



AVERSIVE DISCRIMINATION AWARENESS TRAINING

www.ADATPROJECT.eu



**Workshop for Intersectional/Multiple
Discrimination
12 October 2010, Sofia, Bulgaria**



**Lifelong Learning Programme
Action Grundtvig**

Project No: 142145-LLP-1-2008-1-ATGRUNDTVIG-GMPP



BFI - Berufsförderungsinstitut Steiermark
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www.bfi-stmk.at



Provincia di Genova

**Ufficio inclusione e collocamento disabili -
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Genova, Italy
www.provincia.genova.it/lavoro

KomBi



Kommunikation und Bildung

**Kommunikations- und Beratungszentrum
homosexueller Frauen und Männer e.V. (KBZ e.V.);
KomBi - Kommunikation und Bildung**

Berlin, Germany
www.kombi-berlin.de



Дружество "Знание" - София / Znanie Association
Sofia, Bulgaria
www.znanie-bg.org



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ADAT – Aversive Discrimination Awareness Training

Workshop for Intersectional/Multiple Discrimination, 12 October 2010

The workshop was opened by Mariana Manukyan, Vice-president of Znanie Association – Sofia. There were 20 participants from different type of organizations and different background.

The first presentation was made by Rita Bencivenga, content responsible of the project ADAT, who outlined out the main topics in the project and the main concepts in Aversive discrimination.

The workshop continued with presentation of Vyara Gancheva with topic “Multiple discrimination – hidden reality, unveiled debate”. The presentation contained statistical data from Bulgaria related to Disablism, Sexism and Homophobia which are the main topics of the Project. There were also some comments and conclusions related to discrimination processes and attitudes in the country presented.

After a discussion and a coffee break the workshop continued with presentation of Verka Vassileva, representative of GERT with a different perspective towards the discrimination, namely the discrimination towards workers, mainly women, in tailoring industry.

The experience of the Province of Genova about multiple discrimination were presented by Giovanna Nastasi and Chiara Fasce. They presented the work done by the Province and the ways they tackle the issue.

Alessandra Tinti is a representative of ALIAS – organization dealing with people, relatives and experts working in the field of aphasia, and presented the issue for people with disability through the prism of social construct and categorization.

At the end of the day Rita Bencivenga presented a new project ANDIW, Ability, Not Disability at Workplace, a practical example of how multiple discrimination interacts with the working placement of people with disabilities.

Intersectional, multiple discrimination: being subjected to discrimination on more than one ground. A short introduction

Rita Bencivenga

"The more a person differs from the norm, the more likely she is to experience multiple discrimination, the less likely she is to gain protection."

Sandra Fredman, 'Double trouble: multiple discrimination and EU law', *European Anti-Discrimination Law Review*, issue no 2, 2005, pages 13-18, from p14.

As many of you know, this seminar was supposed to have taken place before the two pilot online courses were launched in Italy and Austria. For organisational reasons, not caused by any of the partners attending this meeting, we had to postpone the date. Ultimately, I think this has had a positive impact.

As a result, we can expand our reflections on intersectionality and multiple discrimination to include feedback from the courses, and interaction with the participants, the mentors and the role models.

A Grundtvig multilateral project like ADAT is not, strictly speaking, a research project. It was neither our task, nor our aim, to reach new perspectives or add new aspects to the concept of intersectionality. We are not scholars, as the vast majority of those studying intersectionality are.

Our main aim was simply to read what has been produced in this field and try and understand how these notions can be applied to our daily activities. We wanted to compare theoretical knowledge with our practical experience in the field of discrimination.

I would like to start by giving a short description of the meaning of intersectionality, and how it differs from multiple and compound discrimination. Then I will try to summarise how we can apply an awareness of the existence of these concepts to our work in the field of adult education.

As you can see from the leaflets distributed by our host partner, in ADAT we reflected on three types of discrimination: sexism, heterosexism and disablism. For each of these "isms" we concentrated on the aversive forms of discrimination, and not on the blatant and violent ones.

A cross analysis of these three specific forms of discrimination, in their aversive, modern forms, is an innovative perspective. As far as we know, when discrimination issues are dealt with the main spheres addressed are usually racism and sexism (and less frequently heterosexism). At present disablism is seldom mentioned in relation to intersectional (or multiple) discrimination.

Let us look at an initial example, taken from a document written by the Danish institute for Human Rights (all the references are in the notes at the end of the paper). It is written by a legal expert.

"We had a client who was a young Muslim man dressed in traditional dress. He was dismissed from a call centre job during his probation period. In the short time he was there, several incidents occurred which indicated other staff viewed him as a potential terrorist. For example, a female colleague, who stumbled across him unexpectedly in a corridor one day when he was praying, screamed.

Her explanation of her reaction and the general context of remarks made to the man indicated that she had been terrified because momentarily she had not recognised him and had seen an image which she associated with Muslim terrorists.

There was no reason whatsoever to associate the man with terrorism, and the connection was clearly made solely because he was a young Muslim man in religious dress. He brought a claim for religious and sex discrimination.

The employers defended the case by separating the issues of religious and sex discrimination. They said: (a) they employed other men and (b) they had just taken on a Muslim woman. It was clear the real problem was the combination of characteristics in the man's case. In reality, only Muslim men are associated with terrorism and likely to come across this sort of prejudice (indeed, probably only young Muslim men). This case was settled so the issue was not tested in the Employment Tribunal"
Legal Expert, the UK¹

I decided to start with this example as it enlightens two main aspects:

- 1) The importance of referring to legislation when speaking of discrimination. If we do not do this, we risk failing to fully understand its main issues. In fact, not having legislation which recognises the existence of discrimination on more than one ground makes it difficult for defence attorneys to defend clients suffering from intersectional or multiple forms of discrimination.
- 2) The general importance of new perspectives which address the interrelations among different types of discrimination instead of analysing them separately. We may encounter forms of multiple and intersectional discrimination in our daily life and work, and being able to recognise them may help us to avoid discrimination towards others or ourselves.

I'd like to start with a few notes on the historical process which led to intersectional and multiple discrimination analysis.

For many years the EU only addressed two grounds of discrimination: nationality and gender. The European Union has struggled against preventing prejudice or bias on these two grounds.

The concept of discrimination on other grounds has grown in importance in the European Union since the application of the Amsterdam Treaty in 1999 and the implementation of Article 13.

¹ Tackling Multiple Discrimination. Practices, policies and laws. European Commission Directorate-General for Employment, Social Affairs and Equal Opportunities. Unit G.4 Manuscript completed in September 2007. Danish Institute for Human Rights

Article 13 is the anti-discrimination clause which grants the Community new powers to combat discrimination on the grounds of gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation.²

Another important step was the UN World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance held in Durban, South Africa, in 2001. On this occasion Multiple Discrimination was recognised by the international community, and action was taken to overturn this phenomenon.

We are currently in a situation where, although the European Union has expanded the number of prohibited grounds for discrimination, current legislation often fails to address these issues as the "intersections" cannot be addressed.

I'd like to move on now to some concepts related to Multiple, Compound and Intersectional Discrimination. We need to try and understand the differences between these three concepts, as well as the confusion sometimes created by scholars themselves.

Multiple Discrimination

We need to understand that the phenomenon of Multiple Discrimination has been given several meanings and definitions in literature, so you may find texts where the descriptions of multiple discrimination are slightly different.

However, most scholars agree that the term 'Multiple Discrimination' describes only one of three situations where a person can be subjected to discrimination on more than one ground.

It is the accumulation of distinct discrimination experiences.

A way to see Multiple Discrimination is to describe the phenomenon in which one person is discriminated against 1) on several different grounds and 2) at different times.

For example, a woman living with a disability may be discriminated against once on the basis of her gender in access to certain types of work, and once on the basis of her disability in a situation in which a public building is not accessible to wheelchair users.

Multiple discrimination is an apt term to describe this kind of situation, as the term "multiple" has mathematical connotations. In this type of situation, for example, the person suffers discrimination because of gender + disability + age.

Precisely because of these mathematical connotations, the term "multiple" (or double, triple and so on) should not be used in connection with situations in which different grounds operate simultaneously and not separately.

Let us move on to the second of the three situations: compound discrimination.

² Tackling Multiple Discrimination in the EU. Age statement for the 2007 European year of equal opportunities for all. The European Older People's Platform

Compound discrimination

A situation of compound discrimination occurs when discrimination on the basis of two or more grounds add to each other.

Compound Discrimination, in contrast to Multiple Discrimination, describes a situation where a person suffers discrimination on the basis of two or more grounds simultaneously, and where one ground adds to discrimination on another ground. In other words one ground for discrimination is compounded by one or more other grounds. An example of this situation is given by Gay Moon in her article "Discrimination – problems compounded or solutions found?"³. Moon refers to a UK case, "Perera v Civil Service Commission", where the employer had set up a series of requirements, such as age, experience in the UK, command of English and nationality. Mr. Perera did not get the position because "the lack of one factor did not prevent him getting the job but it did make it less likely, and the lack of two factors decreased yet further his chances of selection for the job".

Intersectional Discrimination

Intersectional Discrimination refers to a situation where several grounds operate and interact with each other simultaneously, in such a way that they are inseparable, producing very specific types of discrimination.

Makkonen⁴ gives the following example: "minority women may be subject to particular types of prejudices and stereotypes. They may face specific types of racial discrimination, not experienced by minority men".

Intersectional discrimination, in its narrower sense, should be taken as referring to a situation in which there is a specific type of discrimination, and in which several grounds of discrimination interact concurrently.

The specificity of discrimination is thus crucial to this kind of intersectional discrimination. A disabled woman may face specific types of discrimination not experienced by disabled men or by women in general. Another example of such discrimination would be unjustly subjecting disabled women to forced sterilization, evidence of which is found around the world. This kind of discrimination is experienced neither by women generally nor by disabled men, at least not anywhere near to the same extent as disabled women.

More than one ground...

As I mentioned before, existing literature uses these three concepts to describe discrimination experienced on more than one ground. However, scholars often understand and use the terms interchangeably.

³ Available on the Internet at: <http://www.justice.org.uk/images/pdfs/multiplerediscrimination.pdf>

⁴ MULTIPLE, COMPOUND AND INTERSECTIONAL DISCRIMINATION: BRINGING THE EXPERIENCES OF THE MOST MARGINALIZED TO THE FORE By LL.M Timo Makkonen Institute For Human Rights Åbo Akademi University April 2002

Sometimes the term Multiple Discrimination is used to refer to additive or accumulative discrimination, or as a general term for both additive and intersectional discrimination. Some people maintain that it would be best to refer to all these types of discrimination as intersectional discrimination, to the extent that there is a need for an overarching term.

This is because the term is already well established, and perhaps best captures the idea of the phenomenon as a whole.

Luckily, in ADAT we were simply trying to understand these concepts better, so we are not asked to contribute to the discussion.

We simply learnt that we must be flexible enough to understand that the same words may be used by different authors in different contexts. We concentrated on which understanding which experiences in our professional lives could be understood as forms of discrimination related to two or more factors.

Origin of the concept of intersectional discrimination

I would now like to discuss intersectional discrimination, as in ADAT we originally thought we could concentrate on this specific form.

We saw how discriminations on the grounds of sex, ethnicity or race and so on were seen historically as separate issues, and how they were generally treated as being parallel. Approximately 20 years ago, however, it was noted that particular situations involving discrimination or some other form of disadvantage may involve discrimination based on several grounds at the same time.

"An African American may be a woman, a woman may be a lesbian, a lesbian may be disabled, a disabled person may be old, and one person can be all of this at the same time: an old disabled African American lesbian, who may experience very complex forms of discrimination. Intersectional analysis first arose out of the experience of African American feminists in the USA, who noted that the traditional understanding of racial discrimination did not include experiences that were particular to African American women. Now we accept that all grounds of discrimination may interact with each other and produce specific experiences of discrimination"⁵.

In other words, the classical models of oppression within society, such as those based on race/ethnicity, gender, religion, nationality, sexual orientation, class, or disability do not act independently of one another. Instead, these forms of oppression interrelate, creating a system of oppression which reflects the "intersection" of multiple forms of discrimination. Intersectionality is an important paradigm for sociological and cultural studies, but there have been many challenges in utilizing it to its fullest capacity.

While the theory started out as an exploration of the oppression of women within society, today sociologists tend to apply it to all people and to many different intersections of group membership.

⁵ Makkonen Op. Cit. (p. 9)

The concept of intersectionality came to the forefront of sociological circles in the late 1960s and early 1970s in conjunction with the multiracial feminist movement. In particular, the revisionist feminist theory "challenged the notion that 'gender' was the primary factor determining a woman's fate".⁶

The term "Intersectionality Theory" was first coined by Kimberley Crenshaw in 1989 but gained prominence in the 1990s, when sociologist Patricia Hill Collins reintroduced the idea as part of her discussion on Black feminism.

Much like her predecessor Crenshaw, Collins argued that cultural patterns of oppression are not only interrelated, but are bound together and influenced by the intersectional systems of society, such as race, gender, class, and ethnicity (Collins, 2000, page 42).

The movement, led by women of colour, disputed the idea that women were a homogeneous category sharing essentially the same life experiences.

This argument stemmed from the realization that white middle class women did not serve as an accurate representation of the feminist movement as a whole. Recognizing that the forms of oppression experienced by white middle class women were different from those experienced by black, poor, or disabled women, feminists sought to understand the ways in which gender, race, and class combined to "determine the female destiny."

Applications of Intersectionality

Intersectionality and Social Work

In the field of social work, proponents of intersectionality hold that unless service providers take intersectionality into account, they will be less effective – and even detrimental to – various segments of the population.

Service providers therefore have an obligation to be aware of the seemingly unrelated factors which can impact on a person's life experience and response to the service, and must adapt their methods accordingly.

Intersectionality and the Labour Market

The intersectionality of race and gender has been shown to have a visible impact on the labour market.

*"Sociological research clearly shows that accounting for education, experience, and skill does not fully explain significant differences in labour market outcomes."*⁷

Intersectionality impacts on wages, discrimination, and domestic labour. Most studies have shown that people who fall into the bottom of the social hierarchy in terms of race or gender are more likely to receive lower wages, to be subjected to stereotypes and

⁶ Hooks, Bell. *Feminist Theory: From Margin to Center*. 2nd. Cambridge, Massachusetts: South End Press, 1984

⁷ Irene Browne, Joya Misra. "The Intersection of Gender and Race in the Labor Market." *Annual Review of Sociology* 29 Jun 2003 487–513. 29 Nov 2007

discriminated against, or be hired for exploitive domestic positions. Through the study of the labour market and intersectionality we gain a better understanding of economic inequalities and the implications of the multidimensional impact of race and gender on social status within society.

Conclusion

Since the participants in the course in Genoa all work in employment services, they found it useful to reflect on the concept of intersectionality in order to better “read” the needs of their clients. Many of their clients make use of their services for a number of closely interrelated reasons (social, psychological, disease- and disability-related).

Furthermore, ADAT’s NGO partners, in particular CERPA and ALIAS, got to better understand potential intersections between various grounds for discrimination and disability. It was helpful to change perspective and stop seeing people primarily from the angle of his/her disability, as has been the case in the past. Although little has been written on intersectionality and disability, it was easy to recognise several cases in which, although the factors were changed, the results were the same.

In general, the main result was that the terminology and basic concepts related to intersectional, multiple and compound discrimination are now familiar to all of us. This will make it easier both to approach other texts and reports in the future and to find information on these topics when it is needed in our daily working life.

We must not forget that the international community is mainly interested in legal aspects. A need is felt for a law recognising multiple discrimination. Otherwise, as we saw at the beginning, victims of discrimination will not see their rights recognised. None of us work in the legal field, and it is still highly improbable that clients of an employment or adult education service would ask for legal protection from multiple or intersectional discrimination. However, we are now more aware of the experiences of people who are subjected to multiple forms of subordination within society.

We feel that knowing this topic, and thus being able to reflect on the living, working and study opportunities for members of society, will greatly help all of us.

Множествената дискриминация в България - скрити реалности и открити дебати н.с. д-р Вяра Ганчева

План

1. Що е множествена дискриминация?
2. Ефект на св. Матей
3. Най уязвими групи: пол+, възраст+, етност+, различна сексуална ориентация+
4. Данни от Евробарометър и факти от Комисията за защита от дискриминация
5. Три неевропейски характеристики на обществените нагласи у нас
6. Скрити реалности-предизвикателствата на социалните дистанции
7. Открити дебати – диалогът с Другия
8. Изводи

Закон за защита от дискриминация

"Множествена дискриминация" е дискриминация на основата на повече от един признак - пол, раса, народност, етническа принадлежност, човешки геном, гражданство, произход, религия или вяра, образование, убеждения, политическа принадлежност, лично или обществено положение, увреждане, възраст, сексуална ориентация, семейно положение, имуществено състояние

Множествената дискриминация като акумулиране на неравенства

Ефект на св. Матей "Който е имал – ще му се додаде, който няма - ще му се отнеме.."

- На повече от половината български граждани се е случвало да бъдат жертви на дискриминация в някаква форма.
- Най-разпространени са дискриминациите по етнос и възраст, но най-остри негативни нагласи има спрямо сексуални малцинства
- Нагласа - ПСИХИЧНА ГОТОВНОСТ ЗА РЕАГИРАНЕ ПО ОПРЕДЕЛЕН НАЧИН. Тя съдържа 3 компонента: когнитивен (познавателен), емоционален и конативен (поведенчески).

Пол+ друг признак

- Най-уязвимите групи жени — жени мигранти, жени с увреждания, хомосексуални жени, жени от малцинствени групи, жени с ниски квалификации, възрастни жени.
- Те са обект на множествена дискриминация, основана на възраст, пол, етнически произход, сексуална или религиозна ориентация и др.

(прилагане на мерки за положителна дискриминация)

Джендър различия на трудовия пазар

- Жените на ръководни позиции са 2,5 пъти по-малко от мъжете и получават неаргументирано по-ниски заплати, въпреки по-високото си образование и еднаква професионална компетентност
- В образованието жените получават 85% от средните работни заплати на мъжете, а в здравеопазването – 73 %

- Стъклен таван - непреодолими препятствия не само за израстване в кариерата, но и за осигуряване на по-високи доходи.

Данни от Евробарометър:

- Етническият произход (61%) е най-честата причина за дискриминация в ЕС, следвана от възрастта (58%) и уврежданията (53%).
- 16% от европейците заявяват, че лично са били обект на дискриминация през последната година.
- Въпреки това, само половината от гражданите на ЕС знаят своите права в случай на дискриминация.

Възраст + друг признак

- Според Евробарометър в България възрастта (58%) е най-разпространената причина за дискриминация, следвана от увреждане (47%) и етнически произход (40%).
- Пример – ромска жена над 50г. с двигателно увреждане или сляпа жена на 25г., мигрантка

“инвалид” = “не-можещ”, “не-способен” - стигма

Сексуална ориентация + друг признак

- Според „Евробарометър” – 2008г. българите са най-нетолерантната европейска нация по отношение на хората с различна сексуална ориентация.
- България е между петте европейски страни, най-мразещи хомосексуалните лица, заедно с Естония, Латвия, Полша и Румъния, Доклад на Агенцията за фундаментални права, ЕС.

Различна сексуална ориентация

- Заради хомофобията жертвите на хомофобски престъпления предпочитат да останат „невидими”, отколкото да разкрият своята сексуална ориентация, като сигнализират компетентните органи за случаите на малтретиране.
- Това обяснява защо само 1% свидетелстват за дискриминационно отношение на основа на сексуална ориентация в България.

Различна сексуална ориентация - предразсъдъци

- 50% от българите не биха работили в една стая с хомосексуалист и не биха се примирили с хомосексуалната ориентация на собственото си дете.
- 70% не биха записали детето си в училище, за което знаят, че има учител с хомосексуална ориентация.

Нагласи на българите към психично болните, чужденците от третия свят и хората с различна сексуална ориентация

	Психически болни хора	Чужденци от третия свят	Хомосексуални
За мен това са хора като всички други	24%	53%	15%
Не искам да имам нищо общо с такива хора	30%	14%	66%

Различна сексуална ориентация - парадокс

- Българите са убедени, че дискриминация към хората с различна сексуална ориентация в българското общество е минимална.
- По този индикатор бележим най-ниски стойности в Европа през 2007г. Едва 25% смятат, че този вид дискриминация е широко разпространена, при средно 50% за ЕС - 25. Явно, не просто сме нетолерантни, но и смятаме това за нормално

Факти от Комисията за защита от дискриминация

- От 19 преписки за множествена дискриминация през 2005 г., през 2009 те са станали 95.
- През 2008г са образувани 58 преписки по „множествена дискриминация“, което е с 31% повече от предходната.
- 20 от преписките комбинират етническа принадлежност с имуществено състояние, образование, право на труд тормоз

Толерантността като диалог

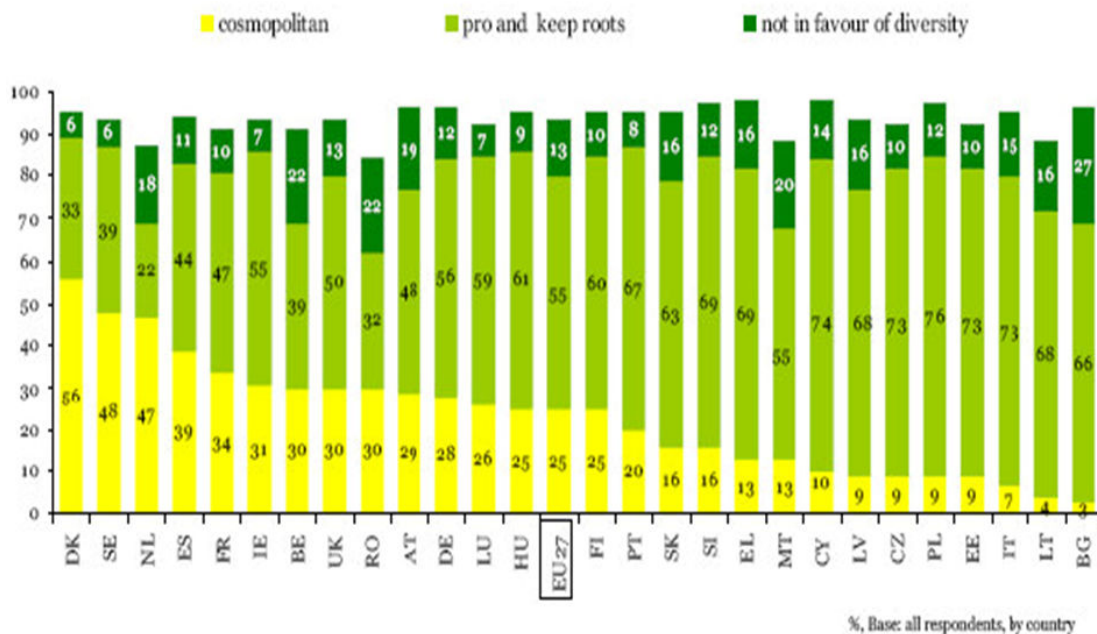


Понякога толерантността е само монолог

Три неевропейски характеристики на обществените нагласи у нас:

1. България е на предпоследно място в ЕС по брой хората, които смятат, че културното разнообразие изключително много обогатява културния живот - едва 10%.
2. Очакванията са, че правителството, а не толкова университетите и училищата трябва да се погрижат за преодоляване на дискриминацията и липсата на толерантност.
3. България е на последно място по космополитност - едва 3% и на първо място в ЕС против разнообразието - 27%.

Различия между държавите в интерпретацията на межкултурния диалог



Причини

- Липсата на нетолерантност сред българите е следствие на липсата на достатъчно човешки (междоличностни) контакти, изолираността, непознаването, разстоянието с представители на различни култури.
- Травматичната идентичност е цената за оцеляване в комунистическото общество. Тя има посттравматични ефекти, един от които е обърнатия, неевропейски мироглед на по-образованите, които са по-нетолерантни към различията.
- Причина за ксенофобията е наличието на традиционна родова култура.

Скрити реалности: предизвикателства на социалните дистанции

В лайпцигския речник по психология, съставен от авторски колектив, терминът социална дистанция е „мярка за близостта или интимността в междоличностните отношения.

Като правило засилващия се контакт води до намаляване на социалната дистанция и поражда симпатия и обратното.”

Според Комаровски социалната дистанция е „сдържаност и ограничение в социалното взаимодействие”

Скрити реалности: предизвикателства на социалните дистанции

С термина „социална дистанция“ се описва реално съществуващите *дистанции* между различните групи в обществото, формирани по различни признаци – социална класа, раса, етнос, религия, сексуална ориентация, увреждане и др.

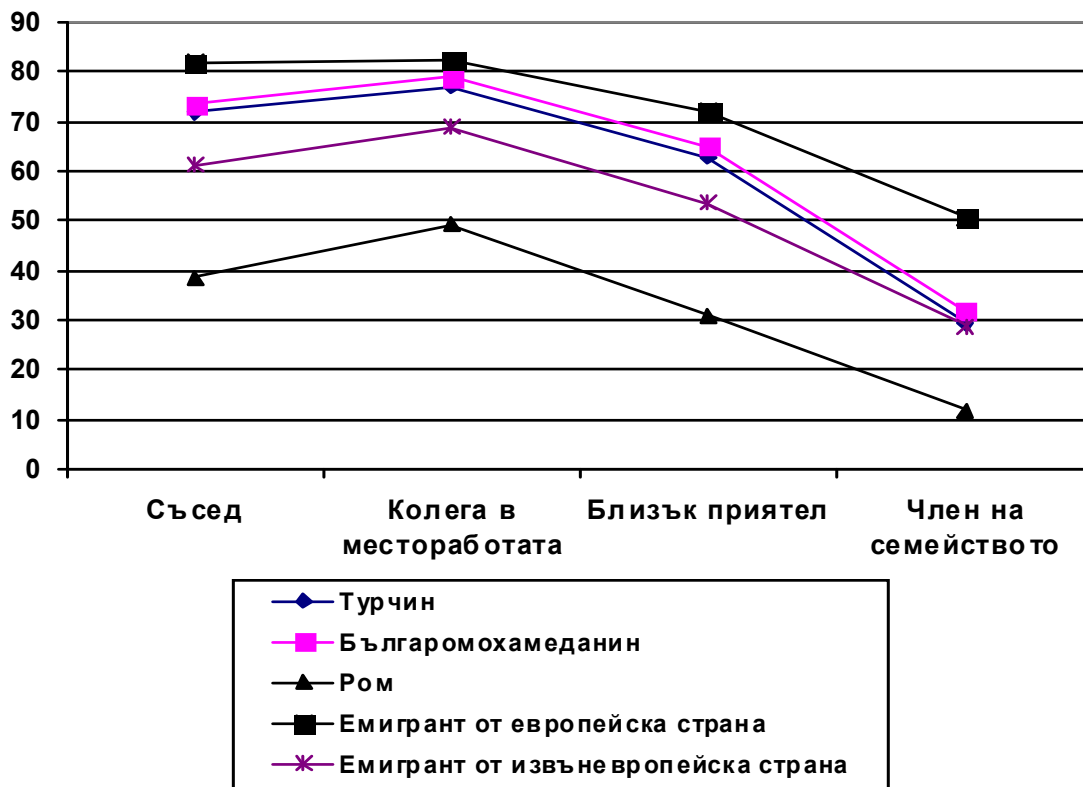
Тя обяснява моделите на взаимодействие като предразсъдъци, дискриминация, харесване, женитби, хранене заедно и т.н

Скрити реалности: предизвикателства на социалната дистанция

Американския социолог Bogardus я определя като „степените и видовете разбиране и чувства, които хората отнасят един към друг - разбирателството между хората, техните положителни или отрицателни чувства (Bogardus, 1928). Определена по този начин социалната дистанция се превръща в чудесен индикатор за расови, етнически и всякакви други предразсъдъци.

Етнически дистанции

Бихте ли приели за: (2007, в %)



Откритият дебат за Другия

Необходими са учебни процеси, които:

- дават насоки как да се живее, уважавайки правото на другите да са различни
- насърчават взаимно обогатяване чрез непосредствени срещи с различни култури
- подбуждат любопитство и предават знания
- се основават на включване (пол, възраст, образование), участие и овластяване

Изводи

- Българите осъзнават наличието на множествена дискриминация.
- Традиционното разбиране, че най-дискриминирани у нас са ромите, жените, възрастните хора и инвалидите.
- Като цяло отношението към тези групи дискриминирани лица е умерено дискриминационно, докато отношението към хомосексуалистите - строго ригористично.
- Жените и децата са по-чести жертви на дискриминация, тормоз и насилие.
- Сферата на труда е сферата, където най-често се срещат дискриминационни прояви, но такива има и в образованието.
- Не се разпознават формите на тормоз и насилие дори от синдикални дейтели.
- Съществуват нагласи на страх и недоверие към институциите, призвани да защитават правата на гражданите
- Необходими са учебни процеси за изграждането на межкултурна и антидискриминационна компетентност, вкл. приобщаващо образование
- Необходимо е обучение в толерантност – или най-просто казано изтърпяване или понасяне на различието на другите във взаимодействието им с нас. (Розенберг - ненасилствена комуникация)
- Необходими са открити дебати за Другия, с Другия (делиберативна демокрация)

Конференцията на Алианса на цивилизациите в Осло:

Диалогът не е преговор нито проповед. Той е отварящ се прозорец от едно човешко сърце към друго, за да изпита съпричастност към неговите несгоди и страдания

„Всеки, който е различен от мен, ме обогатява“ Екзюпери

“The experience of the Province of Genova about multiple discrimination”

Giovanna Nastasi and Chiara Fasce

Province of Genoa: summary

Regional Government ==> Province
 (*Represents its communities, fosters their interests, promotes their development*) ==> Municipalities

Training and Labour Market Policies:

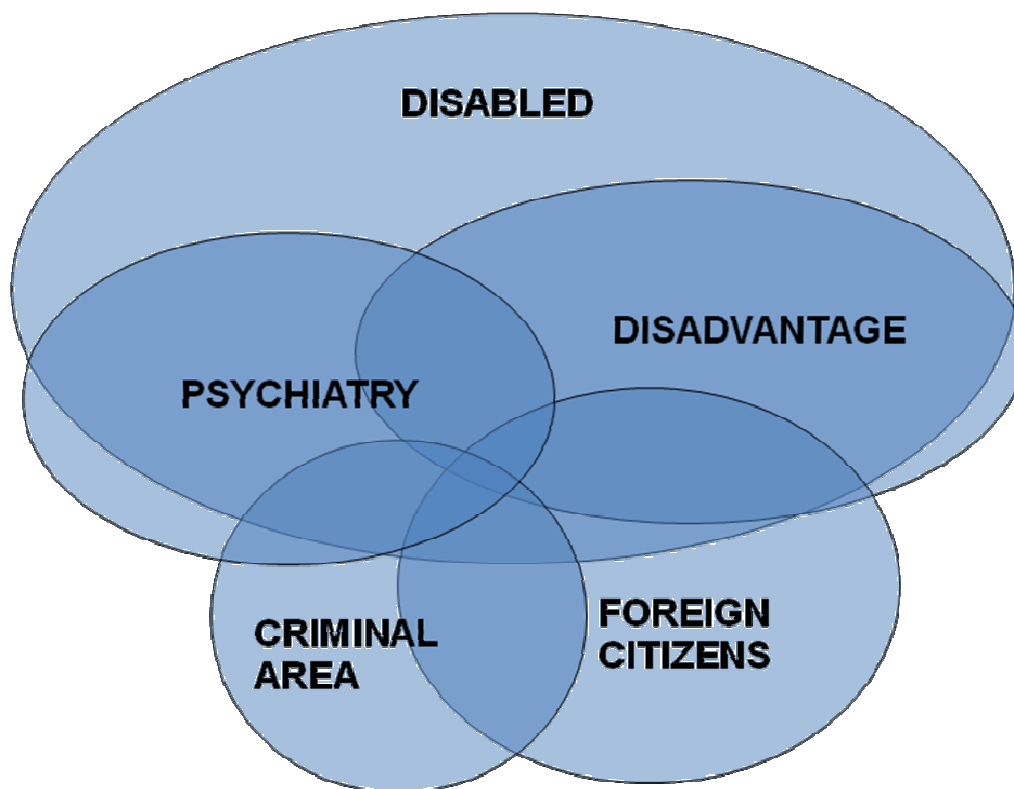
In accordance with the ESF and regional planning, the Area promotes activities related to:

- Employment promotion and development
- *Equal opportunities and social inclusion*
- Local and sector growth

Target of Social inclusion Office

- Disabled persons
- Inmates
- Persons with social disadvantage problems
- Foreign citizens in critical situations
- Persons with mental health problems

Hardly users are monoprobematical



Discrimination

NORMATIVE PROBLEM?

(connected with the institutions)

OR

PSYCO SOCIAL PROBLEM?

(connected with the changing of stereotypes into prejudices)

OR

BOTH OF THEM?

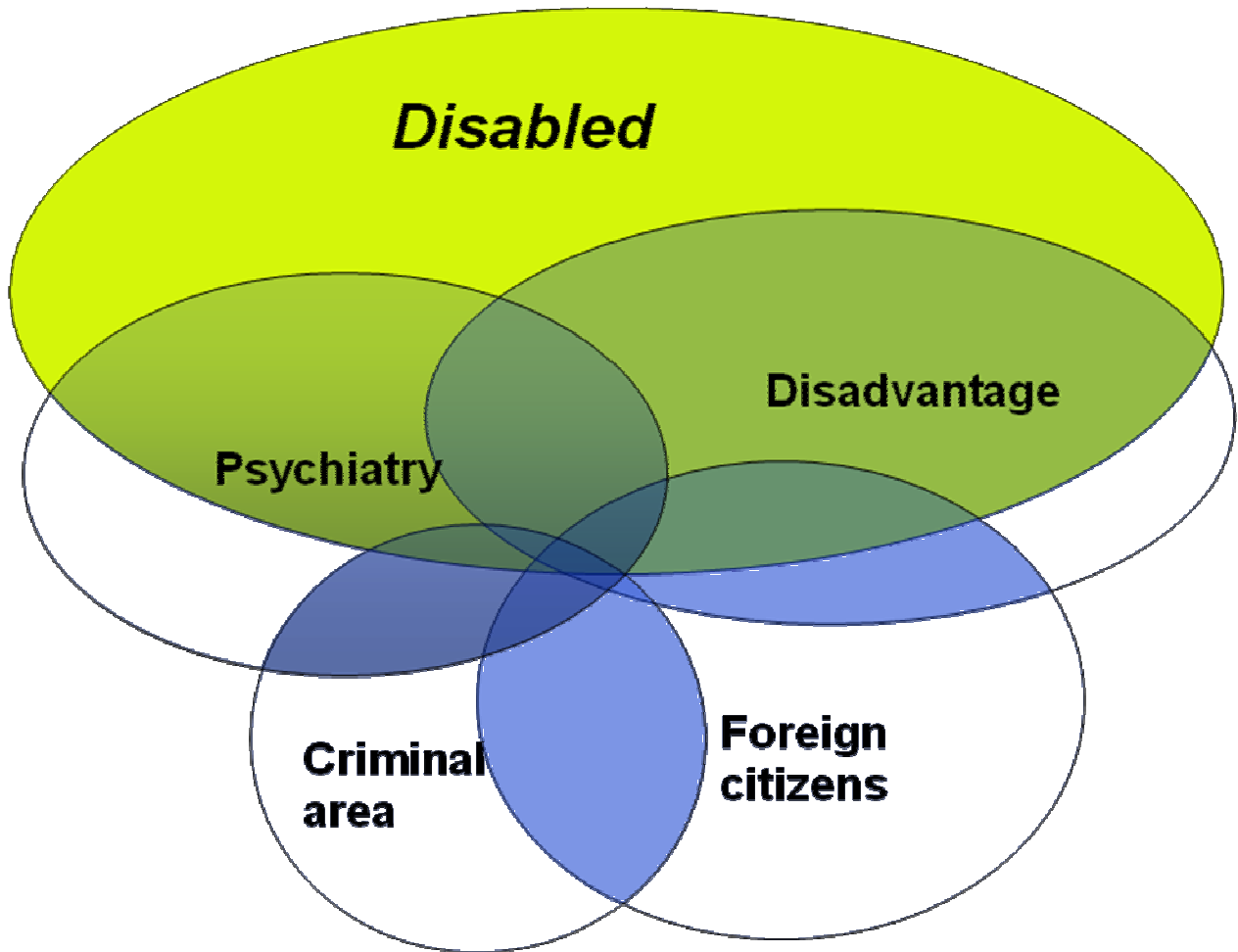
Some significant words

- *Cliché, stereotype*: classification system of the reality, based our need to divide our world in categories - *neutral*
- *Prejudice*: assessment (subjective) of a person connected to a single aspect of the social identity (rom = thief, dirty, liar, ...) , not based on the direct knowledge of that specific person - *negative*

Employment centres and Sportelli informavoro (Job information desks) in the Province of Genova



Previous consideration of the disadvantage



A possible consideration?

The ordinary Employment Centre cannot give suitable answers to specific targets (AVERSIVE DISCRIMINATION?)

The NEW TARGETS of Social-Inclusion Office

- Disabled persons
- *Inmates*
- *Persons with social disadvantage problems*
- *Foreign citizens in social/working critical situations*
- Persons with mental health problems

The penal system in our Province

Context:

- 3 prisons, about 1000 inmates (less than 100 women)
- A social service for the persons who serve their sentence outside the prison (UEPE), about 1000 people on the territory
- A social service for the Juvenil Justice, about 1000 young up to 21 yrs old

Inmates' psychosocial characteristics:

- Socio-economic disadvantage
- Drug addiction (about 50%) ==> disability, psychiatric problems
- Foreign citizens (about 50%)
- Low educational level
- High rate of recidivism

A short history

- 2005 – Pilot Guidance service
- 2007 – Protocol Agreement + Round table of all the involved authorities
- 2008 – Agreement for the registration at the Empl. centres
- 2010 – Regional committee for the work inside the prisons

Projects and services

- Registration as jobseekers of inmates (also foreign citizens without residence permit)
- Career Guidance/information desk inside and outside the prison (2006: 213 interviews; 2007: 149; 2008: 210; 2009: 246)
- Vocational training inside the prison (carpentry, construction, furniture renovation 2009-2010: 50)
- Internships and Income support measures (2006: 25 people; 2008: 27; 2009: 44)
- Benefit to employers for hiring and/or support to self-employment
- Cultural Mediation service inside the prisons (Oct-Dec '09: 101 interviews; Jan-Mar '10: 374)
- Training of penal and social services operators

Two questions

In Italy do we have laws to support the work rehabilitation of inmates?

Obviously, YES!

Can the prison on its own adequately take care of the work placement of inmates?

Obviously, NOT!

Foreign Inmates

Many stories of expressed and aversive discrimination

Levels of discrimination

- Normative
- Psycho-social

Actions contrasting the intersectional aversive discrimination

- Today inmates in the Province of Genova have the opportunity to follow a work placement program or a vocational training course
- Today foreign inmates have the chance to have an interview with a cultural mediator. Then they can be involved in any kind of project

Introduction

In the previous presentations we already told you that the province of Genoa is a public body whose general task is to coordinate and support the smaller local (territorial) bodies, then it has specific tasks/goals.

Among the last ones, during the presentation which took place in Genoa (Nov. 2009), we described the function of management of the labour market through actions of labour policies and in particular through actions aimed at promoting gender equal opportunities and social inclusion of disadvantaged persons. These actions must be seen as tools contrasting the discriminations which obstacle the work placement.

In today's speech we thought to tell/show you some social inclusion office's specific activities, because we think we can offer good target and procedure examples. From our point of view we can talk about the intersectionality, considered as discrimination made of a sum of personal characteristics (not only a woman, a disabled, a foreigner, a inmate, elderly people and so on).

Before starting with the description of our services, we suggest a theoretical consideration about discrimination.

It is a prescriptive problem, related to laws. And it is a psycho-social problem.

We hope that the following examples will help us to support and argue/discuss this thesis.

Let's start with the story of our office

At the end of the nineties the law gives the provinces the competences related to the labour market policies. In particular a national law is issued for the work placement of disabled people. That's why the province creates the Employment centres and the Disabled work placement office.

Every user who is not a disable must address to the ordinary employment centres.

In the years later the awareness, that the ordinary Employment Centre cannot positively interact with some targets, developed. In particular the penal system of the territory insists/demand to our body so that we start with intervention of labour policies towards inmates.

The social inclusion office starts developing projects and is involved in round tables with different authorities in order to find answers to such kind of problems:

- non disabled jobseekers, but with several problems
- persons with a restricted personal freedom (on probation)
- foreign citizens with particular difficulties

all these situations have a common characteristic: multiple problems and a high risk of direct (conscious) discrimination in some cases and aversive discrimination in others.

Today our presentation is going to describe the work we did during the latest years in favour of persons on probation.

Target, context and figures

- 3 Prisons within the Province of Genova, about 1000 inmates (less than 100 women)
- A social service for the persons who serve their sentence outside the prison (UEPE), about 1000 people on the territory
- A social service for the Juvenil Justice, about 1000 young up to 21 yrs old

Inmates' psychosocial characteristics

- Socio-economic disadvantage
- Drug addiction (about 50%) ==> disability, psychiatric problems
- Foreign citizens (about 50%)
- Low educational level
- High rate of recidivism

A short story of the development of the relationships local body/prison:

- 2005 – Pilot Guidance service devoted to persons who serve their sentence outside the prison
- 2007 – Protocol Agreement + Round table of all the involved authorities (province, regional office for the coordination of the penal system – Municipality of Genoa) in order to support the work placement of inmates. At political level the province creates a Prison department.
- 2008 – Agreement for the registration at the Empl. Centres of inmates
- 2010 – Regional committee for the work inside the prisons

Projects and services implemented in this timeframe:

- Registration as jobseekers of inmates (also foreign citizens without residence permit)
- Career Guidance/information desk inside and outside the prison (2006: 213 interviews; 2007: 149; 2008: 210; 2009: 246)
- Vocational training inside the prison (carpentry, construction, furniture renovation 2009-2010: 50)
- Internships and Income support measures (2006: 25 people; 2008: 27; 2009: 44)
- Benefit to employers for hiring and/or support to self-employment
- Cultural Mediation service inside the prisons (Oct-Dec '09: 101 interviews; Jan-Mar '10: 374)
- Training of penal and social services operators

Work in progress:

- Collaboration agreement with the civic library in order to open a library service inside the prisons.
- Carpentry laboratory inside the prison

Inmates had the right to the vocational training and to work (the laws prescribed this), BUT the absence of agreements/ network among the local authorities (in practise) stopped from enforce the law. THEN inmates at the end of their term of imprisonment could not access the fiscal benefits of the long term unemployment for the work placement, because they were not registered as jobseekers.

In Italy foreign inmates are subjected to a double discrimination (In Genova now a little less), the first because inmates the second because they are foreigners (sometimes also disabled, drug addicted, ...).

In order to contrast this double disadvantage, we had to work on two levels:

- From the prescriptive point of view: thanks to the training addressed to the penal system operators and thanks to the active presence of round tables, we could clarify the particular legal status of the foreign inmate, so that he can benefit from the services addressed to all the inmates (This is not an homogeneous choice on the whole national land, i.e. the province of Milan doesn't allow vocational training the foreign inmates without a residence permit).
- From the point of view of the stereotype which becomes a prejudice (psychosocial level): still thanks to the training, to the round tables (recognised and strengthened), to the activation of a cultural mediation service inside the prisons, and to the presence of our services with operators specialised on the immigration field, we could modify (partly) the way of considering inmates of the penal personnel. In the past the general manager of a prison stated that foreign inmates could not benefit of work policies actions because it was difficult for them to serve their punishment outside the prison. In the years after the actions of our services proved the contrary. Then this change has been supported by the choice of the penal administration of asking to our cultural mediators to participate as teachers in the training of the new employed.

Finally we want to take in consideration our thought about the necessity to work on two levels, the prescriptive one and the psychosocial one. We don't think that the first one – alone – can solve the problems of the second one.

If we start from the example of the foreign inmates, there's no doubt that in Italy explicit racism is socially stigmatized and obviously forbidden by law (see the constitutional rules, equal opportunities laws, immigration laws, ...), so facts of evident and explicit discrimination are not so frequent within the public services (the same in prison). But the suicide rate and the one of self-injury in prison of foreign inmates is double if compared with the Italian inmates. Can it be correlated with?

The life of a foreign citizen in Italy is particularly complex, because of prescriptive problems and also because of the political climate which complicates the daily living. Often the public employee is frightened and believes or plays the role of being incapable to face the problems of the foreign users. Self-justifications usually are: he doesn't speak a good Italian/I cannot make me understand; I don't know/rules are not clear to me; I don't know the local service network; I don't have the right tools to give a correct answer.

The result of this situation is that: the mental frames produce the reality, and thus the stereotype becomes prejudice.

Some examples 'dealt' by our services:

1. An imprisoned 35 year old man from Morocco participated to a project of work placement with an income support measure for 8 months and a benefit for the hiring to the employer. thanks to this he obtained at first the permission to exit during the day from the prison to go and work in a company. His family lives in a region next to Liguria (Piemonte) where the company has a brand. at the end of his period this worker was hired and he had the chance to serve the sentence outside the prison. so he could reach his family. (The stereotyped general idea of the manager of the prison was that for a foreign inmate was impossible for him to serve the sentence outside the prison.)
2. A boy from Morocco in our prison in Genova attended a course of Italian and English. He received a certificate, but the name written in it was wrong because often they declare false name, for various reasons. at the end of his period in prison he came back to Morocco and there he had the chance to work in the touristic field, but he was asked a certificate in order to demonstrate his studies. He asked to the Italian school a new and right certificate. The school cannot issue this new document. the school addressed this problem to our cultural mediator who through a legal expert.

Alessandra Tinti, ALIAS

A short reminder of the nature of my organization... we are a small charity organization formed by people with communication disabilities, their relatives and professionals. Our focus is the social inclusion of people with aphasia.

In ADAT we tried to explore the concept of the social categorization of individuals, for example, the concept of "incompetent people".

You will know that cognitive-related incompetence and age - related incompetence, like race, are attributes of social categories rather than conditions specific to individuals (they are *also* conditions of individuals).

During the past two years we have discussed this issue extensively, continuing our discussions as part of the online course. We are now looking at the aspect of intersectionality, related to the issue of power, as a procedure of exclusion and inclusion.

This concept has emerged from some studies, which try to identify the relationships between socio-cultural categories and identities, and focusing on diverse and marginalized positions.

However, not all categories are necessarily mentioned. As you know, "disability is still rare" in the theory of intersectionality. But it would be useful to deconstruct normalization and thereby improve awareness among adult education workers.

You will all know that students with disabilities continue to encounter different access and treatment, particularly when disability converges with other markers of difference. Students who are culturally and linguistically diverse are overrepresented in special education programs.

This is the "paradox of special education". The system, designed to provide appropriate resources and services, has instead served to stigmatize and segregate many.

Nevertheless, disability is not included in discussions on intersectionality or multiculturalism generally and multicultural education specifically, especially in texts intended to provide training for educators.



This is linked to the idea of people with disabilities being *abnormal*, as opposed to *different*, as well as to the distinction between general and special education systems.

In ALIAS we took on a viewpoint which is not usually found in special education discourse and absent from multicultural education discourse altogether.

We argued that much of what we consider disabilities, particularly in education are social constructs.

I mean the existence of human differences in physical, cognitive, and emotional characteristics isn't a social construct. The social construct is the conceptualization of those differences as problematic.

In fact, particular impairments are not universally viewed as functionally limiting across different times and places.

...In Italy somebody told the story of a Senegalese woman who was shocked by the diagnosis that her child received in Italy ...in her culture, her boy was special, a kind of ancestor's messenger. In Italy he is considered autistic.

There is a particular notion of normalcy and ability to which everyone is compared. People deemed different are subject to a variety of potentially negative judgments based on their presumed deficiencies.

The meaning of disability, like race or gender, is not absolute or derived from tangible factors.

It can be conceived as another membership or experience, just like race or gender. But, unlike race, class or gender, this affiliation requires special attention. It continues to be regarded largely as a deficit or impairment, rather than simply a natural dimension of difference.

An intersectional approach, could recognize disability as an ecological construct and as another dimension of oppression, like race, class, or gender. Furthermore, analyzing distinct categories privileges certain markers of identity while ignoring others. This marginalizes these groups further and maintains artificial divisions and false dichotomies. This reductionism is a barrier to fully understanding the inequalities which exist in education.



For instance, disability or race alone are not sufficient to explain the educational experiences of students identified as disabled. Yet, disability is frequently positioned as a master status which eclipses other dimensions of identity. Consequently, much of the research on individuals with disabilities has failed to account for cultural variations beyond disability, such as race, class, and gender.

An intersectional approach recognizes the need to challenge the notion of stable, homogenous categorizations, and the limitations of employing single master categories. Intersectionality allows us to avoid seeing relationships or identities in terms of either/or relationships (e.g., gender *or* race *or* class).

Instead it addresses the interactional effects of these categories while recognizing the complexity and power dynamics inherent in social constructs.

From this perspective individuals within the social order experience different forms and degrees of privilege and oppression depending on their location on these dimensions of identity.

People do not experience disability, race or gender as mutually exclusive. Such a perspective is necessary to account for the multifaceted nature of people's

experiences and the ways in which inequality and privilege play out in society.

Intersectionality offers a powerful lens for analyzing the multiple dimensions of cultural identity.

So what distinguishes inclusive cultures from stratified ones? The teaching of the whole person and the provision of authentic opportunities for full participation. In order to be effective, multicultural education must address issues of power, including racism, sexism, classism, and other forms of discrimination, including ablism and heterosexism, in order to break down longstanding inequalities and create fair systems.

Intersectionality grounds our understanding of how these dimensions operate together and captures the complexity experienced by marginalized groups

So what distinguishes inclusive cultures from stratified ones? The teaching of the whole person and the provision of authentic opportunities for full participation. In order to be effective, multicultural education must address issues of power, including racism, sexism, classism, and other forms of discrimination, including ablism and heterosexism, in order to break down longstanding inequalities and create fair systems.

We need to shift our focus from individuals, discrete activities, and superficial celebrations of difference to examining the ways institutions are organized to serve the differences of the students. It is not enough to fill the curriculum with content on or from a particular group. We need to address the different lenses from which knowledge is built and the relational nature of information. We need to introduce interdisciplinary content in order to engage students in critical analysis of the content, perspectives, and impact.



Inclusive, hybrid learning environments are settings in which multiple identities are recognized and supported. The inclusive classroom is a place in which all students are able to engage, learn, and know that they are important and matter. This vision requires educators' to acknowledge their own cultural values and how this impacts on their own teaching practice.

Bibliography:

Considering interesections of difference among students identified as disabled and expanding conceptualization of multicultural education, A. Sullivan e K.A. King Thorius, Race, Gender & Class: Volume 17, Number 1-2, 2010 (93-109)

How multiple discrimination interacts with the working placement of people with disabilities

Rita Bencivenga

ANDIW - Ability not Disability in Workplace

The objective of the project is to provide employers, human resources managers, recruitment companies, trainers and students with a modern innovated useful distance education course



Interviews

- The Targeted Employment service of the Province of Genova
- The Vocational Guidance service
- The Job Matching service

Employment Centres

Employment Centres fall under the responsibility of the Provincial Authorities and are designed to provide a series of specially targeted services for workers and enterprises, namely:

- Reception
- Guidance
- Matching labour supply and demand
- Pre-selection
- Counselling
- Assistance for the weaker categories

Targeted Employment System

Consists of a series of tools which evaluate the work abilities of disabled people, aimed at finding them an appropriate job. These are:

- Job-analysis activities
- Support forms
- Positive actions
- Solutions of problems arising in workplaces

Figures

- *The targeted employment service*
- In 2008 7,667 people with disabilities were enrolled in the service (972 of them joined in 2008). In the same year the Province of Genova gave the green light to hire 629 workers with a disability, 45% of whom were women. 34% of the workers were between 36 and 45 years old.

Who are the clients?

- "Few of our clients have only a physical disability; very few need a wheelchair on a permanent basis, for example, or have physical characteristics that identify them at first sight as having a disability
- The majority of them come to our offices after having acquired a disability as

adults. Usually the cause of the disability is a disease, cancer, heart disease, stroke, diabetes, multiple sclerosis....diseases that may have resulted in the person having little stamina, or having parts of their body amputated, or a limited range of motion, or visual difficulties, it depends

- Very few people are born with a disability, because there has been a general decrease in this type of disabilities (cerebral palsy, spina bifida, etc.) and also because they have 100% disability so they are not entitled to access our services"
- "The Vocational Guidance service was set up in 2004, with the aim of helping disadvantaged people to find a job. By disadvantaged people we mean basically two main groups: people with disabilities and people who, due to social disadvantages, need support to be included in the labour market."

Path

- "The main aim is to understand what the person's skills are, if the person can continue doing the job s/he was doing before becoming disabled (and unfortunately in general it is NOT possible)
- Then we try to see if it is possible to re-train the person, and we have several options, like training vouchers, training courses, etc.
- When this phase is finished, we can send the person to the job matching service, with clear information about his/her new skills, and it will be the task of the job matching service to look for a suitable job"

Vocational guidance and skills balance

"In our system there are no tests. We work through vocational guidance and skills balance evaluation. A person who enrolls in our service will not be chosen for a job from a group which also includes able-bodied people. Of course s/he may be in competition with other people with disabilities, and in this case the employers will make the choice on the basis of their criteria."

Frequent situations

"It is very common now to have what we call a "triple diagnosis": young people who had a motorcycle accident while being under the influence of drugs or alcohol (or both) and are followed by the mental health service."

Training

- *Are the recruitment staff and selection panel members trained in equal opportunities, diversity issues and disability awareness?*
- "Since there is still no official training for becoming a counsellor working in targeted employment services, the curricula of the staff members may vary. However the
- majority of the staff members are very well trained, with a significant number of updating courses.
- Recently, thanks to a Grundtvig project, they were able to attend an online pilot course titled ADAT Aversive Discrimination Awareness Training, five modules focused on
- aversive discrimination, aversive disability, heterosexism and sexism, and intersectional discrimination."