



Training Guide:

Theoretical Content



This guide has been developed as part of the "Commit to Rights" project for the creation and improvement of public policies on Equality of Treatment and Non-discrimination in the city of Girona. Project funded by the European Union under the CERV-EQUAL-2023 call, coordinated by the City Council of Girona, in collaboration with the University of Girona, the SERGI Foundation, the Girona Region of Knowledge Foundation, the Fondazione E35 and the City Council of Reggio Emilia.

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Training Guide:

Theoretical Content



1 Introduction

This guide has been produced as part of the Commit to Rights project, initiated by the City Council of Girona, to respond to situations of discrimination by creating and consolidating the Non-Discrimination Service.

In designing this service, several actions have been defined to promote prevention, raise awareness, and provide training for public administration professionals, social organizations, and the general public. This guide constitutes one of the main tools for advancing these goals.

The guide serves a dual purpose. Firstly, it provides a theoretical and conceptual reference framework that is shared by the various actors involved in the Non-Discrimination Service network.

Secondly, it equips participants in the training process with the resources and pedagogical tools to enable them, in the future, to develop training activities with other professionals, organisations or groups. The aim is to foster the creation of a network of trainers with a shared perspective on equal treatment and non-discrimination.

Based on these two objectives, three complementary material packs have been designed:

- **The guide to theoretical content:** offers a conceptual approach to equal treatment and non-discrimination, a presentation of the legal framework, and a detailed explanation of how the Non-discrimination Service operates. This document is intended as a resource for the trainer, including theoretical extensions and foundations that do not necessarily have to be fully transferred to the classroom.
- **The activity guide:** It contains the proposals for practical activities associated with the different training sessions, as well as complementary activities that trainers can use in future learning processes.
- **Support presentations:** which include specific suggestions for presenting the knowledge and for working on the concepts with different groups, as well as methodological recommendations and support tools for trainers. The PowerPoint is conceived as a session tool, with essential, visual and engaging content, aimed at facilitating explanation and facilitation.

The materials have been designed to be flexible and adaptable to the different profiles, contexts, and needs of the participants.

This document is the final version of the training materials, developed jointly with those who have participated in the training sessions, incorporating comments, contributions, experiences, and the needs identified during the training pilot.

2 Objectives

The main purpose of this document is to provide those participating in the training programmes with a pedagogical and practical resource to support both the acquisition and the transmission of knowledge.

The general objectives are as follows:

- To provide trainers with a conceptual and theoretical framework on discrimination, equal treatment, diversity and human rights.
- To provide pedagogical and methodological tools to facilitate meaningful, participatory and transformative training processes.
- To encourage critical reflection on professional roles, privileges, biases, identities and attitudes towards diversity and different situations of discrimination.
- Promote the involvement of public authorities, social organizations, and the public in tackling situations of discrimination in the city of Girona.

Furthermore, this material is designed to:

- To support the people who will act as trainers within the framework of the Non-Discrimination Service.
- To serve as a starting point for those who are not familiar with the phenomenon of discrimination and the concepts surrounding it.



3 Target audience

This guide is primarily aimed at:

- Local authority professionals who will be involved in the design, implementation, or management of equal treatment and non-discrimination policies.
- Professionals from social organisations who have a role in training and raising awareness in the field of equal treatment and non-discrimination, as well as an active role in preventing, addressing and supporting situations of discrimination.
- Individuals who wish to learn about discrimination and acquire tools to identify and combat it.

Although the Theoretical Content Guide is primarily intended for a professional audience, the materials have been designed so that they can also be used by people with no prior training to learn about the basic concepts related to discrimination.



4 Methodology

The methodological proposal for this guide combines different training strategies:

- Theoretical presentations aimed at introducing the fundamental concepts.
- Group activities that encourage reflection, dialogue and the joint construction of knowledge.
- Case studies that allow theory to be connected with personal and professional experiences.

This combination aims for participants not only to acquire theoretical knowledge but also to develop the skills to identify, prevent and address situations of discrimination from a practical and transformative perspective.

Part of the training is focused on the structure and operation of the Girona Non-Discrimination Service. This enables the learning process to work with cases, examples and situations that reflect the local reality, the resources available, the service's working dynamics and the stakeholders involved.

The methodological design combines self-study materials, which allow for individual in-depth study of the theoretical content, with a face-to-face, collaborative component that promotes the co-construction of knowledge.

Furthermore, part of the programme is designed in train-the-trainer format, so that participants can later replicate and expand the training in their own professional or community settings.

The guide's approach aims to promote the creation of a safe and respectful space, where the diversity of opinions of the participants is valued and where work is carried out from a position of trust, care and shared responsibility.



5. Theoretical content

This block covers the essential theoretical foundations for understanding the phenomenon of discrimination, its causes and its multiple manifestations, as well as the main approaches to preventing and addressing it.

The content is organised into different thematic blocks, which develop the key concepts of the training. Each block follows a common structure, designed to facilitate the preparation of sessions and the adaptation of the content to the classroom.

Specifically, each section includes:

- **Definitions and theoretical framework:** presents the main concepts and provides a reference framework for the trainer.
- **Key ideas for the classroom:** gathers the essential messages that should be prioritised in the session.
- **Ideas for further exploration:** focuses on content that allows for the expansion and deepening of the knowledge presented.
- **Situations we may encounter:** a section in which doubts, resistances or common scenarios during the development of the sessions are anticipated.

This organisation allows the theoretical content block to function as a flexible tool that the trainer can use both as preparation and reference support and to select the most appropriate content according to the time available and the group's profile.

Social categorisation

People need to organise reality in order to understand it. That is why we use **social categories** (such as gender, age, origin, religion or social class) that help us make sense of the reality around us. This process is automatic and inevitable, but it can lead to **biases and simplifications** (Allport, 1954).

When we use these categories, we not only classify others, but we also place ourselves within certain groups. This builds our social identity, that is, the part of us that is determined by our membership of different groups and the value that society places on them.

For example, a person can define themselves by multiple identities: woman, mother, healthcare professional and migrant. All these parts of her identity influence how she is perceived and how she perceives herself.

People tend to compare themselves with other groups and to favour their own group (us/we) over others ('they'). This can lead to unconscious biases that affect how we interact, especially when these categories are linked to power and inequality structures.

Categories



**Order, simplify
and understand
the reality**

Stereotypes and prejudice

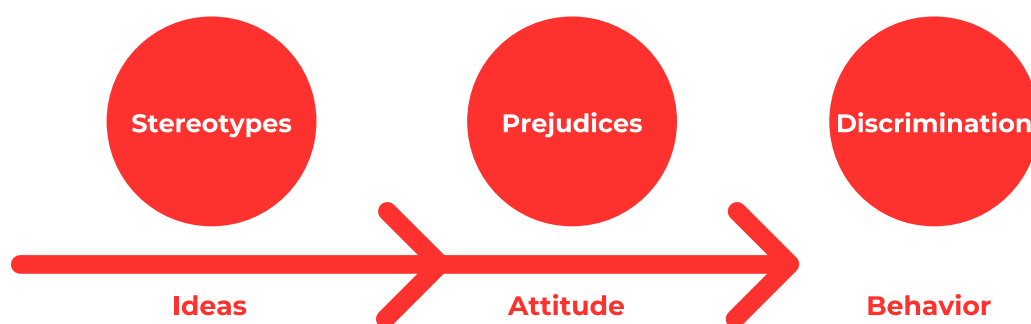
Stereotypes are simplified beliefs or ideas about a group of people that are socially shared. For example: "young people don't want to work" or "women are more empathetic".

When these stereotypes are loaded with an emotional evaluation, generally negative, we speak of **prejudice**. And when these prejudices translate into behaviours or decisions that limit other people's rights, we are faced with an act of **discrimination**.

Example:

- Stereotype: thinking that older people do not adapt to technology.
- Prejudice: believing that, because of this, they cannot do their job properly.
- Discrimination: not hiring them in a selection process.

This process shows how some of the ideas that are present and accepted around us can become real inequalities that affect access to resources, opportunities and social recognition.



Key ideas for the classroom - Session 1

- Social construction of otherness.
- Definitions: stereotype and prejudice
- The use of stereotypes and prejudices is an automatic and inevitable process.
- The problem is not categorisation, but the hierarchisation, simplification, and naturalisation of inequalities.
- There is a clear chain: Stereotype → Prejudice → Discrimination

Ideas for further reading

- Review of implicit biases and automatic associations.
- Relation to: Intersectionality and the Cycle of Discrimination.

Situations we may encounter

- Thinking that: "If I have no malicious intent, I am not discriminating."
- Tendency to: moralise, become defensive, or deny impacts.
- Confusing stereotypes with insults and prejudice with personal opinion.
- Believing that: Stereotypes are only individual and not social.

Definition of discrimination

According to Law 19/2020 of 30 December on equal treatment and non-discrimination, discrimination is defined as any distinction, exclusion, restriction or preference based on grounds such as sex, gender, age, origin, language, religion, disability, sexual orientation or identity, administrative status, social class or any other personal or social condition, which has the object or effect of limiting or nullifying the recognition or exercise, on an equal footing, of fundamental rights and freedoms.

Law 19/2020 provides that a difference in treatment is not discrimination if it is objectively justified by a legitimate aim and by means appropriate and necessary, such as positive actions aimed at correcting structural inequalities or protecting vulnerable groups.

Structural, systemic and institutional discrimination

Beyond the legal definition of discrimination, the social sciences allow us to understand the phenomenon in a much broader way. Discrimination is not just the result of individual attitudes, but a structural and systemic phenomenon that has been historically constructed. As a consequence, we find that there are people whose access to resources, rights, opportunities and social recognition is limited. Societies establish hierarchies based on characteristics such as skin colour, gender, origin, religion, sexual orientation or people's abilities. These hierarchies generate privileges for some groups and disadvantages for others.

Institutional discrimination occurs when the policies, norms or practices of an institution maintain or reproduce unequal treatment.

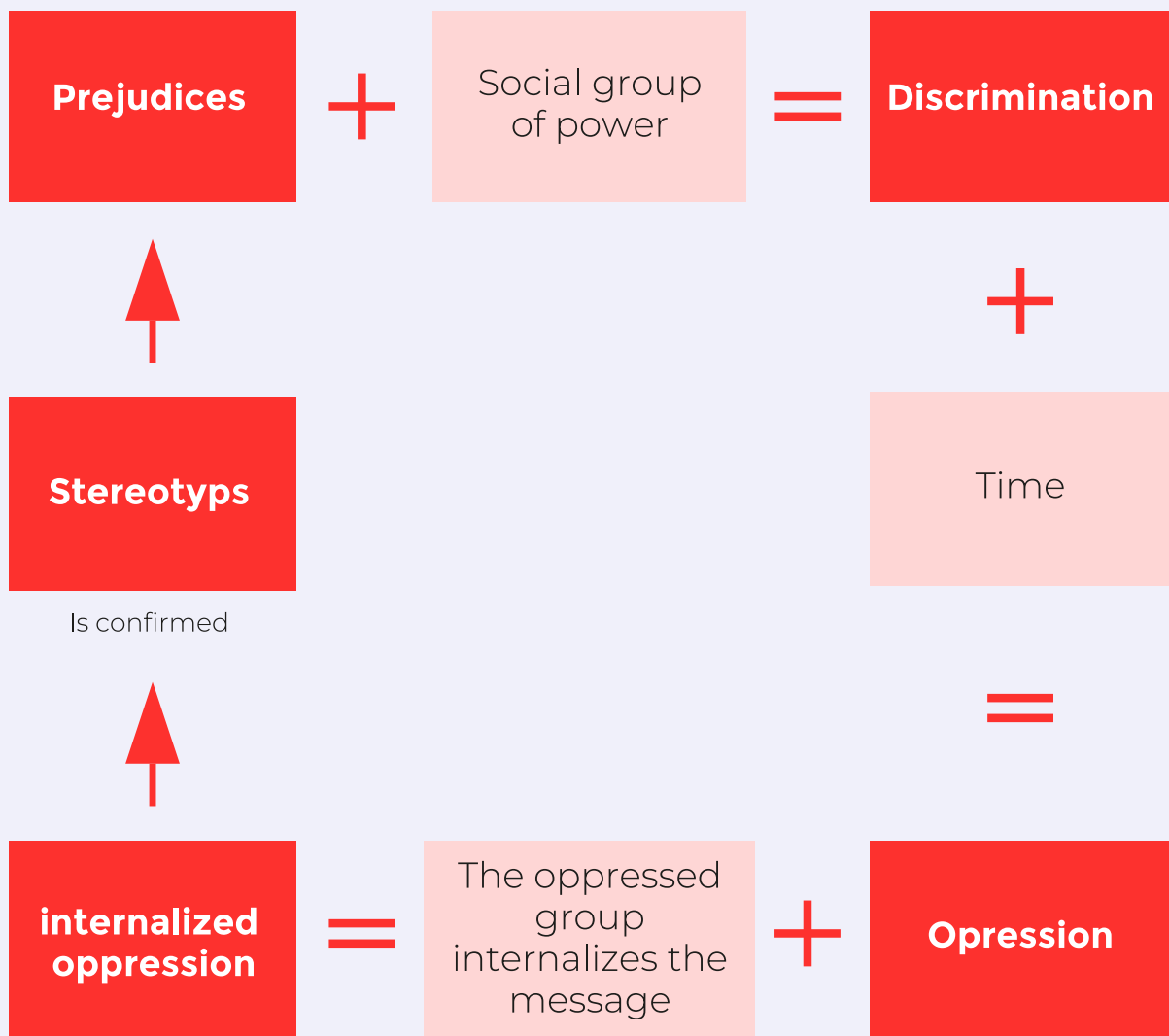
Examples:

- When a form does not accommodate all gender identities,
- When a public service is not accessible due to opening hours or language,
- Or when a seemingly neutral protocol excludes certain groups more than others.

Institutions and organisations have a responsibility to detect these inequalities and establish measures that help to reverse and repair any damage that may have been caused (Coll-Planas & Solà-Morales, 2019).

Examples:

- Incorporate the perspective of human rights and equal treatment into all areas of activity.
- Review protocols, language and processes to detect potential biases.
- Provide ongoing training and reflection spaces for their professionals.
- Ensure the participation of diverse groups in the design and evaluation of public policies.



Source: Image adapted from Fil a l'agulla. (2021). Prevention of discrimination.

Types of discrimination

Law 19/2020 sets out various forms in which discrimination can manifest.

Direct discrimination

It occurs when a person is treated less favourably than another in a similar situation for one of the recognised grounds of discrimination. It is the most obvious and easily identifiable form.

Indirect discrimination

It arises when a seemingly neutral rule, criterion or practice has a disproportionate impact on a particular group. In these cases, there is no explicit intention to discriminate, but the outcome is discriminatory. It requires analysing the real effects of a measure or decision, not just its intentions.

Multiple or intersectional discrimination

It occurs when two or more grounds of discrimination (for example, gender and origin, or age and disability) interact and create specific situations of disadvantage. It is not a sum of discriminations, but a particular experience that results from the intersection of various structural inequalities.

Associative discrimination

This occurs when a person is discriminated against because they are linked, by family relationship, friendship, living together or support, to another person or group that belongs to a group discriminated against.

Misidentification discrimination

This occurs when a person is discriminated against because they are wrongly attributed with a characteristic, identity or condition (for example, a religion or sexual orientation) that does not apply to them.

Second-degree discrimination

It refers to mistreatment or negative reactions against those people or entities who support, defend or highlight cases of discrimination. This form often makes it difficult for professionals or witnesses to act in defence of the victims.

Stigmatisation discrimination

It is the process by which a dominant group defines what is considered "normal" and excludes other ways of being or living, assigning negative or derogatory values to certain groups. This process reinforces marginalisation and can be expressed in stereotypes, offensive humour or patronising treatment.

Secondary victimisation

This occurs when a person who has already suffered discrimination or violence receives further mistreatment or neglect from the institutions or professionals responsible for protecting them.

Discriminatory reprisal

Includes any adverse treatment or negative consequence arising from reporting, or assisting in the reporting of, a case of discrimination or harassment.

Types of discrimination according to axes of oppression

We also speak of different types of discrimination according to the axis of oppression or the sphere in which the discrimination occurs.

Discrimination on the grounds of gender

It refers to any unequal or less favourable treatment on the grounds of sex or circumstances linked to people's biological or social condition. It also includes situations arising from motherhood, gender identity or a lack of shared responsibility between men and women.

Ageism

It refers to stereotyping and discrimination on the basis of age, which can affect both young people (for lack of credibility or experience) and older people (due to a perception of uselessness or dependency).

Ableism

This is discrimination against people with disabilities or functional diversity, often based on the idea that there is a "normal" body or mind and that any difference is a deficiency.

Aporophobia

It is the rejection or contempt towards poor people or those experiencing homelessness. This form of discrimination is often invisible, but it affects basic rights such as access to services or public spaces.

Racism

Any distinction, exclusion, restriction or preference on the grounds of race, colour, lineage, national or ethnic origin that has the object or result of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other sphere of public life. It includes both individual attitudes and social or institutional structures that perpetuate inequalities.

Xenophobia

It refers to hatred, hostility or rejection towards people who are of foreign origin or who are perceived as foreign.

Romaphobia

A specific and historically rooted form of racism against the Roma people, characterised by its persistence, recurrence, and social normalisation.

Homophobia, biphobia and transphobia

They respectively denote aversion or discrimination towards homosexual, bisexual or trans people. They can manifest in attitudes of rejection, violence, invisibilisation or demands for conformity to hegemonic gender norms.

Key ideas for the classroom - Session 1

- Simple definition of discrimination. Discrimination = Unequal treatment + protected characteristic + impact on rights.
- Discrimination does not arise from nothing: it is socially constructed.
- Discrimination is not only individual.
- Other definitions: direct discrimination, indirect discrimination, intersectional/multiple discrimination and institutional discrimination
- Understanding that discrimination can manifest in different ways
 - On the grounds of discrimination
 - According to the dimensions of discrimination
- The outcome matters, not just the intention.
- Cycle of discrimination
- Historical and structural aspect of inequalities.
- Definition of internalised oppression
- Positive actions

Ideas for further reading

- Boundaries between legitimate difference in treatment and discriminatory treatment.
- Expansion of the different forms of discrimination.

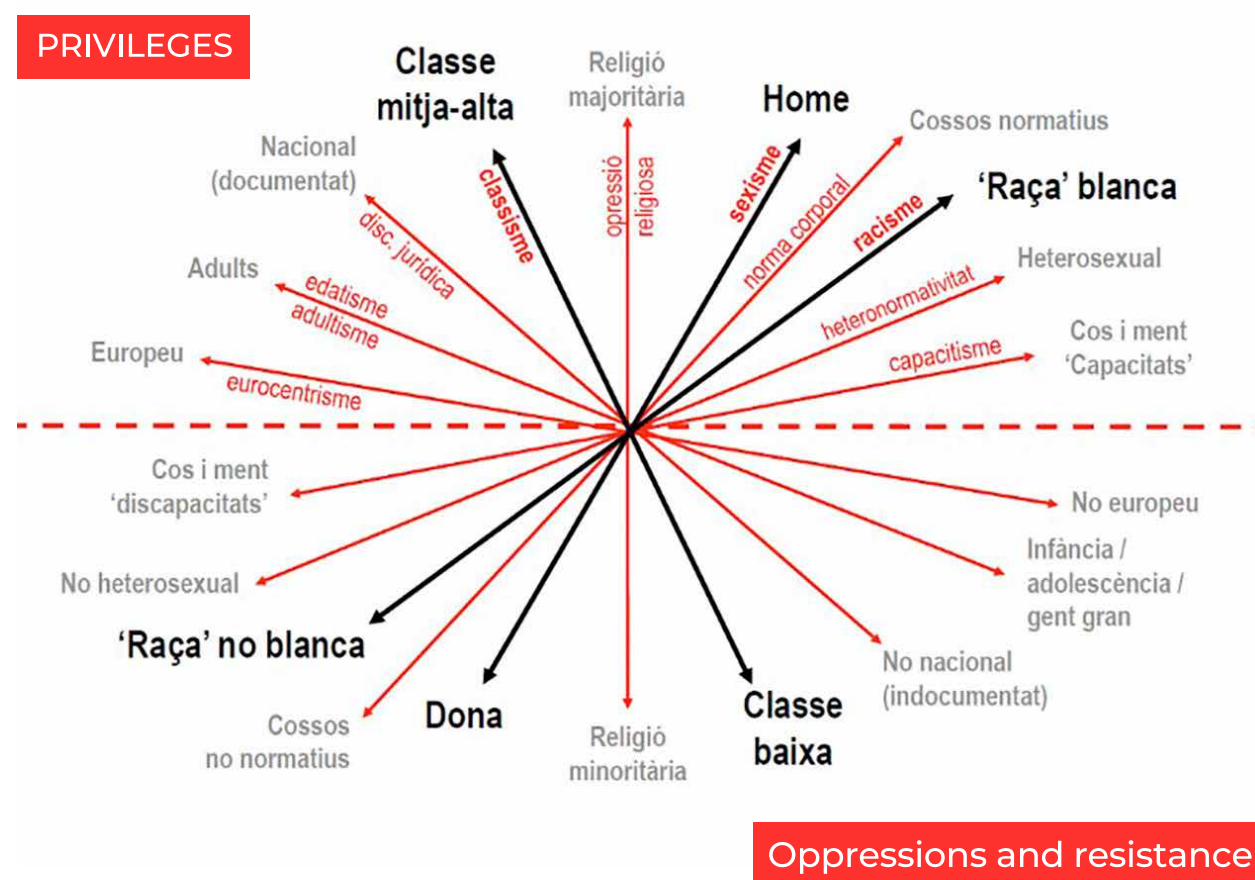
Situations we may encounter

- Confusion between:
 - Misconduct
 - Conflict
 - Legal discrimination.
- Difficulty with:
 - Assuming institutional responsibility
 - Seeing one's own role as part of the system.

Privileges and power relations

One of the ways in which society is organised is by hierarchising people according to the groups or collectives to which they belong. Certain social characteristics receive greater recognition, legitimacy and access to resources, while others are systematically devalued or rendered invisible.

This hierarchy is constructed along different **axes of power**, which represent dimensions of identity such as gender, origin, social class, language, religion, age, sexual orientation or ability. At one end of these axes are the socially privileged categories, often perceived as "normal", "neutral" or "desirable"; at the other end, the under-represented or marginalised categories, which face a greater risk of discrimination and exclusion.



Source: Institut Diversitas

The concept of **power** can be defined as the ability to influence one's environment and relationships, that is, to make things happen. According to Arnold Mindell (2014) and Julie Diamond (2016), power is not only a matter of formal authority but an element present in all human relationships, often invisibly.

Mindell introduces the concept of rank to refer to the sum of privileges, resources and positions of power that a person has in a given context. This rank can have multiple dimensions:

- **Contextual rank**, related to the hierarchies or structure established within the group and to what is most valued at a less visible level.
- **Social rank**, linked to categories such as gender, origin, class, education, age, religion or ability.
- **Psychological rank**, related to personal security, self-esteem, self-knowledge and the ability to express emotions.
- **Spiritual rank**, understood as inner strength and the ability to endure difficult situations.

Rank is neither fixed nor homogeneous. It is relative, because it always depends on the specific relationship; it is contextual, because it can vary according to the space or institution; it is dynamic, because it changes over time; and it is multidimensional, since everyone has rank in some dimensions and less rank in others. Furthermore, it is intersectional, as the different axes of power intersect and mutually reinforce one another.

The use of rank constantly influences our relationships, both consciously and unconsciously. We often tend to reject the concept of power because we confuse it with the misuse or abuse of power, and because we have few references for the good use of power. However, the challenge is not to eliminate power, but to become aware of it and use it responsibly.

Knowing one's own rank and being able to use it consciously is a key element in fostering cooperation, inclusion and the transformation of conflicts, especially in professional contexts where relationships are asymmetrical.

Rank often manifests itself through subtle signals, both verbal and non-verbal.

Some common indicators of low rank may include:

- A tendency to say "yes" while the body says "no".
- Avoiding eye contact or looking down.
- Body tension or nervousness.
- Intense emotional expression.
- A feeling of not being heard or of knowing less than others.

Some common indicators of high rank may include:

- Control over time and availability in the relationship.
- Serene, distant or low-emotion communication style.
- Use of a paternalistic tone.
- High confidence in one's own positions.
- Ability to define the relationship's boundaries.

When a person feels comfortable in their high rank, they tend to perceive it as normal and may forget how people with lower rank in that relationship feel.

The main difficulty is not having rank, but not being aware of it. Professional work requires identifying the different ranks present so as not to render any part of ourselves or the group invisible.

Key ideas for the classroom - Session 1

- Privilege is not guilt, it is a social position. It should be lived as a "responsibility" in its use, and with an awareness of the benefits that come from having it or not.
- Everyone has combinations of privileges and disadvantages.
- Review of one's own privileges
- Related to:
 - the idea of normality,
 - neutrality and
 - professional positioning

Situations we may encounter

- Rejection of the word and concept of "privilege".
- Competition and the hierarchy of suffering.
- High defensiveness. We find it easier to identify with the lack of privilege, and more difficult to take responsibility when we have it (on some axes).

Intersectional perspective

The concept of intersectionality was formulated by the activist and academic Kimberlé Williams Crenshaw in 1989, within the framework of Black feminism and the struggle for civil rights in the United States. This perspective arose from the need to explain situations of discrimination that could not be adequately understood from a single axis of analysis.

The intersectional perspective is an approach that allows for the analysis of how different axes of inequality—such as gender, origin, social class, age, disability, sexual orientation, religion or race—intersect and interact with one another, generating specific experiences of discrimination, privilege or vulnerability.

Unlike an approach that analyses each axis separately, intersectionality is based on the idea that inequalities do not simply add up mechanically, but that the different axes combine and reinforce one another, producing qualitatively different effects.

This perspective allows, among other things (Coll-Planas & Solà-Morales, 2019):

- Understand inequalities and discrimination as complex and interconnected phenomena.
- Visibilise collectives and situations that often fall outside of the usual categories.
- Recognise the internal diversity within each social group.
- Adapt institutional and professional responses to the real needs of each person.

An intersectional perspective involves acknowledging that the same person can simultaneously occupy positions of privilege and inequality along different axes, and that these positions influence their life experience, access to resources, and relationship with institutions.

This perspective is particularly relevant in professional intervention, as it helps to:

- Avoid simplistic responses.
- Better understand situations of multiple vulnerability.
- **Design contextualised interventions tailored to each case.**

In this sense, intersectionality is not just a theoretical framework, but a **tool for analysis and action** aimed at promoting real and effective equality.

Key ideas for the classroom - Session 1

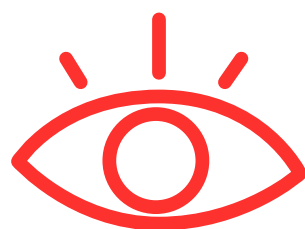
- Inequalities intersect.
- Experiences are: specific and not reducible to a single category.
- Origin of the concept.

Ideas for further reading

- Relationship with the concept of privilege and power relations.
- Relation to service design and the Non-Discrimination Service pathway.

Situations we may encounter

- Difficulty in avoiding the hierarchy of oppressions.



Restorative perspective

The restorative perspective is based on the desire to repair the harm caused and to promote processes of accountability and transformation. As Bankhead and Brown (2023) point out, violence and discrimination do not only affect the direct victim, but also have a wider impact on the relational and community environment.

The aim is not necessarily to replace legal avenues, but to complement them with processes that allow:

- To acknowledge and repair the harm.
- Restore and reinstate violated rights.
- Taking responsibility by the offender, group or institution, and guaranteeing non-repetition
- Contribute to changes and the restoration of personal, institutional and community bonds.

The restorative perspective differs from the punitive model in several key aspects:

- The focus shifts from the offence to the harm caused.
- The central question shifts from 'who is to blame?' to 'who has been harmed and what do they need to repair the harm?'
- The person affected occupies a central position in the process.
- The primary objective is not to punish, but to repair, generate learning and real transformations.
- The dominant logic is responsibility, not blame.
- The relationship between the parties is built through dialogue and the restoration of bonds.

Aspect	Punitive model	Restorative model
Central question	Who has failed?	Who has suffered the harm?
Focus of the intervention	Infraction / rule violated	Damage caused and needs
Main objective	Punish	Repair and hold accountable
Person at the centre	Offender	Affected person
Expected outcome	Sanction	Remediation and learning
Dominant logic	Guilt	Responsibility
Relationship between parties	Confrontation	Dialogue and restoration of bonds

Key ideas for the classroom - Session 1

- The possibility of resolving situations beyond punishment.
- Centrality of harm, repair and guarantee of non-repetition.

Situations we may encounter

- Confusing restorative with impunity.
- Fear that there will be no response or consequences.

Community perspective

The community perspective complements the restorative approach by emphasising the collective dimension of discrimination. It is based on the idea that social problems, such as discrimination, exclusion or inequality, do not have only individual causes, but also structural and collective ones, and that, therefore, the responses must also be collective.

This approach proposes going beyond the individual case and opening up spaces for working with the community, involving the various agents who form part of the social fabric: neighbours, organisations, services, professionals and the authorities. The aim is to generate shared processes that impact social cohesion and the transformation of the dynamics that sustain inequalities.

As set out in the Community Compass (ECAS, 2021), community action aims to improve living and coexistence conditions, strengthen social bonds and foster the empowerment of individuals and groups so that they can decide on matters that affect them.

Working with a community perspective involves:

- Situating each case in its social and relational context.
- Responding not only to individual needs, but also to those of their environment.
- Fostering collaborative working processes based on cooperation, the exchange of perspectives and coordination between stakeholders.
- Recognising that the prevention, detection and tackling of discrimination require stable links, networks and spaces for participation.

This perspective understands that collective action strengthens community power and contributes to moving towards more egalitarian, inclusive and cohesive societies.

Community action is founded on several basic principles:

- **Collectivity:** actions arise from the group and seek collective responses to shared challenges.
- **Social justice:** they promote change in the face of inequality and place human rights at the centre.
- **Empowerment and participation:** people cease to be passive recipients and become active agents of change.
- **Relationships and networks:** social relationships are the driving force behind cooperation, trust and inclusion.
- **Shared responsibility:** all stakeholders have a shared role in building the common good.

In this framework, the role of professionals is not to direct the process, but to accompany, facilitate and connect: creating spaces for meeting, fostering cooperation and promoting real and meaningful participation.

When applied to the field of non-discrimination, the community perspective allows:

- Address structural dynamics that cannot be resolved from a single case.
- Prevent situations of discrimination through collective actions.
- Involve the community in early detection and in transforming environments.
- Give prominence to the people and groups affected, recognising their voice, experience and capacity for action.

Key ideas for the classroom - Session 1

- Discrimination has a collective dimension.
- The role of the different community agents in preventing, repairing and transforming.
- Possibility of working beyond the particular case.

Situations we may encounter

- Difficulties in thinking in community terms

Legislative framework

This section presents the basic legislative framework on equal treatment and non-discrimination, with the aim of situating trainers within the main levels of protection in place and facilitating the identification of the various avenues for responding to situations of discrimination.

This is not an exhaustive compilation of legislation, but an orientative tool designed to help understand what the law protects, at which institutional level and with what options for action, particularly in relation to the Non-Discrimination Service.

The content is structured into three levels of regulation:

1. European level

It establishes the general principles of equal treatment and non-discrimination that guide state and regional legislation.

- Directive 2000/43/EC, on equal treatment regardless of racial or ethnic origin.
- Directive 2000/78/EC on equal treatment in employment and occupation.

2. State level

It develops and specifies the mechanisms for protection and response against discrimination.

- Law 15/2022, of 12 July, on the integral protection of equal treatment and non-discrimination.
- Independent Administrative Authority for Equal Treatment and Non-discrimination.

3. Catalan Autonomous Community

In the Catalan context, Law 19/2020 of 30 December on equal treatment and non-discrimination establishes a general framework for the protection of the right to equality and non-discrimination in Catalonia. This law aims to prevent, eliminate and correct any form of discrimination, both direct and indirect, as well as harassment and reprisals, ensuring comprehensive protection for those affected.

The law has a broad scope of application, which includes, among other things, access to public services, employment, education, health, housing, consumer affairs, sport, culture, safety and the use of public spaces.

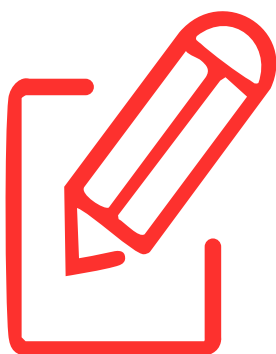
Furthermore, it recognises and incorporates various axes of discrimination, such as racial or ethnic origin, gender, sexual orientation, gender identity, functional diversity or disability, age, religion, language, socioeconomic status or any other personal or social condition. This approach allows discrimination to be addressed in a cross-cutting manner and takes into account the possible overlap of multiple axes in the same situation.

The Office for Equal Treatment and Non-discrimination of the Generalitat is the reference body in the Catalan administrative sphere. Its main functions are:

- To inform and advise those affected.
- Processing cases concerning equal treatment.
- Coordinating with other sectoral bodies.
- Promote prevention, awareness-raising and training actions.

Sectoral regulations in Catalonia

In addition to the general framework for protection against discrimination, in Catalonia there are sectoral regulations and instruments that can also intervene and sanction discriminatory conduct in specific areas of social and working life. These regulations complement the general legislation and can be relevant both for the detection and for the referral of cases. Below is a summary of the most common ones.



Area	Sectoral regulations	Competent body	Discriminatory situations that may occur
Public entertainment venues and establishments	Regulations on public performances and recreational activities	Department of the Interior (Generalitat)	Refusal of entry, expulsion or differential treatment on grounds of origin, gender, sexual orientation, disability, etc.
Sport	Catalan sports regulations	Department of the Interior (Generalitat)	Discrimination in access to activities, facilities or competitions; unequal treatment within sporting bodies
Public security	Public safety regulations	Mossos d'Esquadra and local police	Discriminatory identifications, incidents with possible crime or hate speech, collection of evidence
Consumption	Regulations for the protection of consumers	Catalan Consumer Agency (Generalitat)	Refusal to provide a service, unequal conditions, discriminatory treatment in shops or services
Labour and equality	Labour and equality legislation	Labour Inspectorate (Generalitat)	Discrimination in recruitment, working conditions, promotion, harassment or dismissal
Housing	Housing legislation	Catalonia Housing Agency (Generalitat and local authorities)	Refusal to rent or sell, abusive or discriminatory conditions
Accessibility and disability	Accessibility regulations and rights of people with disabilities	Department of Social Rights (Generalitat and local authorities)	Physical or communication barriers or lack of reasonable adjustments
Equal treatment and non-discrimination	Law 19/2020 and specific regulations	Office for Equal Treatment and Non-discrimination (Generalitat)	Violations of the right to equal treatment; guidance, processing and coordination with other bodies

Hate crimes and Criminal Code

The penal framework covers situations in which discrimination may constitute a crime, especially when there is violence, incitement to hatred or a serious violation of rights.

Some articles of the Criminal Code that may fall under the category of hate crimes are presented, such as:

- **aggravating circumstances on discriminatory grounds,**
- **incitement to hatred, hostility or violence,**
- **discrimination in employment or access to services,**
- **offences against moral integrity,**
- **unlawful associations or serious crimes against human rights.**

Criminal offences under the Criminal Code that may fall within the category of "hate crimes"	
Article	Content
22.4	Generic aggravating factor on discriminatory grounds
170.1	Aggravating circumstance for the offence of threats when these are aimed at intimidating a group because of their membership of it.
173.1	Offence against moral integrity
174.1	Crime of torture
314	Discrimination in employment (public or private)
510	Incitement to hatred, hostility or violence
511	Denial of a benefit to which one is entitled, in relation to a public service, on discriminatory grounds.
512	Denial of a benefit to which one is entitled in the course of professional or business activities on discriminatory grounds.
515.4	Unlawful association
522 to 526	Offences against freedom and religious feelings
607	Crimes of genocide
607 bis	Crimes against humanity

Table adapted from the Administration of the Basque Autonomous Community, Department of Welfare, Youth and Demographic Challenge. (2024). Equality of Treatment and Non-Discrimination. Basic Guide. Network for Equality of Treatment and Non-Discrimination (Eraberean).

LEGAL FRAMEWORK



Hate speech includes any form of expression that promotes or incites the denigration, hatred or vilification of a person or group. It also includes harassment, insults, negative stereotypes, stigmatisation, threats and the justification of such forms of expression.

Hate crimes: These are criminal offences in which the victim is targeted because of their connection, sympathy, affiliation, support or membership of a group identified by the perpetrator by shared characteristics (skin colour, sexual orientation, religion, etc.).

Freedom of expression: is a fundamental right in a democratic society, but it is not absolute and may have limits when it infringes upon the fundamental rights of others. (Bazzaco, et al. 2017).

Key ideas for the classroom - Session 2

- There is a legal framework that provides protection.
- Not all situations of discrimination are resolved through the criminal justice system.
- There are different possible avenues for response: criminal, administrative and restorative.
- Hate crimes
- Hate speech and the limits of freedom of expression.
- You don't need to know all the articles.

Ideas for further reading

- There are sectoral administrative channels that may be more appropriate depending on the case.
- Knowing the competent bodies helps to improve referral and support.

Situations we may encounter

- Excessive focus on the criminal justice route.

Non-Discrimination Service intervention pathway

This case management pathway applies to any situation of discrimination brought to the attention of the Non-Discrimination Service or any of the services or entities that make up the network.

Below are the phases and the diagram of the pathway, to provide an initial overview of how the service operates. Please note that the Protocol of Intervention of the Girona Non-Discrimination Service document sets out the steps to be taken and the operation of the pathway in detail.

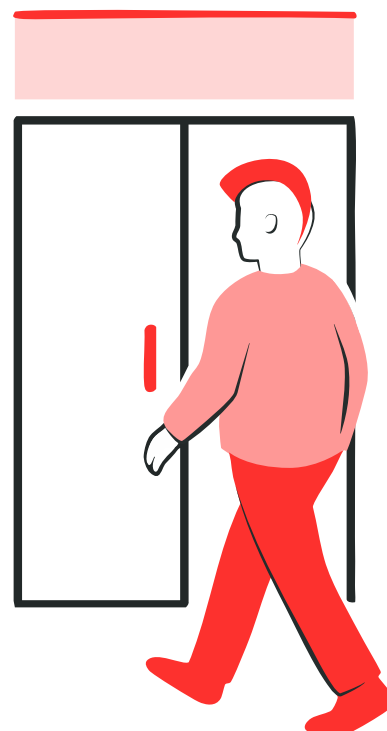
PHASES	
Phase 1. RECEPTION AND REGISTRATION	Step 1: Reception / Intake – First Contact / Registration
	Step 2: Interview
	Step 3: Assessment of the situation
Phase 2. SPECIALISED ACTION	Step 4: Work plan
	Step 5: Follow-up
Phase 3. CLOSURE AND EVALUATION	Step 6: Closure and evaluation

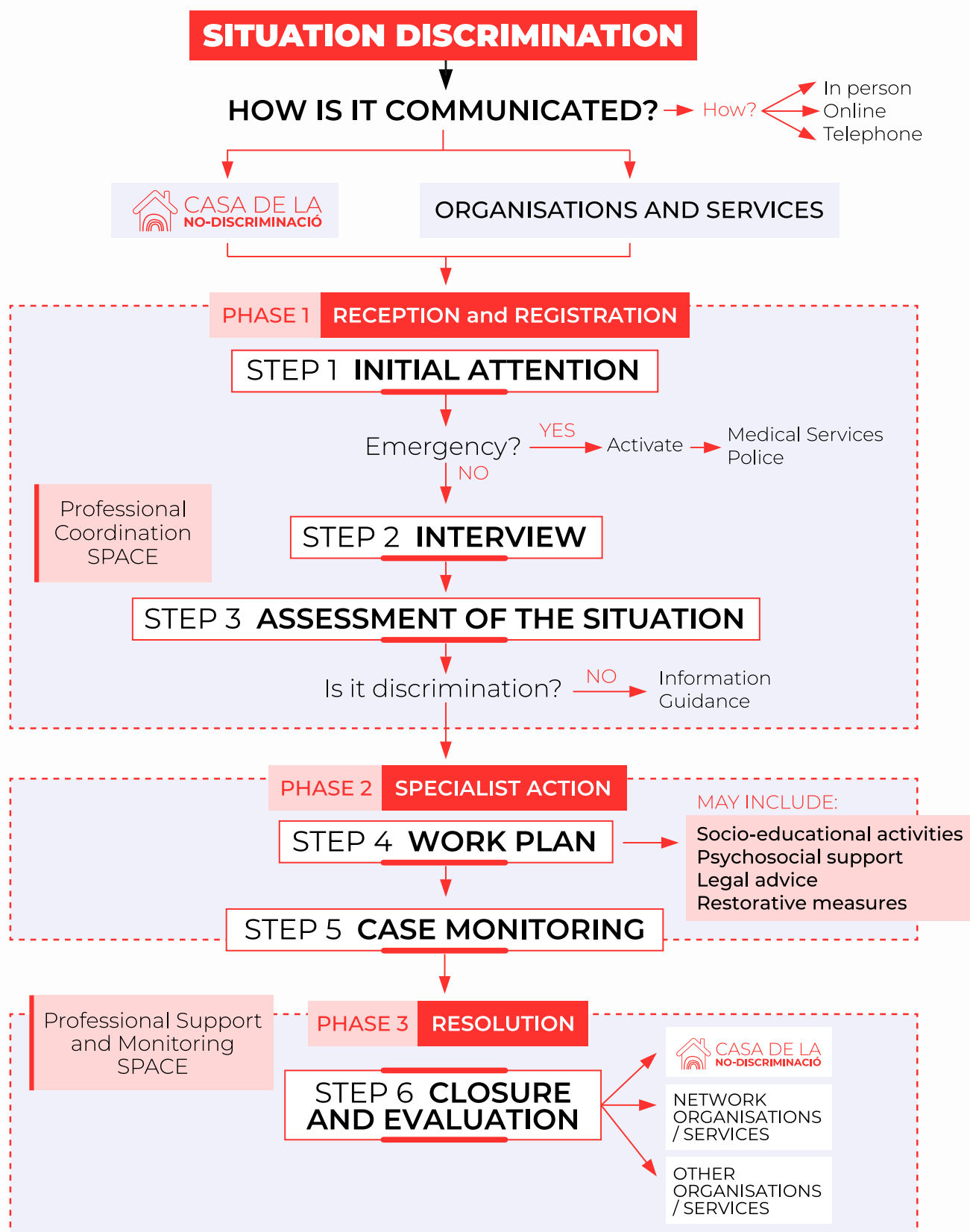
Key ideas for the classroom - Session 2

- There is a clear pathway.
- There are phases, and different actors are involved in each phase.
- The first phase is key: listening, recording and referral.
- Coordination between services.
- Case study simulations.

Situations we may encounter

- Fear of recording and possible uncertainties.
- Minimising cases.





6 Materials for trainers

Session 1

The main objective of this first session is to provide participants with the basic knowledge to understand the concept of discrimination, the perspectives from which the service is constructed, and the functioning of power relations and privileges in contexts of discrimination.

Specific objectives:

1. Define the concept of discrimination and distinguish it from situations of interpersonal conflict, social inequality or legitimate differences in treatment.

2. Recognise the basic processes that lead to discrimination, particularly the relationship between social categorisation, stereotypes, prejudice and discriminatory behaviour.

3. Understand discrimination as a dynamic and structural process, recognising the different phases of the discrimination cycle and the mechanisms through which inequalities are reproduced in the social, institutional and community spheres.

4. Identify the main types of discrimination, with particular attention to direct and indirect discrimination, as well as gaining a first approach to multiple or intersectional discrimination.

5. Incorporate an initial structural perspective, understanding that discrimination can occur at individual, institutional and structural levels.

6. Review one's own professional positioning, becoming aware of the role of implicit biases, privileges, rank and false neutrality in decision-making and in the relationship with the people being served.



Session 1 Content: Key Ideas

4 hours

1. Introduction and project framework · Presentations (name, service, motivation) · Aims and structure of the sessions · Presentation of the Commit to Rights project	20'
2. Social Categorisation · Package activity · Group discussion · Brief theory: social categorisation	25'
3. Prejudice and Stereotypes · Brief theory: prejudice and stereotypes · Example from personal experience or observation. Working in pairs · Group sharing · Example video	20'
4. Definition and types of discrimination · Collective definition of discrimination · Axes of discrimination · Brief explanation of the concept of discrimination · Presentation of the 4 key types (direct, indirect, institutional and intersectional) · Small group activity - "What type of discrimination is it?" · Group sharing · Cycle of discrimination · Aggressions and everyday microaggressions	45'
Break	25'
5. Community perspective · Explanation of the concept	10'
6. Restorative perspective · Explanation of the concept · Punitive vs Restorative Comparison Table	10'
7. Intersectional perspective · Explanation of the concept · Video "What is Intersectionality". Connected Equalities (2019)	10'
8. Positioning, rank and privileges · Activity: Privilege Race and Debrief · Axes of inequality and oppression · Concept of rank · Activity: Working on one's own privilege and sharing	60'
9. Closing · Summary of 5 key ideas · Quick round: "What am I taking away?" · Introduction to the second session	15'

Session 2

The purpose of this session is to strengthen the participants' ability to detect and address situations of discrimination in professional and everyday practice.

The specific objectives of the session are:

- Identify situations of discrimination in professional day-to-day life, including subtle, normalised or invisibilised forms such as microaggressions or discriminatory institutional practices.
- Improve the ability to listen, read the context and respond to everyday discrimination situations, adopting appropriate, respectful and non-revictimising intervention strategies.
- To know and use the current legal framework as a guide, identifying the different available channels and the basic criteria for an appropriate referral of cases.
- Use service pathway to complex situations of discrimination by recording cases, coordinating between services and analysing situations.
- To be aware of the existence and basic functioning of the discrimination support pathway and to identify one's own professional role.
- Analyse simple practical situations, applying the concepts covered to determine whether it is a case of discrimination and what the first step of intervention should be.

Session 2 Contents

| Time

1. Session recap and objectives

- Brief connection to session 1 (what we know).
- Focus of Session 2:
 - Identify everyday and professional discrimination
 - Introducing the Non-Discrimination Service and the Intervention Pathway

15'

2. Legal framework and avenues for response

- Activity – Barometer: when is it discrimination?
- Map of routes: administrative, criminal, restorative
- Legal framework
- Responses from Law 19/2020 and the Penal Code

40'

3. Girona Non-Discrimination Service and intervention pathway

- Presentation of the Non-Discrimination Service
- Presentation of the pathway and example
- Activity - Simulation of a case registration
- Group discussion

50'

Pausa

25'

6. Practical cases

- Activity - Case solving according to the pathway

90'

7. Closing

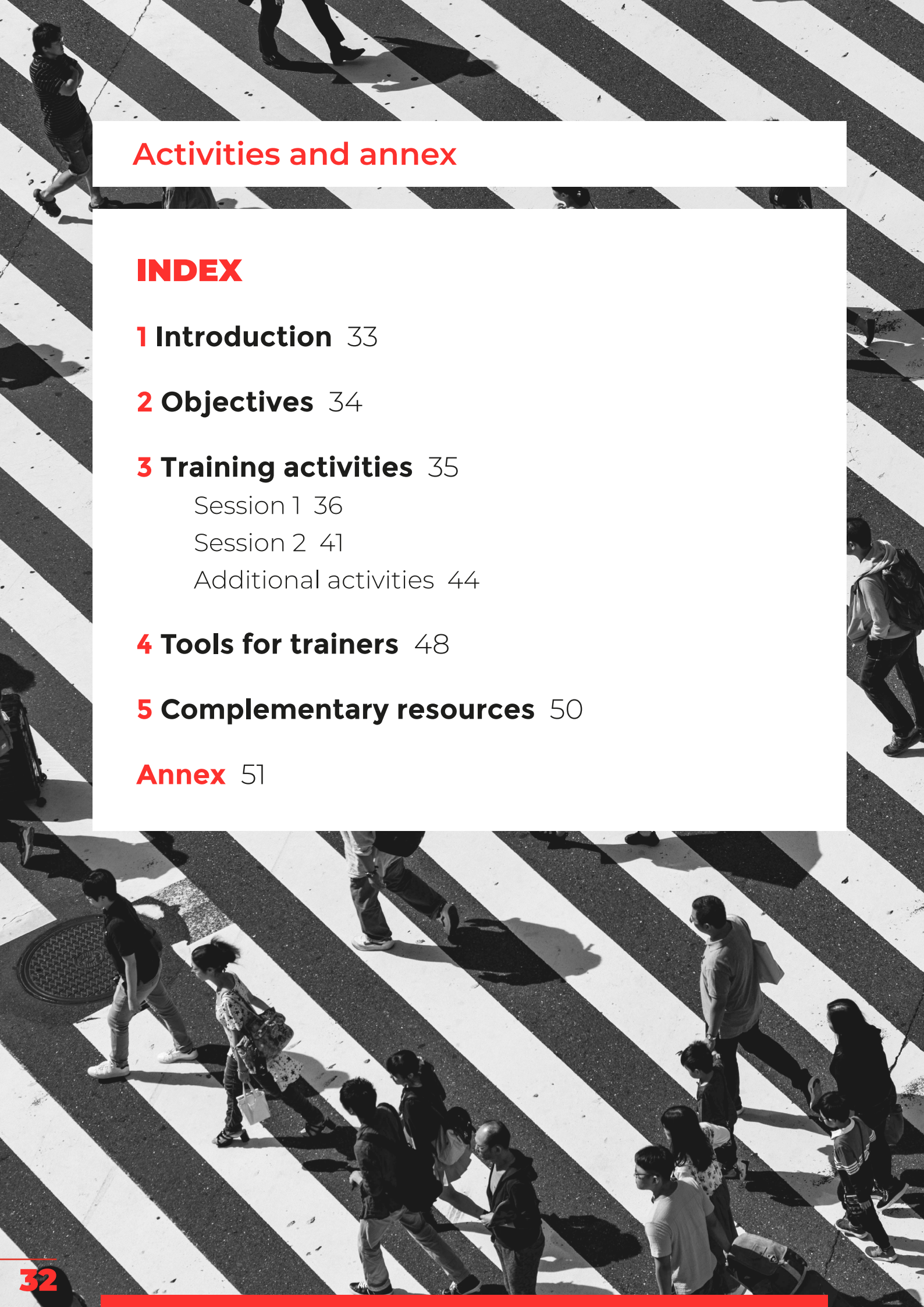
- Summary of 5 key ideas
- Speed round: "What am I taking away?"

20'

7 Further resources and bibliography

- **Government of the Basque Country**, Department of Welfare, Youth and the Demographic Challenge. (2024). Equality of Treatment and Non-Discrimination. Basic Guide. Network for Equality of Treatment and Non-Discrimination (Eraberean). Allport, G. W. (1954). The Nature of Prejudice. Addison-Wesley.
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- **Stories that Move.** Toolkit against discrimination. (2017). <https://www.storiesthatmove.org/>





Activities and annex

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Training guide:

Activities



1 Introduction

This guide has been developed as part of the Commit to Rights project, initiated by the City Council of Girona, with the aim of responding to situations of discrimination by creating and consolidating a Non-Discrimination Service.

In designing this service, several actions have been defined aimed at prevention, raising awareness and training for professionals in the administration, social organisations and the general public.

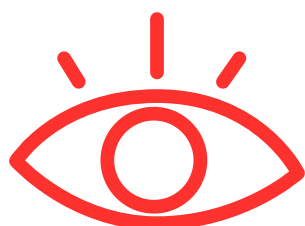
To achieve these objectives, three complementary material packs have been designed:

- **The activities guide:** It provides proposals for practical activities associated with the various training sessions, as well as supplementary activities that trainers can use in future training processes.

- **The theoretical content guide:** offers a conceptual approach to equal treatment and non-discrimination, an overview of the legal framework and a detailed explanation of how the Non-Discrimination Service operates. This document is intended as a resource for the trainer, including theoretical extensions and foundations that do not necessarily have to be fully transferred to the classroom.

- **Support presentations:** which include specific proposals for presenting the knowledge and for working on the concepts with different groups, as well as methodological recommendations and support tools for trainers. The PowerPoint is conceived as a session tool, with essential, visual and engaging content, aimed at facilitating explanation and facilitation.

The underlying theory should be consulted in the Theoretical Content Guide. In this activity guide, concepts are not redefined; it shows when to use them and how to work with them.



2 Objectives

- To provide practical tools for facilitating the workshops on equal treatment and non-discrimination.
- To foster experiential, participatory and situated learning processes.
- To strengthen the capacity to detect and respond to everyday and institutional discrimination.
- To support a train-the-trainer model, replicable in different contexts.



3 Training activities

The activities presented below are designed to reflect on, share and experience the key concepts that help understand the phenomenon of discrimination and its dimensions.

These activities aim to facilitate collective and experiential learning that connect theory with the personal and professional trajectories of the participants.

The activities are designed to promote awareness, critical reflection and the development of skills for preventing and addressing situations of discrimination.

You do not need to carry out all the activities. For each group or session, you can select the proposals that best fit the participants' objectives, time or level of prior knowledge. Likewise, they can be adapted according to the context, group size or the topic you wish to address.

Below is a summary table of the proposed activities:

Activity	Session	Main objective
Everyday examples of stereotypes	Session 1	Become aware of the presence of stereotypes and prejudices in everyday life.
Types of discrimination	Session 1	Distinguish between direct and indirect discrimination and non-discriminatory situations.
The packages	Session 1	Analyse processes of categorisation, inclusion and exclusion.
Privilege walk	Session 1	Visibilise structural and intersectional inequalities.
Privileges and rank	Session 1	Becoming aware of privileges and of one's personal and professional positioning.
Barometer: when is it discrimination?	Session 2	Improve the detection of everyday discrimination and microaggressions.
Simulation of a case registration	Session 2	Familiarise yourself with the intervention pathway and case recording.
Case resolution according to the pathway	Session 2	Apply the pathway and identify appropriate response routes.
Additional activities	Session	Main objective
Who am I?	Session 1	Recognise the multiplicity of identities and affiliations.
The characters	Session 1	Identify one's own biases, stereotypes and prejudices.
Five situations	Session 1 / 2	Reflect on the perception and severity of different forms of discrimination.
The Tree of Systems of Oppression	Session 2	Understand the structural dimension of discrimination.

Session 1

Activity: The Packages

Estimated duration: 45 minutes

Specific objectives:

To reflect on how categories and social groups are formed.

Identify criteria, often unconscious, that guide the creation of groups and membership.

- Become aware of the processes of inclusion and exclusion that can occur within groups.

Topics covered:

- Social categorisation
- Inclusion and exclusion
- Prejudices and stereotypes

Recommended session: Session 1

Activity type: Small group work and whole-group sharing

Development:

1. The facilitator introduces the activity.
2. Each participant is given a sticker of a different colour and shape, which they should place in a visible position (for example, on their chest or forehead).
3. Without any further instructions, participants are asked to form groups freely.
4. Time is allowed for the group to form.
5. Once the groups have formed, the facilitator invites participants to observe and analyze how they have been configured: by similarity, by difference, by visible or invisible criteria.
6. A collective reflection on the process and the emotions experienced is facilitated.

Guiding questions for reflection:

- What criteria have you used to group yourselves?
- Why do you think these criteria were followed?
- Has anyone been excluded or felt left out of a group?
- How have you felt during the process?
- Do you think these dynamics also occur in real life?

Materials needed:

- Stickers of different colours and shapes.
- Spacious area for moving around and forming groups.
- Whiteboard or large sheet of paper for gathering ideas and conclusions.

Tips for the facilitator:

- Maintain an open and observant attitude, without judging the group's decisions.
- The aim is to foster self-awareness, not to assess whether the result is "correct" or "incorrect".
- A variation of this activity involves the participants not knowing which sticker they have been given, with the other participants responsible for classifying and grouping them.

Activity: Everyday examples of stereotypes

Estimated duration: 20 mins

Specific objectives:

- To reflect on the presence of stereotypes and prejudices in personal and professional life.
- Become aware of how these ideas influence the way people are perceived and treated.

Theoretical content covered:

- Inclusion and exclusion
- Prejudice and stereotypes

Recommended session: Session 1

Activity Type: Small group work and large group sharing.

Development:

1. The facilitator presents several phrases that reflect well-known stereotypes, for example:
 - "Young people are not responsible."
 - "Migrants abuse social services."
 - "Older people don't adapt to change."
 - "Women are too emotional to lead."
2. In small groups, they are asked to reflect on:
 - How common are these statements?
 - In which spaces or contexts do they hear them (personal, professional, media, institutions)?
 - What other similar phrases do they identify in their environment?
3. A brief sharing session is held in the large group, gathering key ideas.

Guiding questions for reflection:

- Why do these statements seem "normal" or socially accepted?
- What impact might they have on professional decisions and practices?
- When does a stereotype stop being an opinion and start to generate exclusion?

Material required

- Cards or a slide with examples of sentences.
- Whiteboard or flip chart.

Tips for the trainer:

- Avoid asking for direct personal experiences; focus the reflection on social dynamics.
- Remember that the aim is not to judge people, but to understand how stereotypes operate.
- Connect the final debate with the idea that stereotypes are the first step towards prejudice and discrimination.

Activity: Types of discrimination

Estimated duration: 20 - 30 minutes

Objectives:

- Apply criteria to identify and differentiate situations of direct and indirect discrimination, and non-discriminatory situations in everyday contexts.
- Understand that discrimination takes different forms, often not explicit to everyone
- Analyse potential situations of discrimination with a critical eye.

Theoretical content: Types of discrimination: direct and indirect

Recommended session: Session 1

Activity type: Small group work and whole-group sharing.

Development:

1. The facilitator asks the participants to divide into small groups of 3 or 4 people.
2. Several brief situations are presented.
3. They have a few minutes to decide whether each situation constitutes direct discrimination, indirect discrimination, or is not considered discriminatory, explaining their reasoning.
4. A sharing session is held, highlighting the different criteria used by the groups.

Guiding questions for reflection:

- What elements make a situation indirectly discriminatory?
- Is the intentionality or the impact of the situation relevant?
- Why do some situations give rise to doubts or disagreements?

Materials needed:

- Handouts or slides with scenarios.

Tips for the trainer:

- Avoid going into the legal framework; the aim is to learn to identify and name the situations.
- Emphasise that detection is a key step before any intervention or referral.

Activity: Privilege Walk

Estimated duration: 40 minutes

Objectives:

- Highlight structural inequalities and social positioning.
- Analyse how privilege and axes of oppression influence professional perspective and the detection of discrimination.
- Promote awareness of one's own position in relation to situations of discrimination.

Theoretical content:

- Rank and privileges
- Structural inequalities
- Intersectionality

Recommended session: Session 2

Type: Individual reflection and sharing in a large group.

Development:

1. Participants are asked to line up, one next to the other.
2. The facilitator explains that they will read a series of statements related to opportunities, rights and life experiences.
3. Each time a person feels identified with an affirmation, they must take a step forward.
4. Once the statements have been read, each person is asked to notice the position they are in.
5. To conclude, a space for reflection is provided to analyse what the dynamic has revealed and how it relates to professional practice.

Guiding questions for reflection:

- Did any statement catch your attention?
- Which statements were easier for you to answer? Why?
- Which statements were the most difficult for you to answer? Why?
- How can these privileges or disadvantages influence the professional relationship with service users?

Materials needed:

- A space for people to move
- List of affirmations (Annex)

Tips for the facilitator:

- Highly emotional activity. It is recommended to carry it out when the group has already established a minimum level of trust.
- Allow enough time for the debriefing.
- Remember that no evaluations or judgements are being made about personal experiences.

Activity: Privileges and Rank

Estimated duration: 50 minutes

Specific objectives:

- Become aware of one's own privileges and how these influence personal and professional relationships.
- Understand the notion of rank and how it manifests in different social contexts.

Topics covered:

- Rank and social position
- Power relations
- Privileges and inequalities.

Recommended session: Session 1

Activity type: Individual, pairs and whole group work

Development:

1. The facilitator introduces the concept of rank.
2. A card is distributed with different domains (gender, age, origin, language, sexual orientation, economic situation, education, disability, etc.).
3. Each person self-assesses themselves in each area on a scale from 1 (low) to 5 (high).
4. In pairs, some reflections are shared voluntarily. The reflections may centre on what has surprised them, what emotions they have felt, in which areas they feel more or less recognised, etc. The other person listens attentively and respectfully, without interrupting or questioning.
5. A sharing session is held with the whole group.

Guiding questions for reflection:

- In which areas do you have more or less status?
- How does this influence the way you relate to others?

Materials needed:

- Blank sheets of paper or photocopies of the list of privileges/rank (Appendix)
- Coloured markers or pens.
- Whiteboard or large sheet of paper for collecting ideas from the final discussion.

Tips for the facilitator:

- Be aware that talking about privilege can trigger emotions such as guilt or discomfort. It's important to validate these feelings and provide a safe space where people can talk without judgement.
- Avoid letting the discussion turn into a competition of "who suffers the most" or "who has the most privilege."
- Remember, it's not about blaming or comparing, but about becoming aware of your own experience.
- It is advisable to carry out this activity after having worked on concepts such as identity, stereotypes and discrimination.

Session 2

Activity: Barometer: When is it discrimination?

Estimated duration: 25 minutes

Objectives:

- Improve the ability to detect everyday discrimination and microaggressions.
- Apply shared criteria to argue when a situation is discriminatory and when it is not.

Theoretical content:

- Concept of discrimination
- Microaggressions
- Intersectionality

Recommended session: Session 2

Activity type: Whole-group work

Development:

1. Participants are asked to stand in the centre of the space.
2. The facilitator reads out a specific situation.
3. Once they have listened, participants should position themselves on one side or the other of the space depending on whether they consider the situation to be discriminatory or not.
4. Once everyone is in place, a space is opened for some to share the criteria they used to make their decision.
5. If there are differing positions, people from both sides are given the floor.
6. Finally, the facilitator summarises the contributions and explains how the situation can be classified and what factors justify this.
7. The process is repeated with several different situations.
8. The activity concludes with a group reflection.

Guiding questions for reflection:

- What criteria have you used to identify discrimination?
- Have any situations caused you any doubts? Why?
- What has helped or hindered you in identifying it?
- What role do privileges play in recognising discrimination?

Materials required:

- A space with enough room for people to move around
- List of situations (Annex)

Tips for the facilitator:

- The main objective is not to get the classification right, but to generate debate and identify shared criteria for recognising discriminatory situations.
- The situations are presented with limited information to encourage reflection and the comparison of perspectives.
- Discrimination is often not explicit, but structural, subtle, or linked to various axes of inequality.

Activity: Simulation of a case registration

Estimated duration: 25 minutes

Objectives:

- Practise gathering information during the intake and registration phase.
- Identify which information is relevant and which may not be available at first.
- Familiarise yourself with the registration tool of the Non-Discrimination Service.

Theoretical content: Service pathway

Recommended session: Session 2

Format: Working in pairs and sharing with the whole group.

Development:

1. Participants are asked to pair up.
2. Each pair thinks of a plausible situation of discrimination related to their professional field.
3. For a few minutes, the pairs complete the registration form with the information they consider relevant.
4. Once time is up, a debriefing session is held to share any doubts, difficulties and lessons learned.

Guiding questions for reflection

- Which fields have proved the most difficult to fill in?
- What information is not always available at first contact?

Materials needed:

- Computers or electronic devices to access the online form
- Alternatively, paper copies of the form

Tips for the trainer:

- Remember that the exercise is not about the case content, but about using the registration tool.
- It is not necessary to fill in all the fields; the aim is to familiarise yourself with the form.
- The record neither validates nor invalidates the situation; it simply allows information to be gathered and the pathway to be used.

Activity: Case resolution process

Estimated duration: 50 - 90 minutes

Objectives:

- Analyse possible response pathways to complex discrimination situations.
- Explore coordination between available services and resources.

Theoretical content:

- Service pathway and case recording process
- Legal framework as a guiding tool
- Response avenues: administrative, civil, criminal and restorative

Recommended session: Session 2

Format: Work in small groups and a plenary session

Development:

1. Participants are asked to form groups of 4 or 5 people.
2. Each group is given a worksheet with a case study.
3. The groups analyse the case and reflect on it using a series of questions related to the phase of the pathway it is in, what needs the affected person may have, and which possible response or referral pathways could be used.
4. Subsequently, each group shares its reflections with the whole group.

Guiding questions for reflection

- Which aspect was the most difficult to agree on?
- What questions have arisen during the case analysis?

Materials needed:

- Case sheets and questions for analysis (Appendix)

Tips for the trainer:

- Emphasise the coordination and support possibilities offered by the Non-Discrimination Service.
- Remember that the pathway is a flexible and supportive tool, not a rigid procedure.
- The aim is not to find a "correct" answer, but to explore different options together when faced with complex situations.

Additional activities

These activities are not part of the core content of sessions 1 and 2, but they allow the training to be deepened or adapted for longer processes or specific groups. Likewise, it may be worth swapping one of the activities for others that have similar objectives and cover the same topics.

Activity: Who am I?

Estimated duration: 40 minutes

Specific objectives:

- To encourage reflection on the multiple identities that each person has.
- Recognise the diversity of roles and affiliations we have and how they influence our worldview.
- Identify common elements and differences among the participants.

Topics covered:

- Identity and diversity
- Social categorisation
- Belonging and social roles

Recommended session: Session 1

Activity type: Individual, small group and whole group work

Development:

1. The facilitator introduces the activity by explaining that everyone has multiple identities and roles.
2. Each participant is given a blank sheet of paper or a star-shaped template.
3. Individually, each person writes down different roles or identities they consider relevant (for example: professional, family, cultural, linguistic, gender, etc.).
4. In small groups, some of these reflections are voluntarily shared.
5. A whole-group sharing session is held to identify similarities, differences and learnings.

Guiding questions for reflection:

- Which identities or roles define you the most?
- Is there any identity that is particularly important to you?
- Have you discovered that you share something in common with people you didn't expect?
- Which parts of your identity are visible and which are not?

Materials needed:

- Blank sheets of paper or a photocopy of the star.
- Coloured markers or pens.
- Whiteboard or large sheet of paper for gathering ideas from the final discussion.

Tips for the facilitator:

- Ensure that personality traits are not confused with roles.
- The activity aims to explore spaces of belonging, not character description.

Activity: The characters

Estimated duration: 50 minutes

Specific objectives:

- Reflect on how prejudices and perceptions are formed from partial information
- Identify and explore one's own biases, stereotypes and prejudices
- Promote awareness of the diversity and complexity of identities

Topics covered:

- Stereotypes and prejudice
- Identity and diversity
- Biases

Recommended session: Session 1

Activity type: Individual, small group and whole group work

Development:

1. Several images or illustrations of people are displayed, representing a diversity of ages, genders, backgrounds and abilities.
2. Groups of 4 or 5 people are formed and each group is assigned an image.
3. Using guiding questions (what is the person like, what do they do, where do they live, what values do they have, what is their life situation), each group constructs a short story.
4. Each group presents its story to the whole group.
5. Afterwards, the facilitator shares the character's real or complete biography.
6. The two narratives are compared and discussed collectively.

Guiding questions for reflection:

- What did the image you worked on make you think or feel?
- What assumptions have you made about the person?
- Where do you think these ideas come from?
- What have you discovered about your own biases?

Materials needed:

- Printed or projected images
- Sheets of paper and pens
- Whiteboard or large sheet of paper for collecting ideas from the final discussion.

Tips for the facilitator:

- Avoid giving information about the people in the images before the activity.
- Remember that it is not about judging the responses, but about becoming aware of the mental and emotional processes behind them.
- Ensure a respectful and safe environment, especially if sensitive comments or very negative stereotypes arise.

Activity: Five situations

Estimated duration: 50 minutes

Specific objectives:

- Analyse how we perceive different forms of discrimination.
- Identify factors that influence the perception of severity.
- Promote an empathetic and intersectional perspective.

Topics covered:

- Types of discrimination
- Axes of oppression

Recommended session: Session 1 or 2

Activity types: Individual work, small group work and whole group work

Development:

1. The facilitator introduces the activity and explains that we often do not perceive all forms of discrimination with the same intensity, and that this activity will allow us to explore why this is the case.
2. Each person is given five cards with brief descriptions of discriminatory situations.
3. Each person reads the five situations and writes on a post-it note or piece of paper:
 - a. How they feel about each case.
 - b. Which one they consider more serious and which less serious, and why.
 - c. If any situation feels particularly familiar or unfamiliar to them.
4. Once the questions have been answered, groups of four or five people will be formed to share each person's perceptions. Each group is asked to identify which situations have generated the most debate and which have had the most consensus.
5. Next, each group shares one or two conclusions with the large group.
6. The facilitator gathers the factors identified as influencing perception (proximity, personal experience, social context, media representation, etc.).
7. The activity is concluded with the final reflection.

Guiding questions for reflection:

- Which situation impacted you the most? Why?
- Has there been any situation that you found difficult to recognise as discrimination?
- What factors do you think influence the way we perceive the seriousness of a situation?
- How can we avoid hierarchising discrimination and look at it from an intersectional perspective?

Material required

- 5 cards or sheets with situations of discrimination (one per group or per person).
- Post-it notes or sheets for individual reflections.
- Pens or markers.
- Whiteboard or large sheet of paper for gathering final ideas.

Tips for the facilitator:

- Choose diverse but understandable situations, adapted to the group's context.
- The cards can be replaced with videos.
- Reinforce the idea that there is no 'ranking' of discriminations: all have real impacts and can be interrelated.
- Try to promote active listening, not to try to convince, but to understand how and why each person perceives things differently.

Activity: The Tree of Systems of Oppression

Estimated duration: 50 minutes

Objectives:

- Understand the origin, workings and consequences of systems of oppression.
- Visualise the connections between different axes of inequality.

Theoretical content:

- Systems of oppression
- Axes of inequality
- Power relations

Recommended session: Session 2

Type: Work in small groups and sharing with the whole group

Development:

1. Each group receives a card with the name of a system (e.g. patriarchy, racism, classism, ableism, etc.).
2. Each group must draw a tree on a large sheet of paper, with three parts:
 - a. Roots: where this system originates (ideologies, beliefs, historical justifications).
 - b. Trunk: how it is sustained (institutions, culture, language, media, laws...).
 - c. Branches and fruits: what consequences does it produce (discriminations, inequalities, violence...).
3. Each group shares their tree with the rest of the group.
4. The facilitator gathers the common ideas and shows how the roots or branches connect between systems.

Guiding questions for reflection:

- How is this oppression maintained or justified?
- What are the consequences for the people involved or for society?
- What could be done to transform these situations?

Materials needed:

- Large card or flip chart
- Markers

Tips for the facilitator:

- Assess the number of systems of oppression to be addressed according to the participants and the time available.
- In groups with less theoretical background, you can suggest concrete examples (school, work, the media) to help identify the roots, trunk and branches.
- Remember that the objective is to analyse social systems, not specific individual experiences. If personal experiences arise, welcome them with respect but redirect them towards a structural analysis.

4 Tools for trainers

This section offers guidance for the trainers who will facilitate the sessions. Learning activities that address topics such as discrimination, privilege or diversity can generate intense emotions and complex situations. For this reason, the trainer's role is to facilitate a safe, open and reflective space that allows these experiences to be sustained and transformed into collective learning.

Cross-cutting criteria to consider throughout all sessions:

- **Non-re-victimisation:** avoid sharing personal experiences without explicit consent.
- **Safe space:** establish rules of care, confidentiality and respect before starting.
- **Situated perspective:** use examples that are relevant to the professional reality of the participants.
- **Progressive activation:** start with low-exposure activities and increase complexity.
- **Coherence with the pathway :** where possible, orient the activities, directly or indirectly, towards detecting and using the intervention pathway.

Below are specific aspects that should be borne in mind when delivering the training:

The role of the trainer: the trainer may come from the same organisation or from an external entity. In both cases, it is important to make their position explicit and to acknowledge the group's relational context (if there are hierarchies, prior ties or role differences).

The group's emotional care: talking about discrimination can stir up personal or collective experiences. The facilitator must ensure they maintain a safe and trusting space where people can express themselves without fear of being judged.

Some key points:

- Validate any emotions that arise (sadness, anger, guilt, discomfort...).
- Avoid personalising conflicts: focus on what is being learnt, not on who is "right".
- Take breaks when necessary and encourage moments to breathe.
- Close each session with a brief summary or a question that helps to emotionally conclude.

Difficult conversations and complex emotions: It is common for emotions such as guilt, shame or defensiveness to arise when discussing privilege or discrimination. It can also happen that someone over-identifies with the victim role or feels questioned.

At this time, it is important:

- Accompany from a place of listening and calm, without invalidating or judging the interventions.
- Name what is happening ("I see that this is causing discomfort...") to give it space.
- Reinforce the idea that feeling challenged is part of the process of learning and re-examining privileges and beliefs.
- Remember that the aim of the training is not to be right, but to open up new perspectives and understandings.
- If tensions arise, you can take a short pause and resume from a place of reflection rather than defence.

Managing resistance. In this type of training, it is common to encounter resistance, denialist comments, jokes or minimisation of discrimination. Some useful guidelines are:

- Resistances: understanding them as a source of information about fears, ignorance or previous experiences, rather than as an obstacle.
- Comments denying discrimination: invite them to be specific, provide criteria and reconnect with examples or conceptual frameworks previously covered.
- Jokes or minimisation: calmly point out the impact they can have, without ridiculing or exposing the person.
- Silences: respect them as part of the process, but also offer open-ended questions or alternative activities to encourage participation.

Awareness of one's own biases and privileges: trainers are also part of the social and cultural system they analyse. It is essential to review one's own biases, privileges and positions before and during the training.

Some useful questions before the training:

- In which areas do I have more privilege? In which do I have less?
- How can these factors influence the way I run the session or listen?

After each session, it is important to set aside time for:

- Assess how the group dynamics have gone.
- Identify what has been most emotionally demanding.
- Looking after yourself as a trainer, sharing doubts or experiences with other professionals if necessary.



5 Complementary resources

This section includes audiovisual materials, awareness-raising campaigns and digital resources that can serve as support for the sessions, to delve deeper into key concepts or to adapt the training for different groups.

Audiovisual and pedagogical resources:

- **Always Like a Girl.** Awareness campaign on gender stereotypes.
<https://youtu.be/Fr8tN6tVOmA>
- **Stories that Move.** An educational toolkit to combat discrimination, especially aimed at young people and education professionals.
<https://www.storiesthatmove.org/>
<https://www.youtube.com/@storiesthatmove6650>
- **Connected Equalities.** What is intersectionality? (2019).
<https://www.youtube.com/watch?v=kqwGntpWkf4>
- **Kimberlé Crenshaw** – What is intersectionality? TED Talk.
<https://www.youtube.com/watch?v=hBaHImM3ow>
- **RETSASO** (2022). Chapter 1. Power and its distribution in society.
<https://www.youtube.com/watch?v=SUMbyydYXdE>
- **All That We Share.** TV 2 - Denmark <https://www.youtube.com/watch?v=ygJD7FhN-RQ>

Data and reports

- **Special Eurobarometer on Discrimination in Europe** (2023).
<https://europa.eu/eurobarometer/surveys/detail/2972>
- **Generalitat of Catalonia** – Office for Equal Treatment and Non-discrimination (2024). Survey on Discrimination (IFE).
https://igualtat.gencat.cat/web/.content/Ambits/Oficina-Igualtat/Publicacions/Documents/20241211_EnquestaDiscriminacionsIFE.pdf
- **Mossos d'Esquadra.** Hate and discrimination – Data visualiser. Generalitat of Catalonia.
https://mossos.gencat.cat/ca/els_mossos_desquadra/indicadors_i_qualitat/dades_obertes/



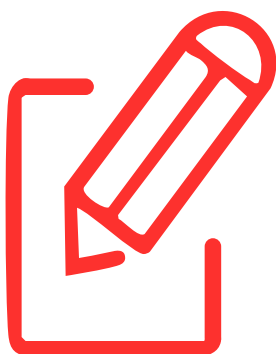
Training guide:

Annex



RACE OF PRIVILEGES

1. If you were born in Catalnia.
2. If there are more than 50 books in your home
3. If the language you normally speak at home is Spanish or Catalan
4. If you don't usually receive derogatory comments about your religion
5. If your family, when you were a child, did not have financial difficulties.
6. If you will be able to vote in the next elections.
7. If you have never been in a situation where people have laughed at your weight or your physical appearance.
8. If you believe that your first name or surname cannot be an obstacle to finding a job.
9. If one of your parents has been to university.
10. If you have never been questioned about playing a particular sport because of your gender identity.
11. If you haven't experienced people making derogatory comments to you in the street because of your sexual orientation.
12. If you have never had any trouble entering a public establishment that was not accessible for people with reduced mobility.
13. If you have ever stopped wearing a particular item of clothing for fear of receiving sexual comments.
14. If your opinions are taken into account at home when making important decisions.



BAROMETER: WHEN IS IT DISCRIMINATION?

1. A Muslim woman wearing a hijab is expelled from a gym because "the clients don't feel comfortable".

Yes, this is direct discrimination on religious grounds.

1. 2. A man with a hearing impairment asks for a medical appointment and is told he must be accompanied in order to be seen.

Yes, that is direct discrimination on the grounds of capacitism.

1. A service professional speaks very slowly to an older person, assuming they won't understand anything.

A microaggression based on prejudice and an assumption, not on the person's actual condition or need.

1. 4. The council reserves a portion of the places in a training programme for trans people.

Positive action

1. 5. Two neighbours have a dispute over noise from the flat next door, they argue and exchange insults.

It is a neighbourly dispute, not discrimination if there are no motives related to the grounds of discrimination such as gender identity, origin, language, race, etc.

- Other examples:

- In a public service, there are never sign language interpreters even though there are users who need them. - Direct and institutional discrimination.
- A municipal activity is free of charge, but requires a computer and a stable internet connection to register. - Indirect discrimination. This criterion does not take into account the digital divide and the economic inequalities that some people may experience.
- A municipal project gives priority to victims of gender-based violence when accessing a resource. - Positive action aimed at reversing a situation of inequality and vulnerability from which these people start.
- In team meetings, they always interrupt the only migrant person in the group. A xenophobic and/or racist microaggression.
- A community centre limits the number of participants in an activity to 20 for safety reasons, and closes registrations when it reaches capacity. - This is not discrimination. It is a criterion applied equally to everyone. It does not exclude people on discriminatory grounds.
- A professional does not explain a procedure clearly and the user gets angry because they do not understand what they have to do. This is not discrimination: it is a case of poor communication and poor service, but there is no differential treatment towards any specific group for a discriminatory reason.

PRIVILEGES AND RANK

This exercise proposes a first reflection on rank from a perspective on yourself. To gain awareness of your own impact on others and the impact of others on you.

Fill in the following table - working in pairs. One person asks the other. Using active listening. On a scale of 1 to 5 (5 = high rank / 1 = low rank), rate your rank in the following areas.

Based on your own experience and also on how others perceive you. The score is the sum of the two and is for guidance only. The interesting part of the exercise is noticing what moves you or what happens to you, and the dialogue with the person asking you the questions, rather than the final score.

It's voluntary, just answer what you'd like to share.

Type of rank	Score
Contextual rank (refers to the space you occupy in your current work environment)*	
Your position in the formal hierarchy	
Your length of service	
Your professional knowledge or experience	
Your access to key people, those who make the decisions	
Social rank	
Ethnic identity	
Gender identity	
Age	
Social class	
Profession	
Education (formal, academic degree)	
Health / physical ability	
Sexual orientation	
Social network	
Appearance / Physical appearance	
Religion	
Languages	
Employment status	
Psychological rank	
Self-awareness	
Self-confidence	
Ability to communicate	
Ability to overcome challenges and difficulties in very difficult situations	
Ability to influence others	
Emotional maturity	
Creativity	
Spiritual rank	
A feeling of being connected to something greater than yourself	

1. CASE RESOLUTION BY CIRCUIT

Questions for working on the cases

1. Is there discrimination?
2. If it is not discrimination, where might it stem from?
3. If there is discrimination, what is the reason?
4. What type of discrimination would it be? (Type: Direct, indirect, institutional...)
5. What extra information would we need?
6. What response could we give them after the initial consultation? List the different steps to take. And, if applicable, which services to refer them to.

OMAR'S CASE

Omar, a 32-year-old of Senegalese origin with a work and residence permit (NIE), explains that he has tried to rent four different rooms in Girona.

In all cases, after meeting him in person, they told him: "It's already taken" or "We're looking for someone with a profile similar to the other flatmates."

At the last flat, the landlord told him openly: "We've already had problems with African lads, I'd rather not take the risk."

Omar works in hospitality and has a payslip, but the people he speaks to demand more paperwork from him than they do from his colleagues.

He feels frustrated and doesn't know if this is 'legal' or if there's anything he can do about it.

NOELIA'S CASE

Noelia, a social worker who has just joined a service (three months ago), contacts the House of Non-Discrimination because she feels very uncomfortable with comments made by a colleague who has been with the service for 10 years.

She explains that during team meetings, and also in informal conversations, this colleague makes derogatory comments about migrant service users, such as: "These people don't want to work." "Everyone in this family is the same." "We know how this community works."

Noelia says that no one on the team usually intervenes and that these attitudes have become normalised. When she mentioned it to her manager, she was told that "people had already said something to her", but that "it's difficult to change" and that "it's best not to make a big deal of it".

Noelia is afraid of being stigmatised within the team and doubts whether what she is experiencing is discrimination. She is seeking guidance.

RUSLANA'S CASE

Ruslana, 45, comes to the municipal office to renew her disability card. She has been diagnosed with bipolar disorder and has a 33% disability certificate.

She explains that every time she comes to the service, a member of staff tells her: "You have to control yourself, otherwise we won't be able to help you."

On her last visit, while Marta was emotional but not out of control, the worker told her to leave and come back "when she was stable".

Other people who raised their voices that same day were not asked to leave.

Ruslana feels humiliated and believes she is being treated badly "because she knows I have a diagnosis".

SOCIAL MEDIA CASE

The service has received screenshots from various organisations of a call circulated by an extreme-right group on Instagram, X and Telegram.

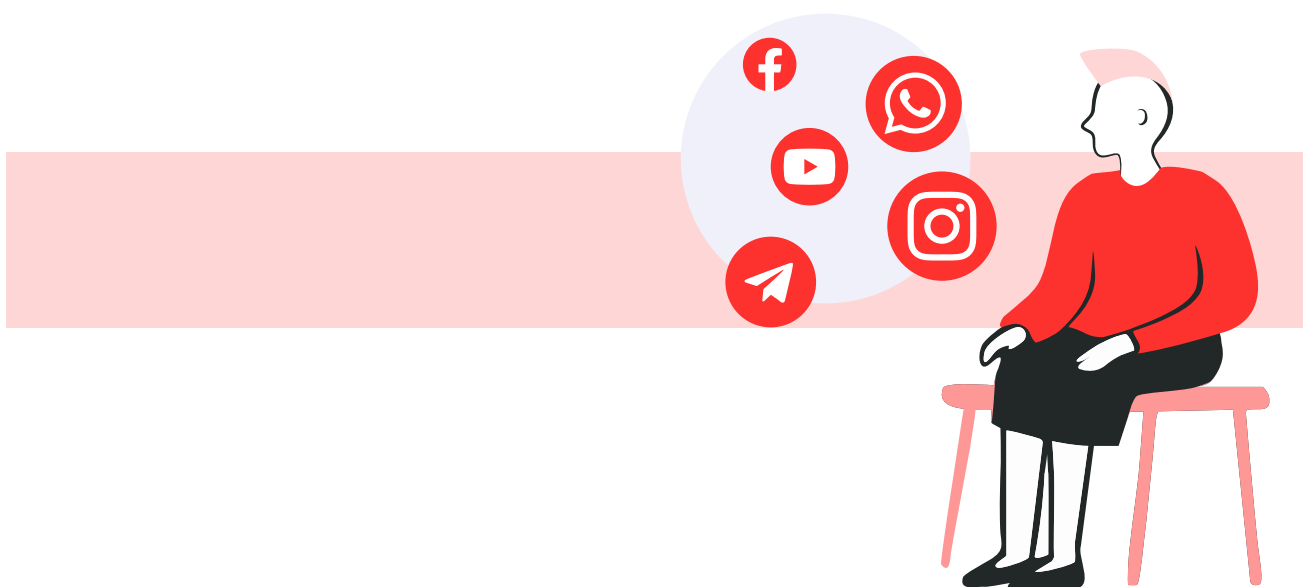
The poster announces a rally "to take back Girona" this Saturday at 6pm in the city centre. The image features silhouettes of young people of colour and LGTBI flags stained with red paint.

The main slogan reads: "Let's clean the streets. Girona for our own people." and "Zero tolerance for degenerates and squatters."

On Telegram and X, various profiles exchange racist and LGTB-phobic slurs, as well as speeches inciting violence.

On social media, racialised people and young LGBTQI+ people express fear and explain that the same group has already carried out verbal intimidation and harassment in other neighbourhoods.

A city entity contacts the non-discrimination service and asks if this call can be considered a hate crime and what measures can be taken.



THE CHARACTERS



Image 1

Hamza Zaidi is a digital content creator and communicator. He uses social media to reflect on identity, racism, Islamophobia and coexistence. He often combines humour, outreach and personal experiences to generate critical debate. The photo is from a video recording for his social media.

THE CHARACTERS



Image 2

Maria is 72 years old and is a retired engineer. She worked in the technology sector for over thirty years. She currently takes part in a digital rights advocacy group and runs workshops on internet privacy for older people.

THE CHARACTERS



Image 3

Sara Andrés is a Spanish Paralympic athlete, specialising in sprinting and the long jump. In addition to her sporting career, she is a speaker and teacher, and works to promote inclusive education and raise awareness of disability. The photo shows the athlete at a music festival.

THE CHARACTERS



Image 4

Jordi is 32 years old and works as a social educator at a residential centre for looked-after adolescents. He has studied community intervention and volunteers with an organisation that supports homeless people. The photo was taken on the day of a friend's wedding.

Training guide:

Theoretical content
and Activities

