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Applying Tolerance Indicators

APPLYING TOLERANCE INDICATORS:

ANNEX to the report on ROMA SCHOOL SEGREGATION

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ANNEX TO THE CLUSTER REPORT: ROMA SCHOOL SEGREGATION INDICATORS

Indicators presented:

- 2.1 Civic education – teaching about diversity
- 3.2 Desegregation
- 3.3 Financial investment
- 3.4 Recruitment of minority/immigrant teachers
- 3.5 Teacher training programmes
- 3.6 Promoting a culture of anti-racism and non-discrimination

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Detailed Comparative Country Overview of Indicator 2.1 Civic education – teaching about diversity

Country	Score	Motivations for score regarding Indicator 2.1 Civic education – teaching about diversity
Bulgaria	Medium	<p>Period of assessment: 2000-2012 Level of assessment: National</p> <p>There is no single course “Civic Education.” The issue of teaching about diversity is touched upon in several courses comprising the educational field “Social Sciences and Civic Education.” The State Education Requirements (SER; adopted in 2000 and still in force in 2012) say that upon completing the 8th grade, pupils should be aware of ethnic, religious and linguistic diversity in the country, and understand the importance of equality and tolerance. By the end of the 12th grade, they should be able to distinguish between different communities, to explain the role of language, religion and culture for the diversity in the society, and to demonstrate aspiration for prevention and resolution of conflict situations. While the “Civic Education” curriculum includes specific references to cultural, ethnic and religious diversity, a critical examination of the SER clearly shows that the overall focus is on the (civic) nation and the nation-state. The main goal is the formation and strengthening of the national identity. Especially in the history classes, the curriculum is overwhelmingly dominated by learning about the national memory and the civilisational heritage of the majority. The place and role of minority communities in the Bulgarian society are insufficiently presented.</p> <p>Notes: At the time of writing of this report (November 2012), the new Preschool and School Education Act is in the Parliamentary procedure. According to an analysis made by the experts from the trade union “Education,” the new law does not envisage a special subject on “Civic Education,” thus continuing the flawed practice of dispersing the elements of civic education among a large number of subjects without a clear vision and rationale.</p> <p>Sources: Hajdinjak, Kosseva, Zhelyazkova, 2012a; MOMH, 2000; MOMH, 2012a; Petrov, 2012.</p>
Greece	Medium	<p>Period of assessment: 2003-2012 Level of assessment: National (education curricula are decided at the national level and textbooks are common across the country).</p> <p>There are several courses of civics and social studies in elementary school in grades E and F (5th and 6th year corresponding to 10 and 11 years of age), and in high school (3rd year of gymnasium). Among optional courses, students may choose also European civilisation (1st grade in Lyceum) (Efstratiou and Sklavenitis, 2010). According to Eurybase 2010 (p. 217-218), the Cross-Thematic Single Curriculum Framework (2003) in force for compulsory education promotes the “cultivation of a European conscience while, at the same time, preserving national identity and cultural self-knowledge”. The general principles and objectives of compulsory education include the following:</p> <ol style="list-style-type: none"> a) A reinforcement of cultural and linguistic identity in the context of a multicultural society b) Raising awareness in the fields of human rights, world peace and the safeguarding of human dignity

Country	Score	Motivations for score regarding Indicator 2.1 Civic education – teaching about diversity
		<p>However, while in terms of objectives, lip service is paid to these principles, the civic courses taught mainly discuss the political system in Greece and in the EU. Any reference to cultural or ethnic diversity, the challenges that it poses and the ways to deal with issues such as racism or discrimination is rather superficial and without any attempt to link this to the current challenges of diversity that Greek society is facing (Triandafyllidou 2011; Triandafyllidou and Gropas 2007). The «Innovative Action Flexible Area» (2-3 hours per week) in preschool, primary and lower secondary school curricula initially planned to touch upon contemporary cross-thematic issues such as diversity and racism is generally used for support teaching in compulsory subjects such as Greek or maths (Triandafyllidou and Gropas 2007)</p> <p>Notes: The national curriculum was revised in 2003 and new textbooks were issued in 2006, hence we adopt as time frame 2003-today. Reforms in 2010 issued by the then Socialist government have not substantially altered the approach here as they were not eventually implemented.</p> <p>Sources: Organisation of the education system in Greece 2009/2010, Eurydice network, EACEA; Efstratiou, D. and Sklavenitis, N. (2010); Triandafyllidou, A. (2011); Triandafyllidou, A. and Gropas. Ruby (2007).</p>
Hungary	Medium	<p>Period of assessment: 2010-2012 (the period of the current centre-right government) Level of assessment: National , (applied locally, (schools choose their own textbooks from an approved list)</p> <p>There are dozens of civic education textbooks available to schools in Hungary. Whilst we were not able to undertake a review of the content of these books, it can be gleaned from final exam requirements that students are expected to know about minority rights and ethnic and national diversity.</p> <p>The new centralised national curriculum coming into effect in September 2013 has already been criticised for its nationalistic ideological bias. This suggests that the new curriculum will not make much space for teaching about diversity. The government plans to release several new textbooks to replace some of the currently used ones.</p> <p>Survey research also shows school children displaying increasing levels of prejudice.</p>

Country	Score	Motivations for score regarding Indicator 2.1 Civic education – teaching about diversity
		<p>Notes: A new centralised school system with a new national curriculum will be implemented in January 2013. This curriculum has already been criticised for emphasising Hungarian nationalism at the expense of cultural diversity.</p> <p>Sources: Vidra-Fox: The Embodiment of (In)Tolerance in Discourses and Practices Addressing Cultural Diversity in Schools In Hungary: The case of Roma http://cadmus.eui.eu/handle/1814/19797; Közoktatási Tankönyvgyűjtemények 2011/2012 http://tankonyv.kir.hu/kir_tkv_jegyzek/keres.asp; Kósa Jánosné: Hogyan lehet a történelem és társadalomismeret tanítása során a tanulók előítéletes gondolkodásának csökkentésére törekedni? http://epa.oszk.hu/00000/00035/00135/pdf/EPA00035_upsz_200908-09_229-232.pdf; Zarándy Zoltán: Társadalomismeret-oktatás és demokráciára nevelés http://epa.oszk.hu/00000/00035/00069/2003-03-vt-Zarandy-Tarsadalomismeret.html; Zarándy Zoltán: Társadalomismeret-oktatási program a multikulturális sokszínűség és esélyegyenlőség jegyében http://www.ofi.hu/tudastar/tarsadalomismeret/tarsadalomismeret-090617-1; Érettségi követelmények. Társadalomismeret http://www.bajza.hu/hun/erettségikövetelmények/tarsadalomismeret1.pdf; Társadalomismeret. Érettségi témakörök http://matt.ucoz.hu/load/tarsadalomismeret/10; Történelemtanárok Egylete állásfoglalása a kerettanterv Történelem, társadalmi és állampolgári ismeretek című részéről http://www.tanszabadsag.hu/blog/a-tte-allasfoglalasa-a-kerettantervvel-kapcsolatban/#more-1958; Dr. Katona András: NAT – kerettantervek – helyi tanterv. Ember és társadalom – történelem http://www.moderniskola.hu/sites/default/files/field/image/tanevnyito/ember_es_tarsadalom.pdf; Ónody-Molnár Dóra: Előítéleteség ellen rációval Szemléletváltás kell a tanárképzésben http://nol.hu/lap/karrier/20100527-eloiteletesseg-ellen-racioval; Hoffmann: 2013 szeptemberétől lehetnek új tankönyvek http://www.hirado.hu/Hirek/2012/03/27/13/Hoffmann_2013_szeptemberetol_lehetnek_uj_tankonyvek_a_kozoktat_asban.aspx; Több száz tankönyv kerülhet kukába az új alaptanterv miatt http://eduline.hu/kozoktatás/2012/3/26/Tobb_szaz_tankonyv_kerulhet_kukaba_az_uj_al_79IPFF</p>
Poland	Low	<p>Period of assessment: 2009-2012 Level of assessment: National</p> <p>Two school subjects in lower high school (13-16 years) ('Knowledge and society', and history) contain an element of</p>

Country	Score	Motivations for score regarding Indicator 2.1 Civic education – teaching about diversity
		<p>teaching about minorities (especially in historical terms), but this knowledge does not have much practical reference to the situation in Poland. The core curriculum does not mention of the presence of Roma in Poland and their status or characteristics.</p> <p>In addition, very much depends on the creativity of individual teachers and schools - in schools with many students of minority (Roma) background civic education lessons include more elements of multiculturalism with reference to the current situation.</p> <p>Notes: Many teachers/headmasters, particularly in smaller towns and rural areas, do not see the need for education in the field of non-existent problems (national and ethnic minorities are often seen as unimportant issues due to the fact that a very small percentage of the population in smaller towns is not Polish). In contrast, in borderlands, everyday practice of multicultural influences the curriculum in the local schools.</p> <p>Sources: <i>Curriculum for lower high school</i> [Dz.U. z 2009 r. nr 4; poz. 17 – Rozporządzenie Ministra Edukacji Narodowej w sprawie podstawy programowej dla przedszkoli i szkół podstawowych, gimnazjum oraz liceum]</p>
Romania	Medium	<p>Period of assessment: 2007-2012 Level of assessment: National, with local variation</p> <p>Toward the end of the 1990s- beginnings of intercultural education in Romania, mainly initiated by NGOs; EURROM project, “Intercultural Education in multiethnic schools” etc.</p> <p>Nowadays, there are civic education courses in lower high school (around the 11-15 age bracket) and include teaching with references to the cultural, ethnic diversity, but this is rather a recent change due to the ministerial Order no. 1529/18 July 2007 of Ministry of Education on diversity in national curriculum: school programs, schoolbooks like History and traditions of minorities in Romania, intercultural education and so on.</p> <p>This ministerial order refers to all ethnic/cultural diversity and doesn't target exclusively the Roma. For example, this</p>

Country	Score	Motivations for score regarding Indicator 2.1 Civic education – teaching about diversity
		<p>schoolbook “History and traditions of minorities in Romania” covers all minorities; in the case of the Roma, the texts were written by the Roma intellectuals/activists, reflecting their point of view etc.</p> <p>Notes: Apart from these courses, there are numerous tangent extracurricular activities. However, there are certain drawbacks: few hours are allocated to such courses which are optional (each school decides if it makes use of such courses provided by the local Teacher Training Centres/NGOs etc). The quality of these courses varies from case to case but, although some of them are assessed as effective, on the whole they are considered to be taught in a general, abstract way.</p> <p>Sources: Discussions with Gheorghe Sarau, counselor on Roma in the General Direction for Education within the Ministry of Education; Ana Ivasiuc, Maria Koreck, Maria Roberta Kovari (2010), <i>Educația interculturală: de la teorie la practică. Implementarea educației interculturale în școli multietnice din România-Raport de cercetare al Agenției de Dezvoltare Comunitară „Împreună”</i>; Delia Grigore, Mihai Neacsu, Gheorghe Sarau, et al. (2009), <i>Evaluarea politicilor publice educaționale pentru rromi</i> Buzau: Alpha MDN; [4] Gelu Duminică, Ana Ivasiuc, (2010), <i>O școală pentru toți? Accesul copiilor romi la o educație de calitate - Raport de cercetare</i>; Doru Dumitrescu, Carol Căpiță, Mihai Manea (eds.) (2008), <i>Istoria minorităților naționale din România</i>, București: Editura Didactică și Pedagogică.</p>

Detailed Comparative Country Overview of Indicator 3.2 Desegregation

Country	Score	Motivations for score regarding Indicator 3.2 Desegregation
Bulgaria	Medium	<p>Period of assessment: 1999-2012 Level of assessment: National; local</p> <p>The current National Education Act contains only one article (4.2) mentioning ethnic origin of pupils: “Restrictions or privileges based on race, nationality, sex, ethnic and social origin, religion and social status shall not be tolerated.” Children of Roma origin are therefore guaranteed equal access to educational institutions. However, due to demographic and social-economic factors, a large number of schools around the country are visited exclusively by Roma children. The quality of education in these schools is generally much lower than in other schools.</p> <p>On the legislative and policy level, numerous attempts at desegregation have been made since the late 1990s (the first Framework Programme for Equal Integration of Roma in Bulgarian Society was passed in 1999). The National Roma Integration Strategy of the Republic of Bulgaria (2012 - 2020) is the seventh strategic document on Roma integration adopted by the Bulgarian government. Education is one of the priority areas. Among the concrete tasks envisaged by the strategy is ensuring the right to equal access to quality education, including by integrating Roma children and students in ethnically mixed kindergartens and schools, and by conducting the education process in the spirit of tolerance and non-discrimination by preserving and developing the cultural identity of Roma children.</p> <p>Despite the ambitious and well-elaborated policies, and considerable success in several municipalities, most Roma students for now remain in segregated schools.</p> <p>Notes: The Draft Preschool and School Education Act (expected to be passed in early 2013) explicitly states (Art. 97.5) that segregation is inadmissible: “When children of different ethnic belonging are enrolled in one grade, they cannot be separated in different classes based on their ethnicity.”</p> <p>Sources: Hajdinjak, Kosseva, Zhelyazkova, 2012b; MOMH, 1991; MOMH, 2012; NCCEDI, 2012.</p>

Country	Score	Motivations for score regarding Indicator 3.2 Desegregation
Greece	Medium	<p>Period of assessment: 1997-2012 Level of assessment: National, with some local variation</p> <p>Although segregation is forbidden it actually persists in many schools. There have been several efforts to attract and maintain the Roma children into schools but with only limited success (for only the regions addressed by a special programme and for the period in which the programme was functioning) (Triandafyllidou 2011).</p> <p>De facto segregation and resistance of Greek majority (non Roma) parents and local authorities against de-segregation has been registered in several places across Greece. While recent governments are paying lip service to the fight against Roma pupil segregation, in practice problems persist (NGO Antigone 2011; Greek Helsinki Monitor 2011; Greek Ombudsman 2012; UN 2012)</p> <p>Indicative of Roma children exclusion from mainstream schools is the case of five localities where true local conflicts about the inclusion or segregation of Roma children from mainstream schools have been registered when the Ministry sought to enforce the 'bussing' of children and their dispersion in several schools of the area (in Aspropyrgos, near Athens, in Sofades near Karditsa, Ntamaría and Athili near the town of Lamia, and in Peraia near Salonica).</p> <p>Local authorities (mayor, prefect) in these areas in agreement with non Roma parents prevented Roma children from going to school (for instance the municipality refused to hire a school bus that would bring the children from the Roma settlement to school). After a series of protests and the mobilisation of the Greek Helsinki Monitor, the public prosecutor of Areios Pagos intervened (in September 2010 and in February 2011) and asked local public prosecutors to stop the segregation of Roma children from schools within their districts. Left wing parties and the Greens brought the issue also in Parliament in September 2011. Greece has been convicted by the European Court of Human rights for violating the right to education and non-prohibiting discrimination (Sampanis vs Greece, 2008, continued in 2011), while there are litigations concerning other cases pending.</p> <p>Notes: The European Directives (2000/43/EC of 29/06/2000 and 2000/78/EC of 27/11/2000) prohibiting all forms of discrimination have been transposed to Greek law with law no. 3304/2005. Programmes for promoting Roma</p>

Country	Score	Motivations for score regarding Indicator 3.2 Desegregation
		<p>children inclusion in mainstream schools have started in 1997 and continue to this day.</p> <p>Sources: Triandafyllidou, A. (2011); NGO Antigone, Annual Report (2011); Greek Helsinki Monitor, Press release, 12/9/2011, 07/04/2011; ECtHR, Sampanis and others vs Greece (32526/05) ; Greek Helsinki Monitor (2011); The Greek Ombudsman, Department of Children's Rights (April 2012); UN, Committee on the Rights of Child (August 2012)</p>
Hungary	Medium	<p>Period of assessment: 2010-2012, the current centre-right government Level of assessment: National, with some local variation</p> <p>The previous socialist government (in coalition with the liberals) (2002-2010) made important efforts to desegregate the school system. Nevertheless, major structural problems such as geographical segregation, selectivity in the school system, and white-flight were not targeted. The proportion of Roma in segregated schools or classes have not changed significantly. Some studies do however show a positive impact of earlier policies, including the tendency it has had to slow down the segregation process overall.</p> <p>The current (centre right) government supports Roma integration in its rhetoric but it has introduced various policies that are inconsistent with desegregation. The new education bill explicitly states its aim to create “a new national middle class”. Other policies have directly or indirectly contributed to increased segregation: lowering the compulsory school age (increasing the dropout rate for Roma), developing and promoting a centralised compulsory curriculum allowing no manoeuvre for adjusting the curriculum to the local needs of pupils, and the creation of a preparatory year for disadvantaged children that may trigger early selectivity.</p> <p>Notes: The previous government earns a medium score for its efforts. But racist attitudes toward the Roma among majority Hungarians and also among many mainstream politicians combined with structural problems with the school system have significantly undermined efforts at desegregation.</p> <p>Many of the effects of the new education reform are still to be seen since these changes took effect only in January 2013. The new law's focus on creating a new national middle class means that it earns a low score for measures of</p>

Country	Score	Motivations for score regarding Indicator 3.2 Desegregation
		<p>desegregation. Indeed, it is likely that the situation with Roma segregation will likely suffer.</p> <p>Sources: The Embodiment of (In)Tolerance in Discourses and Practices Addressing Cultural Diversity in Schools In Hungary: The case of Roma http://cadmus.eui.eu/handle/1814/19797; Havas-Zolnay: Mi az igazság az iskolai integrációval kapcsolatban? http://hvg.hu/itthon/20100921_intergracio_szegregacio_zolnay_havas; Havas-Zolnay: Sziszifusz számvetése http://beszelo.c3.hu/cikkek/sziszifusz-szamvetese; A Nemzeti köznevelésről szóló törvény koncepciója http://www.kormany.hu/hu/emberi-eroforrasok-miniszteriuma/oktatasert-felelos-allamtitkarsag/hirek/a-nemzeti-koznevelesrol-szolo-torveny-koncepcioja; Paár-Rácz-Ráski-Szép-Szirmák: A köznevelés koncepciója és törvényjavaslata. http://www.meltanyossag.hu/files/meltany/imce/doc/koznevelési_torvenyjavaslat_elemezese_111215.pdf; Esélyt a Hátrányos Helyzetű Gyerekeknek Alapítvány http://www.cfcf.hu/</p>
Poland	Medium	<p>Period of assessment: 1989-2012 Level of assessment: National</p> <p>Education in Poland is universal and non-ethnic, which means that every Polish citizen has a duty to enroll a child in a public or private school. Theoretically (formally), there is no division or separation/segregation – even ethnic-sensitive data collection is forbidden in schools. In practice, in the case of the Roma community, this means that Roma children very often do not participate in the general obligation of school education.</p> <p>Notes: Despite formal guidelines to promote the integration of Roma within the general educational system, it is better for all parties involved not to force Roma children to participate in the state sponsored integration programs. Regular schools are not ready for a proper implementation of the centrally advocated policy because of the lack of material resources and willingness to create a space for exercising cultural diversity. In large cities, the task of educating Roma children is sometimes pursued by NGOs created by the local Roma leaders in collaboration with committed teachers and young activists.</p> <p>Sources: Weigl B., Formanowicz M. 2007, <i>Romowie 2007. Od edukacji młodego pokolenia do obrazu w polskich mediach</i>,</p>

Country	Score	Motivations for score regarding Indicator 3.2 Desegregation
		<p>Warszawa: Academica; Zawicki M. 2010, <i>Polityka państwa wobec społeczności romskiej w Polsce w latach 2000-2009</i>, in: Mazur S. 2010 (ed.), <i>Krajowe i wspólnotowe polityki publiczne wobec mniejszości romskiej – mapa aktywności społeczno-gospodarczej Romów</i>; Buchowski M., Chlewińska K., 2011, <i>Tolerance of Diversity in Polish Schools: the Case of Roma Children and Ethics Classes</i>.</p>
Romania	Medium	<p>Period of assessment: mid 2000s-2012 Level of assessment: National, with some local variation</p> <p>There are certain efforts to combat segregation in classroom and school with the backing of state and local education officials but this is rather a new phenomenon (since mid-2000s) and despite the legislation, cases of segregation continue to be recorded.</p> <p>Before, the Ministry of Education hadn't issued any order to study / combat segregation as it was widely believed the situation in Romania was different because there had been neither official recommendations to segregate, nor biased testing of the Roma pupils who were not directed to special education institutions etc.</p> <p>Between 2000-2004, OSI Budapest initiated programs for Roma desegregation particularly in Bulgaria and Hungary, while in Romania it funded the publication of a study to analyze the segregation in schools. The Ministry of Education admitted that there were indeed classes and schools where Roma children were segregated from other children and in April 2004, it issued the Notification no 29.323 which was sent to the school inspectorates recommending them to analyze the school segregation and propose measures against it. However, this recommendation was not applied.</p> <p>Finally, the Ministry of Education issued the Order 1540/19 July 2007, asking the County School Inspectorates to analyze the school segregation in each county and propose desegregation plans.</p> <p>Every year, between April - September, the Ministry of Education addresses school inspectorates / directors of schools recommendation to respect the order prohibiting segregation and compliance with desegregation plans.</p>

Country	Score	Motivations for score regarding Indicator 3.2 Desegregation
		<p>Notes: Despite these ministerial orders, cases of segregation continue to be observed due to a certain reluctance from parents and teachers to completely abolish separate Roma classes. The non-Roma parents fear a decrease of the educational level in the now desegregated classes attended by their children while the teachers are afraid of the reaction of non-Roma parents (white flight). Statistically, the segregation of the Roma occurs more often in the countryside compared to the schools in the cities.</p> <p>In 2008, one year after the Order adoption, a research report based on more than 90 schools showed that in 67% of the monitored schools Roma segregation continued to exist.</p> <p>Sources: Discussions with Gheorghe Sarau, counselor on Roma in the General Direction for Education within the Ministry of Education; Ana Ivasiuc, Maria Koreck, Maria Roberta Kovari (2010), <i>Educația interculturală: de la teorie la practică. Implementarea educației interculturale în școli multietnice din România-Raport de cercetare al Agenției de Dezvoltare Comunitară „Împreună”</i>; Delia Grigore, Mihai Neacsu, Gheorghe Sarau, et al. (2009), <i>Evaluarea politicilor publice educaționale pentru rromi</i> Buzau: Alpha MDN; Gelu Duminiță, Ana Ivasiuc, (2010), <i>O școală pentru toți? Accesul copiilor romi la o educație de calitate - Raport de cercetare</i>; Cristina Ana, Gabriel Andreescu, Madalina Doroftei, Petre Matei (2011), <i>The Embodiment of Tolerance in Discourses and Practices Addressing Cultural Diversity in Romanian Schools</i>. Accept Pluralism, Working Paper 8/2011; Gheorghe Sarau: Documentar segregare – desegregare (unpublished article) [8] Gheorghe Sarau (2012), 'Planificarea lingvistică pentru limba rromani în România (1990-2011)', in Istvan Horvath and Lucian Nastasă (eds.), <i>Rom/Rrom sau țigan. Dilemele unui etnonim în spațiul românesc</i>; Laura Surdu, (2011), <i>Participare, absenteism școlar și experiența discriminării în cazul romilor din România</i>. Bucuresti:Vanemonde; http://www.edu.ro/index.php/legaldocs/8318; Daniela Tarnovschi (2012), <i>Roma situation in Romania, 2011: Between social inclusion and migration: Country report</i>, Constanta: Dobrogea.</p>

Detailed Comparative Country Overview of Indicator 3.3 Financial investment

Country	Score	Motivations for score regarding Indicator 3.3 Financial investment
Bulgaria	Medium	<p>Period of assessment: 2008-2012 Level of assessment: National, with some regional variation.</p> <p>There is some targeted funding for schools in socio-economically deprived areas. The majority of schools in Bulgaria are funded by municipalities, which receive subsidies from the state budget to cover costs. The funding is distributed through the Delegated School Budget System (DSBS) introduced as a pilot project in 1998 and mandatory for all municipalities since 2008 – schools receive lump-sum budgets through a formula, based predominantly on the number of students. The main component of the formula on which DSBS is based on is the Unified per Student Cost Standard (UPSCS).</p> <p>The municipalities are divided into 4 groups, each with a different UPSCS. The first group consists of 15 largest municipalities (towns with population above 70,000) – their annual Student Cost Standard for 2011 was 600 EUR. The fourth group includes sparsely populated municipalities (located mostly in mountainous and border regions) with population below 10,000 – their UPSCS is around 750 EUR. Most of the municipalities from the fourth group are populated by minorities (Turks, Pomaks, Roma).</p> <p>Conditioning the school budget with the number of students led to the closure of over 450 schools. In order to prevent the possibility of having municipalities without a single school, government has introduced a category of “protected schools,” which is expanded annually and in 2012 includes 127 schools. Protected are those schools where, after closure, at least 10 school-age children would have to travel 20 or more km to the nearest school. Additional financing for protected schools envisaged in the budget for 2013 is 2,156,000 EUR.</p> <p>Notes: School optimization driven by the DSBS may on the one hand contribute to desegregation efforts through closure of segregated Roma schools and inclusion of Roma pupils into mainstream schools. On the other hand, such attempts often lead to secondary segregation and increase drop-out rates among Roma children.</p> <p>DSBS might also have a negative effect on the quality of education in small schools, visited mainly by minority children. In</p>

Country	Score	Motivations for score regarding Indicator 3.3 Financial investment
		<p>order not to fall below the required minimum for the number of enrolled children and thus risk the closure of school, principals and teachers lower the educational requirements to enable the pupils to pass into the next grade.</p> <p>Sources: Council of Ministers, 2011; MOMH, 2012b; The World Bank, 2010.</p>
Greece	Low	<p>Period of assessment: 1997-2012 Level of assessment: National</p> <p>In Greece schools are funded by the central budget of the Ministry of Education. Funds are allocated in relation to number of children and also in relation to special needs that a school might have (e.g. building maintenance). The central funding is complemented by local funding from the municipality concerning additional activities (e.g. sports) that the school may offer, minor school maintenance (re-decoration, but not major reconstruction-reparation) as well as by fund that the school parents association can raise with the families of pupils for additional occasional maintenance (e.g. equipment for canteen facilities, canteen or gym equipment, teaching equipment like books etc.). These sources of additional, non-obligatory nor regular funding vary in relation to the municipality where a school is based (more vs. less affluent).</p> <p>There are no national data on the amount of the budgetary allocations for education. Until 2011, there had been no special provisions for schools in socio-economically deprived areas. In 2010-11, the programme Zones of Educational Priority was announced, which would aim at directing resources to students and regions with the greatest need. For the first time native Greeks (along with Muslim minority, immigrants and Roma) were included in the targeted populations. However, until today (2012) this has not been launched due to budget cuts also in the field of education. Problems have been, thus, severely aggravated. For instance, since September there is a problem with transportation to and from schools for school populations in remote areas of the country that local authorities are not able to address because of the budget cuts.</p> <p>Concerning opportunities for migrant/ minority children for socio economic integration, these are non-existent. There are some financial allowances provided by the State to assist in the care of children under certain circumstances, such as low</p>

Country	Score	Motivations for score regarding Indicator 3.3 Financial investment
		<p>family income and high number of children, but on the one hand these are extremely low and, on the other, many Roma families do not receive these allowances (interview with Greek Helsinki Monitor, Nov. 2012)</p> <p>Notes: There are no special provisions overall for minority children. Roma families tend to have higher than average number of children and often receive the family allowance for children for families with 3 children or more.</p> <p>The current acute economic crisis that Greece is going through has created problems at different levels in the area of education and welfare and it is difficult right now to assess the situation with great precision.</p> <p>We adopt the same time period for assessment notably since the first time a programme for the integration of Roma children in mainstream schools was first enacted.</p> <p>Sources: Greek Ombudsman, (August 2012); Greek Helsinki Monitor (2011); Ministry of Education, (July 2010).</p>
Hungary	Medium	<p>Period of assessment: 2010-2012, the current centre-right government Level of assessment: National, with some local variation</p> <p>On 1 January 2013, the government's new law intended to centralise and nationalise the educational system went into effect. This has the potential to have a positive impact on segregation in small villages (where segregation is most pronounced). Analysts however are predicting that spending cuts to education will make it unlikely that the necessary resources will reach these schools. Moreover, the main thrust of the law is to support the educational needs of the middle class (see the discussion for indicator 3.2 above). Channelling funds into poor and/or segregated schools is not a priority.</p> <p>In addition, many of the schools for disadvantaged children run by civil organisations will see their financial support from the state removed. At the same time, the government intends to provide more support for churches and church schools. Some of these churches in turn run schools for poor Roma. Overall, however, church schools have tended to be drivers of segregation by providing education for better-off, middle class children rather than for the poor.</p>

Country	Score	Motivations for score regarding Indicator 3.3 Financial investment
		<p>Notes: The previous government also earns low scores for its investment in the educational needs of Roma. This is because the previous government targeted schools that were not completely segregated. Roma-only schools thus received no special attention. The current government has no targeted programme for dealing with the problem desegregation and inadequate school funds.</p> <p>Sources: The Embodiment of (In)Tolerance in Discourses and Practices Addressing Cultural Diversity in Schools In Hungary: The case of Roma http://cadmus.eui.eu/handle/1814/19797; Paár-Rácz-Ráski-Szép-Szirmák: A köznevelés koncepciója és törvényjavaslata. http://www.meltanyossag.hu/files/meltany/imce/doc/koznevelési_torvenyjavaslat_elemezese_111215.pdf; Matalin Dóra : Az egyháziak miatt veszélyben az alapítványi iskolák http://nol.hu/belfold/20110307-veszelyben_az_alapitvanyi_iskolak</p>
Poland	Low	<p>Period of assessment: 2004-2012 (since EU accession) Level of assessment: National with some local variation</p> <p>Public education suffers from underfunding all the time, especially reforms of the years 2004-2007, when the government accepted the significant burden of financing education. This means that there is not enough money to subsidize schools in disadvantaged neighborhoods and poor regions. There is also no extra money for teacher training in multicultural education issues and adapting the education system to the needs of Roma children. EU structural programs provide some assistance in this area, but it is insufficient.</p> <p>Notes: NGOs often supplement the gap in this area. Often Roma organizations and other civic education organizations apply for funding and support schools in disadvantaged areas.</p> <p>Sources: Dolata R. 2005, <i>Najważniejsze wyzwania stojące przed polską oświatą</i>, Instytut Spraw Publicznych. Analizy i Opinie, nr 45.</p>

Country	Score	Motivations for score regarding Indicator 3.3 Financial investment
Romania	Medium	<p>Period of assessment: early 2000s - 2012 Level of assessment: National, with local/regional variation</p> <p>There are certain opportunities for socio-economic integration of minority children especially in the last years, combined with desegregation efforts but on the whole the situation is not yet satisfactory. Examples: social measures that, although addressing all pupils, target especially Roma children from poor families: subsidizing school supplies, snacks, transport to school free of charge etc. Bilingual Kindergartens project: initiated by Amarre Romentza (NGO) to accommodate the Roma children (with Romani language as native language) with the Romanian education system and to help improve the communication skills in Romanian; the project was extended at national level and continues to be financed through the European Social Fund “Second Chance” project – addressing primary/middle education (encouraging adults who had abandoned school to continue their education); initiated by NGOs, it was extended at national level and it is financed under the Sectorial Operational Programme Human Resources Development 2007-2013 “A good start in school-a good start in life” project –combating the school dropout in Roma communities</p> <p>Notes: Such measures and programmes are usually assessed as effective but on the whole although there are such notable efforts, the Romanian system of education is sub-financed, the teaching resources on Roma language and Roma history/culture are not enough, their distribution is often poor etc.</p> <p>Sources: Discussions with Gheorghe Sarau, counselor on Roma in the General Direction for Education within the Ministry of Education; Ana Ivasiuc, Maria Koreck, Maria Roberta Kovari (2010), <i>Educația interculturală: de la teorie la practică. Implementarea educației interculturale în școli multietnice din România-Raport de cercetare al Agenției de Dezvoltare Comunitară „Împreună”</i>; Delia Grigore, Mihai Neacsu, Gheorghe Sarau, et al. (2009), <i>Evaluarea politicilor publice educaționale pentru rromi</i> Buzau: Alpha MDN; Gelu Duminiță, Ana Ivasiuc, (2010), <i>O școală pentru toți? Accesul copiilor romi la o educație de calitate - Raport de cercetare</i>; Daniela Tarnovschi (2012), <i>Roma situation in Romania, 2011: Between social inclusion and migration: Country report</i>, Constanta: Dobrogea.</p>

Detailed Comparative Country overview of Indicator 3.4 Recruitment of minority/immigrant teachers

Country	Score	Motivations for score regarding Indicator 3.4 Recruitment of minority/immigrant teachers
Bulgaria	Medium	<p>Period of assessment: 2002-2012 Level of assessment: National</p> <p>According to Article 5(1) of the Personal Data Protection Act, it is prohibited to process any personal data, which reveal racial or ethnic origin. Teachers of Roma or other minority origin are hired based on the same criteria and requirements as the majority teachers. There are neither restrictions nor preferences for hiring them, including in schools/areas where minorities are numerically predominant. There are no official data on the number of Roma / minority teachers. According to incomplete NGO estimates, the number of Roma teachers is negligible.</p> <p>Sources: Personal Data Protection Act, 2002.</p>
Greece	Medium	<p>Period of assessment:1997-2012 Level of assessment: National</p> <p>Minority teachers can be recruited in the region of western Thrace (northeast corner of Greece) in the context of the minority bilingual education system. There is however a clear distinction between Muslim teachers who teach Turkish language subjects and 'Christian' teachers who teach Greek language subjects. There are a handful of cases where these religious lines have been crossed in the past five years and where minority teachers have been hired to teach a 'Greek' subject (for instance English) (Tsitselikis 2012: 484-5). These measures are taken to cater for the needs of the Muslims minority of western Thrace which includes ethnic Turks, Pomaks and Roma people. This particular section of the Roma population are Muslims and speak Turkish.</p> <p>In the context of a special programme for the inclusion of Roma children in mainstream schools cultural mediators have been recruited in schools that participated in the programme. They are young Roma women who act as mediators between school teachers and Roma families. The measure has had significant success in keeping Roma children in schools and improving their school performance. However the measure only operates in specific schools</p>

Country	Score	Motivations for score regarding Indicator 3.4 Recruitment of minority/immigrant teachers
		<p>participating in the programme (Triandafyllidou 2011; Omas Synergon 2008; http://www.keda.gr/roma/ and http://roma.eled.auth.gr/en)</p> <p>Notes: Our reference period starts with the first special programme for the integration of Roma children in mainstream schools which started in 1997. We have provided a medium score here given that the programme foresees a fairly robust involvement of the Roma community, particularly of young women, as cultural mediators and assistant staff. However, we keep some reservations as to the fact that such measures only concern the schools and districts where the programme is implemented.</p> <p>Sources: Omas Synergon (2008); Triandafyllidou, A. and Gropas. Ruby (2007); Triandafyllidou, A. (2011); Tsitselikis, K. (2012); Programme for the integration of Muslim Children: www.museduc.gr; Programme for the integration of Roma children http://www.keda.gr/roma/ ; and http://roma.eled.auth.gr/en</p>
Hungary	Medium	<p>Period of assessment: 2002-2012 Level of assessment: National, with some local variation</p> <p>A 2006 report found that less than 0.5% of the teachers in schools with disadvantaged children were Roma.</p> <p>There has not been any specific programme to hire Roma teachers.</p> <p>As part of the education reform for 2013 (which include important funding cuts to the education system) a number of teachers will be made redundant. This makes it even less likely that Roma teachers will be recruited in the near future.</p> <p>Also, less than 1% of the Roma have the necessary credentials in higher education that are required for teachers. With proposed cuts to higher education reforms, the proportion of all people with the necessary diploma is expected to decrease by 4% by 2020. The Roma will likely be disproportionately affected by these cuts as well.</p>

Country	Score	Motivations for score regarding Indicator 3.4 Recruitment of minority/immigrant teachers
		<p>Notes: The previous government also receives a medium score on this indicator. Whilst it did have programmes to hire Roma assistant teachers, no programmes were developed or promoted to hire Roma teachers.</p> <p>The current government also receives a medium score because of the ways in which its education reform will further exacerbate the structural deficiencies of the system which will likely disproportionately affect the Roma.</p> <p>Sources: Fehérvári Anikó: A hátrányos helyzetű tanulókat oktató tanárok http://www.edu-online.eu/hu/educatio_reszletes.php?id=64; Iskolázottsági előrejelzés 2020-ig http://www.observatory.org.hu/iskolazottsagi-elorejelzes-2020-ig-az-uj-oktataspolitikai-intezkedesek-mellett-akar-csokkenhet-is-a-szakiskolat-vegzettek-aranya/; Hermann-Varga: A népesség iskolázottságának előrejelzése 2020-ig Iskolázási mikroszimulációs modell http://www.econ.core.hu/file/download/bwp/bwp1204.pdf</p>
Poland	Medium	<p>Period of assessment: 2001-2012 Level of assessment: National, with local variation</p> <p>In areas where the Roma community lives in larger clusters, Roma assistants have been introduced in public schools (the first pilot programme in <i>Małopolska</i> was introduced between 2001 and 2003) They are teacher's assistants, who come from the local Roma community. But they are not independent teachers, rather serve as helpers. An attempt to start this type of support in other regions (with smaller numbers of Romani children) has failed - it was too expensive and inefficient.</p> <p>Notes: Roma assistants – Roma community members – provide comprehensive support for Roma students in dealing with the school environment, help to build a positive image of the school and the benefits of education for Roma children, ensure emotional support for pupils, advise teachers and educators in identifying the needs and problems of individual students, and mediate in situations of conflict. Similar practices, based on the experience with the Roma, have been currently introduced in the education of refugee children, e.g., Chechens. However, it is still questionable if today one can really speak of a coherent state educational policy in this respect.</p>

Country	Score	Motivations for score regarding Indicator 3.4 Recruitment of minority/immigrant teachers
		<p>Sources: Soszka-Różycka M., Weigl B. 2007, Asystent edukacji romskiej. Konkurencja czy szansa?, in: Weigl B., Formanowicz M. (eds.) <i>Romowie 2007. Od edukacji młodego pokolenia do obrazu w polskich mediach</i>, Warszawa: Academica; Sułkowska-Kądziółka A. 2007, Wybrane programy edukacyjne dla mniejszości romskiej w Małopolsce, in: Borek P. (ed.) <i>Romowie w Polsce i Europie</i>, Kraków: Wydawnictwo Naukowe Akademii Pedagogicznej; Doliński R. 2007, Doświadczenia własne asystenta edukacji romskiej, in: Weigl B., Formanowicz M. (eds.) <i>Romowie 2007. Od edukacji młodego pokolenia do obrazu w polskich mediach</i>, Warszawa: Academica; Federowicz M. 2003, <i>Badanie PISA i jego rezultaty</i>, PISA</p>
Romania	High	<p>Period of assessment: 1990-2012 Level of assessment: National, with some local and regional variation</p> <p>There are certain programs, affirmative actions in education for Roma. Roma teachers are hired, trained, offered opportunities for advancement; besides there are positions like Roma school mediators, school inspectors for Roma etc.</p> <p>-Already in 1990- Ministry of Education started allocating places for Roma in different pedagogical high schools with the intention of creating a group of Roma teachers. This number increased steadily.</p> <p>-Starting with 1999, several summer schools were organized, focusing on Roma language and history, where more than 500 teachers were trained. At the same time, open and distance education training program at university level for those who had graduated the summer schools, (mostly unskilled Roma teachers without academic studies, but with high school baccalaureate diploma) who thus could obtain a university degree offering them a certain stability.</p> <p>The school mediator position was introduced in Romania in the 1990s, in order to facilitate access to education for children from disadvantaged groups.</p>

Country	Score	Motivations for score regarding Indicator 3.4 Recruitment of minority/immigrant teachers
		<p>School inspectors for Roma. March 1999, Ministry of Education issued Order no. 3363, demanding that the county school inspectorates should appoint an inspector for Roma education in each county.</p> <p>Nowadays, each year, almost 1000 places are reserved for Roma candidates in different academic departments: sociology, public administration, history, social assistance, law, medicine etc.</p> <p>Notes: These initiatives proved to be effective. There is a constant increase not only of the number of Roma pupils attending Romani language and Roma history/tradition courses but also of the number of the teachers for Romani language and Roma history/tradition and of the number of schools where Romani language and history/traditions are taught: in the school year 2006/2007 it had reached 25,525 pupils, 420 teachers and 370 schools in 41 counties.</p> <p>Some positive effects of the activities of school mediators: reducing school dropout rate, improving school performance and communication between teachers and parents, combating ethnic segregation etc.</p> <p>Sources: Discussions with Gheorghe Sarau, counselor on Roma in the General Direction for Education within the Ministry of Education; Ana Ivasiuc, Maria Koreck, Maria Roberta Kovari (2010), <i>Educația interculturală: de la teorie la practică. Implementarea educației interculturale în școli multietnice din România-Raport de cercetare al Agenției de Dezvoltare Comunitară „Împreună”</i>; Delia Grigore, Mihai Neacsu, Gheorghe Sarau, et al. (2009), <i>Evaluarea politicilor publice educaționale pentru rromi Buzau</i>: Alpha MDN; Gelu Duminiță, Ana Ivasiuc, (2010), <i>O școală pentru toți? Accesul copiilor romi la o educație de calitate - Raport de cercetare</i>; Cristina Ana, Gabriel Andreescu, Madalina Doroftei, Petre Matei (2011), <i>The Embodiment of Tolerance in Discourses and Practices Addressing Cultural Diversity in Romanian Schools</i>. Accept Pluralism, Working Paper 8/2011; Gheorghe Sarau: Documentar segregare – desegregare (unpublished article); Gheorghe Sarau (2012), 'Planificarea lingvistică pentru limba rromani în România (1990-2011)', in Istvan Horvath and Lucian Nastasă (eds.), <i>Rom/Rrom sau țigan. Dilemele unui etnonim în spațiul românesc</i>.</p>

Detailed Comparative Country overview of Indicator 3.5 Teacher training programmes

Country	Score	Motivations for score regarding Indicator 3.5 Teacher training programmes
Bulgaria	Medium	<p>Period of assessment: 2007-2012 Level of assessment: National, with variation according to socio-economic differences</p> <p>The Ministry of Education, Youth and Science has in recent years made qualification of teachers for work in multicultural environment a priority. This has been clearly outlined in the Action Plan for Implementation of the Programme for Development of Education, Science and Youth Policies in Bulgaria (2009-2013). Most of the teacher training programmes are being implemented with the assistance of various NGOs and with the EU funding (Operational Programme “Human Resources Development” 2007 – 2013 framework: Priority axis 4. Improving the access to education and training).</p> <p>The latest large-scale project Qualification of Pedagogic Specialists started in October 2012. Among the goals of the project is to train 4500 teachers (roughly 10%, as there were 46,250 teachers in 2011/2012 school year) for work in the multicultural educational environment. Most of these teachers are from schools located in socio-economically deprived areas, populated by minority communities.</p> <p>Notes: For now, only a relatively small share of all teachers in Bulgaria has completed or is currently involved in training programmes in sensitivity to cultural differences. Most often, these are teachers who work in schools where most or a significant number of pupils are of minority origin. Teachers from schools where children are predominantly from the majority population are less likely to be involved in such training. At the same time, studies show that prejudices and intolerance towards ethnic and religious otherness are most common in such schools.</p> <p>Sources: MOMH, 2009; http://uchitel.mon.bg/?m=1 (web site of project Qualification of Pedagogic Specialists)</p>
Greece	Medium	<p>Period of assessment: 1997-2012 Level of assessment: National</p>

Country	Score	Motivations for score regarding Indicator 3.5 Teacher training programmes
		<p>There are special programs co-funded by the Greek State and the European Union, which cater for the needs of minority and immigrant children. These Operational Programs (EPEAEK and now NSFR) have been running since 1997 and have provided for teacher training as well as special measures for building trust between the school and Roma families (including lifelong learning for Roma parents, cultural mediators and social workers). Such measures are implemented in the schools registered with the program and are not mainstreamed.</p> <p>Notes: The assessment period coincides with the implementation of the relevant special programmes which started in 1997. While the programme has operated for 15 years the evaluation of earlier phase (Omas Synergon 2008) shows that effects were not durable and not mainstreamed in any way. The most recent phase of the programme (started in 2010) foresees a range of measures for building trust between families and the school but it is too early to assess its success.</p> <p>Sources: Triandafyllidou, A. (2011) ; Omas Synergon (2008) ; Programme for the integration of Roma children http://www.keda.gr/roma/ and http://roma.eled.auth.gr/en</p>
Hungary	Medium	<p>Period of assessment: 20002-2012 Level of assessment: National, with some local variation</p> <p>Some civil organisations offer tolerance courses for schools but there is minimal uptake mainly because many of the teachers are themselves prejudiced or intimidated by parents who are prejudiced.</p> <p>There is no systematic study on the extent to which teacher training courses address the issue of racism. In interviews published in various sources, however, teachers say that addressing the problems of prejudice is not a part of their teacher training.</p> <p>Notes: The previous government receives a medium score for its desegregation programme that included teacher training on combating prejudices. Studies found that the training had a small but positive impact.</p>

Country	Score	Motivations for score regarding Indicator 3.5 Teacher training programmes
		<p>The current government receives a low score for withdrawing its support for these programmes and not making the teaching of tolerance a priority.</p> <p>Sources: A pedagógusképző felsőoktatási intézmények hallgatói részére a program: inkluzív nevelés, pedagógusjelöltek attitűdje, befogadó szemlélet. http://www.sulinovadatbank.hu/index.php?akt_menu=148; Tolerancia lépésről lépésre http://www.marieclaire.hu/marie_claire_tarsadalomert_r/tolerancia_lepesrol_lepesre/5674/; Accept Pluralism launch event, 2011 January: tolerance educators and civil organizations were invited to a roundtable and this reflects their comments.</p>
Poland	Medium	<p>Period of assessment:2004-2012 Level of assessment: <i>spotty, dependent on local initiatives</i></p> <p>With the support of the EU, more organized initiatives aimed at enhancing sensitivity towards the issues of tolerance and multiculturalism have been introduced.</p> <p>However, they are not national initiatives and depend largely on the activity of individual superintendents of education in the province and the local NGO initiatives which cooperate in creation and implementation of such training programs, especially in areas with a high proportion of children from minority or immigrant backgrounds (eg in the capital).</p> <p>Notes: Before 2008, the need for the promotion of adequate teaching methods and skills was not expressed directly and appeared rather as a general necessity for teaching dignity and respect for other people in schools. Since Polish accession to the European Union (2004), closer attention has been paid to developing specific multicultural guidelines for teachers at all levels of the educational ladder. It has not been, however, accompanied by securing new teaching tools and proper training for educators, which would assist them in implementing novel tasks in the field of multicultural education.</p>

Country	Score	Motivations for score regarding Indicator 3.5 Teacher training programmes
		Sources: Czerniejewska I. 2008, Edukacja wielokulturowa w Polsce w perspektywie antropologii, nieopublikowana praca doktorska, (unpublished PhD thesis), Poznań: Uniwersytet im. Adama Mickiewicza
Romania	Medium	<p>Period of assessment: late 1990s-2012 Level of assessment: National, with some local and regional variety</p> <p>Although teachers are given specific instruction in how to deal with minority children or recognise racist/prejudicial treatment of minority children and a certain improvement is visible, <u>not all of them</u> attend such courses/trainings. Besides, even less benefit from trainings focusing on Roma.</p> <p>The first initiatives targeting the Roma started in the late 1990s: 1996-1998 -"Educating children from Roma communities: training teachers working with Roma children" project aimed at training such teachers; this project was organized by several NGOs 1998-2001 - EURROM project, aimed at integrating Roma culture in school. Teachers interviewed Roma community members in order to identify specific cultural elements to be integrated in education. Based on this experience, it was developed a methodological guide for teachers working with Roma children.</p> <p>The so called educational "Romanipen". This program started in 1999 at the initiative of Save the Children-Romania which asked for assistance from Ministry of Education in order to train some teachers working with Roma children. The Ministry offered the trainers for Roma history, Roma traditions, educational policies for Roma, communication and interculturality. Around 400-420 Roma teachers were trained every year. Such trainings continued until 2003 when this training model, developed by Save the Children-Romania, was taken over and extended by the Ministry of Education: The national multiannual program for training the Roma and non-Roma teachers working with the Roma pupils. Every year around 400-450 teachers are trained.</p> <p>Lately, such measures were boosted by a more supportive legal framework based on Order no. 4611/2005 of the Ministry of Education regulating the continuous training of teachers. This Order provides that every five years, the teachers in secondary education cycle accumulate a minimum of 90 credits corresponding to training courses. Some of them are related to Roma issues.</p>

Country	Score	Motivations for score regarding Indicator 3.5 Teacher training programmes
		<p>Notes: On the whole, there is both a legal framework encouraging teachers to attend such trainings and offers of such courses promoting inclusion, tolerance, non-segregation etc that are supposed to change the non-Roma teachers' attitude towards the Roma children in classroom. To what extent these attitudes do change varies from case to case but on the whole they need improving.</p> <p>However, not all the teachers attend such trainings: they are expensive, the transport costs to the cities where such courses are organized are not covered, a certain lack of interest as well.</p> <p>Many such initiatives result from some NGOs activities and the state should get more involved in supporting/developing such initiatives/have its own.</p> <p>Sources: Discussions with Gheorghe Sarau, counselor on Roma in the General Direction for Education within the Ministry of Education; Ana Ivasiuc, Maria Koreck, Maria Roberta Kovari (2010), <i>Educația interculturală: de la teorie la practică. Implementarea educației interculturale în școli multietnice din România-Raport de cercetare al Agenției de Dezvoltare Comunitară „Împreună”</i>; Delia Grigore, Mihai Neacsu, Gheorghe Sarau, et al. (2009), <i>Evaluarea politicilor publice educaționale pentru rromi</i> Buzau: Alpha MDN; Gelu Dumnică, Ana Ivasiuc, (2010), <i>O școală pentru toți? Accesul copiilor romi la o educație de calitate - Raport de cercetare</i>; http://www.edu.ro/index.php/articles/c220/</p>

Detailed Comparative Country overview of Indicator 3.6 Promoting a culture of anti-racism and non-discrimination

Country	Score	Motivations for score regarding Indicator 3.6 Promoting a culture of anti-racism and non-discrimination
Bulgaria	Medium	<p>Period of assessment: 2004-2012 Level of assessment: National</p> <p>The Protection against Discrimination Act, in force since 2004, clearly states that any form of discrimination in the education system is inadmissible. Art. 29 (2): “The head of the training institution shall take effective measures to prevent any form of discrimination on the place of training committed by pedagogical or non-pedagogical staff or a student.”</p> <p>The Law permits numerous measures for positive discrimination, with the goal of promoting tolerance and non-discrimination. Art. 7 (1) “Following shall not be deemed discrimination:” par. 16: “The measures for protection of originality and the identity of persons, belonging to ethnic, religious or language minorities, and their right of sustaining and developing, individually or jointly with the rest of their group members, their culture, of professing and practicing their religion, or of using their own language;” par. 17: “The measures in the field of education and training to ensure participation of persons belonging to the ethnic minorities.” Art. 35 (3) obliges educators and authors of textbooks and learning materials to provide information and to apply methods of education in a way to overcome the negative stereotypes towards racial, ethnic and religious groups.</p> <p>The Act and its articles prohibiting discrimination in education have been applied on numerous occasions, including in several court cases dealing with Roma segregation (see notes). With one exception, the courts confirmed the existence of segregation, but ruled that it did not represent discrimination because it was not “forced” and was a result of “free will.”</p> <p>Since 2008, the Ministry of Education, Youth and Science has organised in cooperation with the Council of Europe several calls for development of lessons on anti-discrimination and tolerance. The selected projects have been implemented in schools across Bulgaria.</p>

Country	Score	Motivations for score regarding Indicator 3.6 Promoting a culture of anti-racism and non-discrimination
		<p>Notes: Decision of 22.07.2005 of Sofia District Court: Roma children educated in all-Roma school in Sofia are subjected to segregation and unequal treatment amounting to discrimination. Roma children do not study in the separate school because of their own free will but because they have no real alternatives due to inaction of the authorities to act against segregation.</p> <p>Decision of 27.02.2007 of Sofia City Court: Roma children educated in all-Roma school represent a case of separation on ethnic grounds, but the separation is not forced because it did not result from legislation or administrative decision and did not occur against their will.</p> <p>Decision of 01.12.2005 of Blagoevgrad Regional Court and Decision of 16.12.2005 of Sofia Regional Court: The authorities are not responsible for exclusively or predominantly Romani classes in school and cannot do anything to prevent it because the right to choice of school was absolute and could not be interfered with. As no students are 'forced' to study in a particular school there was no segregation, or any other breach of equality law.</p> <p>Sources: Commission for Protection against Discrimination, 2010; Hajdinjak, Kosseva, Zhelyazkova, 2012b; Information Office of the Council of Europe, 2008; Protection against Discrimination Act, 2004</p>
Greece	Low	<p>Period of assessment: 2005-2012 Level of assessment: National</p> <p>Anti-discrimination regulations have not been put in place in the Greek educational system. There is no monitoring mechanism in place to record phenomena of racism, xenophobia, intolerance and discrimination, or any provisions taken towards this target. Greece has not ratified the UNESCO Convention against Discrimination in Education. Law 3304/2005 on the 'Implementation of the principle of equal treatment regardless of racial or ethnic origin, religious or other beliefs, disability, age or sexual orientation' has been adopted in 2005, also covering the field of education. However, active implementation is far from complete.</p> <p>Notes: The European Directives (2000/43/EC of 29/06/2000 and 2000/78/EC of 27/11/2000) prohibiting all</p>

Country	Score	Motivations for score regarding Indicator 3.6 Promoting a culture of anti-racism and non-discrimination
		<p>forms of discrimination have been transposed to Greek law with law no. 3304/2005. Programmes for promoting Roma children inclusion in mainstream schools have started in 1997 and continue to this day.</p> <p>Sources: 2009 ECRI Report on Greece; UNESCO, Right to Education, Greece, 2011; European Union Agency for Fundamental Rights, National Focal Point for Greece, Analytical Report for Education, 2004</p>
Hungary	Medium	<p>Period of assessment: 2000s-2012 Level of assessment: National with some local variation</p> <p>There are anti-discrimination laws in Hungary but they are not applied to the schools or the matter of school segregation. There is a civil rights group that has initiated lawsuits against local governments with segregated schools.</p> <p>Research shows that teachers have prejudices. A 2001 study found that about a third of teachers are strongly prejudiced and believe that differences between Roma and Hungarians have genetic origins and that segregation is the best solution for the Roma. These prejudices were even more pronounced in small towns and villages.</p> <p>Part of the problem here is that there is reluctance on part of public officials (in government and school administration) to acknowledge prejudicial and/or racist attitudes toward the Roma. To the contrary, derogatory views of the Roma held by many people are viewed as 'based in fact'. This culture of denying racism undermines policy initiatives.</p> <p>Notes: The previous government again receives a score of medium for its tolerance training programmes. These programmes had small but positive impacts.</p> <p>The current government receives a score of low because these programmes are no longer a priority.</p> <p>Sources: The Embodiment of (In)Tolerance in Discourses and Practices Addressing Cultural Diversity in Schools In</p>

Country	Score	Motivations for score regarding Indicator 3.6 Promoting a culture of anti-racism and non-discrimination
		<p>Hungary: The case of Roma http://cadmus.eui.eu/handle/1814/19797; http://www.cfcf.hu/ Lassú-Szarvas: Jane Elliott nyomában: Az előítéletek csökkentése a tanárképzésben http://www.magyarpedagogia.hu/document/F.Lassu_1002.pdf; Bordács Margit: A pedagógusok előítéletességének vizsgálata roma gyerekeket is tanító pedagógusok körében http://epa.oszk.hu/00000/00035/00046/2001-02-ta-bordacs-pedagogusok.html; Oktatási Jogok Biztosának Hivatala http://www.oktbiztos.hu/kutatasok/diakjog/dj_11.htm; Fehérvári Anikó Pedagógus-továbbképzések az integrációs programokban http://epa.oszk.hu/00000/00035/00137/pdf/EPA00035_upsz_200911_053-063.pdf</p>
Poland	Medium	<p>Period of assessment: 2004-2012 (since EU accession) Level of assessment: National, with local variation</p> <p>Although there are general rules against racism discrimination (new legislation on hate speech is being prepared), the enforcement of these rules and regulations by the courts leaves much to be desired. Currently, public life begins to be threatened by growing strength of right-wing and chauvinist rhetoric.</p> <p>Tolerance towards intolerant/racist behaviour and language in a given school depends to a large extent on the school's executive management's attitude and sensitivity. The headmaster's personal perception of the issue can shape the everyday practices in a given school.</p> <p>Notes: Press reports and direct conversations with teachers, pupils and their parents indicate that the introduction of tolerance and respect in school life and their enforcement in daily interactions does not look particularly optimistic. While local officials and employees of the Boards of Education usually declare that they are not aware of any actual physical violence based on intolerance towards ethnic or racial others, cases of racist or anti-Semitic insults are common at all school levels. One can read about them in media releases or hear about them from the students.</p> <p>Sources: Rasizm 2011, Rasizm w polskiej szkole (http://adl.hebrew.pl/2011/07/rasizm-w-gimnazjum-nr-1-w-gdansku/); Szelewa D. 2010, <i>Integracja a polityka edukacyjna, Report</i>, Centre for International Relations, Warszawa</p>

Country	Score	Motivations for score regarding Indicator 3.6 Promoting a culture of anti-racism and non-discrimination
		Buchowski M., Chlewińska K., 2011, <i>Tolerance of Diversity in Polish Schools: the Case of Roma Children and Ethics Classes</i>
Romania	Medium	<p>Period of assessment: early 2000s -2012 Level of assessment: National, with local/regional variation</p> <p>There are effectual anti-discrimination regulations in addressing discrimination on the basis of ethnicity or religion. Racism and open forms of discrimination are disavowed and there are mechanisms to monitor visible acts. In 2000, it was created CNCD (National Council for Combating Discrimination). Its main task is to analyze the discrimination cases as it happened in numerous cases, including our case from WP3 where CNCD analyzed the situation of that teacher accused of discriminating a Roma pupil.</p> <p>In addition to it, among other institutions, CNCD organizes trainings for teachers related to non-discrimination, non-segregation etc: in 2008, CNCD trained 200 teachers; between 2008-2011, within the program “The Inclusive School”, over 500 teachers were trained only by the Teacher Training Centre of Bucharest., etc.</p> <p>There also exist the school projects of the European Long-life Learning Programme, where around 70% of schools are involved, projects that deal with multiculturalism, the fight against segregation and the civic education to accept the diversity. Numerous school children and teachers are involved in these projects.</p> <p>Notes: On the whole, there are effective regulations, CNCD is quite active and visible, analyzing discrimination complaints, organizes various trainings for teachers related to non-discrimination etc. During its existence, CNCD analyzed numerous complaints, fined for discrimination or issued warnings (noticeable example of Traian Basescu, the president of Romania, who, in the last years, was warned twice for his derogatory affirmations about Roma). But, on the other hand, such discrimination cases continue to exist and happen to be recorded even in schools where not all the teachers are properly aware of what discrimination or segregation means.</p> <p>Sources: : Discussions with Gheorghe Sarau, counselor on Roma in the General Direction for Education within the Ministry of Education; Ana Ivasiuc, Maria Koreck, Maria Roberta Kovari (2010), <i>Educația interculturală: de la teorie la</i></p>

Country	Score	Motivations for score regarding Indicator 3.6 Promoting a culture of anti-racism and non-discrimination
		<i>practică. Implementarea educației interculturale în școli multietnice din România-Raport de cercetare al Agenției de Dezvoltare Comunitară „Împreună”; Delia Grigore, Mihai Neacsu, Gheorghe Sarau, et al. (2009), Evaluarea politicilor publice educaționale pentru rromi Buzau: Alpha MDN; Gelu Duminiță, Ana Ivasiuc, (2010), O școală pentru toți? Accesul copiilor romi la o educație de calitate - Raport de cercetare; Cristina Ana, Gabriel Andreescu, Madalina Doroftei, Petre Matei (2011), The Embodiment of Tolerance in Discourses and Practices Addressing Cultural Diversity in Romanian Schools. Accept Pluralism, Working Paper 8/2011; http://www.cncd.org.ro/</i>

FURTHER READINGS AND COUNTRY REPORTS

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About ACCEPT PLURALISM – project identity

Acronym	ACCEPT PLURALISM
Title	Tolerance, Pluralism and Social Cohesion: Responding to the Challenges of the 21st Century in Europe
Short Description	<p>ACCEPT PLURALISM questions how much cultural diversity can be accommodated within liberal and secular democracies in Europe. The notions of tolerance, acceptance, respect and recognition are central to the project. ACCEPT PLURALISM looks at both native and immigrant minority groups.</p> <p>Through comparative, theoretical and empirical analysis the project studies individuals, groups or practices for whom tolerance is sought but which we should not tolerate; of which we disapprove but which should be tolerated; and for which we ask to go beyond tolerance and achieve respect and recognition.</p> <p>In particular, we investigate when, what and who is being not tolerated / tolerated / respected in 15 European countries; why this is happening in each case; the reasons that different social actors put forward for not tolerating / tolerating / respecting specific minority groups/individuals and specific practices. The project analyses practices, policies and institutions, and produces key messages for policy makers with a view to making European societies more respectful towards diversity.</p>
Website	www.accept-pluralism.eu
Duration	March 2010-May 2013 (39 months)
Funding Scheme	Small and medium-scale collaborative project
EU contribution	2,600,230 Euro
Consortium	17 partners (15 countries)
Coordinator	European University Institute Robert Schuman Centre for Advanced Studies
Person Responsible	Prof. Anna Triandafyllidou
EC officer	Ms. Louisa Anastopoulou, Project Officer, Directorate General for Research and Innovation, European Commission