

Thematic Fiche: **EDUCATION**

Position of civil society involved in the Roma Civil Monitor

Cluster 1: Member states with the largest Roma communities and facing the most acute challenges

Country	Strengths/key elements of the country's approach	Weaknesses/gaps/recommendations
Bulgaria	<ul style="list-style-type: none"> • Full enrolment in primary education is a high political priority. Different field services (education, healthcare, social services, policy, and others) track children not attending school, enrol them and prevent dropout. NGOs and school networks (like Amalipe network of 280 schools) have achieved significant decrease of dropout rate. • Since 2018, financing of rural schools and schools that work with vulnerable children have been strengthened (additional to per capita funding). • The government approved a list of specific professions that meet labour demand and provides additional financing and scholarships for related education. • Free transportation is provided for secondary school students from rural areas. • Political commitment to change the pre-school compulsory age from 5 to 4 years old, ensuring at least 3 years of pre-school (instead of current 2 years). 	<ul style="list-style-type: none"> • While pre-school is compulsory from the school year when the child turns five, the enrolment rate of Roma children is still low. • Administrative punishment (reducing financial support or replacing with material one) is used to incentivise enrolment, rather than improving teaching or relation with families; causes of non-enrolment or dropout are not addressed. Many children remain not enrolled. • New funding of rural schools should take into consideration also quality and results, not only the region and number of vulnerable students. • There is political support for early childhood education, although there are budgetary challenges in creating enough spaces and eliminating fees and other expenses. Fee-free preschool education is needed at least for the obligatory pre-school age.
Czech Republic	<ul style="list-style-type: none"> • Recent reforms introduced inclusive education: programme for mildly mentally handicapped was abolished and children with special educational needs have right for support measures in mainstream schools. They can be enrolled in special schools only if education in mainstream school failed. • Support activities and projects focusing on the transition of pupils from sixth grade to the final three grades of compulsory schooling and secondary education have been supported under ESIF. • Starting with 2017 social scholarships have been introduced by the Ministry of Education to reduce barriers for Roma accessing university studies (however, is criticised for being based on reimbursement of costs). 	<ul style="list-style-type: none"> • The impact of (inclusive) reforms on Roma is not monitored and assessed. • Social mobility of youth whose parents achieved only basic or vocational education has not improved. The plan to establish a nationwide cut-off score for high school admission examinations will cement the social reproduction of deprivation with disproportionately harmful impact on Roma. • Educators are unprepared to address the challenge of educating cohorts who are increasingly diverse with respect to their backgrounds and needs.

	<ul style="list-style-type: none"> Some local measures limit discrimination and segregation in pre-school education by using online registration or by redesigning catchment areas. 	<ul style="list-style-type: none"> While the National Roma Integration Strategy (NRIS) has identified ethnic discrimination and segregation in education as a problem, policy fails to address this aspect. Selectivity of the educational system increases and spatial and structural segregation in education, along the lines of both ethnicity and social status, is intensifying; there are no policy measures to address this problem. Non-Roma parents pressure schools to intensify segregation, and schools resist this pressure randomly.
Hungary	<ul style="list-style-type: none"> Preschool education is obligatory from the age of 3. Additionally, governmental programmes aim at increasing the number of kindergarten teachers and their training in social inclusion and integration. Two programmes aimed at reducing early school leaving have been implemented, including remedial schools, second chance educational models, and tutoring. Further, one program aims to reach youth that have already dropped out. The state supports a portion of the salaries of staff in “Sure Start Children’s Houses”, offering early childhood programmes for disadvantaged children. The children’s houses have been proven to improve social skills, vocabulary, and motor coordination. Higher education scholarship programmes funded from “Human Resources Development Operational Programme are targeted for Roma students (yet, only traditional church schools and universities are eligible for funding). 	<ul style="list-style-type: none"> The curriculum of the social inclusion and integration training needs to be reviewed, as it is possible that the curriculum may support nationalist and populist ideologies and narratives. The scope of existing early childhood programmes is limited, it does not address the real needs of families, and there is inadequate support from the government. Career guidance services in schools fail to assist Roma students or their families in becoming familiar with available professional or further education options. The policy of “freedom in the choice of school” and the growing number of church-maintained schools has led to increasing educational segregation through increasing the phenomenon of “white flight” often to church-maintained schools and churches establishing ghetto schools to serve disadvantaged groups and communities. Dual education was initiated together with the lowering of mandatory schooling to 16, leading to higher rates of early school leaving and reduced career opportunities.
Romania	<ul style="list-style-type: none"> From a policy development standpoint there is progress in areas of right to education in mother tongue, assistance in Roma language and the inclusion of history of national minorities in the national curriculum. The government utilises ESIF for support in addressing the shortage of kindergartens and teachers. There are 3 targeted programmes to reduce the dropout rate for Roma youth, including afterschool education, financial incentives and second chance education. The state has initiated the placement of Roma mediators in schools with higher proportion of Roma students. 	<ul style="list-style-type: none"> NRIS has no provisions regarding concrete measure for providing access to Roma to either vocational or upper secondary and higher education. NRIS’s focus is not on easing the access to education, but rather on providing access to the labour market, through professional orientation sessions and short-term training courses, which remain ineffective. Lack of compulsory preschool education has negative impact on Roma. Only 37% of Roma children are enrolled in preschool education, compared to 77% among majority, mainly due to financial reasons and availability of facilities.

	<ul style="list-style-type: none"> • Several measures to improve Roma inclusion in secondary education have been adopted, including extension of the compulsory schooling to 10 years or allocation of places for Roma students in upper secondary education (affirmative action). • In 2017 Ministry of Education provided grants to 271 upper secondary schools to implement remedial/tutoring classes, career counselling, and school infrastructure. • The Ministry of Education established a National Commission for Desegregation and Educational Inclusion, including two representatives of Roma NGOs and several respected experts. 	<ul style="list-style-type: none"> • Despite existing programmes, Roma students still face poorer learning outcomes and high drop-out risk. • Segregation and discrimination continue to be widespread in education. In 2016, the Ministry of Education issued a document banning segregation, but implementation of planned actions to end it has been delayed and are currently not operational. • Teachers lack the ability and incentive to gain knowledge and skills in teaching disadvantaged or vulnerable students, as well as in topics of intercultural and/or inclusive education. • There are budgetary challenges to employ the necessary number of mediators in all needy schools.
Slovakia	<ul style="list-style-type: none"> • The government decided on introduction of compulsory one-year preschool education. • The government utilizes ESIF to support educational efforts. Through the ESF-funded projects, the government provides extra assistance and staff for schools where the proportion of Roma children is above 20%. • ERDF funds are used to construct and expand kindergartens (since 2016 49 projects) and must ensure that at least 30% of the children enrolled are Roma. • The Government Plenipotentiary for Roma Communities targets 150 municipalities with the most marginalised Roma communities (actually only 52 localities have projects running) and provided support in employing teachers and assistants in kindergartens to increase the enrolment of Roma children. • Two-year vocational training for jobs in administration, construction, food industry, and textile production is well funded and has potential. 	<ul style="list-style-type: none"> • Pre-school is not compulsory and is financed through local income taxes and lacks funding. The state offers kindergarten support for low income families, although the 164 EUR per year is not enough, further the income threshold for eligibility for the support is too low. • Despite promises to combat grade repetition, no legislative changes have been adopted and specific interventions have not been implemented. • No substantive measures to address educational gaps between Roma and non-Roma, facilitate the relationship between parents and the educational system, support teacher training in inclusive education, address absenteeism outside of criminal punishment or promote enrolment in higher education have been adopted. • Vocational schools are often in segregated areas, provide poor quality training, and prepare students in industries where the labour demand is decreasing; in consequence graduates have higher unemployment rate. • There are no effective measures to eliminate or reduce segregation in schools. This is also a problem in implementation of ESIF, which lack effective safeguards (going beyond declaration of the desegregation principle).

Cluster 2: Member states with significant Roma communities

Country	Strengths/key elements of the country's approach	Weaknesses/gaps/recommendations
France	<ul style="list-style-type: none"> Pre-school education will be compulsory, from the school year 2019/2020, for all children above the age of 3 years. Children with academic difficulties, without good command of French or in precarious social conditions are educated in special teaching units at their own pace with a more individualised pedagogy aimed at acquiring skills necessary for mainstream education. Children from homeless families and 'gens du voyage' are educated in mobile schools to be better prepared for the standard schooling. The state provides financial assistance to pupils of the primary education (until the age of 11) to offset the cost of supplies (school bags, pencils, clothes, etc.). Roma civil society offers reception centres to provide homework help for children. 	<ul style="list-style-type: none"> There is a lack of data on how many Roma children from families living in precarious conditions do not go to school, however, existing studies indicate that this number can be significant. Access to pre-primary and primary education is conditioned upon administrative procedures that create barriers for Roma, specifically those not speaking French. Requests for early schooling very often face refusals from mayors mainly based on the lack of residence documents. Education in special teaching units often stigmatises students and contributes to their segregation from the mainstream. Efficiency of mobile schools as transition to standard schooling is very variable and no data exist as to evaluate it on the whole territory. Moreover, the existing mobile schools are private and there is very little monitoring by the educational state authorities. School dropout has been a national priority once with the 2014 national plan, but young people living in precarious housing are not a target of the plan (moreover, repetitive evictions from housing increase dropouts). There is no financial assistance for supplies in middle-schools (starting from age of 11), nor for the children registered after September, which is often the case for precarious families. Available mainstream policies are little known among the "gens du voyage" and of EU-mobile Roma living in France, e.g. the use of validation by experience acquisition (VAE).
Germany	<ul style="list-style-type: none"> Since 1990 mediators and school counsellors are trained and placed in schools to facilitate the increase of Sinti and Roma student's performance. Sinti and Roma organisations have partnered with government agencies to establish very few kindergartens for Roma children from Romania and local Sinti. 	<ul style="list-style-type: none"> Roma both from other EU member states and from third countries face strong barriers to education such as required documents, language barrier, lack of information or specific support that disadvantaged students need or discrimination. Children from EU-mobile or third country families, including Roma, are often placed in special schools due to poor language skills, performance or behaviour interpreted as "generally retarded development". Because of direct and structural discrimination, Sinti children are also placed into special schools.

		<ul style="list-style-type: none"> • Ratification of the UN Convention on the Rights of Persons with Disabilities has potential to increase inclusive schooling and reduced the placement of students in special schools. Nevertheless, this process is being implemented very slowly and no substantive results can be observed. • The Conference of Ministers of Education (KMK) shall establish a permanent coordination body on education between the state ministries, Sinti and Roma organisations and key stakeholders.
Greece	<ul style="list-style-type: none"> • To increase the proportion of Roma children in pre-school education, since school year 2018/2019, at least two years of pre-school education (from the age of 4) have been compulsory for all children. • In each city there are nurseries (for 8 months old up to 4 years old) which are free of charge for poor families. • In the last three years several measures targeting Roma children's education have been implemented, including reduction of the class size attended by vulnerable social groups, social worker in schools with Roma, pilot operation of Parents Schools in selected schools or actions to tackle early dropouts. • Within the Social Solidarity Income framework beneficiaries aged 40 or more have to complete compulsory education. 	<ul style="list-style-type: none"> • Participation of Roma children in preschool education remains low, due facilities' unavailability in segregated settlements, lack of assistance in enrolment and low awareness of parents. • Many Roma cannot access available pre-school education facilities; they often face difficulties in proving their eligibility to nurseries for poor families (e.g., as working informally, they are and not able to provide income statement). • Drop-outs from primary and secondary education remain a problem that has not been effectively addressed; it concerns also pupils before completing compulsory education. • Marginalised or vulnerable Roma are quasi not participating in available lifelong learning programmes. • Segregation of Roma pupils remains a problem. Despite official policy of desegregation, there are many indirect methods of segregation in education, such as the operation of single-cultural schools, with Roma-only students.
Italy	<ul style="list-style-type: none"> • In some municipalities, a slight positive trend in enrolment of Roma children in education has been recorded, which is in line with an NRIS objective. • Services to support education of Roma children (such as busing or afterschool help homework) are initiated and run by few municipalities. • An ESF-funded national project focused on inclusive education and combating school drop-out in last years of primary and first year of secondary education has been launched in 15 cities (about 10% of the participants are Roma); the programme includes training of teachers and support for students' families. • Representation of Roma history, culture, and genocide (<i>Porrajmos</i>) has been included in the school curricula in some municipalities. 	<ul style="list-style-type: none"> • Precarious living conditions in ghetto-like camps and frequent forced evictions have negative impact on the education of Roma children. Specific support for children and families is rare, if exists, depends on commitment of individual teachers. • Pre-school education policies do not specifically target Roma to increase their enrolment. • With exception of the cities targeted by the national project, the national educational policies do not include measures to translate the NRIS's objectives into practice. • There are no measures supporting Roma students in higher education or their transition from education to labour market. • Lack of data on Roma participation in education prevents measuring progress.

	<ul style="list-style-type: none"> Roma cultural mediators have been introduced in some schools on a project basis. 	
Spain	<ul style="list-style-type: none"> The NRIS includes the objective, for the time period till 2020, of increasing the proportion of Roma children (aged 0-6 years) who attend pre-school, by awareness raising among Roma parents and by giving priority to families with social exclusion risk. Measures enhancing Roma students' participation and inclusion in compulsory education is being done gradually but firmly (e.g. in terms of access, academic and social integration, curriculum adjustment etc.). Emphasis is placed on support of disadvantaged pupils and students, including those coming from socially disadvantaged environment. Education seems to be in the focus of the NRIS: 61.2% of the NRIS Operational Plan 2014-2016 measures were in the area of education and employment. Different projects and campaigns have been carried out by the Roma civil society sector to address the school dropouts. 	<ul style="list-style-type: none"> Due to lack of data, the actual achievements of the objectives in education are not known. Compared to the objectives set in the NRIS, the number of actions that have been carried out in the field of early childhood education is minimal. Roma children's enrolment in pre-school education is still lower compared to the mainstream population. Dropout rate among young Roma (12-24) remains very high (60-65%); in consequence the education level of Roma is far behind the mainstream population. School segregation is often associated with residential segregation. The elimination of schools with a high concentration of Roma students has not been done yet.
UK	<ul style="list-style-type: none"> Statutory guidance on school exclusion stresses the importance of providing additional support to address the needs of children from groups at higher risk of exclusion, including Roma children. Higher education providers will be required to publish application data broken down by ethnicity. Higher education providers charging higher fees will be required to agree Access and Participation Plans. The plans will set out measures to support the access and successful participation for disadvantaged and under-represented groups, including Roma. There is no requirement in England to attend school, however, parents are required to ensure that children of compulsory school age receive an efficient full-time education. 	<ul style="list-style-type: none"> While the attendance rate of Roma children in pre-school education is very low, there is no government focus on this critical issue; all the initiatives in this field are implemented in individual settings (by schools, volunteers and community groups). Although the educational attainment of Roma children in England has improved in recent years, the attainment gap has widened. Both temporary and permanent school exclusion of Roma students from primary and secondary education remains a serious problem, in particular in specific cities. There is no co-ordinated response between primary schools, secondary schools and local authorities to improve transfer rates and maintain pupil engagement. Insufficient training of staff, and employment of Roma staff at all grades in early years of education. Insufficient school places available for children in the neighbourhoods where Roma have settled in England.

Cluster 3: Member states with mid-size Roma communities

Country	Strengths/key elements of the country's approach	Weaknesses/gaps/recommendations
Austria	<ul style="list-style-type: none"> To reduce the number of early school leavers, education became compulsory until the age of 18. The Roma school mediation or extra-curricular tuition provided by Roma NGOs in public schools is highly appreciated by beneficiaries and school principals. Several measures have been adopted to support vulnerable children's transition to higher levels of education. For example, job-coaching supports students in the last year of compulsory education and in 2018, an ESF call for proposal was launched to support transition from secondary education to higher education or professional education. In Viennese public schools, classes in Romani language are offered to a small extent. Currently, four teachers for Romani language were employed by the school authority. The Federal Ministry of Education supported the development of teaching resources on Roma and Sinti during the Holocaust and on Roma history and culture aimed for 5th grade children. 	<ul style="list-style-type: none"> Despite clear evidence on the low educational level and the high demand from civil society for Roma targeted educational programmes, the implementation of the NRIS did not bring much progress and did not set ambitious objectives in this area. Recent reforms of the educational system jeopardise achievement of NRIS's targets (e.g. cutting the available budget for the extension of pre-school education). Austrian education system is highly selective. Pupils with education problems risk to finish in special schools for disabled children or in integration classes. Children, whose parents are unemployed, have lower chances to access public kindergartens or all-day primary schools because children of parents who work have priority. This often applies to Roma children. Moreover, fees for these represent an additional barrier for poor. Some public and school authorities deny school access to immigrant Roma children due to their families' non-permanent legal status. Further targeted measures to increase the share of Roma youngsters completing vocational training, upper secondary school and higher education should be adopted.
Belgium	<ul style="list-style-type: none"> The Belgian education system includes several tools to support diversity in schools. In certain cities, Traveller children can attend language classes on-site several days a week. In Flanders, the NRIS mentioned additional funds for schools with a significant number of Travellers, in order for them to develop more tailor-made approaches to education. There does not seem to be details available on the use of these funds. For Wallonia, the NRIS planned on the deployment of Roma mediators. However, only one Roma mediator has been hired since. 	<ul style="list-style-type: none"> Extreme poverty even homelessness that many Roma face has negative impact on school attendance. The educational system not adapted to mobile lifestyle is a reason for low school participation among Travellers. Many Roma face school discrimination, with enrolment denials explained by their so-called "learning lag" or out of fear of "attracting too many disadvantaged children".
Croatia	<ul style="list-style-type: none"> Compared to the other areas, the biggest progress in Roma inclusion has been done in education. The trend is that Roma participation in education is continuously increasing. 	<ul style="list-style-type: none"> Despite positive impact of introduction of one year of obligatory pre-school education, still many Roma children are not in pre-school education before the age of five because of facilities' low capacity



	<ul style="list-style-type: none"> • Affirmative measures for Roma inclusion are in place in all levels of education (except for adult education). • As an affirmative measure, Roma children are entitled for free of charge preschool education, additional to compulsory one year of pre-school education for all children; this compulsory one year can be provided in kindergarten or elementary school. • In some schools, Roma assistants are employed with open-term contract and financed by the central government. • To increase secondary school completion, Roma students are supported with free of charge dormitory and scholarships, which are lowered if a student repeats a grade. • In certain towns, to fight school segregation, local transportation expenses are completely covered from the municipal budget. All children living farther than 3 km from school are entitled to free transportation. 	<p>and preference for families with working parents; segregation in pre-school education remains significant.</p> <ul style="list-style-type: none"> • The Ministry of education changed the policy and does not support hiring of new Roma assistants by schools. Schools that did not have the assistants previously and showed the need for engaging them only later, must finance them from different projects. • Residential segregation is one of the main causes of educational segregation. • Due to the professional orientation services and their previous low academic achievement, most of the Roma are enrolled in vocational schools.
Ireland	<ul style="list-style-type: none"> • The Early Childhood Care and Education (ECCE) scheme is a universal childcare programme with the stated objective of providing children with their first formal experience of early learning prior to commencing primary school. • The Child and Family Agency (TUSLA) has taken positive action measures through regional pilots to assist Traveller/Roma children's retention in the education system. It has also committed to provision of 10,000 EUR per year to support ten Travellers/Roma to be trained as social care workers. • A positive development is the forthcoming legislation to include Travellers culture and history into the school curriculum. • National Action Plan for Equity of Access to Higher Education has set a target to increase the number of Traveller new entrants to third-level education. 	<ul style="list-style-type: none"> • Ethnic data is not currently collected by the ECCE scheme and therefore Travellers/Roma children's access, participation and outcomes remain unclear. • The use of restricted attendance timetables and home education for Travellers in difficulty with their schools or for whom school places are not found is an increasing concern. • The provision of segregated education for Traveller children remains a challenge with two Traveller-only schools continuing to be funded by the Department of Education and Skills. While one school has indicated they will close in June 2019, the other has not. • There is a need to offer Travellers/Roma high quality education programmes with clear pathways back to full provision and these must be stringently monitored and evaluated. • Specific educational supports cut between 2008 and 2012, must be reinstated to assist in addressing the persistently low levels of educational attainment of Travellers/Roma.
Netherlands	<ul style="list-style-type: none"> • Different approaches to ensure full enrolment of Roma in education are used locally; some of them are derived directly from the set of measures of NRIS, whereas others are developed independently by municipalities. • Schools and municipalities are responsible for developing measures preventing early school leaving (i.e. among the 12-23 age group). 	<ul style="list-style-type: none"> • Even though Roma children speak Dutch from an early age at home, their language skills remain difficult during the secondary school, mostly in reading and writing. With additional support provided by the school, this could easily be addressed. • Attendance into high schools and higher education has to be improved.



	<ul style="list-style-type: none"> • Compulsory education from the age of 5 until 16 is accessible for the children who are legally in the country and also for the ones who are in the procedure of waiting for the decision to get a residence permit. • Schools receive extra funds to support all children with impairment (physical, mental, language issues, etc.). • Roma's participation in and completion of primary and secondary education are increasing. • It appears that local plans for improvement of educational opportunities for Roma children are much more successful than the projects created through the national set of measures. 	<ul style="list-style-type: none"> • In certain municipalities a hidden cap quota was introduced in schools in order to prevent the enrolment of too many Roma children that could lead to 'white flight' and segregation; this measure is considered controversial by some NGOs.
Poland	<ul style="list-style-type: none"> • Education is a priority in the 2014-2020 Roma Programme. About 65% of total funds have been devoted to education (i.e. day-care centres, preschool subsidies, scholarships). • From 2017, the pre-school education became obligatory and free of charge for children aged 6. In areas without available facilities, the preschool education is provided by various types of community centres. • In the last years, the number of Roma children in special education has been reduced. • Scholarship schemes for Roma primary school, high school and university students aim to foster their enrolment and graduation rates. • The institutionalisation of the Roma school assistant and supporting teachers positions with the aim to increase school attendance and educational outcomes. 	<ul style="list-style-type: none"> • Antigypsyism and discrimination against Roma has negative impact on Roma children's education. For example, a principal of a primary school in Warsaw surrender to non-Roma parents' pressure and denied Roma children enrolment into the mainstream school.
Portugal	<ul style="list-style-type: none"> • Roma children's (pre)school attendance increased as consequence of linking it to social benefits. • Alternative education programmes have been created with the aim of reducing social and educational inequalities. Moreover, the government recently launched Roma-targeted programmes (see example of promising practice below) to combat inequalities in education, which are coordinated and funded by the National Roma Contact Point. • The NRIS was revised in 2018 and a priority has been given to Roma schooling and professional integration. 	<ul style="list-style-type: none"> • Educational segregation is often consequence of the residential one. It has several forms, ranging from clear and evident segregation to more covert forms such as measures to remedy situations of disadvantages that ended up in Roma only classes. • Some alternative education programmes did not bring the expected improvement of school success, but rather lead to the educational segregation of Roma. • 'White flight' of non-Roma children from mixed schools is consequence of negative representations Roma communities, unaddressed problems in interethnic relations and poverty among Roma.

Sweden	<ul style="list-style-type: none"> The right to education (guaranteed also to refugees and immigrant children) encompasses promoting the interests of children with different forms of disadvantages and guarantees the right to mother tongue education. 'Roma bridge builders', knowing the Roma's language and culture, work as mediators between the schools, the children and the Roma parents in some municipalities. Södertörn University is in charge of teachers' education in Romani language, and is commissioned to build a training program for Roma bridge builders for municipal schools and social services. There are folk high schools (independent adult education colleges) that offer education for Romani language speakers. 	<ul style="list-style-type: none"> Given the fact that there is a shortage of teachers in the Romani language, some municipalities do not guarantee this mother tongue education. One major issue is the lack of education on the Roma minority both in teachers' education and school curriculum which leads to ongoing prejudices and children's progress in school.
Cluster 4: Member states with smaller Roma communities		
Country	Strengths/key elements of the country's approach	Weaknesses/gaps/recommendations
Cyprus	<ul style="list-style-type: none"> The trend of Roma enrolment in pre-primary and primary education is increasing, while the school drop-out rate at these two levels of education is falling. An ESF-funded project Actions for Social and School Inclusion (DRA.S.E) aims at educational inclusion of vulnerable groups, including Roma. The project is implemented in 96 schools and provides in-school services or teachers training. Several all-day schools organise after-school activities; in some of them Roma children participate. The Ministry of Education and Culture offer to Cypriot Roma (<i>Gurbetties</i>) an optional extra-curriculum course "Language, culture and tradition of Roma" in afternoons. 	<ul style="list-style-type: none"> Rate of early school leaving among Roma remains high. Only a few Cypriot Roma attend secondary education, and even fewer complete lower secondary education or even fewer upper secondary education. University education is not achieved yet by Cypriot Roma, researches indicate. Roma face racial prejudice in schools and in some cases segregation (together with other migrants, minorities, and Greek-Cypriots from poorer backgrounds).
Denmark	<ul style="list-style-type: none"> Accessing a personal identification number (CPR) entails access to a number of public services including the public education. Children enrolled in public education can receive mother tongue instruction, if one of the parents is an EU citizen. In 2016 the Government launched a new strategy to strengthen early childhood education with a specific focus on children from disadvantaged families. 	<ul style="list-style-type: none"> Roma, both from EU and third countries, face barriers in accessing the CPR and in consequence their children often cannot participate in education. In particular, Roma families who live and work in the streets of big cities (i.e. Copenhagen), do not have contact with the Danish educational system. There are inequalities in quality of education across school districts; families with better socio-economic conditions have easier access to schools that score high on national PISA testing compared with more vulnerable families.

Estonia	<ul style="list-style-type: none"> • Within the inclusive education principle all schools must provide individual support to students who need it, the way it is organised is up to the specific school. • Placement of any children into special schools has largely decreased since inclusive education became the leading principle of the Estonian education system. • In Estonia, compulsory education lasts until the age of 17 or until finishing basic school; this measure prevents dropouts without basic school completion. 	<ul style="list-style-type: none"> • It is not possible to determine how many children of Roma origin are currently in the education system, as the Estonian Education Information System only reflects on the students whose parents register them as children with Romani background. • Pre-school education is not compulsory in Estonia. The kindergarten fee varies by municipality and is normally tied to the minimum wage. • Secondary education is not compulsory. There are no dedicated actions to support or encourage Roma students to reach secondary or higher education.
Finland	<ul style="list-style-type: none"> • Pre-primary education is compulsory one year before preceding the start of compulsory education. Roma children attain it mainly at the public day-care centres provided by the municipalities regardless of their parents' working status. • Two ministries published materials both in Romanes and Finish to support parents in their children's early education at home. • The national agency for education has published several surveys regarding Roma education. • ESF-funded national projects aim at tackling challenges of Roma education; activities include promotion of education, skills and life-long learning among Roma. • Employment of Roma mediators in some schools has proven positive impact on Roma children's education outcomes. This new tool is expanding rapidly. • National Agency of Education has a special Roma unit, which researches on and promotes Roma's education. • Roma children are not segregated in separate own schools and classrooms. 	<ul style="list-style-type: none"> • School enrolment depends on residence in catchment area; this is a problem for Roma from other EU countries or third countries without permanent housing. • Despite good quality of the Finnish educational system, Roma children face problems in schooling. Lack of Roma's recognition and higher absenteeism seems to be causes of their lower performance. • Roma are overrepresented in special classroom settings. • Support to Roma children's education should transfer from the project-based approach towards permanent supporting measures and policies. • School authorities should collaborate more with the local Roma civil society to overcome challenges in Roma children education.
Latvia	<ul style="list-style-type: none"> • The Ministry of Education and Science in collaboration with municipal education boards carry out the monitoring of the education of Roma school children. • An effective tool for promoting Roma education is considered to be the work of the Roma teacher-assistants in preschool and primary education. • In 2017 the State Education Quality Service started to implement an ESF-funded project "Support to reduce early school leaving", which aims to reduce the number of children and young people dropping out of education and not completing schooling. 	<ul style="list-style-type: none"> • Evaluation of the achievements and weaknesses of Roma education policy is missing. • One of the main reasons for the low preschool attendance among Roma children are low pedagogical skills of facilities' personnel to provide inclusive and multicultural education. • 15.8% of Roma children are educated in special schools. • The "Second chance" education programmes with no age limit provide education for those who already have graduated the 7th grade, but a large proportion of Roma who could benefit from the measure do not meet this condition.

	<ul style="list-style-type: none"> Based on the NGO initiatives, in 2014, Roma Resource Centres (RRC) were opened in several cities to promote the inclusion of Roma children and young people in the education system. 	<ul style="list-style-type: none"> Unfortunately, the programme of Roma teacher assistants is not being implemented at the national level. They should be available in pre-school and primary schools with a larger number of Roma and provided with professional training. There is no targeted national-scale planning to encourage school attendance and reduce the drop-out rate for Roma children. Since more vocational choices are offered by vocational schools located in larger cities, most Roma do not participate in these due to lack of financial support (i.e. travel, living and other expenses).
Lithuania	<ul style="list-style-type: none"> To ensure that children attend school, the social workers of the Social Security Centre of Vilnius City visit Roma settlement and accompany children with special rented transport to the educational institutions. Several schools employ social pedagogues or school mediators who supervise and support academically the Roma children (i.e. assist and mediate in school between the teachers, parents and the children). According to the latest budget of the Roma Integration Strategy, 40,000 EUR annually are allocated to educational activities. 	<ul style="list-style-type: none"> The big gap between Roma and non-Roma children preschool attendance is mainly due to the lack of places available in (good quality, free of charge) preschool institutions. Discrimination/antigypsyism in education is a persisting problem, especially at the teacher-student interaction level or by fellow classmates and/or their parents. Lack of pre-school preparation and difficulty to understand Lithuanian are among the main causes of higher drop-out rates among Roma.
Luxembourg	<ul style="list-style-type: none"> The 2017 secondary education reform aims to increase flexibility by redesigning the guidance and support processes and monitoring the measures for learners in difficulty, through learner guidance, educational and psychosocial support, as well as learners' and parents' participation. Childcare-service vouchers system and various forms of State support exist, but it is not known if Roma families are included in the system. Secondary schools may organise special activities and special classes for the pupils in difficulties. 	<ul style="list-style-type: none"> There is no information about the situation of Roma in the education system in Luxembourg (i.e. attendance, school segregation, special education, discrimination). Although free of charge, early childhood education for the three-year-olds is optional. It would be in the benefit of the children and their families if the compulsory education would start at the age of three, which would facilitate early childhood development, language learning, etc.
Slovenia	<ul style="list-style-type: none"> Pre-school and extra-curricular activities are organised in several multi-purpose centres in segregated Roma settlements on a project basis. Measures supporting Roma pupils are financed from ESF and include teacher assistants, Roma educational incubators and extra-curricular activities. Such measures have shown to be effective in addressing the challenge of school absenteeism and achieving better school performance. Legislation was amended to provide stronger support to schools educating Roma; they are eligible for additional funding for individual 	<ul style="list-style-type: none"> In several Roma settlements the inclusion of Roma in integrated kindergartens remains a problem, mainly because of financial barriers and lack of necessary transport to facilities. The proportion of Roma children who are sent to special needs schools remains problematic (between 6-12%). Roma school assistants are depending on project funding; moreover, they are limited to pre-school and primary education. This instrument should be extended to secondary education and receive sustainable funding.

	<p>or group work with Roma children, lower number of students in a class, subsidies for meals, textbooks and excursions for Roma pupils.</p> <ul style="list-style-type: none"> • Roma students engaged in teaching studies are supported with scholarships. • Implementation of the Adult Education Strategy includes provision of counselling and information activities for vulnerable groups of adults (including Roma), implementation of publicly recognised programmes for less educated or informal programmes to improve vulnerable adults' capabilities. 	<ul style="list-style-type: none"> • Many Roma are not aware of the opportunity of applying for scholarships at secondary or tertiary education levels. • Training of professionals working with Roma pupils remains insufficient; only two seminars on the matter have been organised within regular teachers' training.
--	--	---