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Invitation Letter

We would like to cordially invite you to participate in a forthcoming conference in Budapest to launch Save the Children UK's 'Denied a Future?' report - an assessment of the levels of access to and quality of education provision for Roma/Gypsy and Traveller children in 14 European countries. This report looks at international legislation relevant to the rights of Roma/Gypsy and Traveller children and presents in-depth analyses of the situation in individual countries in Western, Central and Eastern Europe. The Budapest conference will focus on the situation of Roma children in Central and South-Eastern Europe.

As well as presenting and discussing the findings of the 'Denied a Future?' report, the conference will feature a presentation and discussions of a recent IEP OSI-Budapest research study with the aim of presenting some solutions to challenges in educational programming and policy making.

The aim of the conference is to discuss the findings and recommendations of the two reports and to provide a forum for constructive debate between policy makers, representatives from intergovernmental organisations, practitioners, educationalists, Roma young people and other experts and professionals. This conference will be an opportunity to share good practice identified and to seek practical solutions.

Please find attached details of the provisional agenda together with technical information about the venue, accommodation, local transport arrangements and visa requirements. We would be grateful to know whether you will be able to attend as soon as possible and **no later than 15 October 2001**. Please send your reply by post, fax or e-mail and any inquiries to the address given on the reply slip.

Yours sincerely,

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The Roma Education Research Project was undertaken under the auspices of the Institute for Educational Policy of OSI-Budapest. IEP has since become the **Education Support Program**. ESP's web site is being developed and will be available soon. Please check <http://www.osi-edu.net/> in the upcoming months.

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Summary of Save the Children's Denied a Future? report in Romanes

Xasardi tehara? E Romengo/Gypsiengo thaj e Phirutne Chavengo chachipe vash Siklaripe ande Evropa Summaria

Angluni Vorba

E Romen/Gypsyen thaj e Phirutnen¹ pe phuvake saste, intregone kontinentura shaj arakhen, khatar e Amerika k-e Australasia. Numaj e maj but dzene beshen ande Evropa, thaj phiraven jekh zurales shukar fenomena ande Evropaki historia thaj kultura. E historia 600 bersha palpale lel o jekhto rekordo pe e Romende, thaj khatar kadi vrama/vaxt e relacia sikavel but pharimata thaj paruvimata mashkar e Roma/Gypsiura thaj e gadzikani societeta/dostipe. E Roma/Gypsiura si e maj bari etnikani minoriteta akana ande Evropa. E kontinentoski populacia dikhen mashkar 7 thaj 8.5 miliona thaj si te barol. Romane/Gypsikane thaj e Phirutnenge khetanimata beshen ande sa e Evropake thema. Shaj si le aver kulture, trajo, dzivipe, historia, thaj jekhes si aver kvalitete thaj shajimata sar e averes, vi kade von si xasarde khatar e instituciengi diskriminacia, von si mashkar e maj chorre manusha, thaj von nashti te phiren ande bare shkoli andar kado diskriminaciako thaj chorrinasko baro numero.

E *Xasardi Tehara?* reporto kerdo khatar o “Save the Children” fundacia dikhel e Romane/Gypsikane thaj Phirutne manushengi siklarimaski politika thaj provizia avdjes ande Evropa. O reporto, so vazdel e perspektiva pe e chavenge chachimata, sikavel kaj bari grizha vazdjilas te dikhen sostar xasajven e Romane/Gypsikane thaj e Phirutne chave ande siklarimaske khera ande Evropa. Kado dichol, misalake, ando *Siklaripe Savorreng*e Lumako Siklarimasko Forumo inkerdo ando Aprilo, ando paluno bersh. Kade vi e UN Komisia pe Manushikane Chachimata thaj e Komisia pe Rasistikani Diskriminaciaki Eliminacia (CERD) sikavel grizha pe kadi problema.

E *Xasardi Tehara?* reporto si lino ande jekh konteksto so si ande Centralone thaj Istochne Evropake themange aresavipe karing e Evropaki Unia. Kado si kerdo e politikantenge, siklarnenge, birajipnikane organizacieng, rajimatange/kabinetenge thaj donoreng. O Reporto sikavel sar len e shansa e Romane/Gypsikane thaj e Phirutne chavorrendar te phiren ande bare shkoli ande e themenge reportura ande duj kotora. E themange reportongo 1to kotor, so sikavel Albania, Bosnia thaj Herzegovina, Bulgaria, Kroacia, Jugoslaviaki Federalo Republika (Serbia, Montenegro thaj Kosova), Macedoniako angluni Jugoslaviaki Republika thaj Romania. Kotor 2 sikavel e Evropake Centralone thaj barvale thema, kadala reportura si ande Chexiko Republika, Finlandia, Grexia, Ungaria, Italia, Slovako Republika thaj e Bari Britania (UK).

¹ E vorba ‘Roma/Gypsiura’ si lini vi khatar o Liégeois thaj Gheorghe sar *Roma/Gypsiura: jekh Evropikani minoriteta* (Minority Rights Group, 1995). Ande nesave barvale thema a vorba “Phirutne” maj feder phenen. Kodoleske, ame ando kado raporto phenas e duma ‘Roma/Gypsiura’ kaj trubul. Kado svato si lino te sikavel kodole bute grupen kon akharen pe averchandesh sar Rom, Roma, Cigany, ja Phirutne numaj khetano si ande lende ke I gadzikani populacia similarones lel grizha pe lende thaj von si viktime e diskriminaciako thaj chorrinasko similarone nivelenge.

E themange reportura sikaven e shansa te len siklaripe pokindo e themestar thaj kodolengi kvaliteta. E kvalitetaki rig dikhel e materialengi komparacia, thaj e kurrikulumengi thaj e siklarimaske praktikaki kvaliteta thaj relevancia. Kade shaj ginen kodo, so e siklarne adzukaren e Romane/Gypsikane thaj Phirutne siklardendar thaj save eksperiance si lenge daden, dejan thaj von so dzukaren e siklarimastar. Khate sikavas sar kerdjol pe jekh lachi praktika thaj kodi ande savo publikano siklaripe si inke/meg/panda kerdi ande Evropa. Ando sako themesko reporto shaj arakhen e “Save the Children UK” fundaciake propozicie, so te kerdjol pe te lachardjol i situacia. Jekh summaria cirdel jekhethane e khetane probleme ande kadala thema thaj del pe lende propozicie.

Jekh Mashkarthemutni Legislaciaki Pustikelin, so si pash e Summaria thaj e themange reportonge duje kotora, ramosarel pe mashkarthemutne thaj regionalone legalone krisa so den garancia pe e chavorrengo chachipe vash siklaripe khatar e minoretikane grupe. E relevante krisa thaj artiklura si analizime perdal jekh referencia pe e Romende/Gypsiende thaj Phirutnende so shaj del lacho vast e NGO-enge so keren lokalo thaj mashkarthemutni advokacia.

Anglune agorimata

- But thema ande Evropa na keren kodo so e mashkarthemutni thaj themutni legislacia phenel, von xasaren e Romane/Gypsikane thaj Phirutne chavorren soske na sikaven thaj na den lenge penge chachimata thaj kodola so trubun len ande siklaripe so shaj del len o shajipe thaj dzanipe te len e themutnengi sasti zor.
- E chavorra thaj terne manusha kasa kerdam interju aversar den godji, nesave phenenas von kamen te siklon thaj kamen te traden maj dur vi kana bute pharimatenca resadjona; e avera phenenas sar chi len grizha pe lende thaj separato besharen len khatar penge klasspartnera; but dzene denas duma pe e diskrimaciake probleme.
- Vi e dada thaj deja aversar denas godji, soske nesave na denas patjiv e formale, gadzikane siklarimaske thaj bishavenas penge chaven ande shkoli, thaj nesave pale denas vast penge chavenge te siklon numaj sas len but pharimata thaj dar pala lenge chavorrengi sekuriteta thaj e chave na patjanas ande pende.
- E maj but siklarimaske iniciative pe e Roma/Gypsiura, maj butivar ando Centralno thaj Mizmerig-Disjutni Evropa, na e themestar len e love.
- E ekonomiako generalo niveli, siklaripe pokindo e themestar, kheraripe, sastipe thaj servisura te lacharen e Romengo/Gypsiengo thaj e Phirutnengo trajo, maj cinno standardo malaven ande mahale kaj but Roma/Gypsiura thaj Phirutne beshen sar so si o standardo mashkar i gadzikani populacia. Kado cacho si ande maj but “chorrivane” thaj kade vi ande maj but “barvale” thema.
- Naj programe so den vast e bilingvalone thaj multilingvalone trebalimatange. Kado na numaj pe e Romende/Gypsiende si chacho. Te avena e shkole thaj e siklarne preparirime pe chavende avere chibanca kodo anela baro profito e chavenge bare numerenge.
- Kodo, kaj naj personalo sekuriteta, phiripnaski slobodia thaj alosaripe e maj bute Romane/Gypsikane thaj Phirutne khetanimatange ande Evropa thaj specifiko ande thema kaj si but konfliktura, del but bilachi influencia pe lenge aresajimata karing e shkole.
- Ande maj but thema, so dikhlam, shaj rakhas minimum jekh adekvato legalno thaj politikaki kris so del e anglune chachimata vash egalne shanse, aresajipe kaj servisura

thaj e kris. Numaj, vi kana e institucionalo diskriminacia thaj e servisura - so den len thaj si tal-o standardo - butivar si kerde ande phuterdi politika, thaj vi kade si e Romen/Gypsien thaj e Phirutnen nesave kanala kaj shaj hatjaren pe konfidento kana roden zhutipe.

- Baro numero khatar e intelektualone shukar Romane/Gypsikane chave ande but Centralone thaj Mizmerig-Disjorigune Evropake thema vi adjes traden ande specialone shkoli thaj len jekh kasavi edukacia so chinel lenge droma angla e maj but profesie.
- But generacie arakhen pes phandle khatar siklarimaske shanse thaj achon ande bilache, marginalone thaj na mishto pokinde butja.
- E butjaki limita vazdel but pharimata, thaj kodoleske nashti dikhas lachipe ande siklaripe, thaj e diskriminacia pale ande shkole so si karing e Romane/Gypsikane thaj e Phirutne chave inkrel len dur khatar e shkola thaj kado sikavel peski zor vi ande siklarimaski kvaliteta so den lenge.
- Vi kana si pharo te len buti thaj lacho siklaripe, jekh terno Romano/Gypsikano thaj e Phirutne manushengo trupo vazdjol ande Evropa so kerel advokacia andar penge chachimata.

Anglune predlogura

Pe e riportoske bare punktongi basa, o “Save the Children” del peske predlogura, propozicie. But predlogura si tala e nacionalone guvernengo godorvalipe/ responsibiliteta, numaj o “Save the Children” del vi e shkolange direktoreng, siklarnenge, khetanimatange sherutnenge, thaj e birajipnikane organizacieng jekh bari rola. Vi e mashkar-rajipnikane organizacie thaj i media si importante te anen o paruvipe. E propozicie si buhle, thaj pe butende del duma, vi generalo thaj vo specifiko. Leske maj bare predlogura pashjon ande “Save the Children” fundaciako patjavipe, ke sa e chave, na dikh lengi etnikani ja kulturani origina, si len chachipe te len jekh inkluzivo thaj relevanto siklaripe. Kadala si:

- Jekhe maj felksibilone kurrikulumesko dzamavipe, na primer te khosen sa e derogativone referencie khatar e shkolake tekstura so si pe e Romende/Gypsiende thaj pe e Phirutnende; e etnikane thaj aver minoretikane grupange referenciango sikavipe ande jekh pozitivo thaj balansuime drom; thaj kaj so shaj (e referencia te resadjol e konkretone khetanimatange trebalimatenga thaj preferenciasa thaj pe kodi Romani chib ja dialekto te avel sar so kodo si vorbindo ando khetanipe), vi e Romani shib te avel siklardo khetane e avera chibanca.
- E treningura, so keren e siklarnenge, te paruvdjon. Misalake, e chavorreng chachimata, manushikane chachimata thaj treningo vash egalone shanse si te aven topikura so musaj te siklon sar ande pre-servisno kade vi ande andal-servisno trening kurrikula vash e siklarne; kado treningo si te pindzaravel e siklarnen kodole shajimatenga thaj aspektonca so trubun kana keren butji chavorrenca khatar avere etnikane, lingvistikane, patjaimaske thaj kulturane origine.
- Maj bute siklarnengo, siklarne-assistentengo thaj klasslivni-assistengo butjaripe si te avel, specifiko khatar Romane/Gypsikane thaj Phirutne khetanimata kaj maj but modele te dikhen e chavorre.

- Maj but profite te len andar e shkolake khera, te den shansa e chavorrenge thaj e terne manushenge pe aktivimata pala e mizmeri thaj pe kurkesko agor thaj vi te keren shanse te anen aver familiake dzenen ande shkolate.
- Maj but rodimata te kerdjon pe kaj te avel maj feder hatjardo e ekonomikane, socialone thaj kulturalone faktorengi rola, soske e manusha cirden penge chavorren ja e chave korko sostar cirden pe khatar o formalo siklaripe.
- Maj but thaj maj vizibilo butja si te aven realizime; e shkola si te aven thana kaj sa e chave si sigurne khatar fizikalo thaj verbalo azbavipe. Sa e shkolako khetanipe si te aven astarde ande strategiange preparacie te mudaren e rasistikani diskriminacia, fizikalo thaj verbalo azbavipe.
- Sa e guvernura si te pindzaren ke o siklaripe angla e shkola (pre-shkolako siklaripe) but mol, thaj kodoleske si te adoptisaren strategie so den e shansa te resen kaj pre-shkolako siklaripe thaj kado si te avel bilovengo sa e familiange kaske trubul kadi forma.
- E guverne sigo si te len akcia te na dzal e segregacia maj dur karing e Roma/Gypsiura specifiko te agorden e specialone shkolangi sistema.

E predlogengo baro kotor dikhel e nacionalone thaj birajipnikane organizaciengi akanutni tendencia te len love avral pe initiative so si vash e Roma/Gypsiura thaj Phirutne. E reporto sikavel ke sigo si te keren evaluacia so trubula e parude strukturake khatar e publikone budzeturata ande lungu vaxt. Jekh lungone vaxtesko mangipe si te biandjol khatar e guvernengi rig na numaj te den adekvato love pe reforme te agorden i diskriminacia, vi te len grizha pe kodole sisteme so kerena e agorimatengo monitoring thaj evaluacia. Kadala butjaki realizacia kamlol pe te arakhadjol precizo thaj komprehenzivo podatka, data pe e Romane/Gypsikane thaj Phirutne chavengo resavipe kaj e shkola thaj sar von siklon khote.

Po agor, o raporto del propozicie pe kodo attitudo so e guvernenge thaj avere relevantone agenciengje si te len te implementisaren kasave paruvimata, konkretes aktivo konzultacia thaj te cirden manushen ande aktivimata vi khatar e mahala. Kado si importante te vazden servisura thaj te adoptisaren praktike te maladjon kodole khetanimatange trebalimatenca specifikone trajoske stilosa ja kulturalone preferencienca. Agoreste, e mashkarthemutne organizacie si te traden maj dur te keren zuralo monitoring pe mashkarthemutne obligacie so line e guvernura karing chachipe vash siklaripe, specifiko te dikhen e Romane/Gypsikane thaj Phirutne chavengo chachipe vash siklaripe.

Media Coverage



International Media Press Conference 28/11/01, Budapest

Wide coverage of the conference was achieved in broadcast, print and online media. There was interest from Budapest-based media and from numerous global media agencies based in Europe and in the UK. The Roma Press Centre (Budapest) was closely involved in the coordination of both the media coverage and the press conference, which was held immediately after the Opening Addresses session on the 28th November 2001. Mike Aaronson (SC-UK), Maria Andruszkiewicz (SC-UK) and Christina McDonald (OSI) comprised the panel who answered an array of interesting questions from a large number of journalists from Budapest-based international media, and this served to successfully publicise the findings of the two reports. In addition Roma young people from different countries were able to recount their experiences and express their views through interviews with the press.

Some examples of published articles:

Dec 01 CZECH REPUBLIC: THERE IS A SMALL GLINT OF HOPE THAT MORE GYPSY CHILDREN MAY BE EDUCATED. (EC)

A THIRD of Europe's Gypsy children never attend school, according to findings put out this week by Save the Children, a charity. Most of the rest are shunted off into special schools for the mentally disabled or else drop out of normal school before they are 15 years old, many of them defeated by bullying and homework that is hard to finish in cold and unlit homes. Only one in a thousand is educated beyond the secondary stage. The statistics are grimmest in

former communist countries, where most Gypsies live. For instance, of the 20,000-odd Gypsy children of secondary-education age in Montenegro, only three (yes, three) go to school. But it is not much better inside the EU. In Greece, 80% of Gypsies are illiterate.

There are at least 6m Gypsies, or Roma, in Europe, of whom more than two-fifths are children. Keeping them at school is the key to lifting their community out of the third world. Classroom apartheid and the illiteracy it breeds will not end quickly, not least because traditional Gypsy parents reject assimilation.

But there are some hopeful signs. New pre-school programmes in several countries, notably the Czech Republic, Hungary and Slovakia, now help Romany-speaking tots to learn the main language of the country in which they live before starting primary school, so saving them from the special schools and a life of - at best - menial labour. The recruitment of teaching assistants who are themselves Gypsies has done wonders in some schools, as they nurture and cajole the children. Extra money for meals at school has helped malnourished children concentrate on their studies. New curriculums that give the Gypsies' own culture a fair wind have engaged the imaginations of children who might otherwise have dropped out. And for the few who do manage to finish secondary school, new university scholarships are on offer. Still, successful programmes tend to be on a small scale and run by private groups. The trick will be getting governments to adopt them.

Boarding school is one radical idea. NGOs and Gypsy leaders are queasy about separating children from their parents, no matter how abject their home life. But the most successful Gypsy schools are boarding ones, such as the partly state-financed Gandhi College in the Hungarian town of Pecs. Its 200 pupils are from southern Hungary. Some of them do go on to university and in time, the school hopes, will provide the embryo of a Gypsy intelligentsia.

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Europe urged to combat Roma "classroom apartheid" BUDAPEST, Nov 28 (Reuters)

A leading charity, backed by the United Nations and financier George Soros, urged governments on Wednesday to do more to tackle rampant discrimination in schools against Europe's three million Roma, or gypsy, children.

Educational segregation of Europe's biggest ethnic minority is moving up the political agenda as it touches on human rights, racism and the European Union's planned enlargement into central and eastern Europe, home to millions of Roma.

British-based Save the Children said around one million Roma children in Europe never go to school. Another million are misplaced in special schools for the mentally disabled. Of the million who attend school, most quit early due to bullying.

"The need for change is urgent," according to a new report, "Denied a Future?", published by the charity on Wednesday.

It said the Roma population was younger than the European average and was rising fast.

It warned that unless schooling was made a priority, Roma would be denied other civil rights, their communities would suffer and Europe's social cohesion would be threatened.

"Governments must take a lead in improving education for Roma children and stop what amounts to classroom apartheid," Save the Children Director-General Mike Aaronson told a news conference in the Hungarian capital.

"The treatment of the Roma is Europe's most pressing unresolved human rights and minorities issue," Hungarian-born Soros said in a video-taped address at the report's launch.

The report, which focused on Roma education in 14 EU and central European countries, said the problem was as bad, and the issues the same, in Western Europe as in the East.

The charity urged governments to do more than just throw money at the problem -- although some 90 percent of existing schooling projects are funded by non-governmental organisations.

"Schooling for Roma is not yet mainstreamed, not yet part of the state education system. Governments have to make that happen," said the report's author, Maria Andruszkiewicz.

According to the report, only around half the Roma children in Western Europe go to school and are often segregated.

In central Europe, many young Roma are put in schools for the mentally retarded, partly a legacy of decades of communist rule, the charity said.

Illiteracy among young Roma is high, fuelling unemployment and poverty and doing little to fight widespread discrimination.

Appendix 4

Recommendation No R (2000) 4 of the Committee of Ministers to member states on the education of Roma/Gypsy children in Europe

*(Adopted by the Committee of Ministers
on 3 February 2000
at the 696th meeting of the Ministers' Deputies)*

The Committee of Ministers, under the terms of Article 15.b of the Statute of the Council of Europe,

Considering that the aim of the Council of Europe is to achieve greater unity between its members and that this aim may be pursued, in particular, through common action in the field of education;

Recognising that there is an urgent need to build new foundations for future educational strategies toward the Roma/Gypsy people in Europe, particularly in view of the high rates of illiteracy or semi-literacy among them, their high drop-out rate, the low percentage of students completing primary education and the persistence of features such as low school attendance;

Noting that the problems faced by Roma/Gypsies in the field of schooling are largely the result of long-standing educational policies of the past, which led either to assimilation or to segregation of Roma/Gypsy children at school on the grounds that they were "socially and culturally handicapped";

Considering that the disadvantaged position of Roma/Gypsies in European societies cannot be overcome unless equality of opportunity in the field of education is guaranteed for Roma/Gypsy children;

Considering that the education of Roma/Gypsy children should be a priority in national policies in favour of Roma/Gypsies;

Bearing in mind that policies aimed at addressing the problems faced by Roma/Gypsies in the field of education should be comprehensive, based on an acknowledgement that the issue of schooling for Roma/Gypsy children is linked with a wide range of other factors and pre-conditions, namely the economic, social and cultural aspects, and the fight against racism and discrimination;

Bearing in mind that educational policies in favour of Roma/Gypsy children should be backed up by an active adult education and vocational education policy;

Considering that, as there is a text concerning the education of Roma/Gypsy children for member states of the European Union (Resolution of the Council and of the Ministers of

Education meeting with the Council on School Provision for Gypsy and Traveller Children, of 22 May 1989; 89/C 153/02), it is urgently necessary to have a text covering all of the member states of the Council of Europe;

Bearing in mind the Framework Convention for the Protection of National Minorities and the European Charter for Regional or Minority Languages;

Bearing in mind Recommendations 563 (1969) and 1203 (1993) of the Parliamentary Assembly of the Council of Europe in which mention is made of the educational needs of Roma/Gypsies in Europe;

Bearing in mind Resolutions 125 (1981), 16 (1995) and 249 (1993) and Recommendation 11 (1995) of the Congress of Local and Regional Authorities of Europe on the situation of Roma/Gypsies in Europe;

Bearing in mind General Policy Recommendation No. 3 of the European Commission against Racism and Intolerance on "Combating racism and discrimination against Roma/Gypsies in Europe";

Bearing in mind the work carried out by the Council for Cultural Co-operation (CDCC) to respond to Resolution 125 (1981), and in particular, the publication of the report "Gypsies and Travellers" (1985), updated in 1994 ("Roma, Gypsies, Travellers", Council of Europe Publishing);

Having welcomed the memorandum prepared by the Specialist Group on Roma/Gypsies entitled "Roma Children Education Policy Paper: Strategic Elements of Education Policy for Roma Children in Europe" (MG-S-ROM (97) 11),

Recommends that in implementing their education policies the governments of the member states:

- be guided by the principles set out in the appendix to this Recommendation;
- bring this Recommendation to the attention of the relevant public bodies in their respective countries through the appropriate national channels.

Appendix to Recommendation No. R (2000) 4

Guiding principles of an education policy for Roma/Gypsy children in Europe

I. Structures

1. Educational policies for Roma/Gypsy children should be accompanied by adequate resources and the flexible structures necessary to meet the diversity of the Roma/Gypsy population in Europe and which take into account the existence of Roma/Gypsy groups which lead an itinerant or semi-itinerant lifestyle. In this respect, it might be envisaged having recourse to distance education, based on new communication technologies.

2. Emphasis should be put on the need to better co-ordinate the international, national, regional and local levels in order to avoid dispersion of efforts and to promote synergies.

3. To this end member states should make the Ministries of Education sensitive to the question of education of Roma/Gypsy children.

4. In order to secure access to school for Roma/Gypsy children, pre-school education schemes should be widely developed and made accessible to them.
5. Particular attention should also be paid to the need to ensure better communication with parents, where necessary using mediators from the Roma/Gypsy community which could then lead to specific career possibilities. Special information and advice should be given to parents about the necessity of education and about the support mechanisms that municipalities can offer families. There has to be mutual understanding between parents and schools. The parents' exclusion and lack of knowledge and education (even illiteracy) also prevent children from benefiting from the education system.
6. Appropriate support structures should be set up in order to enable Roma/Gypsy children to benefit, in particular through positive action, from equal opportunities at school.
7. The member states are invited to provide the necessary means to implement the above-mentioned policies and arrangements in order to close the gap between Roma/Gypsy pupils and majority pupils.

II. Curriculum and teaching material

8. Educational policies in favour of Roma/Gypsy children should be implemented in the framework of broader intercultural policies, taking into account the particular features of the Romani culture and the disadvantaged position of many Roma/Gypsies in the member states.
9. The curriculum, on the whole, and the teaching material should therefore be designed so as to take into account the cultural identity of Roma/Gypsy children. Romani history and culture should be introduced in the teaching material in order to reflect the cultural identity of Roma/Gypsy children. The participation of representatives of the Roma/Gypsy community should be encouraged in the development of teaching material on the history, culture or language of the Roma/Gypsies.
10. However, the member states should ensure that this does not lead to the establishment of separate curricula, which might lead to the setting up of separate classes.
11. The member states should also encourage the development of teaching material based on good practices in order to assist teachers in their daily work with Roma/Gypsy pupils.
12. In the countries where the Romani language is spoken, opportunities to learn in the mother tongue should be offered at school to Roma/Gypsy children.

III. Recruitment and training of teachers

13. It is important that future teachers should be provided with specific knowledge and training to help them understand better their Roma/Gypsy pupils. The education of Roma/Gypsy pupils should however remain an integral part of the general educational system.
14. The Roma/Gypsy community should be involved in the designing of such curricula and should be directly involved in the delivery of information to future teachers.

15. Support should also be given to the training and recruitment of teachers from within the Roma/Gypsy community.

IV. Information research and assessment

16. The member states should encourage innovative research/small-scale action projects in order to find local responses to local needs. The results of such projects should be disseminated.

17. The results of educational policies for Roma/Gypsy pupils should be carefully monitored. All the participants involved in the education of Roma/Gypsy children (school authorities, teachers, parents, non-governmental organisations) should be invited to take part in the monitoring process.

18. The evaluation of the results of educational policies towards Roma/Gypsy children should take account of many criteria, including personal and social development, and not be limited to estimates of school attendance and drop-out rates.

V. Consultation and co-ordination

19. The involvement of all parties concerned (ministry of education, school authorities, Roma families and organisations) in the design, implementation and monitoring of education policies for Roma/Gypsies should be promoted by the state.

20. Use should also be made of mediators from within the Roma/Gypsy community, in particular to ease the contacts between Roma/Gypsies, the majority population and schools and to avoid conflicts at school; this should apply to all levels of schooling.

21. The Ministries of Education, in the framework of the awareness-raising action mentioned in point I, paragraph 3, above should facilitate the co-ordination of the efforts of the different parties involved and permit the channelling of information between the different levels of education authorities.

22. Member states should further encourage and support the exchange of experience and good practice.