

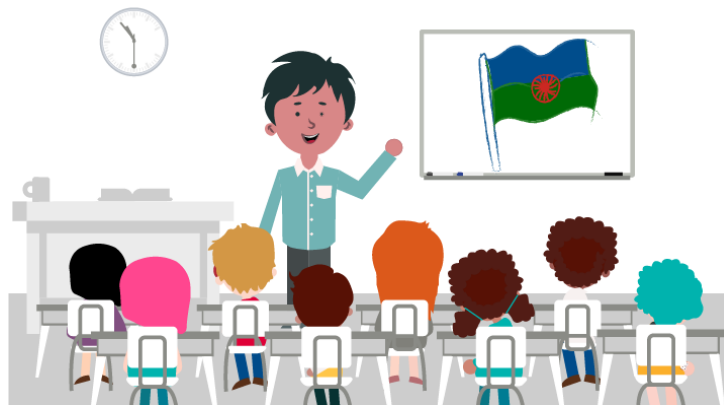


COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

REFERENCE TEXTS AND STANDARDS ON THE RIGHT TO EDUCATION



**WITH A SPECIAL FOCUS ON NON-DISCRIMINATORY ACCESS TO QUALITY AND INCLUSIVE
EDUCATION FOR ROMA AND TRAVELLER CHILDREN**

REFERENCE TEXTS AND STANDARDS ON THE RIGHT TO EDUCATION

International and European Standards

INTERNATIONAL INSTRUMENTS

Universal Declaration of Human Rights, 1948

<https://www.un.org/en/universal-declaration-human-rights/index.html>

Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

International Covenant on Economic, Social and Cultural Rights, 1966

<https://www.ohchr.org/en/professionalinterest/pages/cescr.aspx>

Article 13

1. The States Parties to the present Covenant recognise the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.

2. The States Parties to the present Covenant recognise that, with a view to achieving the full realisation of this right:

(a) Primary education shall be compulsory and available free to all;

(b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education;

(c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education;

(d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;

(e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.

3. The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to choose for their children schools, other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the State and to ensure the religious and moral education of their children in conformity with their own convictions.

4. No part of this article shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph 1 of this article and to the requirement that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 14

Each State Party to the present Covenant which, at the time of becoming a Party, has not been able to secure in its metropolitan territory or other territories under its jurisdiction compulsory primary education, free of charge, undertakes, within two years, to work out and adopt a detailed plan of action for the progressive implementation, within a reasonable number of years, to be fixed in the plan, of the principle of compulsory education free of charge for all.

Convention on the Rights of the Child, 1989

<https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

Article 28

1. States Parties recognise the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:

- (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilisations different from his or her own;
- (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- (e) The development of respect for the natural environment.

Convention on the Elimination of All Forms of Discrimination against Women, 1979

<https://www.un.org/womenwatch/daw/cedaw/text/econvention.htm#article10>

Article 10

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

(a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;

(b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;

(c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;

(d) The same opportunities to benefit from scholarships and other study grants;

(e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;

(f) The reduction of female student drop-out rates and the organisation of programmes for girls and women who have left school prematurely;

(g) The same opportunities to participate actively in sports and physical education;

(h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

Convention on the Elimination of All Forms of Racial Discrimination, 1966

<https://ohchr.org/EN/ProfessionalInterest/Pages/CERD.aspx>

Article 5

In compliance with the fundamental obligations laid down in article 2 of this Convention, States Parties undertake to prohibit and to eliminate racial discrimination in all its forms and to guarantee the right of everyone, without distinction as to race, colour, or national or ethnic origin, to equality before the law, notably in the enjoyment of the following rights:

(e) Economic, social and cultural rights, in particular:

(v) The right to education and training;

Article 7

States Parties undertake to adopt immediate and effective measures, particularly in the fields of teaching, education, culture and information, with a view to combating prejudices which lead to racial discrimination and to promoting understanding, tolerance and friendship among nations and racial or ethnical groups, as well

as to propagating the purposes and principles of the Charter of the United Nations, the Universal Declaration of Human Rights, the United Nations Declaration on the Elimination of All Forms of Racial Discrimination, and this Convention.

Committee on the Elimination of Racial Discrimination: General Recommendations

Convention on the Rights of Persons with Disabilities, 2006

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

Article 24

1. States Parties recognise the right of persons with disabilities to education. With a view to realising this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

- a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
- b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
- c) Enabling persons with disabilities to participate effectively in a free society.

2. In realising this right, States Parties shall ensure that:

- a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
- b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
- c) Reasonable accommodation of the individual's requirements is provided;
- d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
- e) Effective individualized support measures are provided in environments that maximise academic and social development, consistent with the goal of full inclusion.

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

- a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
- b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;
- c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximise academic and social development.

4. In order to help ensure the realisation of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

Declaration on the Rights of Persons belonging to National or Ethnic, Religious and Linguistic Minorities, 1992

<https://www.ohchr.org/Documents/Publications/GuideMinoritiesDeclarationen.pdf>

Article 4

1. States shall take measures where required to ensure that persons belonging to minorities may exercise fully and effectively all their human rights and fundamental freedoms without any discrimination and in full equality before the law.
2. States shall take measures to create favourable conditions to enable persons belonging to minorities to express their characteristics and to develop their culture, language, religion, traditions and customs, except where specific practices are in violation of national law and contrary to international standards.
3. States should take appropriate measures so that, wherever possible, persons belonging to minorities may have adequate opportunities to learn their mother tongue or to have instruction in their mother tongue.
4. States should, where appropriate, take measures in the field of education, in order to encourage knowledge of the history, traditions, language and culture of the minorities existing within their territory. Persons belonging to minorities should have adequate opportunities to gain knowledge of the society as a whole.

UNESCO Convention against Discrimination in Education, 1960

http://portal.unesco.org/en/ev.php-URL_ID=12949%26URL_DO=DO_TOPIC%26URL_SECTION=201.html

Article 1

1. For the purposes of this Convention, the term 'discrimination' includes any distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular:
(a) of depriving any person or group of persons of access to education of any type or at any level; (b) of limiting any person or group of persons to education of an inferior standard; (c) Subject to the provisions of Article 2 of this Convention, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or (d) of inflicting on any person or group of persons conditions which are in-compatible with the dignity of man.
2. For the purposes of this Convention, the term 'education' refers to all types and levels of education, and includes access to education, the standard and quality of education, and the conditions under which it is given.

Article 2

When permitted in a State, the following situations shall not be deemed to constitute discrimination, within the meaning of Article 1 of this Convention:

- (a) The establishment or maintenance of separate educational systems or institutions for pupils of the two sexes, if these systems or institutions offer equivalent access to education, provide a teaching staff with qualifications of the same standard as well as school premises and equipment of the same quality, and afford the opportunity to take the same or equivalent courses of study;
- (b) The establishment or maintenance, for religious or linguistic reasons, of separate educational systems or institutions offering an education which is in keeping with the wishes of the pupil's parents or legal guardians, if participation in such systems or attendance at such institutions is optional and if the education provided conforms to such standards as may be laid down or approved by the competent authorities, in particular for education of the same level;
- (c) The establishment or maintenance of private educational institutions, if the object of the institutions is not to secure the exclusion of any group but to provide educational facilities in addition to those provided

by the public authorities, if the institutions are conducted in accordance with that object, and if the education provided conforms with such standards as may be laid down or approved by the competent authorities, in particular for education of the same level.

Article 3

In order to eliminate and prevent discrimination within the meaning of this Convention, the States Parties thereto undertake:

(a) To abrogate any statutory provisions and any administrative instructions and to discontinue any administrative practices which involve discrimination in education;

(b) To ensure, by legislation where necessary, that there is no discrimination in the admission of pupils to educational institutions;

(c) Not to allow any differences of treatment by the public authorities between nationals, except on the basis of merit or need, in the matter of school fees and the grant of scholarships or other forms of assistance to pupils and necessary permits and facilities for the pursuit of studies in foreign countries ;

(d) Not to allow, in any form of assistance granted by the public authorities to educational institutions, any restrictions or preference based solely on the ground that pupils belong to a particular group;

(e) To give foreign nationals resident within their territory the same access to education as that given to their own nationals.

Article 4

The States Parties to this Convention undertake furthermore to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education and in particular:

(a) To make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law;

(b) To ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;

(c) To encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity;

(d) To provide training for the teaching profession without discrimination.

Article 5

1. The States Parties to this Convention agree that:

(a) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace;

(b) It is essential to respect the liberty of parents and, where applicable, of legal guardians, firstly to choose for their children institutions other than those maintained by the public authorities but conforming to such minimum educational standards as may be laid down or approved by the competent authorities and, secondly, to ensure in a manner consistent with the procedures followed in the State for the application of its legislation, the religious and moral education of the children in conformity with their own convictions; and no person or group of persons should be compelled to receive religious instruction inconsistent with his or their convictions;

(c) It is essential to recognise the right of members of national minorities to carry on their own educational activities, including the maintenance of schools and, depending on the educational policy of each State, the use or the teaching of their own language, provided however:

(i) That this right is not exercised in a manner which prevents the members of these minorities from understanding the culture and language of the community as a whole and from participating in its activities, or which prejudices national sovereignty;

(ii) That the standard of education is not lower than the general standard laid down or approved by the competent authorities; and

(iii) That attendance at such schools is optional.

2. The States Parties to this Convention undertake to take all necessary measures to ensure the application of the principles enunciated in paragraph 1 of this Article.

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The [Strasbourg Declaration 20 October 2010](#) establishes “Education” as a priority focusing on:

Children’s rights (24) through the promotion of effective measures the equal treatment and the rights of Roma children especially the right to education and protect them against violence, including sexual abuse and labour exploitation, in accordance with international treaties and

Education (33) ensuring effective and equal access to the mainstream educational system, including pre-school education, for Roma children and methods to secure attendance, including, for instance, by making use of school assistants and mediators. Provide, where appropriate, in service training of teachers and educational staff.

[Recommendation CM/Rec\(2009\)4 of the Committee of Ministers to member states on the education of Roma and Travellers in Europe](#), recommends that the governments of member states draw on the following principles :

1. Educational policies aiming at ensuring non-discriminatory access to quality education for Roma and Traveller children should be devised at national level. These policies should be formulated with a view to guaranteeing access to quality education with dignity and respect, based on the principles of human rights and on the rights of the child. Existing educational policies need to be reviewed to identify actual and potential hindrances preventing Roma and Traveller children from enjoying full rights in the field of education.

2. In consultation with the national/international Roma and Travellers stakeholders, educational policies should include references to Roma and Travellers as part of wider recognition of cultural and/or linguistic diversity and should, where appropriate, provide opportunities for Roma and Traveller children to benefit from instruction in/of their mother tongue, based on the principles set out in the Framework Convention for the Protection of National Minorities and in the European Charter for Regional or Minority Languages.

3. The whole cycle of policy making should be taken into account when designing or adapting educational policies for Roma and Travellers. Balanced attention should be placed on needs assessment as well as policy design, implementation, monitoring and evaluation, while effective Roma and Traveller participation should be enhanced at all levels and in all phases of the policy cycle.

4. Educational policies for Roma and Traveller children should be accompanied by adequate resources and the flexible structures necessary to accommodate the diversity of the Roma and Traveller communities in Europe and which take into account, where appropriate, the existence of groups leading a nomadic or semi-nomadic lifestyle.

5. Member states should ensure that legal measures are in place to prohibit segregation on racial or ethnic grounds in education, with effective, proportionate and dissuasive sanctions, and that the law is effectively implemented. Where de facto segregation of Roma and Traveller children based on their racial or ethnic origin exists, authorities should implement desegregation measures. Policies and measures taken to fight segregation should be accompanied by appropriate training of educational staff and information for parents.

6. Educational authorities should set up assessment procedures that do not result in risks of enrolling children in special-education institutions based on linguistic, ethnic, cultural or social differences but facilitate access to schooling. Roma and Traveller representatives should be involved in defining and monitoring these procedures.

7. Member states should ensure effective co-ordination of educational policies with the policies in other sectors, including social policies, as well as with similar authorities in other countries.

8. Special attention must be given to ensuring full access to all levels of education for Roma and Traveller children whose families have a nomadic way of life, are engaged in temporary migration or have been forced to quit their location of unauthorised encampment or forced to leave their countries or areas of origin, as well as for internally displaced persons or refugees.

II. Structures and provision for access to education

9. Roma and Travellers should be provided with unhindered access to mainstream education at all levels subject to the same criteria as the majority population. To accomplish this goal, imaginative and flexible initiatives should be taken as required in terms of educational policy and practice. Appropriate measures should also be taken to ensure equal access to educational, cultural, linguistic and vocational opportunities offered to all learners, with particular attention to Roma and Traveller girls and women.

10. Attendance of preschool education for Roma and Traveller children should be encouraged, under equal conditions as for other children, and enrolment in preschool education should be promoted if necessary by providing specific support measures.

11. Access of Roma and Traveller children to compulsory education should be facilitated and subject to the same criteria as the majority population, with particular emphasis on the transition from preschool to primary education, and from primary to secondary education. Special provisions for preventing school drop out and stimulating the return to school of those who did not finish compulsory education should be made available.

12. Access of Roma and Travellers to vocational training should be adapted and supported through targeted measures and culturally sensitive adult education programmes should be implemented. Furthermore, in absence of diplomas, the validation of knowledge acquired by experience should be encouraged.

13. Access to upper secondary and university education should be facilitated for Roma and Travellers.

14. Schools should make strong efforts to engage Roma and Traveller parents in school-related activities in order to enhance mutual understanding. When involving parents, the school must respect their values and culture and acknowledge their contribution to the education of their children.

15. School mediators and/or assistants recruited from Roma and Traveller communities should be employed to facilitate the relations between teachers and Roma or Traveller families, as well as between schools and the Roma or Traveller community. They should be provided with adequate training and support and be accepted as far as possible as full members of the school's professional team.

III. Curriculum, teaching material and teacher training

16. Intercultural learning and combating racism and discrimination should be explicitly recognised as priorities of the education process and should be a key element of school ethos. Curriculum, textbooks and other support materials should promote intercultural dialogue and raise awareness on stereotypes, prejudices and discrimination in general including against Roma and Travellers.

17. Roma history and culture should be appropriately reflected in the general curriculum, including teaching about the Roma extermination as part of the Holocaust/genocide of Roma.

18. In accordance with the provisions of the Framework Convention for the Protection of National Minorities (1995) (ETS No. 157) and of the European Charter for Regional or Minority Languages (1992) (ETS No. 148), curriculum and teaching materials should be made available, where appropriate, for Roma and Traveller children (and other children by choice) to learn their language, history and culture.

19. Educational authorities should ensure that all teachers, and particularly those working in ethnically mixed classes, receive specialised training on intercultural education, with a special regard to Roma and Travellers. Such training should be included in officially recognised programmes and should be made available in various forms, including distance and online learning, summer schools, etc.

20. Teachers working directly with Roma and Traveller children should be adequately supported by Roma or Traveller mediators or assistants and should be made aware that they need to engage Roma and Traveller children more in all educational activities and not de-motivate them by placing lower demands upon them and encourage them to develop their full potential.

21. Good practices based on an integrated whole-school approach, including training for school managers, teachers, mediators or assistants, activities targeting parents, measures to stimulate school participation at all levels, to prevent and combat segregation and discrimination in general, and to promote effective intercultural dialogue in the local community, should be taken as references and expanded.

IV. European exchanges, sharing experiences and good practices

22. All stakeholders involved in the design and implementation of educational policies aiming at providing non-discriminatory access to quality education for Roma and Traveller children, including policy makers, curriculum and textbook authors, inspectors, teachers, mediators and assistants, should be given opportunities to participate in national and European exchanges.

23. Scholarships should be provided for Roma students, as well as teachers and teacher assistants who would be able to teach the Romani language.

24. Opportunities for the exchange of good practices and materials in the field of education for Roma and Traveller children should be given to educational professionals and to representatives of Roma and Traveller organisations concerned.

25. The materials elaborated in the Council of Europe project "Education for Roma Children in Europe" (2002-2009), such as the collection of pedagogical fact sheets on Roma history, the teaching kit, the guide for Roma school mediators or assistants, and the reference framework for educational policies in favour of Roma, Sinti and Travellers, as well as other tools developed by other Council of Europe sectors, such as the framework curriculum for the Romani language or the kit for combating prejudices and stereotypes that was produced in the framework of the Dosta! awareness-raising campaign, should be widely disseminated and used in implementing the above-mentioned provisions.

26. Education authorities in member states should support the development of co-ordinated and integrated approaches at European level in this field, as well as increased synergy among different international and European organisations.

The **Commissioner for Human Rights** position paper ¹ on fighting segregated schooling, refers to segregated schooling one of the worst forms of discrimination and a serious violation of the rights of the children concerned, as children's learning opportunities are seriously harmed by isolation and lack of inclusion in mainstream schools. It is a clear manifestation of injustice against minority and other vulnerable groups, which also perpetuates the marginalisation of entire population groups in Europe.

Through its country specific reporting², there are continual references to segregated schooling practices for Roma children. Lack of access to pre-school education for Roma children, migrant and minority children and children with disabilities is also a common reality in many countries. Late schooling constitutes an additional disadvantage and a factor of further school segregation for these children, since schools may refuse to enrol children with lower linguistic competences and poorer socialisation habits.³

[Resolution 1927 \(2013\) Ending discrimination against Roma children](#) stresses the importance of focusing on children issues in Roma inclusion strategies as 50% of the Roma population is under the age of 18. The Assembly urges its member States to take concrete measures to end discrimination against Roma children, and in particular to:

7.1. expand access to integrated early childhood services by: 7.1.1. enabling easier registration of births and issuing of birth certificates; 7.1.2 strengthening outreach services for young children and families from isolated communities; addressing maternal health, food security, child-rearing and the family environment, health protection, responsibility for and care of new-born infants; sending mobile health care units to visit Roma neighbourhoods and communities for screening on dental care, childcare and reproductive health; sending officials to inform Roma women about their rights, health care services, and educational opportunities for their children; 7.1.3. helping poor Roma families to promote the growth and development of their young children at home in a safe and stimulating physical and psycho-social environment; 7.1.4. regularly informing the Roma communities about public services such as health provision and educational opportunities, by using the media, and especially television, for awareness raising; 7.1.5. training Roma mothers on childcare, health care and education directly within their own communities or providing free transportation to training centres where such training sessions can be organised;

7.2. make school more accessible by: 7.2.1. providing at least two years of inclusive, mandatory and affordable high-quality preschool education; 7.2.2. providing all teachers and professional trainers with anti-discrimination training, information and materials; 7.2.3. preparing schools at all levels to welcome Roma children and promote their development on an equal basis with other children; by including intercultural values and diversity in the curriculum, training the teachers to deal with a diverse group of children, providing individual instruction adapted to children's development level, creating a democratic learning environment in which every child feels the right to participate, and establishing a physically and emotionally secure environment free from violence; 7.2.4. paying special attention to confidence building at an early age by ensuring that Roma children are included in class work and in extracurricular activities, are provided with classroom materials if they do not have the means to purchase them, rewarding them for positive behaviour and achievements, and encouraging them and their parents to work on improving their talents; 7.2.5. adapting curricula to embrace inclusion as a core goal of education, free of gender

¹ <https://rm.coe.int/fighting-school-segregation-in-europe-through-inclusive-education-a-positi/168073fb65>

² See the reports on: Portugal (2012), paragraphs 61 and 62; Romania (2014), paragraph 175; and Hungary (2014), paragraphs 105 and 106, Slovakia (2015), paragraph 87, paragraph 145.

³ See the reports on: Hungary (2014), paragraph 102; Portugal (2012), paragraph 63; Romania (2014), paragraphs 93 and 179; Slovakia (2015), paragraphs 81 and 115; and "the former Yugoslav Republic of Macedonia" (2012), paragraph 89

stereotypes; 7.2.6. including, where appropriate, the teaching of Roma culture and history and, when necessary, providing support for Romani to be taught as a second language; 7.2.7. introducing appropriately trained and paid Roma assistants and mediators in classrooms and encouraging greater numbers of Roma to become teachers; 7.2.8. ensuring that Roma children are taught the core curriculum on an equal basis with other children; 7.2.9. investing in promoting parental literacy, especially of the mother, to strengthen support for children's education, and conducting training programmes such as vocational or language training for mothers to better equip them to become active members of society; 7.2.10. introducing measures to ensure that Roma girls are given the same opportunities to receive formal education as Roma boys; 7.2.11. if necessary, providing transportation, clothing, food and other basic necessities in order to facilitate integration and acceptance of Roma children in classrooms; 7.2.12. providing after-school activities of interest to Roma children and encouraging the students and their families to take advantage of these activities to improve their talents, and providing children with the necessary tools and training so that they can participate in these activities;

7.3. end school segregation and promote inclusion by: 7.3.1. ensuring that all students start learning about equality, respect and teamwork in their early years at school and that the curriculum, as well as extracurricular activities, reinforce these values, thus encouraging the students to learn from and appreciate each other in order not to develop prejudices in the future; 7.3.2. executing, where appropriate, judgments of the European Court of Human Rights relating to discrimination in the enjoyment of the applicants' right to education due to their assignment to special schools; 7.3.3. setting up comprehensive policies to implement a long-term commitment to inclusive education that include national and local action plans to promote inclusion, supported by financial, legal and administrative measures and requiring local municipalities to produce desegregation plans; 7.3.4. setting up awareness-raising campaigns to inform Roma about their rights and responsibilities and introducing complaints mechanisms for Roma families to challenge breaches of their right to inclusion; 7.3.5. engaging Roma families in parental activities in schools, for example as chaperones or members of parents' associations; 7.3.6. familiarising teachers with Roma children, their culture and identity during their training, in addition to designing teaching methods that prevent discrimination and promote diversity; ensuring that teachers are trained to overcome personal biases and prejudices;

7.4. remove the socio-economic barriers to education by: 7.4.1. introducing preparatory programmes and additional academic support for Roma children to facilitate readiness for school, to support the transitions from one educational level to the next and to re-engage those who drop out of school; 7.4.2. providing scholarships and financial support for Roma students to attend school; designing incentives and engaging the private sector to offer scholarships to Roma children; 7.4.3. encouraging the promotion of role models for the Roma communities including successful Roma students, businessmen and artists; creating opportunities and designing events for them to engage with the Roma communities to share experiences and serve as a source of inspiration; 7.4.4. supporting internship programs for Roma in government offices, or in the private sector during the summer, which will facilitate their entry into the job market and inclusion in the business world; 7.4.5. encouraging Roma students to take part in school trips, in order to expose them to the outside world, by covering their expenses if necessary;

7.5. protect Roma children's right to respect for their personal and physical integrity by: 7.5.1. ensuring that legal prohibition of all forms of violence and manifestations of racism and anti-Gypsyism in schools is effectively enforced; 7.5.2. promoting in Roma communities awareness of values and standards relating to gender equality, non-discrimination and human rights;

7.6. provide sufficient state financing to ensure the activities mentioned in paragraphs 7.1 to 7.5 are effective and efficient.

[ECRI General Policy Recommendation N°13 on combating anti-Gypsyism and discrimination against Roma](#) and [ECRI General Policy Recommendation N°3 on combating racism and intolerance against Roma/Gypsies](#) both stress education as a key area in combating anti-Gypsyism by: Ending segregation in schools, and eliminate harassment of Roma pupils; Ending negative stereotyping in school texts; Eliminating obstacles to equal participation in education and make nursery education genuinely accessible; Using school mediators to liaise between parents and schools and to encourage parents to get their children to attend school; Ensuring Roma pupils are fluent in official languages; Fostering knowledge of Roma language, culture and history and train teaching staff to facilitate intercultural dialogue and improve society's awareness of anti-Gypsyism.

The European Social Charter (ESC) ⁴ guarantees a broad range of human rights with respect to everyday essential needs related to employment and working conditions, housing, **education**, health, medical assistance and social protection. The rights guaranteed concern all individuals but special attention to vulnerable persons and groups. With reference to education: Member states have the obligation to provide primary and secondary education for all children (17§1, 7§3), free and effective vocational guidance services (9), Vocational training (including continuing training), apprenticeship and access to higher education based solely on individual aptitude (10), Access of persons with disabilities to mainstream education and training as well as rehabilitation (15§1, 10§1, 1§4) and Language education for migrants (19§11,19§12).

The Additional Protocol of the ESC, provides a system of collective complaints procedure, a particular measure designated to improve the effective enforcement of the social rights guaranteed by the Charter. The Protocol entitles social partners and non-governmental organizations to lodge collective complaints of violations of the Charter in States which have ratified it.

The following cases brought before the Committee of the ESC involving Roma children and education issues:

[No. 119/2015 – European Roma and Travellers \(ERTF\) vs. France \(2018\)](#)

Visa : Art.17§2 - 10§5 - 30 - 31 - E (non-discr).

Link: <http://hudoc.esc.coe.int/eng/?i=cc-119-2015-dmerits-en>

Facts: The ERTF alleges that France violate the Charter because of the exclusion from compulsory schooling of Roma children and adolescents as a result of the permanent instability of the settlements and their living conditions; the housing conditions that do not respect the human dignity and the basic needs of children and the successive evacuations preventing any inclusion in the social fabric and any staying in school.

Resolution of the Council of Minister 2018 on this case: <https://rm.coe.int/09000016808b79f2>

[No. 100/2013 – ERRC vs. Ireland \(2016\)](#)

Visa: art. 16 – 17 - 30 – E

Link: <http://hudoc.esc.coe.int/eng?i=cc-100-2013-dmerits-en>

Facts: The ERRC alleges that Ireland has not ensured the satisfactory application of the Charter, with respect to accommodation for Travellers. It submits that certain legislative provision on evictions as well as the de facto situation violates Articles 16 and 30 of the Charter either alone or in conjunction with Article E. Furthermore, it complains that the amount and standard of housing and accommodation provided to Travellers is insufficient and submits that Ireland has failed to create and implement a sufficiently strong legislative framework for ensuring the respect of the housing and accommodation rights of Travellers. Lastly it alleges that the above-mentioned violations further give rise to a breach of the education rights of Traveller children as guaranteed by Article 17 of the Charter, either alone or in conjunction with Article E of the Charter.

⁴ <https://www.coe.int/en/web/conventions/full-list/-/conventions/rms/090000168007cf93>

Pending cases:

[No. 157/2017 ERRC and Mental Disability Advocacy Centre \(MDAC\) vs. Czech Republic](#)

[Visa: art. 17 – E.](#)

Facts: The complainant organisations complain that children under the age of 3, especially Roma children and children with disabilities have been routinely placed in early childhood medical care institutions. ERRC and MDAC allege that these institutions cannot be regarded as appropriate within the meaning of the above mentioned provisions of the 1961 Charter.

The European Convention on Human Rights⁵ is an international treaty under which the member States of the Council of Europe promise to secure fundamental civil and political rights, not only to their own citizens but also to everyone within their jurisdiction. The Convention secures in particular: the right to life, the right to a fair hearing, the right to respect for private and family life, freedom of expression, freedom of thought, conscience and religion and, the protection of property. The right to education is secured under Article 2 of the Protocol to the Convention for the Protection of Human Rights and Fundamental Freedoms.

The following cases brought before the European Court of Human Rights (ECtHR) involving Roma children and education issues:

[ECHR - Case of Jane Smith vs. The UK + Case of Lee vs. The UK + Coster vs. UK + Chapman vs. The UK + John and Catherine Beard \(18 January 2001\)](#)

Facts: Here, we have the first cases about Gypsies and right to education. The ECHR concludes in the same manner in these five similar cases. Indeed, all cases were about the right to education for children from Travellers' families.

Decision: regarding the children from travellers' families, and forced evictions: they had not been denied effective access to stable education as a result of the authorities planning measures. The interpretation of the right to education is restricted. The Court recognizes a possible future consensus amongst the member States of the Council of Europe regarding the special needs of minorities and an obligation to protect their security, identity and lifestyle, which may lead to a different outcome in a similar case.

[ECHR - D.H. and Others vs. The Czech Republic \(13 November 2007\)](#)

Facts: Starting point for a progressive interpretation of the principle of non-discrimination regarding the education of Roma Children in Europe. In this case, the applicants have been placed in "special schools" for mental disabilities even of their intellectual capacity had not been reliably tested and their parents had not been adequately informed of the consequences of consenting to their placement in these schools.

Decision: Interpretation of the article 14. The Court noted that Roma children were overrepresented in Special school, hence, discrimination.

[ECHR - Horvath and Kiss vs. Hungary, No.11146/11 \(29 January 2013\)](#)

Facts: Indirect discrimination of two Hungarian applicants placed in remedial primary school (special school) as they had been diagnosed as having mild mental disabilities. Despite contradictory results, and the fact that their diagnosis had been questioned by independent experts, the applicants could not change to mainstream education.

[ECHR - Orsus and Others vs. Croatia 16 March 2010](#)

Facts: The applicant complained that they were assigned to separate Roma-only classes in primary school, with a curriculum significantly reduced in volume and content compared to the official national curriculum, while the Croatian government maintained that this only happened because of their inadequate command of Croatian.

Decision: The Court noted that the temporary placement of children in separate class on the grounds that they lacked adequate command of the language of instruction was not automatically contrary to art 14, as it could be used to adapt the education to the children's specific needs (provide them with extra language classes). But, it can't affect specific ethnic group disproportionality. In this case, safeguard was missing.

⁵ https://www.echr.coe.int/Documents/Convention_ENG.pdf

[ECHR – Sampanis and others vs. Greece \(29 April 2013\)](#)

Facts: Failure of the authorities to integrate Roma children into the ordinary education system amounted to discrimination against them. The applicants are 140 Greek nationals, all of Roma origin, belonging to 38 families who at the time of the events lived at the Psari residential site near Aspropyrgos. 98 of the applicants were children aged between five and a half and 15 and the other 42 were a violation of Article 14 (prohibition of discrimination) of the European Convention on Human Rights in conjunction with Article 2 of Protocol No. 1 (right to education). The case concerned the provision of education for Roma children at the 12th Primary School in Aspropyrgos.

Decision : The Court, noting the lack of significant change since the Sampanis and Others v. Greece judgment, found that Greece had not taken into account the particular needs of the Roma children of Psari as members of a disadvantaged group and that the operation between 2008 and 2010 of the 12th Primary School in Aspropyrgos, which was attended by Roma pupils only, had amounted to discrimination against the applicants. Under Article 46 (binding force and execution of judgments), the Court recommended that those of the applicants who were still of school age be enrolled at another State school and that those who had reached the age of majority be enrolled at “second chance schools” or adult education institutes set up by the Ministry of Education under the Lifelong Learning Programme.

[ECHR – Durdevic vs. Croatia \(19 July 2011\)](#)

Facts: Discrimination at school/police. Roma children/discrimination. The case concerned the complaint by a mother and her mentally and physically disabled son that they had been harassed, both physically and verbally, for over four years by children living in their neighbourhood, and that the authorities had failed to protect them.

Decision: Condemnation of the Croatia. Violation of the art. 3 + reparation

[ECHR – Lavidia and others vs. Greece \(30 May 2013\)](#)

Facts: Violation of the article 14 (anti-discrimination) in conjunction with article 2 of Protocol 1 to the ECHR (education). The case concerned the education of Roma children who were restricted to attending a primary school in which the only pupils were other Roma children.

Decision: The Court found that the continuing nature of this situation and the State’s refusal to take antisegregation measures implied discrimination and a breach of the right to education.

Under Article 12 (3) of the **Fundamental Convention of National Minorities**⁶, States Parties undertake to promote equal opportunities for access to education at all levels for persons belonging to national minorities . For children belonging to national minorities, Article 14 of the FCNM contains the right to learn and be taught one’s own language. The ECtHR has confirmed that the right to education implies the right to be educated in (one of) the national language(s). Status of the monitoring work of the FNCM can be found [here](#).

The European Commission against Racism and Intolerance (ECRI) is a human rights monitoring body which specialises in questions relating to the fight against racism, discrimination on grounds of “race”, ethnic/national origin, colour, citizenship, religion or language (racial discrimination), xenophobia, antisemitism and intolerance. In its country monitoring reports, the [European Commission Against Racism and Intolerance \(ECRI\)](#) has recommended to several members states, to take urgent measures to combat racism. Roma and Travellers continue to experience severe discrimination as a result of persisting barriers to education, employment, housing and health services. Their situation remains characterised by a high level of social exclusion which is nurtured by perpetual prejudice, stigmatisation, hate speech, exploitation and violence. ECRI’s reports have shown that Roma girls and women are particularly vulnerable to inadequate access to their basic rights, education in particular, due to the intersectionality of ethnicity, gender and social class inequalities

⁶ <https://rm.coe.int/16800c10cf>

Under EU law, Article 14 (2) of the **EU Charter of Fundamental Rights**⁷ guarantees the right to education, including “the possibility to receive free compulsory education”. In its third paragraph, Article 14 ensures the freedom to found educational establishments and the right of parents to ensure the education and teaching of their children in conformity with their religious, philosophical and pedagogical convictions.

Under the Directive implementing the principle of equal treatment between persons irrespective of racial or ethnic origin (**Council Directive 2000/43/EC**)⁸, the European Commission has launched infringement proceedings against three European Union member states (Czech Republic, Hungary, Slovakia) for breaching the prohibition of discrimination in education.

CAHROM Thematic Reports on Education

- [Thematic report on school attendance for Roma children, in particular Roma girls](#) (**Finland**, Latvia, Norway, Sweden)
- [Thematic report on school drop out/absenteeism of Roma children](#) (**Netherlands**, Hungary, Spain, Sweden)
- [Thematic report on inclusive education for Roma children](#) (**Czech Republic**, Slovak Republic, Hungary, Slovenia, United Kingdom)
- [Thematic report on inclusive pre-school education for Roma children](#) (**Czech Republic**, Hungary, Latvia, North Macedonia, Poland)
- [Thematic report on vocational education and training for Roma](#) (**Poland**, Bosnia and Herzegovina, Finland, North Macedonia, Turkey)
- [Enhancing the effective realization of Roma children’s compulsory school education and added value of ensuring access to vocational education for Roma youth](#) (**Republic of Moldova**, Bosnia and Herzegovina, Greece, Hungary, the Netherlands, Poland, Ukraine)
- [Thematic report on the effective enrolment and attendance of Roma children throughout compulsory school education and the added value of vocational education for Roma youth](#) (**Republic of Moldova**, Bosnia and Herzegovina, Greece, Hungary, the Netherlands, Poland, Ukraine)

Additional TEXTS and Statements

FRA

Handbook on European law relating to the rights of the child
https://www.echr.coe.int/Documents/Handbook_rights_child_ENG.pdf

EU-MIDIS II - Transition from education to employment of young Roma in nine EU Member States

⁷ <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:12012P/TXT&from=EN>

⁸ <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32000L0043&from=en>

https://fra.europa.eu/sites/default/files/fra_uploads/fra-2018-eu-midis-ii-roma-transition-education-employment_en.pdf

The persisting phenomenon of anti-Gypsyism and its effect on Roma inclusion efforts

https://fra.europa.eu/sites/default/files/fra_uploads/fra-2018-anti-gypsyism-barrier-roma-inclusion_en.pdf

EUROPEAN COMMISSION

http://edz.bib.uni-mannheim.de/daten/edz-k/gdj/14/roma_chiiddiscrimination_en.pdf

<https://www.equalitylaw.eu/downloads/4473-roma-and-the-enforcement-of-anti-discrimination-law-pdf-349-kb>

<https://www.equalitylaw.eu/downloads/2594-segregation-of-roma-children-in-education-en>

<https://publications.europa.eu/en/publication-detail/-/publication/6df1491e-5d12-4b7e-beb5-ef1c896a0438/language-it>

<https://publications.europa.eu/en/publication-detail/-/publication/ee007491-6d4c-11e9-9f05-01aa75ed71a1/language-en/format-PDF/source-97368330>

ERRC

http://www.equineteurope.org/IMG/pdf/errc_school_segregation_roma_dezideriu_gergely_final.pdf

<http://www.errc.org/reports-and-submissions/stigmata-segregated-schooling-of-roma-in-central-and-eastern-europe>

UNICEF

https://www.unicef.org/infobycountry/media_39677.html

https://resourcecentre.savethechildren.net/node/7391/pdf/070305-subregional_study_roma_children.pdf

<https://www.unicef.org/eca/reports/right-roma-children-education>

<https://www.opensocietyfoundations.org/reports/roma-early-childhood-inclusion-overview-report>

TOPICS:

SCHOOL SEGREGATION

<https://www.humanium.org/en/school-segregation-of-roma-children-discrimination-in-education-in-hungary/>

[Call to action to bring children together for diversity Initiative for the 10th anniversary of the D.H. judgment](#)

THE RIGHT TO EDUCATION

<https://academic.oup.com/lawfam/article/31/2/230/3845114>

https://resourcecentre.savethechildren.net/node/7880/pdf/guide_roma_families_en.pdf

https://resourcecentre.savethechildren.net/node/13663/pdf/early_years_outreach_practice.pdf

INCLUSIVE EDUCATION

<http://cvek.sk/en/complex-instruction-program-working-together-towards-inclusive-education-2/>
<http://assembly.coe.int/nw/xml/XRef/Xref-XML2HTML-en.asp?fileid=21238&lang=en>

<http://schoolforeveryone.org/library/>

CASE LAW

ECtHR factsheets

[Children's rights](#)

[Roma and Travellers](#)

[A Good Practice Guide for improving outcomes for Gypsy, Roma and Traveller Children in education](#)

file:///D:/CofE%20STUFF/ROMA%20CHILDREN%20AND%20EDUCATION/TTM-Good-Practice-Guide-Education_web.pdf

VIDEOS ON SEGREGATED SCHOOLING OF ROMA

“Scolarisation of Roms” from Council of Europe on Vimeo available at <https://vimeo.com/246098666>

“Europe, Which children matter?” (trailer) available at <https://whichchildrenmatter.org/#trailer>

Country Specific Reports and Texts

Czech Republic

https://www.ochrance.cz/fileadmin/user_upload/DISKRIMINACE/Vyrocní_zpravy/2018-DIS-annual-report.pdf

France

<http://romeurope.org/wp-content/uploads/2017/02/2.-Ados-en-bidonvilles-et-en-squats-lécole-impossible-Rapport-du-CDERE-publié-en-septembre-2016.pdf>

UK

<https://www.estyn.gov.wales/thematic-reports/education-gypsy-traveller-pupils-update-provision-secondary-schools-june-2011>

<https://www.estyn.gov.wales/sites/default/files/documents/Provision%20for%20secondary%20aged%20Gypsy%20Roma%20and%20Traveller%20pupils%20en.pdf>

Northern Ireland

<http://southbelfastroundtable.org/wp-content/uploads/2018/11/Guesses-at-inclusion-collaborative-service-provision-with-Roma-communities.pdf>

Slovakia

http://www.vop.gov.sk/files/EN_SPRAVA_VOP_vnútorny_audit_skolstvo.pdf

http://www.errc.org/uploads/upload_en/file/slovakia-country-profile-2011-2012.pdf

http://www.romaeducationfund.hu/sites/default/files/documents/special_education_slovakia.pdf

http://www.romaeducationfund.hu/sites/default/files/publications/country_assessment_sk_2014_en.pdf

LEGAL DEVELOPMENTS AT NATIONAL LEVEL Regarding Roma and school segregation

Segregation of Roma children in education / Obligation of public prosecution offices in assessing discriminatory impact of binding municipal regulations

Date: 3 April 2019. **Slovakia**

<https://www.equalitylaw.eu/downloads/4876-slovakia-constitutional-court-dismissed-a-complaint-addressing-failures-of-public-prosecution-offices-in-assessing-segregation-impact-of-a-binding-municipal-regulation-on-roma-children-in-education-pdf>

Segregation of Roma children in education

Date: 3 April 2019. **Slovakia**

<https://www.equalitylaw.eu/downloads/4875-slovakia-first-instance-court-state-authorities-have-no-obligation-to-take-measures-on-the-elimination-of-segregation-of-roma-children-in-a-local-primary-school-pdf-110-kb>

Indirect discrimination in access to education- misdiagnosis of Roma child being placed in special classes for children with intellectual disability, segregation of Roma children in education

Date: 10 July 2018. **Slovakia**

<https://www.equalitylaw.eu/downloads/4638-slovakia-dismissal-by-the-district-court-of-a-discrimination-complaint-made-by-a-roma-child-placed-in-a-special-class-for-children-with-intellectual-disability-pdf-138-kb>

Discrimination of Roma children in education

Date: 24 October 2017. **Slovakia**

<https://www.equalitylaw.eu/downloads/4455-slovakia-supreme-court-obligation-to-consider-public-interest-in-a-building-permit-proceeding-does-not-include-considering-impact-of-a-potential-building-on-segregation-of-racial-minorities-pdf-138-kb>

Discrimination of Roma children in education

Date: 26 April 2017. **Slovakia**

<https://www.equalitylaw.eu/downloads/4071-slovakia-the-ministry-of-education-in-slovakia-adopted-an-administrative-decision-potentially-deepening-school-segregation-of-roma-children-from-the-village-ostrovany-pdf-139-kb>

Education ministry's responsibility for segregation in state-run school system

Published 28 March 2019 . **Hungary**

<https://www.equalitylaw.eu/downloads/4869-hungary-second-instance-court-decision-on-education-ministry-s-responsibility-for-failing-to-take-effective-action-against-segregation-in-28-elementary-schools-pdf-92-kb>

Whether damages are payable to individual victims of educational segregation to compensate for the disadvantages they suffered as a result of the segregation

Published 27 February 2019. **Hungary**

[**Hungary - First instance court decision on damages for segregation in education \(PDF 89 kB\)**](#)

The state of affairs regarding segregation in the Hungarian system of public education

Published 24 July 2018. **Hungary**

[**Hungary - Publication of a volume of studies on segregation in the education system \(PDF 140 kB\)**](#)

Criminal liability of a Mayor for refusal to register Roma children in elementary school ...

Published 6 March 2018. **France**

[France - Court of Cassation, Criminal Chamber, 23 January 2018, n° 17-81369 \(PDF 135 kB\)](#)

Prohibition of desegregation in primary and secondary education on grounds of ethnic origin, mother tongue, disability and / or special educational needs, socio-economic status of the families, residence ...

Published 24 January 2017 **Romania**

[Romania - Romanian Ministry of Education issued a Framework-order on prohibiting school segregation in primary and secondary education and a ministerial order for the action plan on school desegregation ...](#)

After Roma-only school is closed down in small town, schools of neighbouring town deny enrolment and the central state body responsible for the management of schools takes action with significant delay ...

Published 11 October 2016 **Hungary**

[Hungary - Roma pupils face difficulties and uncertainties after segregated school closes in Csobánka \(PDF 132 kB\) ...](#)

Indirect discrimination in the placement of Roma children in former special schools, statistical evidence ...

Published 29 September 2015 **The Czech Republic**

[Czech Republic - The Constitutional Court decision – when indirect discrimination in the placement of Roma children in former special schools can be stated](#)

On 30 June 2015, the Slovak Parliament adopted an amendment to the Schools Act that contains various provisions allegedly aimed at de-segregation of Roma children in education. However, the content of ...

Published 13 August 2015 **Slovakia**

[Slovakia - Parliament Adopting a Schools Act Amendment with Provisions Likely to Perpetuate Segregation of Roma Children \(PDF 112 kB\) ...](#)

CPAD found no segregation of Roma children in education ...

Published 27 July 2015. **FYR Macedonia**

[FYR Macedonia - No Roma segregation in schools \(PDF 79 kB\)](#)

Amendment to the School Law Promotes the Right to Equal Access to Education for Roma Children ...

Published 28 May 2015 **The Czech Republic**

[Czech Republic - Amendment to the School Law \(PDF 237 kB\)](#)

Right to education and equal treatment

Published 19 November 2014. **Portugal**

[Portugal - Segregation of Roma students in an Elementary School \(66 kb\) ...](#)

[Greece - Response of the Minister of Education to parliamentary question concerning a segregated school in the area of Sofades \(68 kb\)](#)

Continuation of educational segregation against Roma children ...

Published 18 November 2014.

[Greece - Implementation of the decision of European Court of Human Rights “Sampanis and Others vs Greece” concerning segregation in the 12th school of Aspropyrgos \(PDF 59 kB\)](#)

End of practices of educational segregation in the area of Aspropyrgos of Attica

Published 16 September 2014

[Czech Republic - Segregation of Roma children in special schools \(PDF 48 kB\) ...](#)

Ethnic data collection of Roma children in schools ...

Published 1 November 2013

[Slovakia - An NGO winning a case on segregation of Romani children in education \(PDF 70 kB\) ...](#)

... treatment by putting Romani children into separate classrooms and thus committed discrimination of Romani children on the ground of their ethnicity. The courts also ordered the school to rectify the illegal ...

Published 19 June 2013 Slovakia

[Hungary - ECHR establishes discrimination against Roma in education \(PDF 57 kB\) ...](#)

Whether deficient diagnosis of Roma pupils as “mentally mildly disabled” and channelling them into remedial school amounts to discrimination ...

Published 2 April 2013

[Czech Republic - Commissioner for Human Rights urges the government to end segregation of Roma \(PDF 75 kB\) ...](#)

Segregation of Roma children in education remains a serious human rights concern of Council of Europe: the Commissioner for Human Rights condemns the practice in the Czech Republic, where many Roma children ...

Published 25 March 2013

[Segregation of Roma pupils in Kaposvár established - Hungary \(PDF 36 KB\) ...](#)

Whether the local council's failure to take action against segregated education amounts to a breach of the principle of equal treatment

Published 11 February 2011

[Compensation granted by the Supreme Court to segregated Roma pupils - Hungary \(PDF 33 KB\) ...](#)

Non-pecuniary damages granted by the Supreme Court to pupils attending segregated Roma schools in Miskolc ...

Published 11 February 2011