



Good Practice Exchange seminar on Public policies on combating discrimination and fostering diversity in education

Brussels, 26-27 March 2012

Hosted by Norway

GEG Contributions

Table of Contents

Austria	4
Belgium	13
Cyprus	15
Finland.....	18
Germany.....	27
Greece.....	34
Ireland	38
Latvia.....	40
Malta.....	43
Netherlands	47
Norway	52
Poland	66
Slovenia.....	81
Spain	85
Sweden	92

Austria

Good practices and initiatives in public policies on combating discrimination and fostering diversity in education

Good practices in combating discrimination and fostering diversity in education that have been implemented recently or are still being implemented are set out below.

Federal government

"Transcultural violence prevention and health promotion", a project carried out by the Samara Association for the Prevention of (Sexual) Violence.

The aim of the project is to design and implement specific approaches to violence prevention for teachers, girls and boys and their parents with an immigrant background. The target groups are schoolchildren, teachers, experts and media representatives.

The Federal Ministry of Justice plans to organise women-oriented in-service training events. The further training measures for lecturers and managers should cover issues such as bullying, equality of treatment and the targeted advancement of women.

Another measure is the Federal Chancellery's annual Cross-Mentoring Programme, in which the Federal Ministry of Justice is also participating. The objective of the Programme is to promote women using a male or female mentor from another government department.

Since 2008 fundamental and human rights, including the law on equality of treatment and anti-discrimination, have been subjects tested in the examination for appointment to judicial office. There are also regular in-service training events for judges and public prosecutors that focus on anti-discrimination and help to raise awareness. For example, there are two seminars planned for 2012 entitled "Legislation relating to equality of treatment" and "Communicating with people from a different culture".

A seminar first held in 2011 entitled "Intercultural relations - intercultural communication for Chancellery officials" dealt comprehensively with intercultural backgrounds and correct and appropriate ways of behaving towards people from a different cultural background. Further seminars on this topic are planned for 2012.

Interculturalism and Multilingualism - An opportunity! (Ensuring respect for diversity and fighting stereotypes)

To take account of the linguistically and culturally increasingly varied composition of many school classes, "intercultural learning" was introduced as an educational principle in Austria as long ago as the 1990s. However, targeted initiatives are required to bring this educational principle to life.

Accordingly, the Federal Ministry of Education, the Arts and Culture has since 2006-7 promoted school projects that deal creatively with multilingualism and cultural diversity in classrooms and/or

at school. These projects are carried out as part of the initiative "Interculturalism and Multilingualism - An opportunity!". Proposals are selected annually by a panel and financial support of up to EUR 700 can be given to translate them into practice.

All the projects are listed on the website www.projekte-interkulturell.at, which brings them to the notice of a wide circle of interested parties. A representative selection of these projects is given in the brochure "Impulsprojekte", which has been published three times to date. Since 2009 an annual event has been held to give individual schools the opportunity to present the results of their activities to interested members of the public.

Intercultural dialogue. Intercultural learning A practical guide for teachers

This brochure - published by the Intercultural Centre on behalf of the Austrian Centre for Citizenship Education in schools ("Zentrum *Polis*") - contains specific, easy-to-use examples for school projects and educational modules on the subject of intercultural learning - thematically diverse and targeted towards different age groups. The brochure is a contribution by the ACCE to the 2008 Action Days on Citizenship Education and is intended to go beyond the Action Days and make the topic a permanent part of citizenship education in schools.

ACCE's practice forum - preparation of teaching materials

- Disabled persons in everyday life.
Four groups of school pupils focus on disabled people in respect of their environment, their everyday life and their rights.
- Discrimination in everyday linguistic usage.
The school pupils are supposed to focus on discriminatory remarks made around them for a certain period of time. The results are then discussed in class.
- A step further!
The participants receive role cards and are sent on their "way through life". They experience different situations and discover how various assumptions and opportunities impact on them as they go. Discrimination becomes comprehensible and visible. This exercise enables the participants to experience life in someone else's shoes.
- About being different.
Story and dance to the tune of being different. In the subsequent discussion the following issues are clarified with the children: being different, being affected, fear of change, foreigners, exclusion - being together.

Details regarding this and other teaching examples can be found at <http://www.politik-lernen.at/site/praxisboerse>.

Action Days on Citizenship Education - 2011

IOM Vienna workshops

- Female genital mutilation (FGM): reasons for FGM, physical and psychological consequences for the victims, possible ways in which our society can tackle the issue (laws, information and education, support for victims).
- Migration and environment: raising awareness of the connection between climate change, environmental destruction and migration. The role of international organisations such as the IOM in environmental disasters and the migration to which they give rise is described.
- Migration and integration: topics are migration, asylum and escape. Also: discrimination and prejudice, radicalism, integration and respect and solidarity.
- Children's rights and unaccompanied minors: understanding the rights of children and unaccompanied minors and the situation of young refugees, overcoming prejudice.

Islam: living with prejudice - counterstrategies. 2011 Workshop

After 9/11, the cartoon affair and the Pope's Regensburg speech gave rise to extensive debates on the compatibility of Islam with Europe. Topics: manifestations of anti-Muslim hostility, studies and statistics relating to this phenomenon, islamophobia versus anti-Muslim hostility, strategies for overcoming anti-Muslim hostility.

Trainers: Carla Amina Baghajati, Volker Frey

"Länder" governments

Salzburg

On its website <http://kija-sbg.at/uploads/media/Ich-bin-Ich-und-Du-bist-Du.pdf>, KIJA (Children's and Young Persons' Legal Service) in Salzburg offers educational initiatives and teaching materials on the law on equalities treatment for 8-12-year-old pupils.

Both Girls' Day (www.girlsday.info) and other projects (e.g. the Federation of Austrian Industry's "*Lust auf Technik*" (Taste for Technology) - <http://www.iv-salzburg.at/bm51>) serve to combat gender-based stereotyping in the choice of career. The same objective is served by the ongoing campaign "*Ich lern', was ich will*" (I learn what I want) - <http://salzburg.gv.at/ich-lern>.

Ethnic origin: two examples are the projects run by the Integration Office of the provincial capital of Salzburg:

"*Ein Rucksack voller Lebenschancen*" (A rucksack full of opportunities): http://www.stadt-salzburg.at/pdf/projekt_rucksack_folder_winter_2010.pdf

Miteinander Lesen, Bücher gemeinsam entdecken: Reading together, discovering books together
http://www.lebensspuren.net/kulturen/projekte/1009_miteinanderlesen.html

Sexual orientation: in the run-up to autumn 2012 the Salzburg Homosexual Initiative (HOSI) and the *Stabsstelle für Chancengleichheit, Anti-Diskriminierung und Frauenförderung* (Staff Office for Equal Opportunities, Anti-discrimination and the Advancement of Women) are developing a modular approach to awareness-raising and information workshops in Salzburg schools on the subject of sexual discrimination.

MutMachen (Encouragement)

is a mentors' project run by the Salzburg Legal Service for Children and Young Persons for

** Children and young persons up to the age of 21

** who require support in the form of a male or female mentor on account of their life situation.

It is helpful, particularly for children and young persons from immigrant backgrounds, to have a person to talk to who is familiar with Austrian behavioural patterns, customs, structures and officialdom. *MutMachen* Salzburg promotes intercultural understanding on both sides and allows individuals and whole families to grow via the mutual exchange of experiences. Between two-thirds and three-quarters of the persons mentored come from families with an immigrant background.

MutMachen means:

** Support and counselling ** advancement ** helping people to help themselves ** taking wishes and needs seriously ** participating in development ** improving self-confidence ** common leisure activities ** friendship ** dialogue and exchange

For mentors there is

** Ongoing supervision and guided exchange of experiences ** preliminary personal interview and selection ** introduction to important aspects of psychology, law and much more ** guided meeting with children and young persons

Tyrol

Since the 2001-2002 employment year Tyrol has been running special projects on the theme "Multicultural education with a particular focus on the acquisition of language skills". The aim of the project is to use additional staff to support teachers in the classroom in their work with children and to make it easier for the children to learn German as a second language.

The projects are geared to local requirements:

- Project 1: an assistant who is a native speaker is available to support the children in the group. During the day she consolidates the children's first language and then tries to give targeted support to help the children acquire German while the nursery teacher goes about her work.

The vocabulary used in the lesson is worked on with the children in small groups. At the same time the assistant simultaneously translates as the teacher gives the lesson to guarantee that the children also understand what they are being taught. The mother-tongue assistant is also available to work with the parents.

- Project II: a nursery teacher in a municipality with several nursery schools helps all children whose first language is not German to learn it as a second language. She works in small groups with about 4-6 children. At the same time, there is intensive work with the parents, e.g. a parents' café or activity afternoons for parents.
- Project III: a "first words" pilot project. A group of 19 children are looked after by a nursery teacher, a German-speaking assistant and a mother-tongue assistant. Children join this group at the age of three. The aim is to consolidate the first language and then start to help the children learn German as a second language. (Experience after one year shows that the children have a very good understanding of German and a good basic vocabulary.) After a year the children go to a nursery school near their home where they are taken further by a Project II nursery teacher until they start school proper.
- Project IV: comprises a mother-tongue assistant and an additional nursery teacher. The former consolidates the mother tongue and provides translation, while the teacher helps the children learn German. Both are in close contact with the nursery teachers in charge of the group so that language learning is in harmony with the lessons being taught.

Vorarlberg

An "Interculturalism/Diversity Manual" is currently being produced as part of a research project. The manual sets out scientific evidence on nine important areas of differentiation, e.g. language, gender or sexual orientation, comprehensibly and concisely, and because the differentiation categories contain a multiplicity of possible combinations and systems it also gives a differentiated analysis of the situation. This manual is intended both for information providers in the field of education and integration and for managers in the commercial sector. There is a practice-oriented section that focuses on teaching how to apply this knowledge. Publication is scheduled for 2012-2013.

Vienna

Sprungbrett ("Springboard") Association's FIT initiative

Since 1992 the Association has held information days for girls to arouse their interest in pursuing higher education in engineering and the natural sciences. The FIT (= Women in Engineering) information days are organised in association with the Vienna University of Technology, the University of Agricultural Science (BOKU), various vocational colleges and employers. The project covers Vienna, Lower Austria and Burgenland and each year extends to around 200 girls who will soon be facing the choice of either career or study. More detailed information can be found by clicking the link <http://www.fitwien.at>. The Sprungbrett Association's website is: www.sprungbrett.or.at

The city of Vienna has an office providing school information for migrants (SIM). The SIM offers:

- individual advice and guidance for parents, schoolgirls and schoolboys on schools, types of schools and compulsory school attendance etc.
- support for schools after prior contact by head teachers.
- lectures to schools on intercultural topics at parents' evenings, parent-teacher-pupil days and conferences.
- Assistance on intercultural issues for individual male and female school partners.

Peer Education Project *Mut zur Vielfalt* ("Dare to be different") run by ZARA and the Vienna Chamber of Labour (AK Wien)

In 2011 thirteen students at Vienna's BFI institutes took the peer trainer course organised as part of the "Dare to be different" project and are now themselves running workshops for their fellow students on racism, discrimination and civil courage.

<http://www.zara.or.at/index.php/hintergrundgesprach-mit-jugendlichen-zum-peer-education-projekt-mut-zur-vielfalt-von-zara-und-ak-wien>

Other projects organised in 2011 and 2012

- A further training session entitled "Treating people with respect versus discrimination": cooperation between the *Stelle zur Bekämpfung von Diskriminierungen* (Anti-discrimination Centre) and the Vienna Hospitals Association in the area of general educational management
- Two further training sessions on the theme "Bullying and discrimination in the workplace" at the Vienna Municipal Administration College, one focusing on male and female staff and the other aimed at management.

Mum's learning German

Aim: to facilitate low-level access to a German course for female immigrants with small children.

Target group: mothers with little or no schooling who are long-term residents of Austria.

Brief description of the course:

Learning basic German, inclusive course modules (living in Vienna, nursery and school, education and work, health, festivals/celebrations/socialising)

"Mum's learning German" began in the 2006-2007 school year and has since attracted about 5 800 mothers. Apart from German lessons, other inclusive course modules are offered that improve communication between mothers and institutions (nurseries and schools) and which are intended to enable mothers to cope with daily life in the city of Vienna. The core themes of the inclusive course modules are geared towards the environment in which the mothers live.

German lessons and orientation courses for young people

Aims:

- to motivate young people to learn German and improve their knowledge of the language;
- to enhance social skills;
- to enable young people to obtain their secondary school-leaving certificate;
- to get to grips with the city, school and vocational training;
- to develop opportunities for employment and further training.

Target group: Young persons between 15 and 25 who have recently come to Vienna and are no longer obliged to attend school.

Brief description of the measure

A comprehensive range of measures is on offer for children and young people up to the age of 25 as part of the priority programme "Young people and the German language". Various projects offer German lessons and orientation courses for young people aged between 15 and 25, who can follow a course at a level that corresponds to their knowledge of the language. This is backed up by social and vocational advice. The objective is to enable as many young people as possible to pursue further training and/or enter the labour market. In addition, excursions are organised to help them find their way around and get to know Vienna. The intensive support provided helps young people to rapidly improve their German and to integrate.

Parental education

Aims:

- to consolidate proficiency in German;
- to level out differences in the level of learning of the children;
- to enhance parental empowerment.

Target group: Parents from an immigrant background

Brief description of the measure

The start of the 2008-2009 school year saw the inception of the "*Bildung macht Schule*" ("Education is the way to go") project. It involves integrating parents and children into the process of learning and continuing education in order to level out existing differences in the level of learning of the children and at the same time enhance parental empowerment.

The programme comprises three parts:

- tutorial assistance accompanied by parental education;
- fit for school - for children and parents before entering school;
- general parental education.

Peer education "Mut zur Vielfalt - Antidiskriminierung in der Berufsschule" ("Dare to be different - antidiscrimination in vocational schools")

Project organiser - ZARA - Civil Courage and Antiracism Association

Funding: city of Vienna

Basic training for peer trainers

Follow-up project to consolidate the peer education course "Dare to be different - antidiscrimination in vocational schools"

In this peer education project pupils hold antidiscrimination courses using the slogan "dare to be different" for other pupils. It is important to clarify what is meant by discrimination, explaining that discrimination is forbidden both in the workplace and in training establishments, how discriminatory mechanisms operate and what the individual can do about them and/or what they can do to help develop a positive approach to diversity.

Stay on Track (Comenius Regio, 2010-2012)

The cities of Antwerp and Vienna are focusing on the problems of early school-leaving and absenteeism in vocational training in the urban area. The aim of the project is to develop strategies and good examples for an innovative toolbox for pupils from an immigrant and/or difficult social background in order to counteract these problems and prevent dropping out later.

Managing Gender and Diversity Strategy (MGD Strategy)

The VHS-GmbH (Vienna's adult education centres), in which the city is involved, is one of the largest providers of adult education in Vienna. The main emphasis of the VHS-GmbH Managing Gender and Diversity (MGD) Strategy is on training and continuing education to provide MGD skills, promote multilingualism and offer low-threshold and affordable courses at local level, as well as multilingual and differentiated guidance, enabling people, particularly immigrants of both sexes (many of the course instructors have an immigrant background) to catch up and complete their education.

The lernraum.wien institute was set up on 1 January 2011 to make multilingualism visible and usable as an available resource, not only in Vienna but in particular in adult education centres. This institute for "multilingualism, integration and education and development - professionalisation - transfer" focuses both on promoting multilingualism and on looking after the needs and raising the visibility of male and female migrants and their diverse languages and skills.

"Gender mainstreaming"

As part of the "Qualitätsinitiative Berufsbildung an humanberuflichen Schulen Wiens (qhum)" (Quality initiative of Vienna's socially-oriented vocational training institutes), Vienna College of Fashion has since the 2010-2011 academic year been hosting a gender mainstreaming project that reflects mainstreaming both in current teaching and in a number of projects (e.g. participation in the 2012 Gender Award). The measures that form part of the project comprise the appointment of a member of the teaching staff to take responsibility for gender matters and for internal coordination throughout the college, as well as the nomination of at least two students with the same responsibility in each year. Gender-appropriate wording in the circulated curriculum content and handouts on the teaching objectives of all teaching staff, as well as the incorporation of gender mainstreaming issues in teaching, constitute the first concrete results.

Measures are being taken on a number of occasions in a targeted attempt to counter the traditional underrepresentation of male students (Open Day, participation in Boy's Day).

At the start of the 2011-2012 academic year gender mainstreaming was widened to cover diversity issues and presented to all male and female students at a kick-off event. "Media Wien" (Viennese media) is renting out educational media (DVDs, CD-ROMs, videos) to all Vienna's colleges for teaching purposes. One of the measures taken by "media wien" in the context of Vienna's 2010-2012 equality goals is the gender-based screening of teaching materials. This includes focusing on gender roles when purchasing new teaching materials in schools where attendance is compulsory and sanitising the old existing stocks as appropriate.

Chamber of Labour - representing workers' interests

DVD - equality of opportunity for young persons from an educationally deprived milieu

A multilingual DVD for parents concerning their children's career and education choices

How can parents support their children when they face educational and career choices? This DVD, produced in cooperation with two branches of the Austrian Public Employment Service, AMS NÖ and AMS Wien, and with AK NÖ, provides some answers in several languages.

Information evening for parents from an immigrant background

Since 2008, AK Wien has been organising information evenings free of charge in German, Bosnian/Croatian/Serbian and Turkish for parents with children in the eighth school level.

"Beruf-Baby-Bildung" ("BBB") fair for parents on parental leave

AK Wien organises the "Beruf-Baby-Bildung" (career-baby-training) fair every year. Parents on parental leave receive advice on employment law, tax matters, re-entering employment and continuing training. Free childcare is provided on both days.

Support and advice are provided in Albanian, Arabic, English, Bosnian/Croatian/Serbian, Russian and Turkish.

Study on "Diversity in education"

(Erwin Greiner)

This study aims not just to address theoretical aspects of diversity, but also to describe some examples of best practice in schools in Vienna.

The basic objective is to encourage the participants to focus on the theme of diversity - which educators come up against, consciously or unconsciously, in their daily work with children and young people - and thereby enable them to develop a constructive approach to diversity and difference.

(Completion of the study in early 2013.)

Study on "Breaking down education barriers" ("Bildungsschranken aktiv beseitigen")

(Konrad Hofer 2010)

A qualitative sociological study on key factors ensuring that people on lower incomes also take up and benefit from educational opportunities.

Belgium

Request for contributions: good practices and initiatives in public policies on combating discrimination and fostering diversity in education

Good practices and policies from the Flemish Government (January 2012)

- Ensuring respect of diversity and fighting stereotypes in educational systems, curricula and teaching

Sexual Orientation:

Gender in the blender

'Gender in the blender' is an innovative project for secondary education on gender and dealing with diversity. The basis is not the traditional divide between men and women, but the unique identity of the individual. Each individual is a combination of different gender aspects: sex, cultural influences, sexual orientation and psychological perception. The blender symbolises this individual mix. This perspective takes into account individual differences within the categories of male and female, avoiding stereotyping and combating stigmatisation.

Teachers and principals can work on this tolerance and openness in different ways, starting from a respectful, self-conscious attitude. Teachers can encourage this through the content of their classes. To this end, we have developed this education pack. But the attitude in class and the exemplary role of the teacher must not be underestimated either. Principals can construct a vision and a school policy that creates a framework and room for diversity. This pack is limited to the classroom.

On the website www.genderindeblender.be you can find tips for a gender neutral and lesbian, gay and bisexual friendly school, as well as practical examples of a good diversity policy.

More info in presentation and translated excerpt of the educational tool. (in attachment)

Tolero-campaign

This awareness raising campaign was conducted in 2008. It was aimed at straight youngsters with the aim to change their attitudes towards LGBT's and create more openness and awareness. The slogan "F*ck gay and straight - I'm tolero" (word game in Dutch: 'F*ck holebi's en hetero's – Ik ben tolero') calls out to no longer think compartmentalized. Research showed that 43,5% of the Flemish boys has a negative attitude towards LGBT's, versus 23,5% of girls.

The campaign image shows teenagers with the slogan on their t-shirt. The profit of the sales went to WISH, a volunteer organization working on LGBT discrimination. Besides the t-shirts the campaign consisted of Boomerang cards, posters and advertisements. Two music channels supported the campaign by letting their VJ's wear the t-shirts.

The campaign was supported by the umbrella organisation for LGBT (Çavaria) and 'Wel Jong, Niet Hetero' ('Young but not straight' – the LGBT youngsters organisation) and was endorsed by several 'regular' youth movements.

More info and the images used in presentation (in attachment)

Open Book

The Flemish Equal Opportunities policy and Çavaria (umbrella organization for LGBT organizations) cooperated in a project on gender stereotypes and heteronormative imaging for children and youngsters. The project wants to educate publishers of educational tools on the influence of illustrations and want to provide alternative methods. The project screened syllabi, textbooks and teaching materials for the subject 'language' for primary schools on gender and heteronormativity. The screening resulted in a check list for teachers and other producers of teaching materials with the help of educational publishers and the Flemish Union of Publishers.

Cyprus

Good practices and initiatives in public policies on combating discrimination and fostering diversity in education

Cyprus Pedagogical Institute

Teachers have a critical role in dealing with diversity and combating discrimination through effective teaching practices. However since teaching is first and foremost a social practice, preparing teachers for the complexities of diversities goes beyond providing mere technical strategies or covering a discipline area. The nature of teaching is constantly requiring situational judgements based on complex situations and diverse identities and roles covering all different aspects of the teachers' world. Institutions responsible for preparing teachers have the responsibility of providing them with pedagogical tools through pre-service and in-service education which will lead to the development of teacher competences for dealing with diversity and combating discrimination. Under this perspective the Cyprus Pedagogical Institute has been offering a series of teacher training activities which aim at empowering teachers to combat discrimination and some of them can be regarded as examples of good practice.

A. General level

- Formation of cross departmental committees on Gender Equality and Trafficking. Implementation of a relevant National Action Plans.
- Formation of a cross departmental committee of the Ministry of Education and Culture for the organisation of the EU presidency by Cyprus.
- Training seminars in coordination with the EU Office on the priorities of the EU presidency, related to social cohesion and European citizenship.
- Student conferences on issues like racism and xenophobia.

B. Training

Teacher training on the New Curricula

The training of all teachers on the application of New Curricula focuses on the promotion of a democratic school that respects and enhances diversity and gives all students opportunities for success.

Optional seminars

These include a series of seminars for teachers in all levels of education, SEN teachers, educational psychologists and other specialists in the area of education on the following topics:

- Education for Democratic Citizenship and Human Rights (EDC/HRE) for all levels of education (pre-primary, primary and secondary). During these seminars participants are expected to be trained on issues related to EDC/HRE, make an action plan for their

school, pilot it and give feedback to the team in order to exchange and improve their practices.

- intercultural education and education against discrimination;
- ethnic diversity in a democratic school;
- gender equality;
- preventing and facing school bullying;
- preventing and facing violence in the family .

Induction Course for newly appointed teachers

The course is offered to newly appointed teachers of primary and secondary schools and includes training on dealing with mixed ability, multicultural educational settings, as well as support of new teachers in schools through mentoring.

Head and deputy head seminars

The course offered to newly appointed deputy heads of secondary schools includes a 5-hour session on intercultural education, educational policy and the role of school leadership covering issues related to children of migrants, refugees and asylum seekers in secondary schools in Cyprus.

Training teachers for teaching Greek as a second language

The Pedagogical Institute organises seminars for teachers appointed for teaching Greek as a second language to students with migrant background.

Training of trainers

Teacher trainers of the Cyprus Pedagogical Institute participate in the Pestalozzi modules on Intercultural Education, Education for Democratic Citizenship and Human Rights, discrimination, as well as in other relevant activities (e.g. CORE project, THEO project), organised by the Council of Europe. The trainers are involved in the production of training materials and the development of training units in order to act as multipliers in their own educational context.

School based seminars

In order to cover the educational needs of migrant students and children from refugee and asylum-seeker families school based intervention programmes are organised. For example within the framework of multicultural education a school-based teacher training was applied in a public nursery school in Nicosia, Cyprus in which a big number of migrant pupils is enrolled. The main goal of these sessions was to create a basis for reflection and interaction among the teaching staff about issues related to the social and learning development of migrant pupils based on Clarke and Hollingsworth (2002) model for teacher change and development. Specific methodological aspects were applied in a session of language instruction, which was carried out and observed by the school teaching staff. This led to a discussion and an exchange of ideas about various approaches. The main conclusion was that most of the migrant pupils reacted positively during the procedure of the session. It was observed that they had an active role and their participation was increased. The implementation showed that this kind of training activities could be included in the daily school practice in order to support teachers' change and students' active learning process.

Also school based seminars on preventing and facing bullying for teachers and parents, with special emphasis on ethnic diversity and gender roles are offered.

Conferences

In the context of the PROGRESS Programme the Cyprus Pedagogical Institute planned a series of teacher training activities based on cooperation and interaction between different parties: the academia, governmental institutions and NGOs. The activities were structured into four stages:

1. Preparation of a teacher's guide where resources and ideas for promoting teaching, managing, enhancing diversity and combating discrimination are presented by giving examples of how the teachers can work on issues of human rights, exclusion and discrimination. These were organised in three sectors: school subjects and interdisciplinary approaches, organisation of the school and school- community relations.
2. A group of teachers got acquainted with legislation and key issues on discrimination in the country and work as mentors for small groups of students. They work together via the routes of innovation and creativity to produce visual material on discrimination issues.
3. A big conference was organised where teachers got acquainted with the work produced in stage 2, get theoretical knowledge through the presentations of university teachers and hands-on experience through workshops moderated by NGOs. Teachers go back to school empowered to combat discrimination and ready to design their own action plans
4. Teachers' attitudes and beliefs in ability to work against discrimination were investigated.
 - Conference on gender equality in education and against human traffickingAll training activities include presentation and dissemination of examples of good practices in teaching and learning in human rights education.

Finland

Public policies on combating discrimination and fostering diversity in education

For more than ten years, education has been one of main fields in Finland for targeting various anti-discrimination activities on a horizontal basis. This includes e.g. transnational and national projects, research and studies, campaigns, public policy initiatives, funding instruments, materials and activities carried out under the national system for monitoring on discrimination. Most activities have been implemented in partnerships between NGOs, public authorities and educational organisations/units; also different dialogue-promotion (the Advisory Board for Roma Affairs, the Advisory Board for Ethnic Relations, the National Council on Disability VANE) and self-governance bodies (the Sámi Parliament) have been active in the field of education. Due to the wide scale of different activities, only the ongoing or recent ones have been mentioned in this report.

1. Discrimination in accessing education

The general situation of accessing education is good in Finland. The basic compulsory education of 9 years/classes is preceded by a one-year pre-school education. Education is free of costs for pupils including studying materials, transportation (if the distance to school in basic education and additional voluntary education exceeds five kilometres or there is a special reason like disability) and lunch. Since there are no travelling or unsettled population groups, all children attend basic education organised by local authorities (with some exceptions like the European School and language-based schools like the English School, French School etc.). Children with disability attend "normal classes" unless there are special educational needs due to e.g. intellectual disability. In Finland there is a focus on inclusive education

According to the study published at the beginning of 2000ies, the share of Roma children studying at home was remarkably higher than other pupils. Their school drop-out rate as well as irregularities in school attendance was also above average. Ever since the results of the study were published, initiatives for improving the educational situation of the Roma children have been developed. Good results have been achieved by training school assistants with Roma background and by developing school-supportive field-work among the Roma (e.g. studying clubs run by Roma field-workers). The National Board of Education has established a special funding instrument for local authorities, who need to develop positive action to support the basic education for the Roma.

The education providers organise instruction in the native language for those children who don't speak Finnish, Swedish or the Sámi languages as their native language. The education providers can organise instruction in the native language for 2, 5 hours a week if there are 4 or more students per group. Native language studies are funded partly by the state and partly by the education provider.

The majority of the asylum seekers in Finland live in reception centres all over the country. Asylum seeking children have the right to the basic education but sometimes it is organised by local authorities in the centres instead of local schools. The only group of children, who do not attend basic education in practice, is the Roma, who come from other Member States with job-

seeker status. This group is, however, is very small. An advisory and support centre for foreign citizens without permanent home has been established in Helsinki.

Since some population groups (immigrants, the Roma, persons with disability) were found to be over-represented in special needs education classes, a study on the conditions and background reasons of the transfers from regular comprehensive school classes to special needs education classes was made as a victim's research by interviewing young people¹, who had attended special needs education classes. The final results show that special needs education is "a specialist concept", which defines 1) the pupils, who need special support; 2) the level execution and 3) the expected results. Concerning access to education the results of the study show that after the basic education only a limited amount of educational choices are available. A majority of the children, who attended special needs education classes in the basic education, continued their studies in special needs educational units. There was no access to e.g. social and health care professions, which were the most desired among the interviewed young people belonging to immigrant and Roma population or were persons with disability.

2. Discrimination suffered both by teachers and/or students

Several studies concerning children and young people suffering from discrimination and bullying in the school environment and free-time have been carried out in Finland during the past few years. Initiatives to promote equality and prevent discrimination and harassment in schools have been launched as well. In this part of the report, the results of the three recent studies, one good practice and a forthcoming programme to promote equal opportunities for all in education are described.

2.1. Discrimination in Finland - Annual Report 2010

The National Working Group of Monitoring on Discrimination launches an Annual Report on Discrimination in Finland, which focuses annually on different fields of life. In 2010 the Report focused on discrimination in education and free-time activities. The report consisted of two parts: Part I described discrimination on the basis official information like statistics, cases in law and recent research. Part II, the so-called empirical part, consisted of a study on the experiences of discrimination in second level education of young people (between 16 and 30 years of age) belonging to sexual and gender minorities.

There are several ways to report/appeal on discrimination in education (e.g. Regional State Administrative Agencies, the Parliamentary Ombudsman, the Ombudsman for Minorities, the National Discrimination Tribunal, and the Police) depending on the ground of discrimination and on the person/organisation that is to be blamed. However, it seems that discrimination in education is rarely reported to the responsible authorities, since most complaints e.g. received by regional authorities concern the quality of education. Furthermore, annual statistics on hate crimes are available concerning different grounds of discrimination but not concerning specific fields of life like education.

¹ The number of interviewees was less than 50 persons.

Bullying in schools has been studied quite widely in Finland during the past few years. Many studies define "school bullying" as name-calling, harassment, exclusion and psychological or physical violence or threatening with it. According to the above-mentioned studies school bullying is targeted at fellow-students, who are seen to be "different", not just at those belonging to different minorities. Discrimination and bullying is experienced more commonly in the school environment than in free-time activities, since outside school-days the variety of choices is wider. It is important to be aware that the forms of discrimination undergo a continuing change, e.g. the forms utilising new technology like bullying on Internet and by sending text-messages are coming to be common than previously especially among children and young people.

According to School Health Inquires, a part of students are regularly discriminated against. The Inquiry of 2006-2009 showed that 8 % of the upper-grade pupils in comprehensive schools had weekly experiences of discrimination. Other studies made e.g. by child protection associations show similar results. The results of these victims' studies differ from the results received through sending questionnaires to schools. According to these questionnaires, the schools estimated that only 0-2 % of pupils experienced discrimination on a weekly basis. One of the reasons for the difference in the results could be that pupils/students do not talk about their discrimination experiences with teachers or anyone else within the school community. An especially alarming study result is the fact that more than 30 % of the pupils in secondary education (13-16 years of age in average) believe that more respect is earned by bullying some fellow pupils. It seems that pupils/students, who are discriminated against are far too often left alone without any support and possibilities to improve the situation.

Ethnic minorities and indigenous people

According to different studies, children and young people with immigrant background are discriminated against in school communities; more than a third of immigrant students/pupils have experiences of discrimination, and a quarter of fellow students/pupils have witnessed discrimination against immigrant students/pupils. Boys are discriminated against more than girls - on the other hand boys with immigrant background have also been identified as perpetrators of bullying at school. Bullying and (other) forms of direct discrimination are not the only forms of discrimination that student/pupils belonging to different minorities face. Structural and indirect discrimination can lead to big differences of participation in second and high level education, school drop-out etc.

The Ombudsman for Children carried out a study on the welfare of Roma children and youngsters in 2009 by interviewing them on different aspects of their life. Of the interviewed Roma, 19 % had experienced discrimination and bullying at school. Majority of the victims of a long-term and serious discrimination thought that the teachers took their case seriously and the interventions made by teachers and parents were finally successful. Discrimination and bullying at school was very rare in the schools, which had recruited school assistants with Roma background.

Discrimination faced by the indigenous Sámi People is most often related to the teaching of their native language and culture and can be thus considered as structural. A remarkable share of school-age Sámi children live outside the Homeland Area, and almost a half of them are not provided with teaching in the Sámi languages.

In general, teaching materials do not include much information on the Sámi or Roma people and culture; this serious deficiency has been noted and improvements made/planned.

LGBT pupils/students

The study on the discrimination experiences of young LGBT persons in education consisted of a material collected through an on-line interview (anonymous; 661 interviews filled in), on-the-spot interviews and written stories. The distribution of the interviewed LGBT groups was as follows: bisexual 35 %, homosexual 14 %, lesbian 25 %, transgender and other gender minorities 14 %; 12 % identified themselves dominantly as heterosexual. In general, the results showed that sexual orientation is discussed at schools/educational institutes; only 17 % thought that there was very little discussion. One third of the interviewed saw that the atmosphere of the discussion was positive, one third that the atmosphere was downplaying or humoristic, and 13 % that it was negative. It seems that sexual orientation is discussed more in high schools than in vocational education. Some expressions like the word "homo" are commonly used in schools as swear-words, and are not always targeted at a person. One of the general results of the study was that gender roles still play an important role in education. Examples on the role expectations and hetero-normative practices are e.g. choices related to handicraft-teaching or dressing codes in different celebrations and festivals at school.

The results of the study tell that bullying at school or other psychological violence was experienced sometimes 47 % and continuously 16 % of all interviewed belonging to LGBT groups. Experiences on name-calling related to one's sexual orientation or expression of gender identity were also common: 40 % had subjective experiences and 63 % had witnessed such name-calling. Conflicts and quarrelling related to LGBT equality had been faced by almost a half of the interviewed. Physical violence had experienced 16 % and threat of physical violence from the side of fellow students 19 %. A third of the interviewees reported on conflicts with teachers, too. The forms violence included beating, pushing, throwing with stones etc. - most often violence took place in the school area or neighbourhood.

Other typical forms of experienced discrimination were stigmatising LGBT persons as "sick"; also teachers were found guilty of labelling them as ill or disturbed. Some teachers of religion had expressed that "LGBT orientation is a sin" in a way that made LGBT students feel publicly humiliated. Belonging to LGBT groups was quite often connected purely to sexuality without love and affection. Fellow students were also noted to be afraid of intentions of flirting. Especially difficult situations at school were physical education and sports.

The threat of becoming excluded or discriminated against leads to hiding one's sexual orientation or gender identity. Many interviewees reported that they rather choose not to "reveal" themselves and become excluded from the school community. Many young people also felt that previous experiences on bullying at school affected their decisions for not telling about their sexual orientation/gender identity.

According to the study results, experiences of discrimination have very little influence on the selection of future career. However, many LGBT students have selected studies that qualify for professions or fields of work that are known of their good acceptance of diversity. Belonging to LGBT groups had influence on the selection of studying location: interviewees reported of moving to a bigger city, which was known of a more tolerant atmosphere or to a high school that was not the same as the one selected by the fellow students, who had discriminated them against.

Part of the professional choices were made on the basis of their "gay-friendliness", e.g. audiovisual communications, media, hotel and restaurant business, garden work and artistic

careers. Some professional careers were avoided because of the expected negative attitudes, e.g. religious professions and work in the army.

Experiences from special needs education classes

As already mentioned, a study on the transfers from regular classes to special needs education classes was made as a victim's research by interviewing young people belonging to ethnic minorities (Roma and immigrant background) and persons with disability, who had attended special needs education.

According to the results, the pupils themselves never had any idea why the transfer into special needs education was made. It is also alarming that the interviewees had no positive experiences of interaction between pupils in special classes and regular classes. The results also show extreme exclusion from the school community and bullying from the side of the fellow students in the mainstream classes. By the end of the basic education, most of the interviewees were advised to apply for special educational institutes or special studying groups of the second level education. None of them were advised to apply for college studies. Examples on advising pupils on the basis of the adviser's stereotypes were identified, too.

Discrimination experiences of children and teenagers

A study on the discrimination experiences of children and teenagers was carried out in 2010 as a part of the Equality is Priority 3 Project, which was co-funded from the EU Progress Programme. The study was advised by the Ombudsman for Children and carried out by the University of Eastern Finland. The objective was to study experiences of children between 10-17 years old with special emphasis on those belonging to ethnic, linguistic and religious minorities, LGBT –groups and children with disability. The aim of the study was also to analyse different forms of discrimination and the emotional dimensions of being discriminated against.

The results of the study show that the most common forms of discrimination were name-calling, unfriendly behaviour, exclusion and physical violence or threatening with it. Prejudices were typical experiences for girls and violence and threatening with it for boys. The age-group of 13-15 years old children was the most exposed to discrimination. Compared with children without any minority status, immigrant children experienced remarkably more prejudice, children with disability name-calling and exclusion, LGBT-persons both name-calling and prejudice. The experienced forms of violence included throwing with stones, biting and sexual violence. The places, where discrimination experiences most commonly take place, are schools, streets and on Internet. Prejudice was experienced widely also in hobbies, shops and transportation services, and there were no discrimination free environments, since discrimination was faced also e.g. at home and youth clubs.

The perpetrators of discriminatory acts were most commonly familiar children or young people but in case of visible "difference" a remarkable share of perpetrators were unfamiliar persons. Concerning LGBT teenagers, the share of adult (especially unfamiliar adults) perpetrators was high, and concerning children with disability, the share of familiar adults was high. The consequences of the experiences of discrimination were diverse: feelings of agony, fear of going to school, not being able to speak freely one's native language, not trusting in people, bad self-esteem, aggressiveness, afraid of being alone etc.

A good practice – KiVa school

KiVa (Against Bullying) is a research-based anti-bullying programme that has been developed in the University of Turku with funding from the Ministry of Education and Culture. The effectiveness of KiVa has been shown in a large randomized controlled trial. In Finland, KiVa is a sought-after programme: 90 % of all comprehensive schools in the country are registered KiVa schools implementing the programme. The KiVa programme involves both universal and indicated actions to prevent bullying and to tackle cases of bullying coming to attention. The universal actions are targeted at all students in a school. They refer to efforts made to influence the group norms and to build capacity to behave in constructive ways, to take responsibility for not encouraging bullying, and to support the victims. KiVa is not meant to be a one-year project but a permanent part of the school's anti-bullying work.

The unique features of KiVa programme include:

- 1) an exceptionally large variety of concrete materials for students, teachers and parents;
- 2) utilising the Internet and virtual learning environments such as a computer game against bullying;
- 3) emphasis on the bystanders, in order to make them show that they are against bullying and support the victim rather than encourage for bullying. KiVa programme won the European Crime Prevention Award in 2009.

3. Ensuring respect of diversity in educational contents

In Finland, the education providers select the teaching materials to be used. In addition to traditional school books and working books, different group-working methods and Internet is widely used by teachers and students. Diversity in educational contents is promoted by the i) preparation and dissemination of diversity promotion materials, ii) running special projects in schools, iii) provision of in-service training for teachers and inclusion of diversity contents/modules in the educational programmes for teacher students and iiiii) promotion of school-base equality planning.

Special material for schools on human rights has been prepared by the Finnish League of Human Rights. As a part of the National Anti-discrimination Campaign go-funded under the Progress Programme, a component to promote non-discrimination in education will be implemented in 2012. This component will include: i) collection of best non-discrimination teaching practices (pedagogies, material and methods), ii) production of information material for schools on different grounds of discrimination, iii) construction of online teaching material on how to mainstream non-discrimination into the curriculum and iiiii) workshops for teacher students. An on-line material for primary schools on the history, culture and every-day life of the indigenous Sámi People has already been prepared and disseminated; in 2012 a similar material for schools will be prepared on the Roma in Finland and Europe.

Many schools have designed own small-scale projects or events to promote the acceptance of diversity and prevent discrimination. Funding for this type of projects can be applied on annual basis from the Ministry of Education and Culture and/or from municipal councils.

There have been several initiatives to include diversity and anti-discrimination modules in the education of teacher students. Good results have been achieved by designing “horizontal modules”, which cover e.g. pupils with disability, migrant background and religious minorities. Specialised studying courses for teaching pupils with immigrant background have been established. Studies have been carried out to gather information on teaching and studying arrangements; e.g. in 2010 a study on how different religions are taught at schools (this study was made from the point of view of human rights).

According to the Finnish Equality Act, each authority is obliged to draw up an Equality Plan. Municipal Equality Plans usually cover basic education, since it is organised by local authorities. During the last few years, also individual schools have started to draw up their school-base Equality Plans. In 2012 the already mentioned National Anti-discrimination Campaign will carry out a process to develop equality planning in schools. Eight educational organisations (primary education, vocational training, high schools, universities etc.) will draw up “model Plans” and a Guide for equality planning in education will be published.

4. Good practices and initiatives

Religion or belief

Evangelic-Lutheran and Orthodox religions are taught in primary education as a school subject. For the pupils, who are not members of the two above-mentioned churches, any religion can be taught if a group of the minimum four students can be gathered. If that is not possible or a pupil is not a member of any church or religious community, s/he will be taught ethics instead of religion. Registered religious communities are entitled to apply for the state subsidy for their activities; many of them also provide religious education for children and young people.

Partnerships

Most activities that are aimed at promoting diversity in education are implemented jointly by authorities, NGOs and other organisations active in the concerned field. An example on such an activity is ESOK –programme (Accessibility in High Level Studies), which was carried out in 2006-2009 to promote accessibility in universities and polytechnics. The project addressed all grounds of discrimination and covered entering the studies (selection process), studying arrangements and methods as well and access to further studies.

The project partnership involved NGOs representing different groups exposed to discrimination, ministries and other authorities and educational organisations. Good practices were established and disseminated, and recommendations were given by the Ministry of Education and Culture. Recommendations include i) planning (mapping exercises on accessibility, action plans, inclusion of accessibility into different strategies and policy papers, partnerships etc.); ii) training of personnel (teachers, other staff, student organisations etc.); iii) studying matters (uniform guidelines on the selection criteria, guidance on educational situations, supervision on studies etc.); iiiii) information (multi-channel information sharing, access to information on Internet and hard copies etc.).

The good practices established by the project were models related to diversity management, physical environment, guidance and studies designed for all, awareness on accessibility,

partnership building and international/transnational co-operation. It would not have been possible to achieve such a comprehensive list of results without a broad-base partnership involving different types of actors and organisations.

National and regional strategies

Government Report on Human Rights was given in 2010. On the basis of the Report, the process for drawing up the first Action Plan on Human Rights has started. Anti-discrimination will be one of the sections of the Plan. The drafting process involves a wide range of authorities, NGOs (including those representing different minority and age groups), social partners, research institutions etc. and is led by the Ministry of Justice.

The Government has in December 2011 adopted a Development Plan on education and science. The special focus of the Plan is on decreasing poverty, inequality and social exclusion. The Government will take measures to decrease the differences in learning results between girls and boys as well as between pupils with different socio-economic status. The basic values of education are respect of human rights, equality, democracy and acceptance of diversity. Measures to prevent bullying, discrimination and racism in the school environment will be continued, increased and further developed. The capacity of the school communities in supporting pupils' emotional and social skills will be strengthened

Most authorities at national, regional and local level have drawn up their Equality Plans, which can also be characterised as a kind of anti-discrimination strategies. All Plans include the basic principles that the concerned authority is committed to in its anti-discrimination work. Most Plans include also concrete goals, measures and indicators for monitoring on discrimination.

Awareness-raising campaigns

Besides the KiVa School –project, which has already been described in this report, some other awareness-raising initiatives have been launched in Finland. A campaign called “Discrimination-free Zone” has been ongoing for several years, and many schools, universities and other educational organisations have declared themselves free of discrimination. The campaign is an information campaign to combat any form of discrimination, bullying or harassment. It enables organisations and work communities to declare their commitment to the principle of non-discrimination by publishing their declaration, and as a sign of it, placing the campaign “traffic sign” in the premises of the organisation. One of the faces of the campaign, Mr. Wilson Kirwa (an author and a former athletic) has paid special attention to schools and met annually thousands of schoolboys and –girls during his school visits.

Other public support and financing schemes

Although special projects and campaigns to tackle discrimination in education are important, it is even more important that permanent structures and regular support is available for ensuring equal opportunities for all in education. Examples on this kind of support in Finland are e.g. education preparing for basic education for immigrants and re-migrating children, teaching in native language, school assistants and special funding for school-support for Roma pupils.

Education preparing for basic education is integrated with regular classes in school subjects, which do not demand a good level of Finnish/Swedish language, like music, handiwork, sports and even sometimes mathematics. Outside these lessons pupils study mainly Finnish/Swedish language, culture, environment and way of living. Lessons for learning of one's native language are available for two and a half weekly hours if a group of four students can be gathered. School assistants are recruited as additional help either for several pupils in the class or for a certain pupil, e.g. a child with a disability. School assistants with Roma and immigrant background offer special help for the pupils with the same cultural or linguistic background but they can also support other pupils whenever needed. Local authorities can apply special funding from the state for building positive action to support Roma children in their education.

Guidelines and handbooks

Non-discrimination guidelines on accessibility have been given by the Ministry of Education and Culture concerning universities and polytechnics. Handbook for teachers on non-discrimination has been published; the contents of the Guidebook address all grounds of discrimination and the school community as a whole.

Germany - Bavaria

The Bavarian Ministry for Labour and Social Affairs, Family and Women would like to bring the following initiatives to your attention in response to the inquiry from the EU non-discrimination expert group:

- **Performance competition "Breaking the Mould"**, which has taken place annually since 2010

In this competition, school students are asked to address the topic of equality between men and women in a creative manner. In the 2011 competition, students from various academic years and from a variety of different types of schools took the opportunity to articulate, in a funny, theatrical or artistic manner, in five-minute video clips, their ideas on fair chances for both sexes. This enabled them to make the topic visible to other young people and give them the chance to discover it.

- **Bavarian Education and Training Plan** for Bavarian daycare facilities

The Bavarian Education and Training Plan is the basis for teaching work in Bavarian daycare facilities. The fundamental principle underpinning it is a concept of education which not only respects diversity but sees it explicitly as an opportunity which should be given more attention and valued more highly in everyday teaching. The plan is targeted specifically towards preventing discrimination. Additionally, diversity is used in a targeted manner to give children the opportunity to have varied learning experiences and broaden their horizons. The "Co-construction" learning approach offers the best conditions for prejudice-free teaching, and supports learning processes that are enriching and beneficial for groups of children with different interests, strengths and perspectives.

- Regional aid programmes to set up and maintain regulatory structures designed to address the specific needs of socially disadvantaged young people in order to combat discrimination in terms of access to education on the basis of socio-economic factors:

Koordinierende Kinderschutzstellen (KoKi, Co-ordinated Child Protection Departments), **Erziehungsberatungsstellen** (EB, Educational Services), **Jugendsozialarbeit in Schulen** (JaS, Youth Social Work in Schools) und **Arbeitsweltbezogene Jugendarbeit** (AJS, Work-based Training for Young People)

Germany - Hessen

Contribution from Hessen's Ministry of Culture to the consultation launched by the Governmental Expert Group on Non-Discrimination coordinated by the European Commission's Directorate-General Justice, Directorate D, Equal Rights: "Good practices and initiatives in public policies on combating discrimination and fostering diversity in education"

General principles

The anti-discrimination requirement was set out in Hessen's Schools Act in the version of 14 June 2005 (GVBl. I p. 442), last amended by the Act of 16 September 2011 (GVBl. I. p. 420 in the version of 14 June 2005 (GVBl. I p. 442), last amended by the Act of 14 July 2009 (GVBl. I S. 265), in particular in sections 1(2), 2(2) and 3(3). Legislation and administrative actions comply with this measure.*

The measures taken by Hessen's Ministry of Culture in the area of integration into the education system are geared towards the following three general principles:

1. The aim of all educational measures is to lead pupils from migrant backgrounds to the same educational qualifications relative to their ability and potential as their fellow pupils who have not experienced migration (see section 3(13) of Hessen's Schools Act).
2. The objective is to use appropriate measures to compensate for any educational disadvantages that may arise from migration and to develop specific potential.
3. Furthermore, it is our aim and responsibility as educators to ensure that all pupils at a school appreciate and value each other and have mutual respect for each other's languages, cultures and traditions (see Hessen's School Act section 2(2)).

Educational support measures promote successful educational integration and related professional and social integration for pupils from migrant backgrounds. In this respect, the immediate objective of these measures is not specifically to combat discrimination ("specific actions by Member States on education and fighting discrimination"; "to combat discrimination (based on sex, racial and ethnic origin, religion or belief, disability, age and sexual orientation)"). However, measures that promote diversity and reinforce inter-cultural skills indirectly support this objective. In this context, please read the section on promoting multilingualism in heritage language classes.

Promoting multilingualism in heritage language classes, and accompanying measures

The objective of heritage language classes is to promote the particular linguistic and cultural abilities that pupils with a heritage language have as a result of their origins. This is not to

facilitate their return to their country of origin; it is primarily meant to assist their educational, social and professional integration in Germany.

Heritage language classes promote integration as they contribute to meeting the demands made on schools in the context of the ongoing European integration process and continuing globalisation. They also recognise the linguistic, bi-cultural and inter-cultural abilities of pupils with heritage languages as potential that is worth encouraging in the interests of the personal development of the pupils, of the need for people who know these languages and of the general social development of the country.

Heritage language classes not only provide pupils with important knowledge and skills, they also make a significant contribution to the inter-cultural education of all pupils as they confer value on the languages and cultures of countries in which many pupils' families have roots. They reinforce the ability of all pupils to live with, and learn from, people with different linguistic and cultural backgrounds.

The promotion of heritage languages is also particularly in keeping with the general agreements on objectives between the Länder in the National Integration Plan ²and the National Action Plan³ for the promotion of multilingualism.

- Heritage language classes cover the acquisition and development of language skills, as well as topics and content that are related to both the pupils' current situation and the culture, history and geography of the countries of origin. Among other things they are based on Council Directive 77/486/EEC of 25 July 1977 on the education of the children of migrant workers, are available in the following official languages of former sending countries (or states that have emerged from those countries) and are offered as optional subjects. The responsibility for these classes is shared by Hessen and the countries of origin.
 - Arabic (Morocco);
 - Greek;
 - Italian;
 - Portuguese;
 - Spanish;
 - Turkish;
 - Official languages of the former Yugoslavia.

Heritage language classes can be organised per class, year group or school or even for several schools at once. During the academic year 2011/12, approximately 25 000 pupils attended heritage language classes.

- A language test was developed for Turkish in cooperation with tecl GmbH, a subsidiary of the German Volkshochschul-Verbandes e. V. (adult education association), which

² The objectives of both state and civil society's integration policies are reflected in the National Integration Plan. With this Plan, the Federal Government presented a common approach to integration policy in 2007 for the first time. The Federal Government, regional governments and municipalities, as well as representatives of migrants and non-governmental organisations, were involved in drafting this document. The National Integration Plan includes 150 individual measures for the federal government, as well as 250 commitments by the regional authorities, local authorities and non-governmental actors.

³ The drafting process for a National Action Plan was launched in 2010. The commitments laid down in the National Integration Plan are to be furnished with clearly defined objectives and binding performance indicators by a defined deadline and then developed into a National Action Plan.

corresponded to levels B1 and B2 of the Common European Framework of Reference for Languages. This test gave what is by far the largest group of pupils from migrant backgrounds the opportunity to gain a language qualification.

- Classes in Polish as a heritage language within the meaning of the treaty between the Federal Republic of Germany and the Republic of Poland on good neighbourhood policy and friendly cooperation of 17 June 1991 have been offered in Kassel, Darmstadt and Frankfurt am Main since the academic year 2010/11.
- The regional government supports the Horizonte programme, set up by the non-profit making foundation Hertie, on attracting trainee teachers from a migrant background and building a network of teachers from a migrant background. It has made half a post available for this.
- The regional government supports the non-profit making foundation START's "START pupil scholarship programme" for talented and socially engaged young people from a migrant background by providing two regional coordinators occupying one and a half posts. The START scholars are ambassadors for successful integration against a background of cultural diversity.

Further initiatives and measures

Hessen's Ministry of Culture is running the following additional initiatives, either alone or in cooperation with other ministries (Ministry of the Interior), that focus on programmes to promote diversity and non-discrimination:

1. The Hessen Ministry of Culture (HKM) project, Preventing Violence and Learning Democracy offers various courses on preventing violence and learning democracy (focusing, in particular, on aspects concerning respect for children's rights and human rights).
2. The right-wing extremism advisory network provides help and advice for victims of right-wing extremist violence and people affected by this type of discrimination. Schools affected by right-wing extremist incidents also receive relevant advice and support.
3. The Xenos programme for diversity and tolerance, together with the Office for Teacher Training, is developing a global approach in the form of events, training and consultations in order significantly to influence teacher training with a view to preventing discrimination.

Respect for diversity and non-discrimination in the basic principles of the curriculum

More and better education is one of the core objectives of Europa 2020 for making Europe into a fast-growing economic area that leads the world.

The new basic principles of the curriculum for teaching in Hessen's schools meet the requirement that, once objectives are set, they should be specific, verifiable and binding. The overall approach of the core curriculum already tackles aspects of anti-discrimination that came into effect as part

of the developments brought about in conjunction both with experts and the scientific world and with the wide-ranging official advisory and participatory procedures and the curriculum as such.

With the objective of making the education system fairer and more effective, Hessen's core curriculum establishes a **clear framework, provides opportunities (making them more transparent) and gives schools the responsibility** for dealing with their particular issues and the opportunity to do this.

The focus on results, processes and binding content and the interdependence of these means it is essential to separate educational success from people's origins, and the emphasis is on individual learning processes and **successful learning for all**.

Transparent, comparable and quantifiable educational standards and central examinations provide a binding framework across the region and support the core objectives of the EU's 2020 strategy to maintain Europe's international competitiveness through education.

Binding, criteria-based, **comprehensive audits of the work processes** in schools **and of the results** achieved in centralised examinations help schools **steadily to improve quality**. They also deliver management knowledge and are sensitive to discrimination of any kind.

Assessment tests highlight ability in relation to the standards expected for years three, six and eight and facilitate early **intervention in obvious cases of weakness**, as well as targeted support.

Transparency in the learning process and **performance-related feedback** at each stage, in addition to **targeted support**, customised diagnosis and reporting tools based on a quality framework (Hessischen Referenzrahmen Schulqualität (HRS) [Hessen's framework of reference for school quality]), **minimise the numbers of dropouts and early school leavers**.

Freedom in connection with teaching materials and learning aids facilitates **barrier-free access** to individually selectable schools offering a general education **regardless of students' financial situation**.

The subject-specific and interdisciplinary skills in Hessen's core curriculum guarantee a **knowledge base that corresponds to the core objectives of Europa 2020's key areas** and build up personal and social skills that lead to a **reduction in discrimination** on the grounds of religion, gender, world view, sexual orientation, race or origin and support **openness to heterogeneity**. In this way pupils are encouraged to develop **social perception** through which they can learn to treat each other with respect and solidarity and to resolve conflicts in an appropriate manner.

The **duty, in connection with all subjects, to build up quantifiable learning, language, social and personal skills** and to provide schools with the necessary support for this, in addition to the requirement for schools **to facilitate access and opportunities for moving on**, ultimately help bring about **increased educational opportunities** and **the best possible school leaving certificate** in our porous education system.

The option of taking **local and profile-oriented requirements** into particular consideration in a **school curriculum** makes it possible, for example, to promote the European idea in schools, to

combat regionally determined left or right-wing extremist activities or religious or other discrimination and to create the necessary space for dealing with these issues.

Shifting the responsibility for the educational and personal development of each pupil to teachers and focussing on **individual learning pathways within skills-oriented teaching** preclude discrimination of any kind and counteract selection.

Both in the area of centrally determined, general and subject-specific standards and in the area of content there are (particularly in the social sciences, religion and ethics) mandatory approaches that can and should counteract discrimination.

Essential **content fields** in this context are, for example, the area of conflict between individual lifestyle and society's expectations, social structure, social change and the scope and boundaries of policy-making, social developments, pluralism, inter-cultural differences and the question of the limits of tolerance for cultural and political groups and milieux that are opposed to freedom and democracy.

To make social participation possible and also to enable people willingly to take on responsibility, learning in many true-to-life situations is applied in the mandatory and significant content fields.

The intention is that **agreement on the complex of measures described**, together with the process of **adapting** them to the relevant local conditions and requirements, should create a **climate and develop attitudes** in which there is **no room for discrimination** and which **promote social inclusion and responsibility**.

The curriculum and its implementation support the Europa 2020 strategy.

Germany - Mecklenburg-Western Pomerania

Integration and equality in education: request for examples of good practice and initiatives

The Regional Government supports the goals of integration and gender equality, with programmes including the **"Regional Plan to Promote the Integration of Migrants in Mecklenburg-Western Pomerania"** (LT-Drs. 5/4167), which was extended in 2011. The purpose of implementing of the measures described in this plan is to promote the peaceful, equal and discrimination-free co-existence of people from different backgrounds and cultures. There are a number of measures designed to facilitate children's access to the education system from the start, regardless of their cultural and social background.

Daycare provision in Mecklenburg-Western Pomerania, together with the **"Law to support children in daycare facilities (Daycare Facility Promotion Act, Kindertagesförderungsgesetz, KiföG)** of 12 July 2010, is therefore targeted towards equal opportunities for children, individual support for children with special needs and addressing disadvantages, taking into account social and environment-related factors. Aspects of integration and gender equality are also taken into account in the **"Educational Plan for 0-10-Year-Old Children"** agreed in 2010 and in curricula and school programmes.

Making access to the education system equal calls for close co-operation between the state and the private institutions involved in this field. The **Regional Advisory Body for the Integration of Migrants** and its working groups which deal with this topic – from early learning through to integration in the employment market – enable co-operation with relevant partners such as the **Regional Network of Migrant Organisations in Mecklenburg-Western Pomerania**, churches, religious communities and institutions running integration projects based on language or vocational training. Securing commitment on the part of the different bodies concerned and co-operation with partners should help uphold interests in the gender equality field more effectively and promote a non-discriminatory culture in the region.

Greece

Good practice in the field of combating discrimination in education - The case of the 132nd Elementary School of Athens

The 132nd Elementary School of Athens is part of the Grava school complex, built in 1970, which boasts a total of 4500 students in 21 schools (kindergartens, elementary and secondary schools, as well as occupational schools). The 132nd Elementary school has 10 teachers, operates in shifts and 180 children attend to it. Of them, approximately 72% are students of foreign origin and the rest are Greeks, children who mostly come from poor families.

These conditions, along with the anachronistic and inefficient educational procedures, create serious problems such as dropout phenomena, functional illiteracy, non-integration manifested in aggressive and delinquent behavior to outbreaks of xenophobia and social exclusion. The educational community as a whole, has made a collective effort to use modern teaching methods and innovative educational material (creating books, toy manufacturing, film production and educational programmes) to create a school that meets the needs and expectations of all stakeholders, children, parents as well as teachers.

Challenges

Schools, especially in major urban centers, are multicultural, resulting to serious challenges that press for immediate solutions: Many children, especially those coming from vulnerable social groups, face serious difficulties, and often drop out from school which, in turn, leads to social exclusion. It is also usual that immigrant parents, not knowing the Greek language, face difficulties in communicating with the school community and teachers and, hence, refrain from activities and do not participate in parents' collective bodies. Meanwhile, Greek parents often express fear and anxiety, that the heterogeneous classroom is detrimental to the educational advancement of their children. Finally, teachers themselves, without the necessary knowledge and appropriate methodological tools, face difficulties in effectively managing the heterogeneity observed in classrooms.

As far as the 132nd Elementary School of Athens is concerned, at the time the programme began (1999-2000), the school community was faced with serious problems: working children, serious learning problems, frequent absences from classes, student drop-out phenomena, Greek parents often suspicious and negative to the co-existence of their children with so many "foreign" children, immigrant parents absent from the school community, serious tensions and aggression among not only the children but also the parents.

Actions

Teachers in collaboration with the Parents' Association tried to address the diversity of the student population coupled with the difficult conditions of the school through positive and beneficial for all procedures in order to turn what appeared to be a disadvantage into an advantage for the whole school community.

Initially they investigated and recorded the aspirations and educational needs of children and other members of the school community. Then, based on the objectives and principles of intercultural education in teaching and on scientific research, organised and implemented actions which largely met the specific needs.

These actions in parallel and simultaneously involved all the school community stakeholders: students, teachers and parents.

Typical actions that are applied include:

Focused on students' needs:

1. Organisation of workshops on personal and social development as well as topics related to basic skills (communication, cooperation, and self-esteem, rights and boundaries, establishing relationships and friendship, recognition, expression and emotion management) and general protection against dangers they face.
2. Application of experiential and communicative techniques and methods in teaching.
3. Organisation of seminars on their mother tongue for bilingual students, after school hours (Albanian and Arabic), as scientific research has established the importance of teaching the mother tongue to bilingual children.
4. Use of the mother tongue and integration of multicultural elements in the mainstream curriculum (eg creating movies, multilingual books and educational games, multicultural/multilingual events and celebrations etc.).
5. Celebration of national and religious events, taking into consideration the various religious or ethnic identities, by focusing on common values.
6. Individualized approach and addressing of the students' needs.

Focused on parents' needs:

1. Organisation of training courses for parents, aiming at strengthening parental roles while developing relationships between them as well as establishing a bond with the school.
2. Establishment of frequent contact with students' families in order to identify the problems and to support children facing difficulties.
3. Organisation of voluntary Greek language courses by the school teachers for immigrant parents to facilitate their communication with the school, the Greek society and to better support their children in studying.
4. Multilingual translation of the school's communications (Greek, English, Albanian) and simultaneous translation in the languages of immigrant parents at parents meetings.

It should be noted that the mother tongue teaching seminars for children as well as the Greek courses for immigrant parents lasted for five school years.

Focused on parents' needs:

1. Organisation of in-school training; The training aimed at particular teachers' needs, related to everyday situations. Therefore it was experience- based and it presupposed a detailed design, implementation and evaluation by the teachers' association, referred to the needs of teachers and respond to specific problems facing the school.
2. Implementation of experience- based learning and collaborative forms of teaching.
3. Regular meetings of the teachers' Association, to ensure their creative and personal involvement in the school affairs.
4. Finally, both the school and students' families resorted to the assistance of medical facilities and specialists regarding the prevention or resolution of major issues (eg Prevention Sector of Treatment Centre for Addicted Persons (KETHEA), the Hellenic Harokopio University, the Social Services of the City of Athens, Athens Children's Medical-Pedagogic Center, etc.).

Outcome

The results of the above mentioned initiatives, as evaluated both by teachers and parents could be characterized as beyond positive:

- The children come happily to school, they have developed relationships and, enhanced their self-esteem. Furthermore, phenomena of exclusion and marginalization are no longer observed.
- What is more, all children's performance in school courses has been improved, while notable improvement in their overall performance has been observed in cases of students attending mother tongue seminars.
- Children coming from immigrant backgrounds have been substantially facilitated in their integration in the school community and the drop-out trend has seriously decreased.
- Along with that, phenomena of violence, xenophobia and racism among children and parents tend to extinct;
- A Parents' Association has been created, where Greek and immigrant parents participate equally and collaborate fully. This has also resulted to the development of closer relationships among parents as well as among parents and teachers and to the stronger and decisive support of the school initiatives and, consequently, participation in school activities, including school counselling and support.
- Additionally, the teachers have gained invaluable knowledge and efficient methodological tools on creative diversity management of the student population in classes as well as on ways to facilitate their communication with parents. Furthermore, they have developed relations, strengthened their cooperation and changed perceptions and attitudes on issues relating to children and school.

Contribution

There are plenty of similar individual cases of teachers who apply innovative tools in educational activities. The added value that the case of the 132nd Elementary School of Athens has to offer is that it is the first time in Greece that such a venture has been realized at a school as a whole, with full responsibility and long hours of voluntary work of teachers on planning, organising and implementing actions to embrace the whole school community.

Recently, in fact, in December 2011, the school won the Ombudsman's Children's Rights Prize at the Olympia International Film Festival for Children and Young People (Camera Zizanio) for the film "Do not be afraid. Speak". The film was created by the students of the sixth grade during the school year 2010-2011.

The film is the result of quarterly and expresses the fears and anxieties of pupils in sixth class, associated with the stress that they experience because of the upcoming transition from primary to high school, the stress deriving from the economic crisis as well as social and family problems that they personally experience. Moreover, in the film the children take the step and provide solutions to their peers on how to overcome these fears and difficulties. The film is available at: <http://www.0-18.gr/gia-megaloyis/nea/diakrisi-se-tainia-gia-ta-dikaiomata-toy-paidioy/?searchterm=132>

Further information on the 132nd Elementary School of Athens and its activities is available on the school's website:

<http://www.132grava.net/132grava/?q=node/3>

Ireland

Contribution to the Non-Discrimination Governmental Expert Group regarding good practices and initiatives in public policies on combating discrimination and fostering diversity in education

This example incorporates all three areas of interest to this request for contributions - access to education, treatment of students and respect for diversity & combating stereotyping in the content of education. While relating primarily to the discriminatory ground of "religion or belief", the initiative outlined also relates to policy initiatives, public support or financing schemes fostering diversity and/or fighting against discrimination in education.

Community National Schools

Overview

- Community National Schools (CNSs) represent a new policy initiative approved by Government in 2007 to deal with increasing societal diversity and demand for greater choice in education provision at primary school level in Ireland. The Community National School model is a new model of primary school patronage, in which the State is directly involved in the provision of primary education.
- In recent years, recommendations seeking progress by Ireland to increase the provision of non-denominational and multi-denominational schools have been made by UN and Council of Europe Committees. Community National Schools are multi-denominational in character and the pilot phase of these schools represents progress in this regard.
- The pilot model is currently being tested in five primary schools, of which two were established in 2008 and three in 2010. The introduction of the model on a pilot basis facilitates an incremental learning process which allows adjustments to be made over the period of the pilot based on practical experience. It is expected that the pilot phase of the model will continue for a number of years, at least until the first intake of children have passed through the primary school system (8 years). The schools are currently under the patronage of the Minister for Education and Skills.
- The Community National School model aims to cater for diversity within a single school setting rather than in more than one school. Community National Schools are described as multi-denominational in character in order to reflect the accommodation they offer to children of a variety of belief systems and also to those, whose parents do not wish their children to receive faith-specific teaching. The ethos of the Community National Schools is based on inclusivity and the model recognises and aims to accommodate the wishes of parents to have their children receive religious education and faith formation in the school setting within the school day. This commitment, within a multi-belief environment, is an important distinguishing feature of the model.

Multi-belief Religious Education programme

- A multi-belief programme entitled “*Goodness Me! Goodness You!*” provides for the delivery of religious education and faith formation in the Community National Schools. It is being developed and delivered on an action research basis over the course of the pilot. The nature of the research allows different approaches to be developed and assessed, allowing conclusions to be drawn for the programme. The action research is assisted by a Religious Education Reference Group which includes representatives of the main Churches and belief groups together with educational experts in the fields of curriculum development and religious education.
- “*Goodness Me! Goodness You!*” caters for children of all beliefs and none, with content appropriate for both theist and non-theist perspectives. The methodology of the programme is child-centred and activity/discovery-based. In structuring the programme, the aim is to have children of all beliefs and none taught together as often as possible. This is facilitated by the shared life values and practices of all beliefs. In keeping with the ethos of the schools, the programme recognises and celebrates the cultural and religious diversity present in each classroom. In addition, for three to four weeks each year during the time allocated for the religious education programme, faith-specific teaching is offered to children whose parents have opted for them to receive such teaching. In practice, children receive the multi-belief programme together in the same group with the same teacher for at least 80% of the time allotted for religious education.
- Central to the action research methodology is regular consultation and feedback with a variety of partner groups: parents, teachers and curriculum and belief representatives from the various beliefs represented in the schools. As a consequence of the consultation process, the programme is organic and subject to change.

Review of the model

- The patronage model is subject to ongoing review and the first interim review on the longitudinal study of the Community National School pilot model has recently been completed. It is intended to produce a number of interim reports to outline learning from ongoing implementation. Dialogue with the education partners at primary level and representatives of belief systems will continue as the model develops to allow the lessons, issues and experience that emerge from the model to be shared and appraised. Data collection and analysis will also continue to take place on a regular basis to facilitate the on-going monitoring and assessment of the new patronage model and its implementation in Community National Schools.

Latvia

Contribution of Latvia to the request concerning good practices and initiatives in public policies on combating discrimination and fostering diversity in education

1. Discrimination in accessing education (primary education, secondary and high school, University) due to socioeconomic factors, including ethnic origin, religion or others.

The education is one of the constitutional rights in Latvia. In *Satversme* (The Constitution of The Republic of Latvia) is appointed, that everyone is entitled to education, and state ensure free of charge basic and secondary education. Antidiscrimination principles have been highlighted also in the Law on Education.

Education in national minority languages is a precondition for maintaining the cultural identity of national minorities in Latvia. Considering ethnic diversity of the population in Latvia, the Latvian government provides state financed education in eight minority languages – Russian, Ukrainian, Byelorussian, Lithuanian, Estonian, Polish, English and Hebrew. National minority education curricula include both the content necessary for passing on ethnic cultural heritage and attaining the goals of society integration. 26% of all students attend minority schools today.

The education reform on 60/40 model is progressing successfully and the attitude of the general public towards the reform has become positive. If in 1996 a recorded 49% of minority young people rated their knowledge of the Latvian language as very good, then in 2008 this rating was declared by 73% minority young people. At the same time students in minority schools can freely chose to answer exam questions in their own language – in 2009/2010 already 72% of national minority students replied in centralised exams in Latvian and 28% – in Russian.

Latvia pays special attention to promotion of integration of the Roma community into the Latvian society, by eliminating discrimination and ensuring equal opportunities to the Roma community including education. In average, every year more than 1200 Roma children attend school. A special programme “*Teachers’ Assistants of Roma Background*” has been developed. The idea of the project was to prepare teaching assistants of Roma background and to facilitate their inclusion into mainstream school and pre-school educational institutions attended by children of Roma background and non-Roma children. An important part of the programme is social work with parents, by explaining them the importance of education for children. The project “Teacher’s Assistants of Roma Background” was presented by Latvian authorities as best practice of Roma integration at national level in Strasbourg High level meeting for Roma integration in October 2010. The overview of this project is available at web site of Council of Europe European Commissioner of Human Rights.

A set of additional measures directly focused on the integration of the Roma in education have been undertaken within the frame of the national programme “Roma in Latvia” (2007.-2009.) and the project „Latvia – equality in diversity”. For example, project „ Best Practice in Teaching Roma Children: Share Your Experience in Teaching a Roma Child” that included a survey of 300 educational institutions; a volume of teaching experience „Experience of Teachers in Latvia in Working with Roma Children” was prepared and published – it included descriptions of teaching

experience, methodological recommendations and practical study material for work with Roma children.

Students with special needs are entitled for more than twice larger financial support that covers extra assistance (psychologist, teacher assistant, speech therapist). ESF funds 1.2.2.4. project *“The educational accessibility for disadvantaged young people and the development of inclusive education”* and ERDF 3.1.3.3. project *“Special education and general improvement of education facilities for students with disabilities”* provides additional support for the mentioned target groups.

Anyone has the right to acquire religious teachings, either individually or in teaching establishments of religious organisations. In public schools 18% of students choose religion (Teaching of the Christian faith) as a subject in school.

2. Discrimination in education/schools suffered both by teachers (harassment, unlawful dismissals) and/or students (bullying, harassment, homophobia, xenophobia, issues linked to religion and belief).

High Commissioner on National Minorities Knut Vollebeak acknowledged Latvia`s continued progress in the field of integration and noted the important role of successful education reform in this positive development.

Within the government programme *„Intercultural dialogue 2010”* several educational projects and projects aimed at promoting diversity, tolerance and cohesion among different ethnic groups living in Latvia, were financially supported and implemented.

One of the successful examples is the project *„Study Programme for Pupils “The Role of Jewish Minority in Historical and Cultural Heritage of Latvian Regions”*, which was elaborated by non-government organisation “Šamir” and 10th Daugavpils Secondary school. The project was aimed at promoting intercultural dialogue and developing the interaction between school teachers and pupils with different ethnic origin.

The project *„Intercultural Dialogue in Schools Activities”* was organised by the non-government organisation „Eiropas Minoritātes - Baltijas un Skandināvijas valstu filiāle” („Minorities of Europe – Baltic and Scandinavian Division”) in cooperation with Latvian schools. The aim of the Project was to develop intercultural dialogue between national minorities and majority population and to promote activities of intercultural dialogue on inter-school level. In result 28 teachers, 569 pupils of 7 national minorities and Latvian schools participated in the project.

The project *„Creative Conference – Roma Ethnic Identity and it's Preservation in Sabile's Culture Context”* was organised by the non-government organisation “Skola visiem” (“School for Everyone”). The project aimed at promotion of cultural tradition and language of Roma and preservation of these elements of cultural identity, as well as at development of intercultural dialogue between Roma and Latvian pupils, reducing negative stereotypes about Roma. Pupils discussed many topics on Roma cultural identity as well as designed presentations. 140 participants were involved in the project, including pupils, teachers, experts and representatives of Roma community.

3. Ensuring respect of diversity and fighting stereotypes in educational contents, curricula and teaching, the key role of the educational system and curriculum in combating discrimination.

For awareness raising the discrimination prevention issues have been included in teacher education and continuing education programmes:

- “Teenagers and young people at risk of exclusion factors and educational assistance”;
- “Inclusive education relationships in the process - student, teacher, parents”;
- “Multicultural Education”;
- “Preventive work for children's rights”;
- “Teachers' professional activities of the learning process of inclusive education implementation”;
- “Moral issues in educational work in mainstream schools”;
- “Psycho-pedagogical support system for students with learning disabilities in educational institutions”;
- “The teacher intercultural space”;
- “The diversity of education”;
- “Teachers' professional competence improvement of intercultural education”;
- “School's role in the prevention of mobbing”.

In the Programme of Gender Equality implementation for 2007-2010 one of the direction of actions were foreseen the activities to perform the gender equality principle in the education. As well as for the next period 2012-2014, the Plan for Gender Equality implementation the educational activities for gender equality principle incorporation, especially, in preschool educational programmes and training for the teachers have been foreseen. At the end of 2011 with the financial support of the Nordic Council of Ministers the project for developing activities and initiatives that ensure that girls and boys have the opportunity to break with gender-specific trends in education and methods that enable boys and girls to relate critically to gender stereotypes will be started. The purpose of the project is to introduce with the basic principles and practice of gender equality education in pre-school institutions and at early school age in Latvia. The main activities in the projects are as follows:

- translating the Danish children's book and the methodological material;
- adapting and editing the book and material for situation of Latvia;
- training for the pre-school teachers and parents on the gender equality in the 2 pilot project in kindergartens;
- meeting with the author and drawer to discuss the translation and adaption to Latvian;
- evaluation questionnaire for pre-school teachers in order evaluate the book and presentation on issue.

Many educational materials and programmes on issues of diversity management and intercultural competence were worked out in 2010-2011 within of The Programme of The European Fund for The Integration of Third-Country Nationals 2007 -2013. For examples, the Project „*Improving of Teachers Professional Competences in The Intercultural Education*” was implemented by the non-government organisation „Education Development Centres ”; the educational material for school teachers was worked out by the non-government organisation „Centre for Public Policy – PROVIDUS” within the Project „*School Teachers Learns Intercultural Skills*”; educational programmes „*The Intercultural Communication and its Role in Education*” were prepared by the non-government organisation „Datorzinību centrs”; the educational programme „*School Teachers in The Intercultural Environment*” was elaborated by the state regulatory authority „The Latvian Language Agency”.

Malta

Good practices in combating discrimination and fostering diversity in education

1. Good Practices in Combating Discrimination in Education: A New Curriculum Framework

A country's educational system and the curricula it offers its students play a key role in combating discrimination. In an effort to offer a high quality education and to ensure respect of diversity, Malta is in the process of writing a new curriculum that is intended to raise the level of attainment of all students. In order to achieve this, some substantial new approaches to curriculum pedagogy are being implemented. The new system requires the curriculum to be written in such a way as to encourage diversity, student centred learning, curriculum management and structures.

There are a number of paradigms that underpin this approach to curriculum namely that a curriculum must allow for an education based continuum of ability and not medical based diverse indicators of disability. All students are on a continuum of ability, not failure, and all are encouraged to work at their optimum level be they 'gifted' or 'the least able'. Student-centred learning thus becomes an important approach to teaching and learning.

The purpose of the new curriculum has the overall aim to help teachers to improve the quality of their teaching and to enable all students to raise their level of educational attainment. Thus the traditional concept of having a syllabus that is time-tabled is being replaced by the concept of a curriculum that is managed. This has led to writing of a Teaching Objectives Framework and to a unitised scheme of work which covers all of the content that can be realistically and effectively taught within each year of schooling.

Each unit to be taught contains much more than syllabus content; it contains pedagogical suggestions for good practice. The unit is not a strait jacket; it is given as an inspiration and catalyst for teachers to develop their own ideas according to their professional understanding and the abilities and differences of the students in their classrooms. The use of learning outcomes allows the teachers to appreciate the possible range of student attainment in a class while the teaching examples indicate different activities for students who are attaining at different levels. The activities are also written in such a way as to encourage student centred learning.

The new curriculum includes the writing of strands of learning and of attainment level descriptors. Each strand of learning has a set of attainment levels which describe the progression in student learning. There are ten attainment level descriptors that cover the full range of attainment of all students ranging from those who have profound and multiple learning difficulties to the exceptionally gifted students.

The curriculum documentation is written to encourage the teacher to ensure that every student has the maximum opportunity to learn and to ensure that all students are attaining at their highest levels relative to their own ability. Thus teachers are being supported to understand that diversity of response relates to every individual student and not just groups.

2. Good Practices in Safeguarding Equal Treatment in Education and Ensuring Respect of Diversity

Malta's National Commission for the Promotion of Equality (NCPE) works to safeguard equality between men and women in society. To this end, NCPE raises awareness on gender equality and combats stereotypes on the roles of men and women in various spheres, including in education. In fact, NCPE carried out various initiatives to further safeguard and promote equal treatment in education.

NCPE also works to ensure that Maltese society is a society free from any form of discrimination based on race / ethnic origin in the provision of goods and services. To this end, NCPE carries out various initiatives that address different stakeholders within the sphere of education to further enhance the respect for diversity and the promotion of equality. NCPE works to eliminate discrimination within the sphere of education and deems that education plays an important role not only in challenging stereotypes but also in promoting equal treatment in schools as well as in society at large.

Examples of Good Practices and Initiatives:

As part of the EU co-funded project VS/2009/0405 - *Strengthening Equality beyond Legislation*, NCPE provided *training to students* aged between 9 and 17 on anti-discrimination and equality issues. Forum theatre was used to encourage students to participate in exercises during which they discussed and analysed stereotypes and discriminatory situations, and established ways to prevent or overcome such situations. These sessions gave students the opportunity to express their ideas and opinions on discrimination and stereotypes and to enhance their awareness on this subject matter.

As part of this project, training was also provided to teachers with the aim of empowering them and providing them with more knowledge on equality. This training sensitised and stimulated teachers to contribute towards safeguarding equal treatment on all six grounds of discrimination.

In 2010, NCPE also reviewed the current National Minimum Curriculum from an equality perspective on all six grounds of discrimination. The *Equality Review of the National Minimum Curriculum* was a comprehensive examination of the consideration and addressing of issues of equality as a general approach within the education system, and also within specific syllabi, taking into consideration relevant social and legal developments that have taken place in the Maltese islands since the publication of the National Minimum Curriculum in 1999.

In 2010, an *Equality in Schools Competition* was organised by NCPE with the aim of promoting educational responsibility towards equality by highlighting all initiatives taken by secondary schools with the aim of increasing equal opportunities, creating a more inclusive environment, promoting diversity and enhancing dialogue in order to improve the quality of life of students at an educational and personal level. This competition gave secondary schools the possibility to present and describe the steps and measures taken to promote and implement equality within their school and disseminate an anti-discrimination message among students.

In addition, NCPE also organised a *Seminar for Youths* as part of the EU co-funded project VS/2010/0569 – *Think Equal* which aimed at providing further training and sensitisation on issues of equality, non-discrimination and diversity. This seminar brought together youths, some of

whom were tertiary students, as well as persons who have experienced discrimination and experts from different racial, sexual and cultural backgrounds who reflected on local cases of discrimination on all grounds, alongside the causes and consequences of these experiences. Video clips of various individuals (filmed locally) speaking about discrimination and their experience of discrimination helped to stimulate the youths' discussions.

As part of this project, an *Equality in Arts and Photo Competition* held in 2011 was targeted at youth and the general public since they were encouraged to produce works of art expressing concepts of equality and non-discrimination. The art and photo submissions were then exhibited through a roving exhibition in different locations, including various post-secondary schools and the University. The photographs and works of art instilled self-expression and reflection on issues of equality and non-discrimination.

Also research on the perception, level of awareness and acceptance of equality and diversity, as well as the occurrence of discrimination on all grounds was carried out with youths. In fact, the '*Measurement of Discrimination among Youths - Quantitative Study*' (2011) was carried out with youths aged between 16 and 30 years, the large majority of whom were tertiary or post-secondary students. Although these youths had a good degree of knowledge on equality and discrimination, they had limited degree of knowledge on Maltese laws in this regard and on the respective equality bodies. Few instances of discrimination were reported and the most commonly expressed were those related to age and gender, but many youths were witness to instances of discrimination, mainly on ethnic group/skin colour and sexual orientation. In light of this, the results of this survey provided quite a positive view of the situation. Nonetheless, the need for further information and awareness-raising on specific areas in relation to equality and non-discrimination was pointed out.

Other past initiatives were carried out by NCPE to safeguard and enhance equal treatment in the sphere of education:

In particular, the project '*Facilitating Equality through Education*' (2005-2006) aimed at challenging the gender roles and stereotypes in the formal education process which often led primary and secondary school students to aspire for work and private life roles influenced by their gender rather than by their interests and capabilities. To achieve this objective, policymakers, teachers and students were sensitised to the need of greater gender equality, a work/life balance with equal responsibilities and gender neutral language.

- A series of training seminars were given to current and prospective teachers on the principles of gender equality and work/life balance. Teachers discussed relevant gender issues, and the need for providing equal access to all educational tools to both boys and girls. Moreover, they were sensitized to use gender neutral language in their presentations of work and family responsibilities.
- NCPE also developed a transnational partnership with the Coalition for Gender Equality (Latvia) and National Machinery for Women's Rights (Cyprus) to analyse current education policies in the three partner countries and identify best practices and other positive measures that enhancing equality in the sphere of education. Each trans-national partner conducted a study to review the education policy in force in its respective country in relation to gender equality. The trans-national partners also reviewed the textbooks and national curricula to assess whether they need to be revised or substituted with others that are carefully designed to portray a work/life balance for both men and women.

- This project disseminated material aimed at children such as slots on children's television programmes, a competition for children, and the dissemination of educational material distributed to schools.

Another project carried out by NCPE and sponsored by the UNESCO Malta Commission was *The Gender Gap in Science and Technology in Malta* (2006-2007). This project aimed at collating coherent statistics and other information about the gender differences in the field of science and technology. Moreover, the project raised awareness about this subject matter among the general public, especially female students and their parents. In fact, meetings were held with female students coming from various secondary schools and who were in the process of choosing their optional subjects. During these meetings, students were provided with information on the employment opportunities that exist both in Malta and the EU. They also had the opportunity to listen to first hand experiences of women who are already working in the science field.

The Netherlands

Public policies on combating discrimination and fostering diversity in education

This document gives a description of some initiatives and activities by the government of the Netherlands for a safe and non-discriminatory education system.

Situation in the Netherlands in general

In the Netherlands, article 1 of the Constitution prohibits discrimination. The Dutch Equal Treatment laws elaborate on this norm. These laws prohibit unequal treatment on several grounds in specific fields including (access to) education. The Dutch Equal Treatment Commission is an independent organisation that was established in 1994 to promote and monitor compliance with equal treatment laws. The Commission also gives advice and information about the standards that apply. Everyone in the Netherlands can ask the Commission for an opinion or advice about a specific situation concerning unequal treatment, free of charge.

In the Netherlands, policies on combating discrimination and fostering diversity fall under a number of public policy areas. These are:

1. **School safety:** School safety is considered to be a priority by the government of the Netherlands. All students and teachers should feel safe in school. Young people should feel protected against sexual harassment, bullying, intimidation and discrimination. The ministry of Education, Culture and Science supports schools in their responsibility for providing a safe school by registering incidents at schools, through special needs advisory teams and by making available information on homosexuality and hardiness through the School and Safety Centre (CSV).
2. **Emancipation:** The empowerment of students and teachers is supported by so called Gay-Straight Alliances and information provision at schools. The COC (Federation of Dutch Associations for the Integration of Homosexuality) facilitates gay and straight pupils in the set-up of Gay Straight Alliances at their schools. The COC receives funding for facilitating this. The goal is to double the number of secondary schools with such GSA from 150 to 300. In various innovative manners the GSA's promote respect of sexual diversity.
3. **School curriculum and the training requirements of teachers:** both play an important role in combating discrimination in education because respect of diversity is anchored in the curricula. The Ministry of Education had defined the main objectives (kerndoelen) that schools must achieve.

Discrimination in accessing education

- **Special policy aimed at elimination of deprivation (achterstandenbeleid)**

In The Netherlands, parents can freely choose their child's school. In practice, most parents choose a school nearby. For this reason, schools in deprived areas are a reflection of their

surroundings. The government enables these schools specifically to offer quality education. This is done by the offering of pre- and early school education (VVE; voor- en vroegschoolse educatie) for children from the age of 2,5 with a language deprivation. Primary schools also receive extra financial resources for children whose parents are less educated and for children who live in the Netherlands for the first time (newcomers/asylum seekers). Investments are made for extra educational time through weekend and summer schools, special classrooms for children with a language problem (schakelklassen) and school time extension.

As for the social-economical factors within higher education, The Netherlands recently scored well in the Eurostudent 2008-2011 monitor (www.eurostudent.eu). This international research project investigated the social-economical background of students, showing that study grants are equally divided among students compared to other countries. This demonstrates the equal treatment and absence of discrimination concerning access to higher education in The Netherlands.

▪ **Studying with a disability**

The website www.studerenmeteenbeperking.nl (studying with a disability).

The ministry of Education, Culture and Science made an inventory of the barriers institutions for vocational education (MBO instellingen) experience while educating and examining students with a disability for the new vocational qualification structure of the vocational education. As solutions to problems have to be found, the website www.studerenmeteenbeperking.nl ('studying with a disability') was launched (in collaboration with different governmental and non-governmental institutions). All institutes for secondary vocational education and training have access to this website, which aims to help and inform professionals dealing with students with a disability (like managers, teachers, policy makers). The website contains practical guidelines from and to secondary vocational education schools to enable students with disabilities to study and graduate. A structured approach of for example the intake, examination and guidance of the student in question may open doors for students with a disability.

Special arrangements in educational law

For instance: In the Law on Higher Education and scientific research (Wet op het Hoger Onderwijs) provisions have been included on students with a disability. As for the subject of accreditation, it is laid down in this law that the Dutch-Flemish Accreditation Organisation (NVAO) has to incorporate (since January 1, 2011) facilities influencing the quality of the education, including sufficient study facilities improving the accessibility for students with a disability.

Also, the law on study grants incorporates additional facilities for inter alia students with a disability who may suffer from delay caused by their disability. The Dutch government funds a national centre of expertise for students with a disability. This institution supports universities and colleges with their policies in regard to studying with disabilities.

- **Equal Treatment Commission**

When students are not satisfied with the additional guidance for students provided when enrolling for an education or when they disagree on their rejection to a training they can turn to the Equal Treatment Commission (CGB, Commissie Gelijke Behandeling) for mediation or any legal advice. Students with a disability can also turn to the CGB when they are already enrolled but when they are for any reason not satisfied with the implementation of the necessary support measures agreed upon.

Discrimination in education suffered by teachers/students

The prevention and combat against bullying at schools is also a part of the integral safety and security policy of the Netherlands. A safe school is considered necessary to ensure the quality of education. A number of programmes have been set up to achieve this goal:

- **School & Safety Centre.**

This centre consists of four knowledge- and information portals, namely for school safety, anti-bullying and mobbing, gay and school and the prevention of sexual intimidation. The portals are online. The centre for School Safety is funded by the Ministry of Education, Culture and Science.

1. *School safety portal*: aimed at improving the safety and security in schools. This knowledge- and information node presents information, gives good practices, and provides guides on how to set up an adequate school safety plan. Examples of projects are:
 - Discrimination, extremism, radicalisation;
 - Aggression and violence;
 - Safety policies;
 - Incidents en calamities.
2. *Anti-bullying and mobbing portal*: provides specific information concerning (online) bullying and mobbing. This node also has a helpdesk, a forum, and can support a school in setting up policies against mobbing and bullying. Typical projects and themes are:
 - How to recognize bullying;
 - Prevention and training;
 - Good practices in other schools;
 - Online bullying.
3. *Gay and school portal*: Gay and bisexual, lesbian and transgender students, staff and school leaders have the right to learn and work in a safe school. This node is aimed at collecting and disseminating information and expertise in the field of male and female homosexuality, bisexuality and gender identity. Typical activities are:
 - Providing information;
 - Current news media;
 - Providing policy instruments, tools and educational materials.

4. *Prevention of (sexual) intimidation portal*: all schools in the Netherlands are obliged to have a confidential councillor. This councillor coordinates the prevention of sexual intimidation and sexual harassment within the school. Typical themes are:
- Non-acceptable behaviour;
 - Sexuality;
 - Strengthening social skills;
 - Integrity.
- **Monitoring social safety in schools:**
Every two years a comprehensive study is done on social safety in schools. This study examines three areas: Quality of school safety policy, feeling of safety within schools and the number of safety incidents and issues within schools. The ministry of Education, Culture and Science funds a monitor performed in the secondary vocational education and training area every two years, the Monitor Social Security, on the sense of security and safety for students and personnel. The outcome of this monitor gives an idea of the extent en problems of possible harassment, and the level of safety and security on schools for secondary vocational education. One of the areas of research within the monitor is psychological- physical violence, also including discrimination. The institutions receive their own specified results, enabling them to conduct specific policies where needed.
 - **Bill obliging schools to register all incidents:**
The government of the Netherlands has drafted a bill obliging schools to register all incidents. Incidents include physical violence, use of weapons, sexual abuse, intimidation, serious cases of bullying, discrimination, threats, destruction of property or theft, and the possession, use or sale of drugs.
This bill is currently under discussion in Parliament.
 - **Confidential inspectors:** The Netherlands Inspectorate of Education has a number of so-called confidential inspectors. Students, parents, teachers or others can turn to them when a problem of discrimination, large-scale bullying, violence, sexual intimidation etc. happens at a school. The confidential inspector will advise and is able to help with a possible formal complaint or procedure.
 - **The project ‘Cyberparents’:** A project aimed at teaching parents about cyber security and on-line safety. These parents then assist the school and the pupils.
 - **The e-learning programme ‘Hard of Hart’**
The Ministry of Education, Culture and Science has funded the development of the “Hard of Hart” (Hard or Heart) programme, in order for institutes for secondary vocational education and training to be able to improve their ways of dealing with aggression and violence. The e-learning programme Hard of Hart has certain modules for students and personnel to improve social security within vocational training education. The programme consists of a diverse range of modules for students and personnel to improve behaviour in institutes for secondary vocational education and training. Aim is to improve social security within these institutions. The core purposes of the modules are the contribution to a discussion on ways of interaction and the school rules and the development of competences for safe social interaction. The programme is intended for both students and personnel. Codes of conduct for participants, and for students and school personnel are agreed upon.

Ensuring respect of diversity in education

Citizenship (Burgerschap)

Since 2006, the legislation for primary and secondary education contains provisions on the contributions of schools to citizenship and social integration. Learning materials have been designed to contribute to the realisation of these provisions. Many schools have developed a policy on these issues and have integrated citizenship and social integration as a part of their curriculum. The governmental Inspectorate of Education has concluded that the implementation thereof can still be improved. Therefore, the Education Council (Onderwijsraad) has asked for an advice on ways of instrumentalization of schools in the future. This advice will be expected in the First half of 2012.

The National Gay Straight Alliance on education

In the national Gay Straight Alliance on education different (mainstream) trade unions (CNV, Aob), expert (Edudivers) and lgbt organisations (COC NL) cooperate to expand the social acceptance of LGBT people. They succeed through 1. Leadership, agenda building, awareness raising and training in the trade unions, 2. Benchmarking, mobilising of and support for change management in schools and educational organisations. The GSA receives support of the Dutch government since 2008.

Education on sexual diversity done by volunteers

The Dutch government facilitates the COC (Federation of Dutch Associations for the Integration of Homosexuality in the Netherlands) for promoting activities done by volunteers at secondary schools. By discussion, transfer of knowledge and encounters with lgb volunteers, positive attitudes are encouraged.

Kerdoelen (curriculum)

The Ministry of Education had defined the main objectives (kerndoelen) that schools must achieve. The core purposes, describing what students in primary education and the first years of secondary education must learn, explicit attention is being paid to respectful interaction and the promotion of safety. The care of respect of cultural and sexual diversity is thus anchored within the curricula of primary and secondary education. The Education Inspectorate monitors whether schools are devoting attention to this.

Norway

Contribution to the European Commission's Non-Governmental Expert Group on good practices and initiatives in public policies on combating discrimination and fostering diversity in education

Initial and general notes

In accordance with the principles of the Norwegian welfare state, all persons legally resident in Norway have the same rights, obligations and opportunities, regardless of their ethnic background, gender, religion, sexual orientation or functional capacity.

Equal rights, equal opportunities, solidarity, fairness and an equitable wealth distribution are fundamental values for the welfare state and underpinning the integration and social inclusion policies.

The overall goal for the inclusion policies is that each person shall have equal opportunities to participate in society. The policy aims towards enabling legal immigrants to contribute with their resources in working life and in the general society as quickly as possible. Rapid and good settlement of refugees shall form the basis for an active life in safe surroundings. Furthermore, the Government wishes to prevent and mitigate the development of a class-divided society, where persons with immigrant background have poorer living conditions and a lower rate of social participation than the population in general. An inclusive society also requires equal rights and opportunities with respect to gender and disability/impairment.

Norway is party to and has ratified UNESCO's Convention against Discrimination in Education (1960). The last Norwegian report on the status and follow-up measures to this convention was submitted in 2006. The next national report is due in 2012.

Please note that the term "discrimination" has not been strictly defined in this document. There are possible and indirect links between what could perhaps be labelled direct discrimination and other forms of exclusion. E.g. issues concerning Norwegian language instruction in kindergartens have been included below, since the mastering of Norwegian language is seen as a crucial factor for the full integration and inclusion in society.

Please also note that several issues mentioned in this report could be placed also under another heading. Some issues relevant both under "access" and under "discrimination in education" have been placed under only one heading. In addition, certain issues placed under "access" are also closely related to the contents of education, e.g. to curricula.

Discrimination in accessing education (primary education, secondary and high school, university) due to socioeconomic factors, including ethnic origin, religion or others

Pre-primary education (age 0 to 5)

Since 2005, Early Childhood Education and Care is a non-obligatory part of the education system in Norway. Kindergartens are pedagogical institutions that provide education and care for children from 0 to 5 years of age. Since 2009 all children, irrespective of their background, have a right to a place in Kindergarten from 1 year of age. To promote participation, a maximum fee was introduced in 2004. Furthermore, municipalities are to provide discounts for siblings, and discounts or free kindergarten places, for families with the lowest income.

Children with disabilities as well as children under the care of child welfare services shall be entitled to priority for admission to a kindergarten. The municipality is responsible for ensuring and implementing this right. To a large extent, the needs for assistance and support in education can be met inside the framework of regular kindergartens and by means of adapted education in schools. Nevertheless, children below compulsory school age who need special educational assistance are also entitled to such help. Special educational assistance comprises one to two percent of children below school age.

For language minority children the Government grants special economic support to the municipalities, in order to enhance integration and language development.

Nearly all children in Norway have participated in Kindergarten before entering primary school. The participation rate for all four and five year olds is 97 per cent. In Norway a high proportion of children less than 3 years of age also have a place in a kindergarten. However, for minority language speaking children, participation rates are lower than for the child population as a whole. This also holds true for the four and five year olds, but the gap is more evident for younger minority children. 94 per cent of minority language speaking 5 year olds now attends kindergarten before entering school.

Primary and secondary education and training

Access to education and training for language minority children, youth and adults

Norwegian language instruction is regarded as a prerequisite for the full integration and inclusion of minority language pupils in Norway. Out of a total of 616 000 pupils at Norwegian primary and lower secondary level in the school year 2010-2011, 44 000 pupils received special instruction in Norwegian, that is 7.2 per cent of all pupils. During the last 10 years, the number has increased proportionally with immigration.⁴

The Norwegian Directorate for Education and Training and NAFO (The National Centre for Multicultural Education) has established a network for municipalities in order to improve the local competence related to providing education for children and young people seeking asylum in Norway. The municipalities have been given information and guidance on rights and regulations in the education system.

⁴ The International Migration 2010–2011 Sopemi report for Norway (Please see Annex for link).

Many immigrants in Norway arrive with a low level of education or without formal education. The Government is considering ways to develop more flexible ways for adult immigrants to access and complete upper secondary education and training.

National initiative addressing drop-out from school

Research shows that low achievements in primary and lower secondary school is one of the main reasons for pupils dropping out of upper secondary school in Norway. To improve the quality of the entire school system, and especially lower secondary education, is therefore crucial. Pupils lack of motivation in lower secondary also influence on their ability to complete upper secondary education and training. These issues are presently receiving general attention and are discussed in a White Paper/Report to the Storting (the Norwegian Parliament) which suggests taking steps to increase practical approaches and motivational elements at both levels.⁵

The largest initiative in recent years implemented by the Ministry of Education and Research in collaboration with the local municipalities is the “*Ny GIV*” - *New possibilities - initiative*.⁶ This is a national effort to increase the successful completion of upper secondary education and training. Included in this initiative is the so-called Transition project, which focuses on a robust and sturdy follow up of the pupils with the poorest results in the final part of tenth grade of lower secondary school, and in upper secondary education and training.

Access to education for indigenous peoples

Throughout history, the Sami indigenous people of Norway have been victims of discrimination and extensive assimilation policies (“Norwegianisation”) on the part of the Norwegian authorities. The authorities have officially apologised for this and acknowledged the poor treatment of the Sami people in the past. In recent decades, Sami rights in Norway have gradually been recognised in legislation. Pursuant to the Sami Act,⁷ the Sami and Norwegian languages today have equal status. The Act states that the Sami languages may be used in official contexts, and that official information must be adapted for the Sami population. However, challenges arise in connection with the practical implementation of language rights. In 2009, the Government presented an *Action Plan for the Sami Languages*. The Action Plan i.a. includes measures to strengthen tuition in the Sami languages in day-care institutions and in primary and secondary schools.

Over the years there has been a gradual reduction of small schools in Norway, highly due to a change in settlement patterns. Very small schools lead to a considerable increase of costs per pupil, thus decreasing the possibility to operate schools effectively. Furthermore, small schools often have fewer possibilities of developing a professional working community for their teachers, as well as fewer possibilities of recruiting qualified teachers. It is the view of the government that

⁵ White Paper to the Storting on lower secondary education (Meld. St. 22 (2010-2011) *Motivasjon – Mestring – Muligheter*). Please see Annex.

⁶ Norway’s response to the 2011 National Report to the European Commission on the Implementation of the Education and Training 2020 Work Programme (please see Annex for reference and further information on “*Ny GIV*”).

⁷ Act of 12 June 1987 No. 56 concerning the Sameting (the Sami parliament) and other Sami legal matters (the Sami Act) Please see Annex.

the closure of a school must be seen in the light of the quality of the educational provision which the pupils get in replacement. It should be noted that Sami pupils keep their educational rights if they change school.

Access for national minorities

Jews, Kvens, Roma, Romani people/Tater and Forest Finns are national minority groups in Norway. Discrimination of national minorities has taken place, and discrimination still occurs today. Some groups also face several challenges in areas affecting living standards, such as education, housing and employment.

Norway has been urged by national and international bodies, including the Committee of Ministers of the Council of Europe, to develop databases on national minorities, to improve the situation for the Roma and Romani people, to make efforts to focus attention on the cultures of national minorities and to strengthen the position of the Kven language.

In recent years, efforts have been made to develop a coherent and inclusive policy for national minority groups in Norway. In connection with efforts to improve the dialogue between national minorities and the authorities, the Contact Forum between national minorities and central authorities was established in 2003. The Council of Europe Framework Convention for the Protection of National Minorities and the European Charter for the Protection of Regional or Minority Languages provide an important basis for work related to national minorities in Norway.

There are challenges related to schooling for Romani, and especially for Roma as they travel during the school year. Laws and regulations do not provide sufficient answers regarding the enforcement of Roma pupils' obligation to attend classes combined with paying due respect to their nomadic culture. The Ministry of Education and Research commissioned a report in 2011 with the purpose to clarify the relationship between Norway's international obligations and the Norwegian Education Act. While the legal issues are deemed to be in accordance with international obligations, there are still challenges related to better inclusion of Roma pupils in education.

In 2009, the Government presented an *Action Plan to improve living standards for the Roma people*.⁸ The goal of the plan is to combat discrimination of the Roma people in the Norwegian society, and to improve living conditions for Norwegian Roma, by introducing measures in various sectors, such as education, employment, housing and health.

⁸ Please see Annex for link (Norwegian only).

Access to education and training for persons with disabilities/impairments

The latest national endeavour to ensure full access to quality education and training for persons with disabilities/impairments is the White Paper/Report to the Storting (the Norwegian Parliament) entitled "Learning together" (Meld. St. 18 (2010-2011) on Adapted education, special educational assistance and special needs education). (Please see the Annex for a link and more information on the Report's contents.)

Financial student support to students in upper secondary education and training

Pupils from low-income households attending upper secondary education and training may be eligible for educational grants from the State Educational Loan Fund. The grant is means-tested, and only a minority of pupils, especially from one-parent households, receives the grant.

Higher education

National policy on equal access to higher education regardless of racial and ethnic origin, religion or belief, disability, age and sexual orientation

No rules or regulations in Norway prevents or obstructs the access to higher education for students with a non-Norwegian background.

There is no statutory right to higher education in Norway. However, there is an equal right to education for all. Admission to higher education is defined in the act relating to Universities and Universities Colleges and the admission regulations. The regulations are general and apply to everyone, regardless of ethnicity, social background or similar.

To ensure that everyone should have equal access to higher education, Norway has introduced a number of schemes to ensure that different groups have the opportunity to choose to pursue higher education. The plans include a well-developed study support system and a variety of welfare benefits such as low cost housing for students. There is no tuition fee for attending public higher education in Norway. This principle is fundamental to public higher education.

Equal right to education does not imply that everyone has a right to study exactly what subject they may wish. The ranking of qualified applicants is primarily based on academic results at the previous level of education. This also applies to applicants who have been given consideration based on non-academic qualifications. Regulations have been established in order to rank applicants with previous education taken abroad.

Access for persons with immigrant background to higher education

In the autumn of 2010, 31 per cent of the people in the age group 19-24 attended higher education. Of these, 38 per cent were descendants of immigrants (persons born in Norway of two foreign-born parents). Among the immigrants in the same age group, 16 per cent had started higher education. Also in the age group 25-29, the share of Norwegian born people with two

foreign-born parents was higher than the total for the whole country; 18 per cent compared to 15 per cent. In this age group, the share of immigrants was 9 per cent. There are fewer immigrants in higher education because fewer of them attend upper secondary education and the drop-out rate is high for this group (ref. sections above on secondary education).

In the age group 19-34, more women attend higher education than men. In the autumn of 2010, 22 per cent of the women and 15 per cent of the men attended higher education. Among the Norwegian born women with foreign-born parents, 31 per cent was in higher education while 25 per cent of the men in the same category. Among the immigrants, the share was 10 per cent for women and 8 per cent for men.

Norwegian born people with two foreign-born parents tend to attend prestigious study programmes like medicine, dentistry, business, law and engineering, but not veterinary medicine. Teacher education is not popular for this group.

Persons with disabilities/impairments in higher education

In spite of national policies, the educational level of young persons with impairments is significantly lower than that of other youth. Whereas 38% of all young adults aged 20-35 have attained higher education, this is only the case for 30% of young adults with impairments.⁹

Financial student support in higher education

The Norwegian student support system has mainstreaming as its major feature, providing basic loans and grants to all. The system does however also take into account the special needs of certain groups of students for equal access to education. The support system therefore provides special grants for students who fall ill or who have children. During the last few years, the system has been changed to give disabled students special schemes. These schemes allow additional grants, support during the summer months and additional coverage when the disability is the cause of delay in the study programme.

Discrimination in education/schools

Primary and secondary education and training

Bullying and harassment in schools

Norway faces a challenge regarding bullying and discrimination in schools. Despite several measures to combat bullying, and despite increased political and social attention to this topic, figures related to bullying have remained fairly stable in the period 2004 to 2011. Data from Norway's National Pupil Survey, which is conducted annually, indicates that about 5 per cent of the pupils experience bullying, either one or several times a week.

⁹ Pathways from Education to Work for young People with Impairment and Learning Difficulties in Norway. Country background report. Paris: OECD. (Please see Annex for link).

Through the “Anti-bullying Manifesto”(signed by the Norwegian Prime Minister, the Minister of Education and others), a binding partnership for good, inclusive childhood and learning environments from kindergarten through upper secondary School, the government has launched several measures to combat bullying in collaboration with national parties. The new Manifesto (2011 – 2014)¹⁰ emphasizes that efforts to combat bullying must take place where the children and teenagers are. Hence, the national partners behind the Manifesto want to encourage and contribute to local anti-bullying efforts.

Anti-Semitism and racial discrimination

In the spring of 2010, Norwegian media reported on harassment of Jewish school children in schools in Oslo. This led to the Norwegian Minister of Education and Research appointing a working group mandated to advise on schools’ work against anti-Semitism, racism and discrimination. The working group’s report, entitled “History can repeat itself” was launched in January 2011 and recommended several national actions.

As a follow up to some of the report’s recommendations, the Ministry has asked the Centre for studies of Holocaust and Religious minorities, The European Wergeland Centre (CoE) and The Department of Teacher education and School research at the University of Oslo, to jointly develop a training programme addressing discrimination, anti-Semitism, racism and undemocratic attitudes and behaviour. This effort is scheduled for three years and the programme is to be developed aiming to reach teachers, pupils and school administration in lower secondary education.

Higher education

The Act relating to Universities and University Colleges and students with impairments

The Norwegian Act relating to Universities and University Colleges places the responsibility for the students’ learning environment with the educational institution. This Act also establishes that the responsibility includes students with impairments, stating that, as far as “possible and reasonable”, the *physical working environment* shall be designed in accordance with the principles of universal design. It also states that, as far as “possible and reasonable”, the study situation shall be adapted for students with special needs. This adaptation must not result in any reduction of the academic requirements found in each course of study. This could involve such things as using a PC and giving extra time for examinations, and/or giving oral rather than written examinations. The educational institutions shall also ensure “as far as it is possible and reasonable” that the *premises, access, and sanitary and technical facilities* are designed so that persons with impairments can pursue their studies there.

Pursuant to the Act, *individual education plans* must be agreed between the educational institutions and students. Such plans are useful tools for adapting studies for persons with impairments. It may also help raising the awareness of the educational institutions as to the

¹⁰ Please see Annex for link – Norwegian text only.

responsibilities they carry for all their students, including the adaptation of the study situation for students with impairments/disabilities.

Educational institutions must also establish *learning environment committees* which include student members, and which are mandated to consider the learning environments for all students at the educational institution. This is a significant measure for ensuring an accessible and adapted learning environment at the institution.

Action plan and advisory service

In addition to what is stipulated by the Act, the educational institutions must have a *special action plan* for impaired/disabled students, which will make it easier to comply with the requirements for learning environment as stipulated by the Act. The educational institutions shall also have a special advisory service for persons with reduced abilities. The service is responsible for providing these students with counselling and assistance.

Lastly, the recruitment of more male teachers and more teachers with a minority background into Norwegian schools has been addressed as a part of a five year national effort to increase the status and quality of teachers.

Ensuring respect of diversity and fighting stereotypes in educational contents, curricula and teaching, The key role of the educational system and curriculum in combating discrimination

The Government is presently preparing a new White Paper/Report to the Storting (the Norwegian Parliament) on the integration and inclusion of immigrants and their descendants in Norway. The paper is based on documentation and proposals in three official committee reports.¹¹

Pre-primary education (age 0 to 5)

The Norwegian Kindergarten Act states that the Kindergarten shall promote democracy and equality and counteract all forms of discrimination.¹² The institutions shall also take account of children's age, level of functioning, gender, and social, ethnic and cultural background, including the language and culture of Sami Children.¹³ A national framework plan for the content and tasks of kindergarten, regulation under the Kindergarten Act, elaborates on the topic of inclusion and multicultural practice. Kindertartens shall provide an environment in which different individuals and different cultural expressions meet with respect for their differences¹⁴.

¹¹ NOU 2010:7 *Multitude and Mastering. Multilingual children, youth and adults in the education system*; NOU 2011:7 *Welfare and Migration* and NOU 2011:14 *Better Integration*. (Please see Annex).

¹² Kindergarten Act section 1, 3rd paragraph (Pls see Annex for link).

¹³ Kindergarten Act, section 2, 3rd paragraph.

¹⁴ Framework Plan for the Content and Tasks of Kindertartens, chapter 1.9. (Pls see Annex for link).

The Ministry has prepared and disseminated *support material for kindergarten staff* about children with disabilities and about language and cultural diversity, as well as other relevant topics for ensuring quality in ECEC.

Supporting integration and inclusion the National Centre for multiculturalism in education has been active in supporting involvement of parents through projects and guidance material. Through family learning – combining training in Norwegian with open kindergarten, several municipalities have developed good practice in this area.

Primary and secondary education and training

In the Norwegian core curriculum for primary and secondary education it is stated that education should be based on the view that all persons are created equal and that human dignity is inviolable. Education should confirm the belief that everyone is unique; that each person can nourish his or her own personal development, and that individual distinctions enrich and contribute to society. It is also stated that education should foster equality between the sexes and solidarity among groups and peoples across borders.

The most recent Norwegian curriculum reform (the Knowledge Promotion, 2006) covers both primary and secondary education and training. In Social science/ Social studies and in Religion and Ethics education several competence objectives are related to human rights, discrimination, racism and democracy.

The right to special education in the Education Act

Pupils who either do not or are unable to benefit satisfactorily from ordinary teaching have the right to special education. In assessing what kind of instruction shall be provided, particular emphasis shall be placed on the pupil's developmental prospects. The content of programmes and courses offered shall be such that the pupil receives adequate benefit from the instruction as a whole in relation to other pupils and in relation to educational objectives realistic for the individual pupil. Pupils receiving special education and training are entitled to the same total number of teaching hours as other pupils.

Action Plan for Gender equality

The latest Norwegian government's action plan for gender equality was launched in November 2011. The action plan runs from 2011 to 2014 and contains 86 new political initiatives/ measures. The plan addresses gender equality in all areas of society and it is the first Norwegian action plan for gender equality in general for 20 years. Traditional gender choices of education and occupation are among the main causes of systematic differences between women and men at the workplace and otherwise in society. The action plan aims to ensure that Kindergarten and primary and secondary education is conducive to an equitable society, and that equal status and equality form the foundation of all learning and pedagogical activities in Kindergarten and in the school.

Measures to combat anti-Semitism, ethnic discrimination and racism

A national Action plan to promote equality and prevent ethnic discrimination (2009 to 2012) aims to promote equality and prevent discrimination of immigrants and their children, the Sami people and national minorities. It also addresses discrimination within and between certain minority groups, and which may particularly affect girls and women.

Since 2003, Norway has been a member of *Task Force for International Cooperation on Holocaust Remembrance, Research and Education*. Member states of the ITF must commit themselves to the implementation of national policies and programmes in support of Holocaust education and remembrance, in order to contribute to preventing Holocaust and other genocides in the future. Norwegian schools mark the international Holocaust remembrance day 27th January each year. On the same day, the racist murder of a 15 year old boy in Oslo is commemorated, and a school prize is awarded annually to a school distinguishing itself in counteracting racism and discrimination.¹⁵

H. M. the Queen Sonja's School Award was established in 2006 and is awarded annually to a school that has distinguished itself in practising equality and equal rights in a commendable manner. The winner of this award is a primary, lower secondary or upper secondary school that is committed to giving each student positive attention, promotes a general feeling of safety and belonging to the school community, involves parents and the surrounding community in its efforts to develop a conducive environment, practises adapted/special education and training and ensures the pupils' rights according to set standards.

Measures related to indigenous peoples

The United Nations has recommended that Norway should actively monitor the extent to which *Sami children and young people* receive the instruction, *in and through* the medium of Sami language, to which they are entitled in accordance with international conventions and Norwegian legislation. The authorities are aware of challenges related to the education of Sami pupils. There are, however, challenges both related to a decreasing number of pupils choosing to learn Sami language, and to the running of separate classes for Sami pupils and majority pupils outside of Sami areas. A strategy has been prepared for recruiting students to train as Sami teachers, and there is ongoing cooperation between Norway and Sweden aiming to find ways to meet the shortage of teachers and teaching materials in Sami language.

¹⁵ Benjamin Hermansen (May 29, 1985 – January 26, 2001) a [Norwegian-Ghanaian](#) boy, was [stabbed](#) to death in [Oslo](#) in January 2001 by people from a [Neo-Nazi](#) group. (http://en.wikipedia.org/wiki/Murder_of_Benjamin_Hermansen).

Annex – References, links and additional information

Legislation and curricula

The Norwegian Kindergarten Act (2005):

<http://www.regjeringen.no/en/doc/laws/Acts/kindergarten-act.html?id=115281>

The Framework Plan for the Content and Tasks of Kindergartens (2006):

<http://www.regjeringen.no/upload/KD/Vedlegg/Barnehager/engelsk/FrameworkPlanfortheContentandTasksofKindergartens.pdf>

The Norwegian Education Act

relating to Primary and Secondary Education – Last amended 15 Sept 2010:

<http://www.regjeringen.no/en/doc/Laws/Acts/education-act.html?id=213315>

The Core Curriculum for primary and secondary education and training:

<http://www.udir.no/Stottemeny/English/Curriculum-in-English/Core-Curriculum-in-five-languages/>

The Quality Framework:

http://www.udir.no/Upload/larerplaner/Fastsatte_lareplaner_for_Kunnskapsloftet/5/prinsipper_lk06_Eng.pdf?epslanguage=no

The quality framework summarises and elaborates on the provisions in the Education Act and its regulations, including the National Curriculum for Knowledge Promotion in Primary and Secondary Education and Training, and must be considered in light of the legislation and regulations

The Norwegian Act relating to universities and university colleges (2005):

http://www.regjeringen.no/upload/KD/Vedlegg/UH/UHloven_engelsk.pdf

The Sami Act (Act of 12 June 1987 No. 56 concerning the Sameting (the Sami parliament) and other Sami legal matters:

<http://www.regjeringen.no/en/doc/laws/Acts/the-sami-act-.html?id=449701>

National official reports, White Papers and Action Plans recently submitted

NOU 2011:7, Welfare and Migration – Perspective and summary in English:

http://www.regjeringen.no/upload/BLD/IMA/nou_2011_7_perspective_andsummary.pdf

Report/white paper to the Storting (Meld. St. 18 (2010-2011) Learning Together) on Adapted education, special educational assistance and special needs education. Summary in English:

http://www.regjeringen.no/pages/36358638/PDFS/STM201020110018000EN_PDFS.pdf

Excerpts: In the primary and lower secondary education and training, the proportion of pupils requiring special needs education has grown in recent years, up to around 8.4 percent of all pupils in the school year 2010-11. The extent is at its highest in the 10th grade with 11.7 percent, and lowest in the first grade with 4.3 percent. Of the pupils requiring special needs education,

64.2 percent receive between three and seven hours a week, mainly in groups of two to five pupils within the school. Of the total number of teaching hours, 17 percent is spent on special education. The gender distribution in special needs education has remained stable for a long time, with boys accounting for around 70 percent.

The Report to the Storting reviews research on the learning outcomes of children who receive special needs education through a variety of organisational frameworks. It emphasizes that local and regional authorities need a thorough knowledge and awareness of the results and effects of the various organisational methods used in special needs education. The report presents several measures to improve the organisational system. Cooperation and coordination will lead to better implementation. The goal is that kindergartens and schools countrywide are ensured good access to comprehensive special education support. Also, the report states a need for improvement, through information and coordination, of the school's cooperation with the parents of children and youth in need of special assistance and support.

Report/White Paper to the Storting on lower secondary education (Meld. St. 22 (2010-2011) Motivasjon – Mestring – Muligheter) – in Norwegian only:

<http://www.regjeringen.no/nb/dep/kd/dok/regpubl/stmeld/2010-2011/meld-st-22-2010--2011.html?id=641251>

NOU 2010:7 Mangfold og mestring (Multitude and Mastering. Multilingual children, youth and adults in the education system) – in Norwegian only:

<http://www.regjeringen.no/nb/dep/kd/dok/nouer/2010/NOU-2010-7.html?id=606151>

NOU 2011: 14 Bedre integrering (Better Integration. Goals, strategies, measures) – in Norwegian only:

<http://www.regjeringen.no/pages/16634493/PDFS/NOU201120110014000DDDPDFS.pdf>

Action plan to promote equality and prevent ethnic discrimination 2009-2012 Issued by the Norwegian Ministry of Children and Equality (see Chapter 7 on Kindergarten, school and education):

<http://www.regjeringen.no/upload/BLD/etnisk%20disk/HPL/4043-materie-engelsk-trykk.pdf>

Action Plan for the Sami Languages – in Norwegian (and Sami) only:

http://www.regjeringen.no/upload/AID/publikasjoner/rapporter_og_planer/2009/Handlingsplan_2009_samisk_sprak.pdf

Action Plan to improve living standards for the Roma people in Oslo, 2009 (Handlingsplan for å bedre levekårene for rom) – in Norwegian only:

<http://www.regjeringen.no/nb/dep/ad/pressemeldinger/2009/handlingsplan-for-a-bedre-levekarene-for.html?id=570026>

Mobbemanifestet 2011-2014 – in Norwegian only:

http://www.regjeringen.no/upload/KD/Vedlegg/Grunnskole/Manifestmotmobbing_20112014.pdf

Additional information: All sorts of negative behaviour, like bullying and discrimination, effect children's learning process in a negative way. Research shows that a safe, inclusive and healthy learning environment does not only increase learning in itself, but can also contribute to decrease the significance of social background for the learning outcome of children. Schools need to work

continuously to develop and maintain a good learning environment. Over the last ten years, national school authorities in Norway have provided different anti-bullying and learning environment programmes for more than 40 mill NOK in order to support the implementation of different programmes.

The campaign “Better learning environment” is now a national, five-year effort to improve the pupils’ learning environment. A web-based guide and extensive guidance materials have been developed that schools, municipalities and counties can utilise in their efforts to ensure the pupils’ right to a good physical and psychosocial learning environment. This support will continue for the next three years.

Through the new Manifesto national partners have invited mayors at municipality level to join in the national Manifesto-collaboration by signing a local Anti-Bullying Manifesto. By involving mayors and municipalities, the national partners seek to encourage local government to apply additional efforts against bullying.

The psychosocial environment in schools has also been an issue for the state school inspection authorities in primary and lower secondary education in 2010 and 2011. It is vital that teachers and other school personnel who encounter the pupils on a daily basis are aware of signs indicating exposure to discrimination or bullying. It is also important that the school knows where to turn for assistance if a pupil is exposed. Knowledge of the broad aspects of the learning environment is covered in a new programme in the teacher education called *Pedagogies and student knowledge*. This is also an issue in the new training programme for principals and schools leaders.

International reports

**International migration 2010–2011 Sopemi report for Norway (Norway/OECD)
(see Chapter 11 on Education):**

http://www.regjeringen.no/upload/AD/publikasjoner/rappporter/2012/SOPEMI_Report_2011.pdf

Pathways for Disabled Students to Tertiary Education and Employment – Country Report for Norway (OECD 2009):

<http://www.oecd.org/dataoecd/25/49/47472250.pdf>

Norway’s response to the 2011 National Report to the European Commission on the Implementation of the Education and Training 2020 Work Programme (see Question 1 to 7):

http://ec.europa.eu/education/lifelong-learning-policy/doc/natreport11/norway_en.pdf

More information on the “Ny GIV” initiative: The initiative includes creating a sustainable, structured and targeted system aiming to motivate and qualify as many as possible in the 16 to 19 age group to take part in education paths/programmes that lead to basic competences or certification for college and university admissions. This requires good coordination between the county, the municipalities and the Ny GIV initiative.

It is a national goal that the proportion of descendants of immigrants (Norwegian born children with immigrant parents) who complete upper secondary education shall correspond to their share

of the total population. In 2010, 97 per cent of descendants of immigrants and 77 per cent of immigrants made a direct transition from lower to upper secondary education and training. The same proportion for all students in Norway is 96 per cent. For persons who completed lower secondary education in 2005, 69 per cent had attained full general or vocational competence five years later. For the descendants the percentage was 66. These proportions have not changed significantly over the last four years.

Furthermore, for immigrant youth arriving in Norway while in the age group for lower or upper secondary education and training, increased completion of upper secondary education and training is important. In 2010, 49 per cent of the immigrants having arrived in Norway at the age 13, and 37 per cent of those arriving at the age 16, completed and passed upper secondary education and training before they turned 30 years old.

Poland

Selected good practices and initiatives in public policies on combating discrimination and fostering diversity in education

1. Preliminary information

Below we present selected information which describes in general the way the education system in Poland works and which is important to the practical application of the principle of equal treatment.

1.1. School obligation and education obligation

Education in Poland is compulsory until the age of 18, pursuant to Article 70 of the *Constitution of the Republic of Poland* (Journal of Laws of 1997, No. 78, item 483, as amended). The method of executing the schooling obligation which starts the moment the child turns 7 (as of 1 September 2014 – the moment the child turns 6) is defined in the *Act of 7 September 1991 on the education system* (Journal of Laws of 2004, No. 256, item 2572, as amended).

The schooling obligation is fulfilled by attending a primary and middle school (public or non-public), and then a public or non-public secondary school (high school, profiled high school, secondary technical school, basic vocational school). The schooling obligation can also be fulfilled by attending extramural classes at certified institutions, classes offered as part of educational activities conducted by legal or natural persons, as part of vocational preparation at the employer or by attending school abroad on the basis of international treaties or direct cooperation agreements concluded by schools, local government units and government bodies, as part of educational programmes of the European Union, as well as at schools operated by a diplomatic representation of another country in Poland. A pupil who has graduated from an upper secondary school before turning 18 may also fulfil the education obligation by attending a higher education school.

1.2. Content of teaching and textbooks

The education and upbringing process is based on teaching objectives and contents defined in the pre-school and general education programme base, which obliges the teachers to foster attitudes among pupils, which condition efficient and responsible functioning in the modern world.

The programme base (*Regulation of the Minister of National Education of 23 December 2008 on the pre-school and general education programme base at different types of schools* - Journal of Laws of 2009, No. 4, item 17) broadly embodies the teaching contents concerning respect for human dignity, equality and human rights. The preamble to the aforementioned regulation states that in the general education process the school creates attitudes in pupils, which foster further individual and social development, i.e. honesty, credibility, responsibility, sense of one's own value, respect for others. What is important in the social development is the development of an attitude fostering respect for the tradition and culture of one's own nation as well as an attitude fostering respect for other cultures and traditions. The school is also supposed to take appropriate steps to prevent every type of discrimination.

The teaching contents concerning respect for equality, broadly understood tolerance, respect paid to others as well as to oneself have been defined for every stage of the education process, starting with

pre-school education. Accordingly to the intellectual and personal development of the pupil, the above contents are extended at every subsequent stage of the education process. They are found in the programme bases of many subjects, in particular *Polish, Contemporary foreign language, Civic education, Ethics, Philosophy, Family life education, History and society*.

In accordance with the *Regulation on admitting pre-school education programmes and education programmes as well as admitting school textbooks to be used in schools* (Journal of Laws No. 89, item 730), the education programme is admitted to be applied at the given school by the school principal at the teacher's or teachers' request. The education programme proposed by the teacher can be admitted to use at the given school if it contains contents compliant with the teaching contents laid out in the general education programme base. Contents concerning equal treatment of all human beings regardless of their sex, race, ethnic origin, nationality, religion or denomination, disability, age and sexual orientation must be included in the education programmes.

The aforementioned regulation also regulates the issues concerning textbooks. The teacher has the right to choose a textbook from among the textbooks admitted to be used in schools by the Minister of National Education. A criterion for admitting the textbook to be used in schools is a positive opinion of assessors. The assessors appointed by the Minister of National Education assess the compliance of the textbook with the programme base, the substantive, didactic, educational and linguistic correctness, as well as inclusion of the current state of scientific knowledge and its compliance with the current law, in particular, with the Constitution and international treaties ratified by Poland. In connection with the above the textbooks admitted to be used in schools must comply with the equal treatment principle.

Additionally, at the request of the Government Plenipotentiary for Equal Treatment, the Minister of National Education asked the assessors that while assessing the textbooks, they pay particular attention to the need to analyse the contents of the textbooks in view of equal treatment and counteracting discrimination based on sex, race, ethnic origin, nationality, religion or denomination, political views, age, sexual orientation, marital and family status. The petitioners applying for the textbook to be admitted to be used in schools are obliged to adjust the textbook in accordance with the remarks presented by the assessors.

1.3. Financing

1.3.1. Financing of schools and educational activities

Pursuant to Article 5 par. 5 and 5a of the *Act on the education system* running of schools and educational institutions (excluding art, agricultural and reformatory schools) is own task of local government units – communes and poviats – and as such is financed from the budgets of competent local government units. Funds for that purpose from the government budget are disbursed on the basis of Article 7 of the *Act of 13 November 2003 on the income of local government units* (Journal of Laws No. 203, item 1966, as amended) – this is a so-called educational part of the general subsidy.

If schools undertake additional activities (for instance, for disabled persons, foreigners, national and ethnic minorities), the base value of the educational part of the subsidy is increased in accordance with an algorithm stipulated in the regulation.

It should be pointed out though that the algorithm of distributing the educational subsidy among various local government units and the calculation weights used therein are used only for the purpose of differentiating the value of the subsidy due to the variance of tasks being carried out or financed by local

governments. The algorithm does not distribute funds among individual schools, institutions or expense groups. It is up to the deciding body, i.e. the local government unit, to decide about the distribution of funds from the general subsidy.

1.3.2. Material assistance for pupils

1.3.2.1. Scholarships

In accordance with the *Act of 7 September 1991 on the education system*, chapter 8a "*Material assistance for the pupil*", pupils may receive support as part of:

- **Scholarship from the Chairman of the Council of Ministers.** It can be awarded to a pupil attending a school, graduation from which makes it possible to obtain a secondary school certificate (*matura*). It is awarded over the period from September to June in the given school year to one pupil from the given school, who has obtained the highest average grade or demonstrates peculiar skills.
- **Scholarship from the minister competent for education.** It can be awarded to a pupil attending a public school or non-public school with a public school status, attaining extraordinary educational achievements. The scholarship comes in the form of a one-off cash prize. In 2010 this scholarship amounted to PLN 3,000.00¹⁶. The candidates are designated by the school. It can file an unlimited number of applications.
- **Scholarship from the minister competent for culture and preservation of national heritage.** It can be awarded to a pupil who received a very good average grade during the period (semester) from art and vocational subjects or to a laureate of an international or national art contest.
- **Scholarship for educational and sports achievements.** It can be awarded to a pupil who has attained a high average grade during the period (semester) preceding the period (semester), during which this scholarship is being awarded, and the scholarship for sports achievements can be awarded to a pupil who achieved high results in sporting competitions on at least inter-school level. They are awarded by the school principal after obtaining an opinion from the faculty meeting, as part of funds set aside for that purpose in the school's budget by the managing body. For that purpose the school principal appoints a scholarship committee at the school.

1.3.2.2. Material aid of social nature

Offering material aid of social nature to pupils constitutes the commune's own task, for which the commune receives a subsidy from the government budget (Article 90r par. 1 of the *Act on the education system*). Fulfilling the task of offering material aid to pupils in the form of school scholarships and school allowances, the Ministry of National Education uses funds from the government budget's special purpose reserve called "*National Scholarship Programme Subsidy*", which increases funds for material aid distributed by communes. The value of the scholarship paid to the pupil ranges from PLN 72.80 to PLN 182.00 per month and can be paid from one to ten months in the given school year. The income which makes it possible to apply for a school scholarship is net PLN 351.00 per person in the family. Should a chance event occur, the pupil may apply for a school allowance, granting of which does not depend on the family income, and whose maximum value is PLN 455.00.

¹⁶ EUR 1 equals approx. PLN 4.

Material aid granted to pupils on the basis of the *Act on the education system* constitutes an element of broader aid granted to pupils by the government. It is comprised of, among other things: paid on the basis of the *Act of 28 November 2003 on family benefits (Journal of Laws of 2006, No. 139, item 992, as amended)*:

- a) enhancement to the family allowance granted at the start of the school year and paid by the social welfare centre.
- b) enhancement to the family allowance for attending school outside of the place of residence.

1.3.2.3. School starter kit

The Ministry of National Education has been running an aid programme since 2002 where it subsidizes the purchase of textbooks. Initially, the programme was addressed to pupils starting their education, i.e. first graders. Approx. PLN 11,000,000.00 were allocated towards the programme at that time. In the years 2007-2008 the programme was extended to cover grade 2 and 3 pupils, allocating accordingly PLN 70,000,000.00 and PLN 50,300,000.00 towards it.

Implementing a new general education base in 2009, the Ministry of National Education extended the "School starter kit" programme to include pupils who could not use used textbooks, the amount allocated towards the programme was also increased. In 2009 this was PLN 104,000,000.00, whereas in 2010 it was PLN 103,350,000.00.

At the same time, starting from 2010, apart from pupils in a difficult material situation, the programme also covers pupils whose families have problems with purchasing textbooks due to economic, family or social status. Starting from 2010, subsidies under the "School starter kit" programme are also awarded to sight or hearing impaired pupils, mentally retarded pupils and pupils with multiple disabilities, possessing a decision about special education needs.

Approx. PLN 115,000,000.00 were allocated towards the programme in 2011.

1.4. Vocational and continuous education

In accordance with the provisions of the *Act on the education system*, the education system guarantees, among other things, the possibility for adults to supplement their general education, to acquire or change their professional and specialized skills. This means that adults (regardless of age), who did not fulfil the schooling obligation since they left the education system prematurely, may supplement their education by attending adult schools or by taking extramural exams.

The provisions of the regulation of the Minister of National Education of 29 December 2009 *regarding cases where it is possible to enrol a person who turned 16 or 15 in a public or non-public school* (Journal of Laws of 2010, No. 2, item 3) allow, among others, underaged mothers raising children to enrol in adult schools. Such legal status gives underaged mothers a chance to fulfil the schooling or education obligation by allowing them to choose between a teenage and an adult school offering education in a stationary form (3-4 days a week) or extramural form.

Work is currently under way on implementing acts to the *amendment to the Act of 7 September 1991 on the education system*, which comes into force on 1 September 2012.

The changes in vocational education implemented by the amendment to the act consist in singling out individual qualifications as part of various occupations, each one covering a specific inventory of knowledge and skills. Confirmation of all qualifications within the range of the given occupation by way of extramural exams and holding of a confirmation of completion of school is tantamount to having acquired the job skills and to having obtained a diploma. However, while looking for a job it is also possible to use a certificate confirming a single qualification. The breakdown of occupations into qualifications makes the vocational education process more flexible and makes it possible to tailor it to the individual needs and abilities of all learners, including, for instance, disabled persons.

Drafts of implementing acts to the amendment (regulations) contain regulations whose aim is to counteract discrimination and segregation due to disability and to allow adults, regardless of age, to enhance their general and vocational education level. At the same time they allow adults with a 2-year educational history or professional experience to obtain an extramural certificate confirming qualifications in the job or a diploma confirming job qualifications.

The new regulation *concerning continuous extramural education*, similarly to the Act, will oblige institutions offering continuous extramural education to ensure organisational and technical conditions allowing disabled persons to participate in this education.

Modernization of the continuous education in the education system will make it possible to broaden the educational offer tailored to the needs and abilities of adults and, as a result, will contribute to increasing of their chances on the job market.

Apart from the structural, organisational and programme solutions, training programme *Multiculturalism in job counselling* for job counsellors was organised and then moderated on-line in the years 2009-2011. Three educational seminars devoted to multicultural counselling were organised and a paper called *Job counselling and multicultural challenges* by D.Cieślakowska, E.Kownacka, E.Olczak, A.Paszkowska-Rogacz, addressed to job counsellors, was published.

1.5. Higher education

The way higher education institutions are organised and the way they run courses is laid out in the *Higher Education Act of 27 July 2005* (Journal of Laws of 30 August 2005, as amended).

In Poland the only admissible enrolment criterion is an objective assessment of the candidates' knowledge and/or skills, and the chances of being admitted are equal for everyone – regardless of age, race, nationality, ethnic origin, religion or sexual orientation. The requirements to be fulfilled by candidates wanting to enrol in second-degree (graduate) studies are specified by the institutions by defining the expected competencies of the candidate.

In accordance with Article 161 of the *Higher Education Act*, universities are authorized to regulate the issue of organising the course curriculum in the curriculum regulations adopted by the university senates. The curriculum regulations regulate the possibility (by way of the dean's or rector's decision) of enrolling in studies according to the individual curriculum plan and education programme. This solution is taken advantage of mainly by disabled students or extremely talented students, for whom universities develop special education programmes.

As regards development of public anti-discrimination policy in the area of higher education, what is important is the life-long learning policy and the accompanying initiatives, whose aim is to ensure

continuous access to education, regardless of age or disability, including education through universities (post-graduate studies, courses and training) for the purpose of conveying new skills necessary on the job market. Activities aimed at extending the universities' educational offer for persons at the age not standard for studying are currently under way.

2. Good practices and initiatives in public policies on combating discrimination and fostering diversity in education

2.1. Organisation and financing of teaching the language or in the language of national and ethnic minorities¹⁷ and teaching the history and culture of minorities

The right to organise teaching of the language or in the language of a minority and to teach the history and culture of minorities in the education system is guaranteed by the provisions of Article 13 of the *Act of 7 September 1991 on the education system*. This is a fulfilment of the constitutional right of national and ethnic minorities to preserve and develop their own language, habits and traditions and to develop their own culture, and to create their own educational and cultural institutions as well as institutions protecting religious identity and to participate in resolving issues concerning their cultural identity (Article 35 of the Constitution).

Detailed issues concerning organisation of teaching the language or in the language of a minority is regulated by the *Regulation of the Minister of National Education of 14 November 2007 on the conditions and means of realization by kindergartens, schools and public institutions of the public tasks in a way which enables the preservation of the national, ethnic and linguistic identity of pupils belonging to national and ethnic minorities and communities using a regional language* (Journal of Laws No. 214, item 1579, as amended).

In accordance with the current laws, the bodies running public schools (local government units) ensure, at the parents' request, the execution of the educational rights of national and ethnic minorities and communities using a regional language (Kashubians):

- at kindergartens and schools with education in minority language or regional language (as the language of instruction);
- at kindergartens and schools where the minority or regional language and the Polish language are two equally-balanced languages of instruction (bi-lingual instruction);
- at schools with additional teaching of the minority or regional language;
- at inter-school minority or regional language teaching units.

The choice of the method of organising language courses depends on the needs reported by the minorities to the bodies running the schools as well as on the school's staffing capabilities.

Classes (inter-branch or inter-class groups) in which the language of the national or ethnic minority or the regional language is being taught can be created when at least 7 pupils in the primary and middle school and at least 14 pupils in a secondary school report such need. In inter-school units where a

¹⁷ The *Act of 6 January 2005 on national and ethnic minorities and regional language* (Journal of Laws No. 17, item 141, as amended) defines and lists national and ethnic minorities and community using a regional language.

minority or regional language is being taught the number of pupils should be no fewer than 3 and no more than 20.

In practice, the most common form of teaching a minority language is teaching it as part of an extra subject. Teaching in the language of a minority is conducted only at several schools with Lithuanian and Ukrainian language.

Funds transferred to local government units for the purpose of carrying out tasks associated with running schools pursuing activities aimed at preserving the cultural and linguistic identity of pupils belonging to national and ethnic minorities and communities using a regional language (Kashubians) are guaranteed in the income of local governments, this is the so-called educational part of the general subsidy.

If a school pursues activities aimed at preserving the cultural and linguistic identity of pupils belonging to national and ethnic minorities and communities using a regional language, the base amount of the educational part of the general subsidy is increased by 20 or 150 per cent (weights P₉ and P₁₀), where:

- P₉ = 0.20 (increase of the base amount by 20 per cent) for pupils of branches and schools for national and ethnic minorities and communities using a regional language, for pupils of Roma origin, for whom the school is conducting additional educational tasks, as well as for pupils not being Polish nationals taking advantage of additional, free of charge Polish language courses¹⁸.
- P₁₀ = 1.50 (increase of the base amount by 150 per cent) for pupils of branches and schools for national and ethnic minorities and communities using a regional language, for pupils of Roma origin, for whom the school is conducting additional educational tasks, as well as for pupils not being Polish nationals taking advantage of additional, free of charge Polish language courses; applies to primary schools at which the total number of pupils taking advantage of classes for national or ethnic minority, community using a regional language, pupils of Roma origin or pupils not being Polish nationals taking advantage of additional, free of charge Polish language courses does not exceed 84, as well as middle and secondary schools, at which the total number of pupils taking advantage of classes for national or ethnic minority, community using a regional language, pupils of Roma origin or pupils not being Polish nationals taking advantage of additional, free of charge Polish language courses does not exceed 42.

In the educational part of the general subsidy for 2010 (the final data for 2011 are not yet available), using the aforementioned weights, additional funds were allocated to the local government units totalling PLN 202,778,000.00 (PLN 24,695,000.00 using weight P₉ and PLN 178,520,000.00 using weight P₁₀). They were calculated for 51,462 pupils (out of which weight P₉ – 25,967 pupils, weight P₁₀ – 25,495 pupils) attending minority or regional language courses, pupils of Roma descent, pupils not being Polish nationals taking advantage of additional, free of charge Polish language courses.

In the educational part of the general subsidy for 2011 additional funds were allocated to the local government units, calculated for pupils of schools of national and ethnic minorities, using the weights P₉ and P₁₀ in the total amount of PLN 219,213,000.00, i.e. higher by PLN 16,435,000.00 (8.1 per cent) in comparison to 2010.

The programme base in the parts concerning the language of a national or ethnic minority and the regional language constitutes the basis for the development of education programmes by schools and for the preparation of textbooks for teaching various minority languages and the Kashubian language.

¹⁸ The instruments supporting the education of Roma children and foreign pupils are presented in items 2.2. and 2.4.

The textbooks for teaching the language of a national or ethnic language and a regional language, own history and geography of the country with whose culture the national minority identifies itself, are prepared by authors coming from those minorities (mainly by school and academic teachers). These textbooks are admitted to be used at schools after they obtain, following an appropriate procedure, positive opinions from assessors selected from the list maintained by the Ministry of National Education. The textbooks – preparation, printing and delivery to appropriate boards of education – are financed from the budget of the Ministry of National Education. In 2010, the amount of PLN 381,882.00 was allotted towards that purpose.

Educational regulations grant the same rights to all national and ethnic minorities and communities using a regional language, however, individual minorities take advantage of their rights to a different extent. The following minorities have not yet taken advantage of their right ensuing from the education system to teach a minority language: the Czech national minority and the Karaite, Tatar and Roma ethnic minorities. This results from various factors such as the population and demographic situation of the given community, the specifics of the language, cultural traditions and lack of appropriately trained teachers.

For three minorities – Lithuanian, German and Ukrainian – education strategies have been developed, which, taking into account the specifics of each one of them, present educational solutions which are appropriate for them.

2.2. Education of Roma children

Roma living in Poland are not filing applications to organise Romani language courses at public schools. However, additional educational activities for Roma pupils are being undertaken at many schools. The aim is to equalize their educational chances and to preserve their cultural identity. They are being carried out, among other things:

- through projects being carried out as part of an educational module of the government's *Programme for the Roma community in Poland*;
- by utilizing an increased educational part of the general subsidy (mechanism described in items 1.3.1 and 2.1.).

The government's *Programme for the Roma community in Poland* was adopted by a resolution of the Council of Ministers of 19 August 2003. The programme will be executed in the years 2004-2013 with a possibility to continue it in subsequent years. The programme is coordinated by the Minister of Administration and Digitization (until 2011 – Minister of Interior and Administration). Supervision over the programme is exercised by: voivodes (as regards tasks being carried out within the voivodeships), the Minister of Administration and Digitization and the Minister of National Education (as regards education). The programme is being carried out throughout the entire country, and its participants are, above all, local government units and non-government organisations, including Roma associations.

The basis for financing the programme are funds from the special purpose reserve of the government budget administered by the Minister of Administration and Digitization, approximately PLN 10,000,000.00. Moreover, some of the tasks being carried out as part of the programme are financed from a part of the government budget available to the Minister of National Education – in 2010 this was PLN 700,000.00. The programme also assumes that financing should be supported by funds of the local governments, own funds of international and national foundations and organisations as well as from the European aid funds. The activities undertaken as part of the programme are of comprehensive nature.

They cover activities related to education, improvement of the welfare and social status, health, counteracting unemployment, security, culture, dissolution of knowledge about the Roma community and civic education of Roma. Activities related to education have a priority.

The applicants of the projects (tasks) being carried out as part of government programme are local government units (being the bodies running schools) as well as Roma associations and organisations acting on behalf of Roma people throughout Poland.

Participation of Roma children in full or half-day camps, winter camps, scout camps, as well as travel and sightseeing trips, sport and recreational events is subsidized as part of the educational activities. Also community centres and day-care centres run by Roma and other NGO associations are financed through the programme. The educational activities are supported by material aid. The aid mainly relates to subsidies allowing Roma children to systematically attend kindergartens and grade zero classes. Other forms of activities in this regard should also be mentioned, for instance: providing pupils particularly needing material aid with textbooks (school starter kits), school supplies, didactic aids, and financing of travel from and to school, as well as accident insurance policies.

Particularly important are **system solutions developed as part of the *Programme for the Roma community in Poland***, in particular:

- **Roma education assistants.** The function of a Roma education assistant and the requirements which the person fulfilling this function must meet have been defined in the government *Programme for the Roma community in Poland*. The task of the Roma education assistants, who are usually Roma trusted by local Roma communities, is to provide complex assistance to Roma pupils in their relations with the school environment, to build a positive image of the school and to present the benefits of becoming educated among adult Roma, to provide emotional support to Roma pupils, to supervise their frequency and learning progress, to support teachers and counsellors in identifying the needs and potential problems of the pupils, to assist and mediate in difficult situations and conflicts. The Roma education assistants are not licensed teachers, educators or counsellors. They are employees of local governments, holding a post of a "teacher's assistant". The job of a Roma education assistant has been entered in the classification of occupations and specialities in the group "personal care and related employees" (*Regulation of the Minister of Labour and Social Policy of 27 April 2010 on the classification of occupations and specialities for the needs of the job market and the scope of application thereof*, Journal of Laws No. 82, item 537). The Roma holding this function are associated in the Association of the Roma Education Assistants. There are approx. 100 assistants working in the Polish education system.
- **Teachers supporting education of Roma pupils.** These are teachers who know the methodology of work in culturally diversified groups. They monitor the progress of pupils in school, help with homework, run remedial classes. There are approx. 100 of them working in the education system.

Since 2007 majority of the costs associated with employing Roma assistants and supporting teachers as well as with organising remedial classes and additional activities are financed from an increased educational subsidy for schools organising extra educational tasks for pupils of Roma origin.

- **Scholarships for Roma pupils and students:**
 - **Scholarships for particularly talented Roma pupils** aged between 10 and 18, from primary, middle and secondary schools. Since 2004 scholarships up to PLN 3,000.00, special distinctions up to PLN 2,000.00, distinctions up to PLN 1,500.00 and incentive prizes up to PLN 1,000.00 were funded by the Minister of Interior and Administration as part of the *Programme*

for the Roma community in Poland. The contest is run by the non-government organisation – Centre for Counselling and Information for Roma in Poland.

- **Scholarships for persons of Roma origin studying at secondary schools and for graduates of those schools.** In 2011, the Minister of Interior and Administration funded for the first time 55 incentive scholarships ranging from PLN 2,000 to PLN 300, paid one-time at the end of the school year. The scholarship programme is run by the Roma non-government organisation – Union of the Polish Roma.
- **Scholarships for Roma students.** In the years 2004-2010 the scholarships worth PLN 500.00 were paid over a period of 9 months to approx. 140 people (approx. 50 persons a year), of which 65 per cent were women. The scholarship programme is run by the Roma non-government organisation – Union of the Polish Roma.

Programme for the Roma community in Poland finances also numerous other activities supporting education of Roma. The Pedagogical University of Cracow organises post-graduate studies "Roma in Poland – history, law, culture, ethnic stereotypes", addressed, among others, to teachers working with Roma pupils. Numerous publications have appeared, which are supposed to help teachers working with Roma children.

Independently of the *Programme for the Roma community*, due to a poorer knowledge of the Polish language displayed by some of the pupils of Roma origin, the provisions of the educational law provide for forms of aid aimed at overcoming the educational barriers and equalizing the educational chances of those pupils. The schools are obliged – should such needs be identified – to organise remedial activities for Polish language classes and other school subjects. Bodies running schools receive additional **funds to cover the costs these activities as part of the educational part of the general subsidy**. For instance, in 2010 an extra amount of over PLN 15,665,000.00 was transferred to local government units from the government budget to cover the costs of conducting remedial classes and other forms of educational support for the Roma pupils. Over 2,300 Roma pupils participated in such activities.

Roma pupils are not attending separate "Romani" classes (where the educational requirements are lower) but learn together with their non-Roma peers. The previous Romani classes have not been liquidated one-time but were gradually "put out" in order to allow pupils attending them to complete an already begun stage of education.

2.3. Supporting the education of children – foreign nationals

Pursuant to Article 70 par. 1 of the Constitution of the Republic of Poland everyone has the right to education. This right also applies to foreign nationals. The right of foreign nationals to take advantage of the Polish education system is precisely regulated by the provisions of the *Act of 7 September 1991 on the education system*.

As a result of an amendment to the aforementioned act which was made in March 2009, some of the provisions (Article 94a) concerning education of pupils not being Polish nationals changed, i.e.:

- starting on 1 January 2010 an education fee for pupils not being Polish nationals at the secondary school level was abolished.

- persons applying for a refugee status, holding a refugee status, subsidiary protection or tolerated stay, EU, EFTA-EEA citizens, possessing a permit to stay in Poland, children of Polish descent, within the meaning of the regulations concerning repatriation, holding a Polish Card, possessing a settlement permit, taking advantage of temporary protection, possessing a EU status of a long-term resident, having the right to education, which ensues from international treaties, holding residence permits for a specified period of time in connection with family reunion, possessing a status of a long-term resident in another EU country (or if the child's parent has such status), can take advantage of education in public post-secondary schools, public art schools, public teacher training facilities and public education institutions on the same terms and conditions applicable to Polish nationals.
- persons not being Polish nationals, being subject to school obligation or education obligation, who do not speak the Polish language or speak it on a level insufficient to take advantage of education, have the right to take additional, free of charge Polish language classes for a period of 12 months.
- persons not being Polish nationals, being subject to school obligation, have the right to assistance provided by a person speaking the language of their country of descent, employed at the post of a teacher's assistant by the school principal.
- all pupils arriving in Poland from a foreign education system, who do not speak the Polish language or speak it on a level insufficient to take advantage of education, have the right to take additional remedial classes as regards school subjects, organised by the body running the school.
- a foreign diplomatic or consular post or a cultural and educational association of the given nationality may organise language and culture classes of the country of descent for foreign nationals being subject to the school obligation.

The organisational and legal terms of the aforementioned solutions are regulated by the *Regulation of the Minister of National Education of 1 April 2010* signed in concert with the Minister of Culture and National Heritage *regarding enrolment of foreign nationals in public kindergartens, schools, teacher training facilities and centres and organisation of extra Polish language classes, extra remedial classes and language and culture classes of the country of descent for foreign nationals* (Journal of Laws of 2010, No. 57, item 361).

The regulation defines the principles on which foreign nationals not speaking Polish as well as Polish nationals can take advantage of extra, free of charge language courses and of extra remedial classes for foreign nationals and Polish nationals not speaking Polish.

The body responsible for ensuring that extra activities can be carried out is the local government unit - body running the schools. The extent of the extra Polish language classes should be defined in such a way as to allow the pupils to learn the Polish language to a degree allowing them to participate in compulsory education classes. The extra Polish language classes are conducted individually or in groups, in the amount allowing the pupils to learn the Polish language to a degree allowing them to participate in compulsory education classes, not fewer than 2 class periods a week. The weekly timetable and the duration of the extra Polish language classes are defined, in concert with the body running the school, by the principal of the school at which these classes are organised.

The body running the school organises extra remedial classes for the given subject if the teacher running those classes finds it necessary for the pupil to make up the differences in the programme. The form of the extra remedial classes is the same as in the case of extra Polish language classes.

The total duration of the classes referred to above cannot exceed 5 class periods a week for a single pupil. The extra classes are financed by bodies running the schools.

Other significant changes stipulated in the regulation pertain to significant simplifications of the procedures of enrolling foreign nationals in schools by:

- abandoning legalization and validation of certificates;
- abandoning knowledge tests when assigning pupils to classes;
- making it possible to enrol foreign nationals without certificates or other documents confirming completion of a school or subsequent stage of education abroad;
- conducting qualification interviews in the foreign language of the foreign national.

Funds needed to implement the solutions described above are covered under the educational part of the general subsidy. The amount per foreign pupil is higher than the base amount by 20 – 150 per cent (mechanism described in item 1.3.1.).

In 2011, out of a total of 6,027 foreign pupils in the Polish education system, 1,020 took advantage of extra Polish language classes, whereas 382 took advantage of remedial classes in other subjects.

There were 14 teacher's assistants employed at schools throughout the entire country, who spoke the language of the country of descent of the foreign pupils (mainly Chechens). This number does not include volunteers performing similar tasks.

Employment of an assistant to the teacher teaching a foreign national is regulated by the provisions of the Act on local government employees, similarly to the Roma education assistants. The costs associated with employing the aforementioned person are included in the educational part of the general subsidy for local government units.

The aforementioned regulation also refers to the reduction in the number of foreign nationals (being subject to the school obligation) in a group for which a foreign diplomatic post or a cultural and educational association of the given nationality organise language and culture classes of the country of descent. There must be at least 7 foreign nationals in a primary and middle school and at least 14 foreign nationals in an art school. The total number of hours of language and culture classes of the country of descent of the foreign nationals cannot exceed 5 class periods a week. The school principal determines the days of the week and the hours when language and culture classes of the country of descent can be held at the school. The school provides classrooms and didactic aids free of charge. In 2011, 99 pupils took advantage of this form of education financed from the educational part of the general subsidy for local government units.

2.4. Education about Holocaust and counteracting anti-Semitism,

2.4.1. Plenipotentiary to the Minister of National Education for Polish and Jewish Relationships and Opinion-giving and Advisory Team for education about Holocaust

In the Polish education system special attention is given to education and remembrance about Holocaust and to Polish and Jewish relationships, a demonstration of which is appointment of the

Plenipotentiary to the Minister of National Education for Polish and Jewish Relationships and the Opinion-giving and Advisory Team for education about Holocaust. The team is an assistant body to the Minister of National Education on matters relating to education about Holocaust. The team is headed by the Plenipotentiary to the Minister of National Education for Polish and Jewish Relationships. The team's task is to make it possible to exchange views, hold consultations and to convey opinions and suggestions. The team is comprised of persons demonstrating particular knowledge, activeness and experience related to education about Holocaust.

2.4.2. *Projects and publications concerning the Jewish history and culture and the Holocaust*

An element of the educational offer for teachers are systematic study visits, seminars and courses for teachers of history and humanities. They are organised by public teacher development centres (including the Centre for Education Development - CED, a unit controlled by the Ministry of National Education) and the Yad Vashem Institute, in cooperation with the International Centre for Education about Auschwitz and the Holocaust of the Auschwitz-Birkenau State Museum in Oświęcim.

Examples of good practices in this regard include, among other things:

- Programme *Closer together – History and culture of two nations* run since 2004 by the Centre for Education Development, the Yad Vashem Institute and the Polish Institute in Tel Aviv, supported by the Ministry of National Education. It made it possible to build a nation-wide structure of trained regional coordinators and teachers who initiate and carry out own school projects out in the field, receive groups of Israeli teenagers in Poland and travel with groups of Polish teenagers to Israel. The following tasks, among others, are being carried out as part of the CED programme:
 - training for Polish teachers of education about Holocaust and regional coordinators of education about the Jewish history and culture;
 - international seminar for teachers from Israel and Poland;
 - publishing of publications addressed to teachers and institutions running Polish and Israeli youth exchange programmes (*Poles and Jews – yesterday, today, tomorrow, Preserve the memory* - publication in Polish and Hebrew).
- Programme *Remembrance for the future*. Since 2003 the Centre for Education Development, in cooperation with the Association "Children of Holocaust" in Poland, organises a nation-wide contest for papers written by middle and secondary school pupils. Since 2005 the contest is run under the patronage of the Minister of National Education, as support of the schools in preparing local celebrations of the Day of Holocaust Remembrance and Prevention of Crimes against Humanity. Training for teachers as well as grand finals of the contest in the form of meetings of the laureates and teachers with the Holocaust survivors and the Righteous Among the Nations are organised as part of the programme.
- Publication and dissemination of materials about the history of Jews and anti-Semitism in Europe, prepared by ODIHR/OSCE and Anne Frank House in Amsterdam, in cooperation with a group of international experts. The project's Polish partners were the Polish-German Centre Association in Kraków and the International Centre for Education about Auschwitz and the Holocaust of the Auschwitz-Birkenau State Museum in Oświęcim. The whole work is comprised of three thematic papers (available at <http://www.zydziwpolsce.edu.pl/edukacja/asmaterials.html>):
 - Part 1 - History of the Jews and anti-Semitism in Europe until 1945
 - Part 2 - Problems of modern anti-Semitism
 - Part 3 - Anti-Semitism as one of the forms of discrimination.

The materials are supplemented by the teacher's guidebook.

- *Education and Remembrance* - European workshops for teachers from the member states of the Council of Europe and for Polish teachers, organised in the years 2008-2010 by the Centre for Education Development at the request of the Ministry of National Education. As a result of the European workshop for the teachers of the Council of Europe (Kraków, Auschwitz-Birkenau Museum, 2006) the Ministry of National Education, in cooperation with the Council of Europe, initiated joint work on the preparation and publication of a European education packet for teachers preparing themselves for visits with their pupils to the Auschwitz-Birkenau Museum called *Visit to Auschwitz* (published in 2010).
- *March of the Living* organised since 1988 on the Memorial Day for the Victims of the Holocaust, based on the Hebrew calendar. The aim of the programme is to teach young people about the tragedy of the Holocaust. Jewish youth from different countries participates in the programme. Since 2006 the Ministry of National Education is dealing with the issues associated with the participation of the Polish youth in the *March of the Living*, among others, by financing trips to and from Oświęcim. During the course of these meetings the Jewish youth has an opportunity to learn about modern Poland. In 2010 approx. 8,500 Jews from 60 countries and approx. 1,500 pupils and students from Poland participated in the March. In 2011 approx. 6,000 young Jews from around the world and approx. 1,000 Poles participated in the *March of the Living*.
- The Ministry of National Education finances Polish and Jewish youth exchange projects awarded as part of open contests for the realization of public tasks. In 2010, PLN 300,000.00 were awarded towards the realization of 7 projects. The aim of the projects is to establish and develop relations and cooperation between schools in Poland and Israel, build an inter-cultural dialogue between young Israelis and Poles, jointly overcome barriers, stereotypes and prejudice having roots in the mentality and culture, counteract discrimination, racism and anti-Semitism, learn about the heritage of Polish Jews, taking into account the history of Holocaust and about the martyrdom of Poles, allow Jewish youth to learn about modern Poland and to allow Polish youth to learn about modern Israel.

2.4.3. *Projects associated with inter-cultural education*

- Summer Academy *Democracy at school*, devoted to inter-cultural education, education about the human rights and civic education. It takes place in Poland every year. 3-member teams participate in it, which are comprised of: the principal and teacher from the same school and a representative of a non-government organisation or parents' association which cooperates with the given school. The teams come from countries participating in the programme Eastern Partnership (Armenia, Azerbaijan, Belarus, Georgia, Moldova) and from Denmark, Finland, Germany, Norway, Poland, Russia and Sweden. The Summer Academy is a joint project of the Ministry of National Education, the Centre for Education Development, the Council of Europe and the European Wergeland Centre. Its objective is to publicize educational materials of the Council of Europe concerning inter-cultural education, civic education and education about the human rights, to build cooperation between the countries participating in it by exchanging experiences and good practices. Trained participants will play the role of multipliers and promote the principles of democracy and human rights in their circles.
- Inter-cultural education workshops *In the circle of Islamic Culture*, organised since 2005 for the pupils and teachers of Polish middle and secondary schools as part of on-going cooperation of the Ministry of National Education with the Polish National Commission for UNESCO. The following have been organised so far as part of the project: 27 full-day workshops for schools associated in UNESCO (2005-2008), conferences and workshops for Polish teachers (2008, 2011), conferences for teachers from the Baltic Sea region, publication of didactic materials for teachers (2007 and 2009).

- *Increasing effectiveness of educating pupils with special education needs.* As many as 489 leaders were trained as part of the project co-financed from the European Social Fund, who conducted informational and educational meetings for over 52 thousand teachers and school principals throughout the country. The participants also received didactic materials prepared by the academic staff of the Academy of Special Education.

2.5. Minority culture at art schools

Polish art schools accept candidates regardless of their nationality and social descent. The main enrolment criterion are skills. These schools are attended by children and teenagers representing various national minorities living in Poland, for instance, children and teens from Romani, Ukrainian, Tatar or Lithuanian families.

Majority of the art schools located near the Polish borders systematically undertake initiatives aimed at meeting the expectations of national and cultural minorities by allowing children to learn to play traditional instruments of the adjacent countries. A common practice is exchange of methodical experiences between Polish teachers and exceptional educators from other countries. Very broad cooperation with the border region is being undertaken by the 1st and 2nd degree State Music School in Sanok. A 1st degree State Music School operates in the north-eastern region, in Puńsk - which is a branch of the 1st and 2nd degree State Music School in Suwałki, where the Lithuanian national minority is learning music. The pupils learn to play traditional Lithuanian instruments such as birbina, kankles, daudyte. The pupils present Lithuanian music culture not only in Puńsk but also during macro-regional auditions of chamber bands of the Centre for Art Education (special unit exercising supervision over art schools). The teachers also teach in the Lithuanian language as part of individual classes, if the parents wish so.

An example of activities supporting diversity in art education can be a consent of the Ministry of Culture and National Heritage (at the request of a father being a Roma musician) to carry out a didactic experiment where a female student is completing a 2nd degree course in playing xylophone.

The tasks comprising the extramural education offer were subsidized through the programme "Cultural education" and the pilot programme "Education +".

The "Cultural education" and the "Education +" programmes made it possible to finance educational activities, i.e. workshops, educational projects, exhibitions, reviews devoted, among other things, to disseminating knowledge about the culture of national minorities in Poland and to demonstrating diversity as a permanent and harmless element of the world. The beneficiaries of the fund were non-government organisations, cultural institutions, religious associations, state and cooperating cultural institutions.

Slovenia

Examples of good practice in Slovenia

1. Roma education

In order to ensure better education to Roma people **The Strategy of Education of Roma in the Republic of Slovenia** (2004) was put forward. The strategy, which was revised in 2011, was prepared in close collaboration with the Roma Union of Slovenia. It included the following goals:

- To ensure education and training that enable Roma children to achieve goals and standards defined in the National Curriculum for Preschool Institutions and in the elementary school syllabi.
- To exercise the right to maintain and respect Roma language and culture in the education and training system.
- To promote inclusion in society through education and training enabling Roma children to assume the functional requisites of society, while respecting their differences and identity.
- To promote inclusion in society through a curriculum which ensures the principles and moral values of equality within the scope of social equity.

The following solutions were proposed:

- Early integration into the education and training system: increase in enrolment of Roma children in preschool institutions at least two years before starting elementary school.
- Introducing Roma assistants: elimination or mitigation of ignorance of the Slovene language and unsuccessful integration of Roma children.
- Roma assistants will help children to overcome emotional and linguistic barriers and act as a bridge between a preschool institution or elementary school and Roma community.
- Adjustment in the contents of educational programmes: the introduction of Roma language in elementary school on an optional basis, teaching Roma children the Slovene language, and identification of objectives (e.g. multiculturalism) or standards of knowledge through the topics of Roma culture, history, and identity.
- Continuous professional development and supplementary training for educators.
- Providing special organisational and material conditions: at least preserving the advantageous standards and criteria for the financial aid already established.
- No segregation policy; as a rule, homogeneous Roma class-units shall not be formed.
- Introducing various forms of learning assistance.

- Establishing trust in school and eliminating prejudice.
- Following the principle that, as an ethnic group, Roma children are not special needs children.
- Promoting adult education: the reference level for objectives in the area of education of Roma adults are basic points set out in the Master Plan for Adult Education in the Republic of Slovenia until 2010.

One of the biggest projects dealing with Roma education in Slovenia was **Successful integration of Roma children into education**. It concerned the integration of Roma children into the education and training system of Slovenia and the elimination of segregation and discrimination. It was coordinated by the Roma Union of Slovenia and it strove to enhance the efficiency of the on-going integration process through educating and training Roma assistants, school teachers and staff as well as educating and encouraging Roma parents to assume responsibility.

The project was financed by the European Social Fund (ESF) and the Ministry of Education and Sport of Slovenia and amounted to €1.593,100. It started on 30 May 2008 and was finished on 31 August 2011. As the project proved to be successful, a similar project, financed by the ESF and the Ministry of Education and Sport, was launched in September 2011.

Target groups were:

- Preschool and elementary school Roma children;
- Roma parents;
- Teachers and professional staff;
- Roma teacher assistants.

The Roma assistants are Roma who set an example and communicate the importance of education in so far as to make Roma aware of the opportunities and their own capabilities to achieve learning objectives and develop skills, and challenge themselves for more demanding professions. There were 30 Roma assistants in the project working in 32 elementary schools and preschool institutions, helping 1.143 Roma children and pupils and guiding them to broaden their knowledge of Roma culture, history, language, and identity.

The Roma Union of Slovenia provided education and training for Roma assistants, primarily to familiarise them more with Roma culture, language, history, and identity. It encouraged Roma parents to participate in extracurricular activities of Roma children and various workshops.

The Union prepared a manual for teachers and Roma teacher assistants in co-operation with the public institution of adult education *Ljudska Univerza Murska Sobota*, which also provided theoretical courses (pedagogy, psychology, ICT, etc.) for Roma assistants. Several books were published by the Union on the Roma language, culture and history.

The project was nominated for 2010 RegioStars awards of the European Commission and received special mentions from the jury. The Commissioner For Human rights of the Council of Europe, Thomas Hammarberg, chose it as one of three examples of good practice (the other two come from Finland and Spain).

The second very important project, **Increase in Social and Cultural Capital in Areas with a Roma Population**,¹⁹ started in June 2010 and will finish in August 2013. It is also financed by the ESF and the Ministry of Education and Sport and amounts to €3.562,000. The project is coordinated by the Institute for Ethnic Studies. The primary aim of the project is to create conditions that would allow the members of the Roma community to escape the vicious circle of social exclusion. This circle could only be broken by adequate investments in social and cultural capital in their environments. The project highlights education as the most efficient way out. Its objectives are to increase the level of education of the Roma community members and to raise awareness about the significance of education as the fundamental factor in the progress of the community.

The main activities are:

- Analysis of demographic spatial features of Roma settlements in Slovenia.
- Promotion of the importance of knowledge and education and awareness-raising of the Roma population.
- Motivating children and parents to attend educational institutions regularly.
- Establishment of day centres (Roma Education Incubators) where the following activities are carried out: social activities and workshops for preschool and school children and their parents; homework and study help; workshops for parents in social topics of interest.
- Practical multi-lingual activities for the whole family; extra-curricular activities for all.
- Education and training of teachers and other professional staff with an emphasis on problem-oriented practical activities to promote the staff's motivation.
- Encouraging those members of the Roma community who possess a degree to serve as role models and help motivate Roma children to learn and develop their potential.
- Transnational networking and exchange of examples of good practice in the field of Roma education.

2. Migrant education

At all levels of the education and training system, the objectives encompass education for tolerance, raising awareness on gender equality, respect for being different, unique and for mutual cooperation, as well as respect of children's and human rights and fundamental freedoms.

According to the ***Strategy of the Inclusion of Migrant Children, Pupils and Students into the Education System in the Republic of Slovenia*** (2007), the following measures, apart from the supplementary lessons of mother tongue, are being carried out:

- Additional expert help in learning Slovenian, financed by government;
- Adaptation of the implemented curriculum (a sort of individual programme with more Slovenian language at the beginning of schooling);

¹⁹ More information on the project at: <http://www.khetanes.si/en-us>

- Preparation of strategies for working with parents of migrant children;
- New practice-oriented strategies, especially how to work with parents, developing new multilingual materials, available on websites and distributed to teachers free of charge;
- A special module is being prepared for educating teachers to work with migrant children;
- Expert conferences are being organised to train principals, counselling and other professional workers;
- Encouraging intercultural learning and positive attitudes towards understanding and accepting difference (a ESF project).

Main measures are being carried out by National Educational institute, faculties and schools and are financed by national budget and European social fund. One example of good practice in this area is **Education for Intercultural Dialogue and Active Citizenship** project,²⁰ coordinated by the Slovenian Academy of Science and Art and Educational Research Institute – (800,000 €; from 2010 to 2011).

Four aims were set forward:

- To link the three levels: legislation, educational policy and school practice, and to overcome inadequate transmission of educational policies into school practice in the field of intercultural dialogue and active citizenship.
- To transcend theoretical complexity and practical contradiction between the assurance of equality and unity and the acceptance, inclusion and respect of multiculturalism of the modern Slovenia and other EU members.
- Intercultural education, which helps students to evaluate their cultural identity.
- To present intercultural competencies and propose their inclusion in the preparation of curricula and educational programmes in Slovenia.

The results of the project encompass:

- 11 publications and other materials for teachers, students and public servants;
- Several conferences, seminars and workshops;
- Several analyses of present-day situation in the Slovenian regions, based on extensive field work;
- The final conference of the project (presentation of collected materials, examples of good practice, workshops for all levels of the education system);
- Establishment of information-communication network; two registers of relevant documents and examples of good practice; two lists of stakeholders in the field of the education of intercultural dialogue and active citizenship; two active forums (migracijski-forum[@]googlegroups.com; the second one available at: <http://www.medkulturni-odnosi.si/>).

²⁰ More information on the project at: <http://www.medkulturni-odnosi.si/>

Spain

Awareness campaign: when I grow up, I want to be ...” Roma community and education

The Roma community has made important progress in education over the last thirty years in Spain. It has advanced from exclusion to enrolment in school: nowadays 94% of Roma children start school at the compulsory age of 6 or earlier²¹. However, major concerns remain relating early school dropout of Roma children since those who lack skills will remain more vulnerable and will be condemned to inequality. 80% of Roma students that start the four-year Compulsory Secondary Education drop out before the fourth year and only 31,9% of Roma students in secondary school pass all subjects (versus 58,1% for non-Roma students). In this respect, education is vital to the personal and professional development of Roma youth, and key to the social inclusion of the Roma community, in order to break the vicious circle of poverty.

Awareness campaigns aiming to get Roma families and youth to value education and accomplish the Compulsory Secondary Education are therefore essential. In this framework, the awareness-raising campaign “When I grow up, I want to be...” (*“De mayor quiero ser...”*) of Fundación Secretariado Gitano is the Spanish contribution to the request of good practices in public policies on combating discrimination and fostering diversity in education made by the DG Justice on 3rd November 2011.

1. Objective

The campaign is committed to improve the educational situation of the Roma population in Spain. The objective is to raise awareness about early school dropout in Compulsory Secondary Education (between the ages of 12 and 16) among Roma families and youth.

A second objective is to reinforce the commitment of all public institutions, school authorities and other stakeholders in improving the educational situation of Roma youth, ensuring respect of diversity and fighting stereotypes.

2. Strategy

The strategy to access the Roma families, raise awareness about early school dropout and make them value education starts by taking a picture of their children. In the picture the children are characterised as the professionals they dream to be in the future with the message “Roma with an education, Roma with a future”. These photographs are taken in the “foto-furgo” van (a bus workshop transformed into an itinerant photographic studio) where the children have a nice time while receiving the specific message “Whatever your dream may be, finish Secondary school”.

²¹ Incorporación y trayectoria de niñas gitanas en la ESO, CIDE-Instituto de la Mujer-FSG, Madrid, 2006.



3. Target group

The main target group are Roma families with children between the ages of 7 and 10²² with the aim of encouraging them to enroll in Secondary education and finish it.

Nevertheless, the campaign also targets other stakeholders such as school authorities and public institutions through other actions.

4. Institutional architecture

The campaign is designed and carried out by Fundación Secretariado Gitano (FSG). FSG is a Spanish non profit social organisation working for the integral improvement of the Roma community based on respect and support for their cultural identity.



From the very beginning, back in the 1960s, FSG has been pioneer in working to enhance the educational situation of the Roma community and their work continues at present. Education, together with employment and housing, is one of the priorities of this organisation. FSG implements the “Promociona” programme with a view to encouraging Roma young people to successfully complete their secondary education and to increasingly motivate more Roma youth to enroll in post-compulsory education²³. This overall programme is included among the actions supported by the European Social Fund (Multi-regional Operational Programme Fight Against Discrimination 2007-2013).

²² Roma families and children between the age of 12 and 16 will be the target group of the new phase of the campaign that will be launched during 2012.

²³ The “Promociona” programme is based on individualized work with students and their families and on close work with schools. During 2010-2011, 700 students, 671 families and 224 schools have attended the programme. It is implemented in 28 cities.

The Campaign Commission (*Comisión de Campaña*) is the internal organ created to manage all the awareness-raising actions of FSG. It is integrated by experts from different departments of FSG (Direction, Deputy-Direction, Communication, and in this case, Education). The Campaign Commission together with the Communication Group of the Board of FSG (*Grupo de Comunicación del Patronato de la FSG*) take the strategic decisions and are supervised and evaluated by different organs of FSG such as the Territorial Directors (*Directores Territoriales*), the Board of FSG (*Patronato de FSG*) or the Roma Participation Group (*Grupo de participación Gitana*).

The awareness campaign “When I grow up, I want to be...” has been partially financed by the Ministry of Health, Social Policy and Equality, the Ministry of Education and the European Social Fund. Both Ministries also provide institutional support at the national and regional presentations of the campaign.

5. Timeline

The campaign has been designed for the multi-annual framework 2009-2013.

At an initial stage of the awareness-raising campaign in 2009, the focus was put on designing specific actions for young people, for the educational community at large and for the overall public opinion. A qualitative research was developed. The study provided relevant information about the most appropriate messages for each target group.

The first phase of the campaign was launched in the academic year 2010-2011. The national presentation of the campaign took place in Madrid on 30th September 2010 with the support of the Minister of Education and the Minister of Health, Social Policy and Equality. In autumn the van visited 14 cities. On 26th April 2011 the van started a new route to 24 cities.

The target group in the second phase of the campaign will be Roma families with children between the ages of 12 and 16. The strategy and tools are being revised.

6. Tools

- The awareness-raising van called the “*foto-furgo*” made 15.000 km. visiting neighbourhoods where Roma live in 38 cities throughout Spain. The van was a real photography studio. The volunteers working for the campaign asked the Roma children what they wanted to be when they grew up. Then they would take a picture of them and make a photomontage to dress them as their preferred profession. This picture, reflecting the children’s dreams for the future, was given to their families with the message “Roma with an education, Roma with a future”.

In the “*foto-furgo*” van worked three experts on photomontage and impression hired for the campaign. 10-20 volunteers in each city organised the activities of the campaign, together with the staff of FSG all over Spain. Some of the volunteers selected were people that had worked with FSG before, like those who offer academic support to Roma children during the academic year. Other volunteers were students and experts on socio-cultural activities from organisations FSG has been working with.

In the first route (autumn 2010) the van went to 14 cities:

- Palencia, 18 October
- Pontevedra, 19 October
- Gijón, 20 October
- Pamplona, 21 October
- Vitoria, 22 October
- Badajoz, 25 October
- Sevilla, 26 October
- Málaga, 27 October
- Granada, 28 October
- Murcia, 29 October
- Valencia, 4 November
- Ciudad Real, 5 November
- Madrid, 10 November
- Zaragoza, 11 November



In the second route (spring 2011) the van visited 24 cities:

- Talavera, 26 April
- Cáceres, 27 April
- Huelva, 28 April
- La Línea, 29 April
- Jerez, 30 April
- Córdoba, 3 May
- Jaén, 4 May
- Almería, 5 May
- Albacete, 6 May
- Salamanca, 9 May
- Zamora, 10 May
- León, 11 May
- Lugo, 12 May
- Santiago de Compostela, 13 May
- Avilés, 16 May
- Santander, 17 May
- Burgos, 18 May
- Valladolid, 19 May
- Madrid, 20 May
- Sabadell, 23 May
- Huesca, 24 May
- Castellón, 25 May
- Alicante, 26 May
- Cuenca, 27 May



Photos of the campaign may be found [here](http://www.gitanos.org/demayorquieroser/?page_id=981):
http://www.gitanos.org/demayorquieroser/?page_id=981

- A **web-blog** was set up to announce the whereabouts of the “foto-furgo” van and unveil the dreams of Roma Children. Here is the [link](http://www.gitanos.org/demayorquieroser/):
<http://www.gitanos.org/demayorquieroser/>
- National and regional presentations of the campaign were carried out. Guests include representatives of public and educational bodies, members of Roma institutions, non-governmental organisations and media executives. The national presentation included contributions by the Ministers of Education and Health, Social Policy and Equality. A report analysing the institutional presentations that took place in 2010 is attached.
- The campaign included high-quality **publicity spots along with graphics, roll-ups, banners, posters, leaflets²⁴, videos and merchandising articles** to identify the volunteers working for the organisation (t-shirts), to give to the children (badges, sweets), to distribute among the mass media and authorities with the purpose of increasing the attention on Roma education problems (velcro t-shirts, mugs) or to hand out (bags) during the presentations.



²⁴ The English version of the leaflet is attached.



The campaign motivated the FSG teams to develop different awareness actions. An example is the photo exhibition organised in Salamanca. The photographer Silvia Aguado took pictures of Roma children dressed like in their dream jobs to strengthen the diffusion of the campaign through the weblog:

<https://picasaweb.google.com/112260289238387705981/SeaCualSeaTuSuenoAcabaSecundaria?feat=flashalbum#5610574530169079762>

7. Supports

National (Ministry of Health, Social Policy and Equality, Ministry of Education), regional and local authorities were involved in the presentations of the campaign to increase the impact of the campaign in the media.

School authorities and teachers, other NGOs and Roma associations also supported the campaign. National, regional and local mass media also contributed to the diffusion of the campaign. In this context, an article was published in *The New York Times* analysing the integration of the Roma in Spain.

8. Barriers

Most of the school authorities and teachers that contributed to the success of the campaign had worked with other activities of FSG before. More collaboration of other school authorities and teachers would have been appreciated. The presence of more regional Ministers in the regional presentations of the campaign would have been positive.

9. Factors for success

The creativity of the campaign that attracted the curiosity of the Roma children, their families and the mass media.

Implication of the local staff and volunteers and institutional support.

10. Gender

The target group of the campaign were both Roma boys and girls so the motto had two versions, one per each gender ("*Gitanos con estudios, gitanos con futuro*" and "*Gitanas con estudios, gitanas con futuro*"). The posters and other elements of the graphic design were designed with gender equality criteria.

11. Costs

393.658 € in 2010 and 2011. The project is co-financed by Spanish government (Income Tax) and the Multirregional Operational Programme Fight Against Discrimination (European Social Fund): 332.334 (Income Tax) and 61.324 (Operational Programme)

12. Results

The “foto-furgo” van was visited by 2.800 children and their families from 38 cities throughout Spain.

3.900 people attended the 15 presentations in 2010. In 2011, 430 people attended 7 presentations.

A report of the media monitoring of the campaign between September and November 2010 is attached.

Sweden

Good practices and initiatives in public policies on combating discrimination and fostering diversity in education – contribution from Sweden

Responding to the request of the European Commission for contributions concerning good practices and initiatives in public policies on combating discrimination and fostering diversity in education, the Swedish Government Offices have the pleasure of forwarding the following information regarding Sweden. Please note that the information provided below does not aim to be exhaustive but rather indicative of what could be considered good practices in this respect.

Good practices and initiatives in public policies on combating discrimination in accessing education (primary education, secondary and high school, University) due to socioeconomic factors, including ethnic origin, religion or others. This concerns students from 4-5 years old onwards. Possible issues (non-exhaustive) include for example lack of resources and/or administrative barriers faced by groups at risk of discrimination or concentration/segregation of ethnic/migrant origin students in schools in deprived areas (territorial discrimination)

The study support system

The Swedish study support system has a long tradition and is an important part of the Government's education policy.

The system is designed to promote high participation in education. It is also intended to help realize the objectives of education policy by reducing the impact of social, financial and geographical background and by making it easier for disabled and older people to study. Study support is primarily intended to cover a student's living costs during his/her education. Study support is equal for all, is given directly to the student and is granted independently of parents' or family's financial situation.

There are also various types of study support intended for specific groups of students, for example disabled students.

It may be added that the system is generously designed and creates the financial conditions for many people to get an education. It also means that the state's annual investment in this area is substantial.

Broadened recruitment

Many higher education institutions cooperate with upper secondary schools in order to broaden recruitment, some by having student ambassadors visit schools and inform pupils about studies at university level and some by arranging conjoined sessions in the university laboratories and offering short internships at the university for the school pupils. Most universities and university colleges also have plans of action for broadened recruitment.

One example of a university with student ambassadors is Lund University. Uppsala Student Union has a project called ESMeralda that the university co-finances together with the

municipality of Uppsala. Within the scope of the project student ambassadors visit schools; university students help pupils with their homework; students arrange activities with pupils during school leave, and pupils are invited to follow a student during a day at university.

Good practices and initiatives in public policies on combating discrimination in education/schools suffered both by teachers (harassment, unlawful dismissals) and/or students (bullying, harassment, homophobia, xenophobia, issues linked to religion and belief)

There are two laws which contain provisions on measures to protect a child or a pupil from discrimination, harassment and bullying in schools, the Discrimination Act and the Education Act.

The purpose of the **Discrimination Act** (2008:567) is to combat discrimination and in other ways promote equal rights and opportunities regardless of sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

Pursuant to the Act, discrimination is prohibited inter alia in all levels of education. Thus an education provider may not discriminate against any child, pupil or student participating in, or applying for, educational activities. Employees and contractors shall be equated with the education provider when they are acting within the context of their employment or contract.

If an education provider becomes aware that a child, pupil or student participating in or applying for the provider's activities considers that he or she has been subjected to harassment, the education provider is obliged to investigate the circumstances surrounding the alleged harassment and where appropriate take the measures that can be reasonably be demanded to prevent harassment in the future.

The Discrimination Act further provides that education providers conducting education or other activities inter alia under the Education Act (2010:800) and the Higher Education Act (1992:1434), are under an obligation to take *active measures to promote equal rights and opportunities* for children, pupils or students participating in or applying for the activities, regardless of sex, ethnicity, religion or other belief, disability or sexual orientation.

This obligation entails a duty to *take measures to prevent* pupils and students from being subjected to harassment associated with sex, ethnicity, religion or other belief, disability or sexual orientation, or to sexual harassment. The relevant education providers shall also draw up a *yearly equal treatment plan* containing an overview of the measures needed to promote equal rights and opportunities and to prevent and hinder harassment. The plan shall contain an account of which of the measures the education provider intends to begin or implement during the coming year. An account of how the measures have been implemented shall be included in the following year's plan.

Compliance with the terms of the Discrimination Act is monitored by the Discrimination Ombudsman, which, inter alia, may bring a claim for economic compensation on behalf of pupils or students that have been subjected to discrimination in contravention of the act. The Ombudsman may further apply to the Board against Discrimination for a financial penalty to be ordered against education providers that do not fulfil their obligation to take active measures to promote equal rights and opportunities pursuant to the Act.

According to the **Education Act** schools are required to work actively to prevent and stop bullying and other degrading treatment. The Act particularly states that persons active within the school system shall counteract all forms of insulting treatment. As soon as the school are notified that a

child or pupil feels abused they must react by investigating the situation and taking suitable actions to stop further harassment. Otherwise, the school can be liable for damages.

In 2006 the Office of the Child and School Student Representative (BEO), was established as a part of the Swedish National Agency for Education. From October 2008 BEO is part of the Swedish National Schools Inspectorate. Together with the National Schools Inspectorate, BEO supervises the area of school legislation that concerns abusive behaviour. It also works together with the Discrimination Ombudsman to overcome abuse, bullying and degrading treatment of children and pupils. One important responsibility for BEO is the safeguarding of the rights of children and pupils. This means that BEO investigates complaints about offensive treatment and can represent individual children and pupils in a court of law. If the school has not done enough to prevent abuse, the BEO can also issue a reprimand or decide to claim damages on behalf of the child or the pupil concerned.

Many universities have goals and regulations that concern equality, equal treatment and diversity. Uppsala University is one example of this. Its work in this field is guided inter alia by the following documents:

- Equal Opportunities Programme;
- Diversity Plan 2011-2012 regarding ethnicity and social background and religion and other belief;
- Accessibility Plan 2011-2012 regarding accessibility for and reception of individuals with functional disability;
- Gender Equality Plan 2011- 2012;
- Plan for equal treatment of students 2011;
- Plan for equality regarding sexual orientation and sexual identity and/or gender expression 2011-2012;
- Plan for broadened recruitment, 2009-2012 period.

The plans of action provide direction and structure for the University's systematic work for equal conditions in education, research, and collaboration.

As a further example of measures taken at the university level it may be mentioned that the University of Gothenburg has resource officers whose task it is to carry out preventive work in relation to discrimination and harassment, and who offer training, information and counselling to both employees and students. It also has a Secretary for Equal opportunities and a coordinator for students with disabilities. The university further provides guidelines for staff and students in cases of discrimination or harassment.

Good practices and initiatives in public policies on ensuring respect of diversity and fighting stereotypes in educational contents, curricula and teaching; the key role of the educational system and curriculum in combating discrimination.

The new Education Act, which entered into force on 1 July 2011, puts great emphasis on human rights as one of the fundamental values on which the school system is founded. The Act, and the national curriculum, both stipulate that everyone who works in pre-schools, or schools, is obliged to promote respect for human rights, and to very clearly disassociate themselves from anything that conflicts with these values.

As a consequence of the new Education Act, the role of human rights education has also been made clearer in the curriculum, in particular when it comes to overarching goals. New curriculum and syllabuses for the compulsory school are used from 1 July 2011. Human rights education is reflected as part of the purpose, goal and core content of the subject Civics. Since March 2010, newly employed principals must also undergo special initial training on university level. As a part of the training, principals should acquire knowledge on international agreements and conventions of importance for the education sector.

In 2009, the National Agency for Education (NAE) was assigned a task concerning the fundamental values of the school system. The task includes informing schools about work done to promote the fundamental values and research and surveys done in the area. The NAE has developed a specific "Values portal" (*värdegrundsportalen*) on its website. Another initiative worth mentioning is the large investment, carried out by the NAE, in training of teachers on methods to prevent degrading treatment. The Agency also had a group of researchers evaluate existing methods for combating bullying used in schools. The government recently gave the NAE funds to continue a new four-year education initiative regarding degrading treatment.

Teacher Education

It is regulated in the Degree Ordinance (1993:100) that students studying towards a degree in education must show during their time at university that they have the ability to communicate the school's value-system, including human rights and basic democratic values. They must also show that they have the ability to prevent and counteract discrimination and other forms of harassment against children and school pupils. More specifically, the students shall during their education, inter alia, demonstrate:

- knowledge and understanding of social relationships, conflict management and leadership;
- the capacity to communicate and instil core educational values, including human rights and the fundamental democratic values;
- the capacity to prevent and restrain discrimination and other forms of harassment of children;
- the capacity to respect, communicate and instil a gender equal and equal rights perspective in educational processes; and
- the capacity to make assessments in educational processes on the basis of relevant scientific, social and ethical aspects with particular respect for human rights, especially children's rights according to the Convention on the Rights of the Child, and sustainable development.