and Families.	10.1. Presenting the travelling exhibition "600 years of the Roma in Catalonia" in various venues around Catalonia.

CULT3	CULTURE	
Expected result	Impact indicators	
Enhance positive Roma role models and their contribution to Roma and non-Roma society in Catalonia.	2018	2020
	Over five meetings with the positive role models. Over three information and/or training sessions with the positive role models. At least one campaign to draw attention to the positive Roma role models.	Over five meetings with the positive role models. Over three information and/or training sessions with the positive role models. At least one campaign to draw attention to the positive Roma role models.
Measures	Owners	Actions
1. Coordinate and galvanise the positive role models network.	Ministry of Labour, Social Affairs and Families.	1.1. Coordinating and galvanising the positive role models by areas (education, health, employment, housing, culture, media, public safety and justice).
2. Arrange for the positive role models to attend various venues: talks, media and visits to schools.	Ministry of Labour, Social Affairs and Families.	2.1. Meeting with the positive role models found. 2.2. Holding information and/or training sessions to draw attention to the positive role models, their diversity and their contribution to Roma and non-Roma society in Catalonia.

CULT4	CULTURE	
Expected result	Impact indicators	
Amend the definition of Roma in the Spanish Royal Academy's Spanish Dictionary.	2018	2020
	Amending the definition of Roma in the Spanish Royal Academy's Spanish Dictionary. Running a campaign to publicise the amendment.	//
Measures	Owners	Actions
1. Begin the procedures required to amend the definition of Roma in the Spanish Royal Academy's Spanish Dictionary.	Ministry of Culture. Ministry of Labour, Social Affairs and Families.	1.1. Meeting with an official at the Spanish Royal Academy who has the authority to amend its Spanish Dictionary. 1.2. Publicity and media coverage for the amendment of the definition of Roma in the Spanish Royal Academy's Spanish Dictionary.

CULT5	CULTURE	
Expected result	Impact indicators	
Carry out actions to combat anti-Gypsyism.	2018	2020
	One awareness session about anti-Gypsyism in Catalan public authorities. One action/project supported by the IPRC to combat anti-Gypsyism.	Two awareness sessions about anti-Gypsyism in Catalan public authorities. Two actions/projects supported by the IPRC to combat anti-Gypsyism.
Measures	Owners	Actions
1. Raise awareness about anti-Gypsyism in Catalan public authorities.	Ministry of Labour, Social Affairs and Families.	1.1. Running two awareness sessions about anti-Gypsyism in Catalan public authorities.
2. Carry out specific actions to combat anti-Gypsyism.	Ministry of Labour, Social Affairs and Families.	2.1. Supporting projects and/or actions run by organisations (or others) to combat anti-Gypsyism.

8.7. Women and gender equality

WOM1	ROMA WOMEN AND GENDER EQUALITY	
Expected result	Social impact indicators	
Ensure that the measures and actions in the Integrated Plan for the Roma in Catalonia 2017-2020 are specifically aimed at improving the situation of Roma women.	2018	2020
	Two meetings of the working group on Roma women. One study on Roma women.	Four meetings of the working group on Roma women. One study on Roma women.
Measures	Owners	Actions
1. Set up a working group on Roma women.	Ministry of Labour, Social Affairs and Families.	1.1. Choosing five Roma women with different profiles to be members of the "Roma Women and Gender Equality" working group together with an official from the National Council of Women of Catalonia. 1.2. Holding at least two meetings per year with the "Roma Women" working group to ensure the measures and actions in the Integrated Plan for the Roma in Catalonia 2017-2020 are monitored and implemented from the gender perspective.
2. Implement gender lines of work that include the perspective of Roma feminism.	Ministry of the Presidency. Ministry of Labour, Social Affairs and Families.	2.1. Study about the arrival of Roma women in Europe (codes, values and identities). 2.2. Support for other gender studies and projects that are geared towards active Roma feminism and the transformation of collective consciousness.

WOM2		ROMA WOMEN AND GENDER EQUALITY	
Expected result	Social impact indicators		
Improve the social situation of Roma women in Catalonia, especially in health, education and employment.	2018	2020	
		One children's area in at least two training actions of the Plan. One circuit/agreement for the transfer of teaching/children's material. One training course on preventive socialisation of gender violence. One training course on gender roles, gender identity and sexual diversity. One component in postgraduate and/or master's courses on gender. One campaign/project on new alternative Roma masculinities.	One children's area in at least two training actions of the Plan. One circuit/agreement for the transfer of teaching/children's material. One training course on preventive socialisation of gender violence. One training course on gender roles, gender identity and sexual diversity. One component in postgraduate and/or master's courses on gender. One campaign/project on new alternative Roma masculinities.
Measures	Owners	Actions	
1. Carry out actions in addition to all the measures and actions in this Integrated Plan in order to help Roma women access them.	Ministry of the Presidency. Ministry of Labour, Social Affairs and Families.	1.1. Providing a children's area for the Plan's educational measures. 1.2. Setting up a circuit/agreement for the transfer of IPRC teaching/children's material to associations/bodies that need it to carry out action related to Roma women. 1.3. Supporting and carrying out additional actions to raise awareness about and prevent gender violence in the Roma community. 1.4. Supporting and carrying out additional actions to raise awareness about and prevent human trafficking in the Roma community. 1.5. Supporting and carrying out additional actions to foster the access of Roma women to all the measures and actions in this Integrated Plan.	
2. Carry out training activities to prevent and overcome gender violence.	Ministry of the Presidency. Ministry of Labour, Social Affairs and Families.	2.1. Training courses on preventive socialisation of gender violence. 2.2. Training courses on gender roles, gender identity and sexual diversity.	
3. Include the perspective of Roma feminism and sexual and gender diversity in the Roma community on the official and university-specific postgraduate and master's courses on gender in Catalan state and private universities.	Ministry of Business and Knowledge. Ministry of Labour, Social Affairs and Families.	3.1. Working on drawing up a training module about Roma feminism, the gender perspective and the Roma, and sexual and gender diversity in this community. 3.2. Helping teach this training module on the official and university-specific postgraduate and master's courses on gender in Catalan state and private universities	
4. Draw attention to new alternative masculinities in the Roma community.	Ministry of Labour, Social Affairs and Families.	4.1. Supporting campaigns, projects and similar initiatives that publicise and draw attention to new alternative masculinities in the Roma community.	

WOM3 ROMA WOMEN AND GENDER EQUALITY		
Expected result	Social impact indicators	
Increase the political, social and scientific participation of Roma women in Catalonia.	2018	2020
		One action to increase the political, social and scientific participation of Roma women in Catalonia.
Measures	Owners	Actions
1. Carry out specific actions to increase the political, social and scientific participation of Roma women in Catalonia.	Ministry of the Presidency. Ministry of Labour, Social Affairs and Families.	1.1. Organising the 2 nd Roma Women International Conference. 1.2. Supporting and carrying out specific actions to increase the political, social and scientific participation of Roma women in Catalonia through activities including partnership with the National Council of Women of Catalonia.

8.8. Youth

YOU1 YOUTH		
Expected result	Impact indicators	
Ensure that the measures and actions in the Integrated Plan for the Roma in Catalonia 2017-2020 are specifically aimed at improving the situation of Roma youth.	2018	2020
		One youth working group. Four meetings of the working group.
Measures	Owners	Actions
1. Set up a youth working group.	Ministry of Labour, Social Affairs and Families.	1.1. Selecting six young people (three young Roma women and three young Roma men) from different profiles to form the youth working group. 1.2. Holding at least two meetings with the youth working group to ensure monitoring and implementation of the measures and actions in the Integrated Plan for the Roma in Catalonia 2017-2020 from the youth perspective.

YOU2		YOUTH	
Expected result	Social impact indicators		
Improve the social situation of Roma youth in Catalonia, especially in the areas of health, education and employment.	2018	2020	
		Ten young Roma men and women who have received advice about the microloans system. Ten young Roma men and women who have received advice about solidarity franchising. Ten young Roma men and women who have received advice about corporate solidarity transfers. One campaign to draw attention to male and female Roma athletes.	Ten young Roma men and women who have received advice about the microloans system. Ten young Roma men and women who have received advice about solidarity franchising. Ten young Roma men and women who have received advice about corporate solidarity transfers. One campaign to draw attention to male and female Roma athletes.
Measures	Owners	Actions	
1. Carry out actions in addition to all the measures and actions in this Integrated Plan in order to help Roma youth access them.	Ministry of Labour, Social Affairs and Families.	1.1. Supporting and carrying out additional actions in order to help Roma youth access all the measures and actions in this Integrated Plan.	
2. Increase the entrepreneurship of Roma youth, especially the most vulnerable.	Ministry of Labour, Social Affairs and Families.	2.1. Advice to young Roma men and women about the microloans system. 2.2. Advice to young Roma men and women about solidarity franchising system. 2.3. Advice to young Roma men and women about corporate solidarity transfers.	
3. Encourage sports habits among Roma youth.	Sports High Performance Centre (CAR). Local authorities. Ministry of Labour, Social Affairs and Families.	3.1. Draw attention to young, high performance male and female Roma athletes or similar role models.	

YOU3		YOUTH	
Expected result	Social impact indicators		
Increase the political, social and scientific participation of Roma youth in Catalonia.	2018	2020	
		1 st Young Roma of the 21st Century International Congress. One project or initiative about the participation of young Roma men and women in political formations. One meeting of young Roma men and women such as a summer camp or similar.	Two projects or initiatives about the participation of young Roma men and women in political formations. Two meetings of young Roma men and women such as summer camps or similar.

YOU3		
YOUTH		
Measures	Owners	Actions
1. Carry out specific actions to increase the political, social and scientific participation of Roma youth in Catalonia.	Ministry of Labour, Social Affairs and Families.	<p>1.1. Holding the 1st Young Roma of the 21st Century International Congress.</p> <p>1.2. Supporting projects and/or initiatives that encourage the participation of young Roma men and women in political formations.</p> <p>1.3. Supporting projects and/or initiatives that run meetings of young Roma men and women such as summer camps or similar.</p> <p>1.4. Supporting and carrying out specific actions to increase the political, social and scientific participation of Roma youth in Catalonia.</p>

8.9. Roma from Europe

EUR1		
ROMA FROM EUROPE		
Expected result	Social impact indicators	
Ensure that the measures and actions in the Integrated Plan for the Roma in Catalonia 2017-2020 are specifically aimed at improving the situation of Roma from Europe.	2018	2020
		One working group on Roma from Europe. Two meetings of the working group.
Measures	Owners	Actions
1. Set up a working group on Roma from Europe.	Ministry of Labour, Social Affairs and Families.	<p>1.1. Choosing five Roma (at least three Roma from Europe) to be members of the working group on Roma from Europe.</p> <p>1.2. Holding at least two meetings with the working group on Roma from Europe to ensure the measures and actions in the Integrated Plan for the Roma in Catalonia 2017-2020 are monitored and implemented from the Roma from Europe perspective.</p>

EUR2		ROMA FROM EUROPE	
Expected result	Social impact indicators		
Improve the social situation of Roma from Europe in Catalonia, especially in the areas of housing, health, education and employment.	2018	2020	
		One additional action. Hiring one Rom from Europe.	Three additional actions. Hiring two Roma from Europe.
Measures	Owners	Actions	
1. Carry out actions in addition to all the measures and actions in this Integrated Plan in order to help Roma from Europe access them.	Ministry of Labour, Social Affairs and Families.	1.1. Supporting and carrying out additional actions in order to help Roma from Europe access all the measures and actions in this Integrated Plan. 1.2. Promoting the hiring of Roma from Europe (especially Romanian speakers) in measures funded and/or coordinated by the IPRC.	
2. Ensure official protocols are applied with young Roma from Europe who are without parental care.	Ministry of Labour, Social Affairs and Families.	2.1. Coordinating with the officials responsible for applying official protocols with young Roma from Europe who are without parental care.	

EUR3		ROMA FROM EUROPE	
Expected result	Social impact indicators		
Increase the political, social and scientific participation of Roma from Europe.	2018	2020	
		One seminar on Roma from Europe in Catalonia. One action to increase the political, social and scientific participation of Roma from Europe in Catalonia.	One seminar on Roma from Europe in Catalonia. Two actions to increase the political, social and scientific participation of Roma from Europe in Catalonia.
Measures	Owners	Actions	
1. Carry out specific actions to increase the political, social and scientific participation of Roma from Europe.	Ministry of Labour, Social Affairs and Families.	1.1. Arranging a seminar on Roma from Europe in Catalonia. 1.2. Supporting and carrying out specific actions to increase the political, social and scientific participation of Roma from Europe.	

8.10. Participation

PART1		PARTICIPATION	
Expected result	Impact indicators		
Consolidate and increase the social, political and scientific participation of Roma in Catalonia, especially in all the areas that directly affect this community.	2018	2020	
	Over 30 Roma engaged in initiatives related to the political, social and/or scientific participation of Roma in Catalonia.	Over 30 Roma engaged in initiatives related to the political, social and/or scientific participation of Roma in Catalonia.	
Measures	Owners	Actions	
1. Drive actions which consolidate and increase the social participation of Roma in Catalonia, especially in all the areas that directly affect this community, and promote the participation of people who traditionally do not take part.	Ministry of Labour, Social Affairs and Families.	1.1. Supporting initiatives which consolidate and/or increase the social participation of Roma in Catalonia, especially in all the areas that directly affect this community, and promoting the participation of people who traditionally do not take part.	
2. Drive actions which consolidate and increase the political participation of Roma in Catalonia, especially in all the areas that directly affect this community, and promote the participation of people who traditionally do not take part.	Ministry of Labour, Social Affairs and Families.	2.1. Supporting initiatives which consolidate and/or increase the political participation of Roma in Catalonia, especially in all the areas that directly affect this community, and promote the participation of people who traditionally do not take part.	
3. Drive actions which consolidate and increase the scientific participation of and knowledge production by Roma in Catalonia, especially in all the areas that directly affect this community, and promote the participation of people who traditionally do not take part.	Ministry of Labour, Social Affairs and Families.	3.1. Supporting initiatives which consolidate and/or increase the scientific participation of and knowledge production by Roma in Catalonia, especially in all the areas that directly affect this community, and promote the participation of people who traditionally do not take part.	

8.11. Public safety

PUB1		PUBLIC SAFETY	
Expected result	Impact indicators		
Strengthen the relationship between the police and the Roma community and deepen understanding and mutual respect.	2018	2020	
	One specific training course about the Roma community and the anti-discrimination framework (Institute of Public Safety of Catalonia). One specific training course on Roma culture (Mossos d'Esquadra). Two coordination meetings in the neighbourhoods where the priority schools are.	One specific training course about the Roma community and the anti-discrimination framework (Institute of Public Safety of Catalonia). Two specific training courses on Roma culture (Mossos d'Esquadra). Four coordination meetings in the neighbourhoods where the priority schools are.	

PUB1 PUBLIC SAFETY		
Measures	Owners	Actions
1. Provide specific training about the Roma community and the anti-discrimination framework for police officers both during their training and also as continuing learning when on active service.	Ministry of Home Affairs. Ministry of Labour, Social Affairs and Families.	1.1. Reviewing and updating the specific training about the Roma community and the anti-discrimination framework as part of the basic course for police officers at the Institute of Public Safety of Catalonia. 1.2. Reviewing and updating the training about Roma culture in training for Mossos d'Esquadra Community Relations Office staff.
2. Community engagement by local Mossos d'Esquadra (Catalan Police) officers in the priority schools in coordination with the Ministry of Education.	Ministry of Education. Ministry of Home Affairs. Ministry of Labour, Social Affairs and Families.	2.1. Community engagement by local Mossos d'Esquadra officers at the seven priority schools by holding information sessions at the schools. 2.2. Community engagement by local Mossos d'Esquadra officers in successful educational actions (tutored library, interactive groups, etc.) in the seven priority schools.
3. Coordination of the functions of IPRC community stakeholders (mediators, promoters), associations and other community members (pastors) with the Mossos d'Esquadra.	Ministry of Labour, Social Affairs and Families.	3.1. Coordination meetings in the neighbourhoods where the priority schools are. Attendees: pastors, mediators, school promoters, associations and Mossos d'Esquadra community police officers.

PUB2 PUBLIC SAFETY		
Expected result	Impact indicators	
Improve coordination between the Mossos d'Esquadra Catalan police and Roma community stakeholders.	2018	2020
		A map of Roma resources in the Roma Virtual Museum. A map of Roma resources shared between the IPRC Unit and the Mossos d'Esquadra. A new civic and community mediation protocol.
Measures	Owners	Actions
1. Draw up a map of Roma resources (Roma organisations, pastors, etc.) and post it on the Mossos d'Esquadra intranet.	Ministry of Home Affairs. Ministry of Labour, Social Affairs and Families.	1.1. Drawing up, endorsing and distributing a map of online resources for Mossos d'Esquadra police officers. 1.2. Drawing up, endorsing and distributing a map of online resources to post it on the Roma Virtual Museum.
2. Promote Roma mediation for conflict prevention and resolution.	Ministry of Home Affairs. Ministry of Labour, Social Affairs and Families.	2.1. Improving the network of Roma mediators for conflict prevention and resolution.
3. Improve the protocol with civic and community mediators and the Council of Elders.	Ministry of Home Affairs. Ministry of Labour, Social Affairs and Families.	3.1. Drawing up a protocol for activation and recognition of civic and community mediation and the mediation of the Council of Elders.

8.12. Justice

JUST1		JUSTICE	
Expected result	Impact indicators		
Improve the training and social and occupational reintegration of people in prison or under other forms of legal penalty.	2018	2020	
		Four health courses for Roma women. Grants for two projects. One job in each priority school.	Six health courses for Roma women. Grants for three projects. Two jobs in each priority school.
Measures	Owners	Actions	
1. Promote education actions to improve the health of Roma women.	Ministry of Justice.	1.1. Health courses for Roma women in Dones de Barcelona prison (3) and Can Brians 1 prison (3).	
2. Support projects by voluntary organisations that enhance training, mentoring in training and learning support for Roma inmates in prisons.	Ministry of Justice. Ministry of Labour, Social Affairs and Families.	2.1. Grants to projects by voluntary organisations that enhance training, mentoring in training and learning support for Roma inmates in prisons.	
3. Implement community work preferably in schools in support services (caretaker assistant, playground and dining hall assistants, etc.)	Ministry of Justice. Ministry of Education. Ministry of Labour, Social Affairs and Families.	3.1. Community work preferably in the seven priority schools.	

JUST2		JUSTICE	
Expected result	Impact indicators		
Guarantee the right to worship in prisons.	2018	2020	
		Three working group meetings. Two actions to promote freedom of worship in prisons.	Over three working group meetings. Four actions to promote freedom of worship in prisons.
Measures	Owners	Actions	
1. Analyse the situation of evangelical church worship in prisons.	Ministry of Justice. Ministry of Labour, Social Affairs and Families.	1.1. Setting up a joint working group from the Ministry of Justice, the Ministry of Governance, Public Administrations and Housing and the Ministry of Labour, Social Affairs and Families to analyse and examine the situation of evangelical church worship in prisons and specific actions to be implemented.	
2. Carry out actions to promote freedom of worship in prisons.	Ministry of Justice. Ministry of Labour, Social Affairs and Families.	2.1. Start up actions and activities to promote freedom of worship in prisons.	

JUST3		JUSTICE	
Expected result	Impact indicators		
Improve and promote access to legal services for Roma.	2018	2020	
		Two information sessions about legal services and access to the SOJs.	Two information sessions about legal services and access to the SOJs. One special legal assistance service for at least four prisons in Catalonia.
Measures	Owners	Actions	
1. Connect inmates to the legal services of community organisations through mediators.	Ministry of Justice.	1.1. Bringing the SOJs closer to Roma inmates in prisons through a pilot mediation project in three prisons.	
2. Information sessions in community participation forums about legal services and access to Legal Advice Services (SOJ).	Ministry of Labour, Social Affairs and Families.	2.1. Information sessions on legal services and access to the SOJ in neighbourhoods with a large number of Roma.	

JUST4		JUSTICE	
Expected result	Impact indicators		
Improve Roma access to socioeducational, rehabilitation and integration resources.	2018	2020	
		/	One pilot mediation project in three prisons. One instrument to gather information in three prisons.
Measures	Owners	Actions	
1. Enhance mediation in prisons.	Ministry of Justice.	1.1. Starting up a pilot mediation project in three prisons.	
2. Foster partnership with Roma community organisations.	Ministry of Justice. Ministry of Labour, Social Affairs and Families.	2.1. Carrying out a procedure for coordination and referral between prison social services and Roma organisations.	
3. Draw up an instrument to gather quantitative and qualitative information to identify the needs of Roma in prisons.	Ministry of Justice.	3.1. Implementing the information gathering instrument as a pilot scheme in three prisons.	

8.13. Media

MED1		MEDIA	
Expected result	Impact indicators		
Work to overcome stereotypes, prejudices and the lack of plurality in the handling of information about the Roma in the media.	2018	2020	
		One space in the Roma in Catalonia Virtual Museum. One specific cooperation agreement between the CAC and the Roma People and Social Innovation Programme. Support for more than two projects.	One space in the Roma in Catalonia Virtual Museum. One specific cooperation agreement between the CAC and the Roma People and Social Innovation Programme. Support for more than two projects.

MED1		MEDIA
Measures	Owners	Actions
1. Put in place mechanisms for reporting stereotypes, prejudices and lack of plurality in the handling of information about the Roma in the media.	Ministry of Labour, Social Affairs and Families.	1.1. Setting up a space in the Roma in Catalonia Virtual Museum for publicising and reporting stereotypes, prejudices and lack of plurality in the handling of information about the Roma in the media. 1.2. Supporting projects which publicise and report stereotypes, prejudices and lack of plurality in the handling of information about the Roma in the media.
2. Establish active and effective contact with the Catalan Broadcasting Council (CAC) in order to fight stereotypes, prejudices and the lack of plurality in the handling of information about the Roma.	Ministry of Labour, Social Affairs and Families. Catalan Broadcasting Council (CAC).	2.1. Taking part as the Roma People and Social Innovation Programme in the CAC's diversity board. 2.2. Putting in place a specific cooperation agreement between the CAC and the Roma People and Social Innovation Programme.
3. Draw up a code of ethics for handling information about the Roma in the media.	Ministry of Labour, Social Affairs and Families.	3.1. Drawing up a code of ethics for handling information about the Roma in the media.

MED2		MEDIA
Expected result	Impact indicators	
Improve the social image of the Roma in Catalonia in the media, especially by showing the plurality and diversity of this community.	2018	2020
	//	
Measures	Owners	Actions
1. Support the creation of alternative audiovisual productions which show the plurality and diversity of the Roma in Catalonia.	Ministry of Labour, Social Affairs and Families.	1.1. Encouraging the positive role models identified by the Roma People and Social Innovation Programme to appear in alternative audiovisual productions. 1.2. Continuing to produce documentaries about the Roma in Catalonia with the appearance of the positive role models identified by the Roma People and Social Innovation Programme in alternative audiovisual productions.
2. Screen the video "Roma Role Models in Catalonia".	Ministry of Labour, Social Affairs and Families.	2.1. Screening the video "Roma Role Models in Catalonia" in various places around Catalonia.

8.14. Local authorities

LOC1	LOCAL AUTHORITIES	
Expected result	Impact indicators	
Engagement and partnership with local authorities to implement actions on the ground.	2018	2020
Measures	Owners	Actions
1. Preserve street market trading under appropriate conditions.	Local authorities. Ministry of Labour, Social Affairs and Families.	1.1. Providing information about how to pay municipal fees. 1.2. Improving the health and hygiene conditions of street markets. 1.3. Enabling people engaged in street market trading to join special summer or Christmas or similar markets. 1.4. Making uniform the administrative fees people engaged in street market trading pay to the town councils where they perform their professional work. 1.5. Mentoring young people engaged in street market trading to increase their independence (professional profiles, Tax Agency relations, fines, educational options, etc.).
2. Arrange more than one viewing room open 24 hours a day in funeral homes.	Local authorities. Ministry of Labour, Social Affairs and Families.	2.1. Signing an agreement with two Catalan funeral homes to arrange 24-hour opening.
3. Implement programmes aimed at the Roma in towns.	Ministry of Labour, Social Affairs and Families.	3.1. Carrying out participatory analyses of neighbourhoods with Roma as part of the programme contract. 3.2. Implementing alternative recreational projects for the young Roma community through the programme contract.
4. Reduce the number of settlements of Roma families and ensure appropriate health and hygiene conditions.	Local authorities. Housing Agency of Catalonia. Public Health Agency of Catalonia. Ministry of Labour, Social Affairs and Families.	4.1. Coordination and joint work between Roma organisations, local authorities and the Housing Agency of Catalonia to reduce the number of settlements and ensure optimal conditions of access to drinking water, electricity and wastewater treatment in settlements.
5. Support community action taken by local authorities in areas with a high percentage of Roma.	Local authorities. Ministry of Labour, Social Affairs and Families.	5.1. Implementing community development plans and integrated community actions in neighbourhoods with a high percentage of Roma.
6. Add the position of Roma mediator to town and county council teams.	Local authorities. Ministry of Labour, Social Affairs and Families.	6.1. Hiring Roma mediators and adding them to municipal teams through the programme contract.

LOC1		
LOCAL AUTHORITIES		
Measures	Owners	Actions
7. Coordination and joint work between organisations, local authorities, the Housing Agency of Catalonia and the Ministry of Labour, Social Affairs and Families to manage rehousing processes (HOU1).	Housing Agency of Catalonia. Local authorities. Ministry of Labour, Social Affairs and Families.	7.1. Signing cooperation agreements between local authorities, the Housing Agency of Catalonia and the Ministry of Labour, Social Affairs and Families on Roma rehousing processes. 7.2. Beginning processes for rehousing Roma families in Catalonia.
8. Put in place control mechanisms to ensure optimal conditions of access to drinking water, electricity and wastewater treatment in settlements during the rehousing process (HOU1).	Local authorities. Public Health Agency. Ministry of Labour, Social Affairs and Families.	8.1. Agreement to ensure optimal health and hygiene conditions in the settlements during the rehousing process.
9. Hold information sessions with positive Roma role models and experts about the benefits and importance of early childhood education from ages 0-6 (EDU1).	Ministry of Education. Ministry of Labour, Social Affairs and Families. Local authorities.	9.1. Information sessions for Roma families about early childhood education in neighbourhoods in Catalonia that have a high percentage of Roma. 9.2. Information sessions for teachers about early childhood education and Roma culture values in neighbourhoods in Catalonia that have a high percentage of Roma.
10. Support Roma organisation projects that encourage schooling of Roma children aged 0-6 (EDU1).	Ministry of Labour, Social Affairs and Families. Local authorities.	10.1. Supporting at least six Roma organisation projects that encourage schooling of Roma children aged 0-6.
11. Support schools that seek to increase the schooling of Roma children aged 0-6 (EDU1).	Ministry of Education. Ministry of Labour, Social Affairs and Families. Local authorities.	11.1. Supporting at least six early childhood education and/or nursery schools that seek to increase the schooling of Roma children aged 0-6.
12. Promote the opening of nursery schools in neighbourhoods with priority schools (EDU1).	Ministry of Education. Ministry of Labour, Social Affairs and Families. Local authorities.	12.1. Promoting the opening of nursery schools in neighbourhoods with priority schools.
13. Arrange a viewing room open 24 hours a day in funeral homes (HEA4).	Local authorities. Ministry of Labour, Social Affairs and Families.	13.1. One funeral home in Catalonia open 24 hours a day.
14. Follow-up and partnership with public agencies allocating social benefits (EMP2).	Local authorities. Ministry of Labour, Social Affairs and Families.	14.1. Monitoring to ensure vulnerable Roma who are doing training are covered by the public and/or private social benefits they are entitled to. 14.2. Training primary care social services staff in care for the Roma community. 14.3. Training for Roma and non-Roma people contracted under and/or connected with the "30.1. Social-cultural mediation programme", "30.2. Roma active recreation programme" and "30.3. Programme: participatory analysis with the Roma" programme contract files.
15. Start training on successful cooperatives in neighbourhoods in Catalonia with a large number of Roma (EMP4).	Local authorities. Ministry of Labour, Social Affairs and Families.	15.1. Running five training courses on successful cooperatives in neighbourhoods in Catalonia with a large number of Roma.

LOC1		
LOCAL AUTHORITIES		
Measures	Owners	Actions
16. Set up quality professional cooperatives in neighbourhoods in Catalonia with a large number of Roma (EMP4).	Local authorities. Ministry of Labour, Social Affairs and Families.	16.1. Supporting setting up cooperatives in neighbourhoods in Catalonia with a large number of Roma by providing mentoring and advice.
		16.2. Partnering public and/or private organisations and institutions which can deliver economic and employment support to cooperatives set up in neighbourhoods in Catalonia with a large number of Roma.
17. Make uniform the administrative fees people engaged in street market trading pay to the town councils where they perform their professional work (EMP5)	Local authorities. Ministry of Labour, Social Affairs and Families.	17.1. Beginning the administrative procedures required to ensure that local authorities make uniform the administrative fees people engaged in street market trading pay to the town councils where they perform their professional work.
18. Ensure decent conditions in the business areas of people engaged in street market trading (EMP5).	Local authorities. Ministry of Labour, Social Affairs and Families.	18.1. Establishing an agreement between local authorities and the Integrated Plan to ensure that people engaged in street market trading do so in appropriate social and health conditions.

Organisation of Participation in Monitoring and Assessing the Plan 2017-2020

The Integrated Plan for the Roma 2017-2020, sponsored by the Ministry of Labour, Social Affairs and Families, also needs to ensure the engagement of the various ministries of the Government of Catalonia, coordination with local authorities and the participation of representatives of the Roma and other grassroots organisations during the process of drawing up, implementing, monitoring and assessing the Plan. To that end it has the joint bodies (the Integrated Plan for the Roma Interdepartmental Committee and the Roma Advisory Board) referred to and described above.

Furthermore, to ensure the participation of Roma in the implementation, development, monitoring and assessment of the Integrated Plan, other informal participation bodies have been created which are detailed below.

9.1. Working groups

Working groups with equal numbers of men and women have been set up with the following general objectives to facilitate operational implementation of the actions envisaged in the Plan's areas:

- Propose specific actions to the ministries responsible for each area.
- Engage in ongoing dialogue with the ministries responsible for the actions.
- Liaise between the Plan and Roma community.
- Timetable the start up of the measures.
- Ensure there is a connection between the Plan's measures and the actual needs of the Roma.
- Monitor the operation and impact of the actions that are carried out.

The working groups consist of technical staff and managers from the relevant ministries and individual Roma (affiliated or not). The members of these groups are appointed by the head of the Roma People and Social Innovation Programme.

9.2. Monitoring and assessment group

In order to ensure the participation of Roma in monitoring and assessing the Integrated Plan, a monitoring and assessment group has been set up with equal numbers of men and women and the following general objectives:

- Assess the situation and degree of completion of the actions conducted as part of the Integrated Plan.
- Propose specific actions to the ministries responsible for each area to ensure the Plan's actions are carried out.
- Liaise between the Plan and Roma community.

This Integrated Plan monitoring and assessment group consists of Roma with a range of profiles and priority is given to the participation of Roma who are not traditionally included in these participation processes. In addition, the group is supported by the multi-cultural Roma People and Social Innovation Programme technical team. The members of this group are appointed by the head of the Roma People and Social Innovation Programme.

Finally, given that the Integrated Plan is a public policy sponsored by the Ministry of Labour, Social Affairs and Families in the Government of Catalonia, at the end of the Plan's term it will externally assessed.

9.3. Integrated Plan renewal team

- | | |
|--------------------------------|--------------------------------|
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| 2. Francisca Domingo Castellón | 9. Fernando Macías Aranda |
| 3. Ana Contreras Fernández | 10. Popi Maya Heredia |
| 4. Francesc Ferreres Ximenis | 11. Rafael Perona Cortés |
| 5. Noemí Fernández Navarro | 12. Manuel Fernández Echepares |
| 6. Jelen Amador López | 13. Manuela Fernández |
| 7. Miguel A. Franconeti | |

9.4. Technical team

14. David Cortés Cortés
15. Alfredo Reyes Amador
16. Paqui Perona Cortés
17. Rosa M. Cisneros Kostic
18. Tania Garcia
19. Mercè Gómez
20. Ramon Vilchez

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