



Response of the European Network against Racism (ENAR)

European Commission Staff Working Paper Consultation “Schools for the 21st Century”

December 2007

The European Network against Racism (ENAR) is a network of some 600 European NGOs working to combat racism in all EU Member States. Its establishment was a major outcome of the 1997 European Year against Racism. ENAR is determined to fight racism, xenophobia, anti-Semitism and Islamophobia, to promote equality of treatment between EU citizens and third country nationals, and to link local/regional/national initiatives with European initiatives. Further information is available at: www.enar-eu.org

I. INTRODUCTION

ENAR welcomes the opportunity to contribute to the [European Commission Staff working paper "Schools for the 21st Century"](#). ENAR has long been concerned with the question of education, both in terms of combating discrimination and racism in educational settings, as well as in maximising the potential of education to promote inclusive and equal societies. Education remains at the heart of promoting anti-racism, both from the perspective of fostering intercultural societies respectful of difference, and in addressing the legacy of disadvantage and discrimination experienced by ethnic and religious minorities in Europe today. Educational environments must be prepared to meet this need and to be able to demonstrate inclusion and equity in the process and content of the educational system.

Whilst the principle of subsidiarity prevents the European Union from imposing a Common Education Policy, it has considerable powers in ensuring that diverse education and training systems benefit from mutual learning and exchanges of best practice. In addition to this, Article 13, the Race Equality Directive 2000/43 and the Framework Employment Directive 2000/78 have added new EU competences and responsibilities in the field of non discrimination based on racial or ethnic origin relevant to the field of education. Added to this, there is a growing recognition that the level of legal protection outside of employment is insufficient. Any new policy developed by the European Commission should be on the basis of protection against discrimination in all spheres of life across all grounds and consider multiple discrimination.

ENAR considers the creation of inclusive learning environments as critical in achieving social cohesion and long term competitive growth, which stand at the core of the revised Lisbon strategy. Those objectives have been reflected in the EU's Education and Training 2010 work programme and further elaborated upon in the 2006 Commission communication on promoting efficiency and equity in educational systems¹.

As the United Nations Committee on the Rights of the Child state in their General Comment No 1 on the aims of education:

"Racism and related phenomena thrive where there is ignorance, unfounded fears of racial, ethnic, religious, cultural and linguistic or other forms of difference, the exploitation of prejudices, or the teaching or dissemination of distorted values. A reliable and enduring antidote to all of these failings is the provision of education which promotes an understanding and appreciation of the values reflected in article 29 (1)², including respect for differences, and

¹ Communication from the Commission to the Council and to the European Parliament on *Efficiency and equity in European education and training systems*, COM(2006) 481.

² Article 29 (1) States Parties agree that the education of the child shall be directed to:

"(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

"(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; "(c) The development of respect for the child's parents, his or her own

challenges all aspects of discrimination and prejudice. Education should thus be accorded one of the highest priorities in all campaigns against the evils of racism and related phenomena. Emphasis must also be placed upon the importance of teaching about racism as it has been practised historically, and particularly as it manifests or has manifested itself within particular communities. Racist behaviour is not something engaged in only by "others". It is therefore important to focus on the child's own community when teaching human and children's rights and the principle of non-discrimination. Such teaching can effectively contribute to the prevention and elimination of racism, ethnic discrimination, xenophobia and related intolerance."

ENAR's response will highlight the key findings of ENAR members in the field of education and make recommendations for action that ENAR sees as central to achieving the well being of ethnic and religious minorities within the European Union.

II. THE SITUATION OF ETHNIC AND RELIGIOUS MINORITIES IN EDUCATION: FINDINGS OF THE EUROPEAN NETWORK AGAINST RACISM

Despite efforts at EU, national and local levels, it is an unfortunate reality that educational inequality and discrimination in European education systems continues to be widespread, with the educational attainment of migrants and ethnic minorities lagging behind that of majority groups.

When examining inequalities and discrimination in education, the ENAR European shadow report 2006³ has highlighted that obstacles arise firstly in terms of access to education. In violation of the right to education, some members of ethnic minorities, including children and young people, are denied access education in some member states, depending on their residence status. Where ethnic minorities may be entitled to access education, discrimination in the allocation of available places can arise as a result of both direct and indirect discrimination.

ENAR's Shadow Reports on Racism in Europe 2006⁴ demonstrate that even once in education, discrimination manifests itself in both direct and indirect forms. Direct indicators include racially motivated incidents by individuals and institutions, such as racist violence, verbal abuse or harassment due to ethnicity, culture or nationality.

According to research findings from the European Fundamental Rights Agency (former EUMC) discrimination will most often be perceived through an absence of positive development in the educational performance of minority groups over a

cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own; "(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

"(e) The development of respect for the natural environment."

³The European Network against Racism (ENAR) Shadow Reports for Europe provide a unique mechanism to collect and present the views of civil society on the state of racism in EU member states and across Europe. The 2006 Shadow Report for Europe is based on a comparison of national shadow reports from 26 of the 27 EU member states.

⁴ See ENAR European shadow report 2006, www.enar-eu.org, p. 13

number of generations.⁵ Indirect measurements which “allow a reasonable supposition to be made that members of a group are experiencing unequal treatment and inequalities based on their ethnicity, culture or nationality” include high expulsion rates, attainment inequality, and over-representation in special education.⁶

The 2003 Programme for International Student Assessment (PISA) performance study on the educational outcomes of migrant children in the Organisation for Economic Cooperation and Development (OECD) notes that Despite strong learning dispositions, immigrant children often perform at significantly lower levels than their native peers in key school subjects such as mathematics, reading and science, as well as in general problem-solving skills.⁷

The PISA study also found that differentiated school systems lead to a widening of the gap between privileged and disadvantaged groups with regard to educational attainment.⁸ This finding is supported by the Danish Technological Institute which additionally notes that institutional barriers particularly impact on migrant and minority groups.⁹

The well documented inequalities in educational attainment rates of ethnic minority children, coupled with high levels of drop out or exclusion from initial formal education, result in many leaving school without a basic level of qualifications and competences, without the necessary foundations for lifelong learning and with limited future employment opportunities in their adult lives. In the case of the Roma community, a very small proportion of Roma children finish school and the education that they do have access to is vastly inferior to the norm.¹⁰ Roma children rarely go beyond compulsory education and many do not obtain a school completion certificate. They often receive their education in ‘special needs’ rather than mainstream schools, or in segregated classes, being regarded by teachers as a disturbance to ‘normal’ school life. In most European countries there is an over-representation of ethnic minorities and foreign nationals in primary and secondary education special schooling, and an under-representation in higher education.¹¹

⁵ EUMC, *Annual Report on the Situation regarding Racism and Xenophobia in the member states of the EU*, Vienna: EUMC, 2006.

⁶ EUMC, *Annual Report on the Situation regarding Racism and Xenophobia in the member states of the EU*, Vienna: EUMC, 2006 p. 75.

⁷ PISA, *Where immigrant children succeed – a comparative review of performance and engagement in PISA 2003*, Paris: OECD, 2006, p. 5. The report notes that the differences are most pronounced in Denmark, France, Germany, the Netherlands and Switzerland and that one in four immigrant children do not demonstrate basic math skills.

⁸ PISA, *Where immigrant children succeed – a comparative review of performance and engagement in PISA 2003*, Paris: OECD, 2006.

⁹ Henrik Haahr, J. with Thomas Kibak Nielsen, Martin Eggert Hansen and Soren Teglgaard Jakobsen, *Explaining student performance from the international PISA, TIMSS and PIRLS surveys*, Copenhagen: Danish Technological Institute, 2005, available at: http://www.danishtechnology.dk/_root/media/19176%5FFinal%20report%20web%20version.pdf.

¹⁰ Open Society Institute, *Monitoring Education for Roma*, New York: OSI, 2006, pp. 5-6 and EUMC, *Roma and Travellers in Public Education – An overview of the situation in EU Member States*, Vienna: EUMC, 2006, p. 3.

¹¹ EUMC, *Annual Report on the Situation regarding Racism and Xenophobia in the member states of the EU*, Vienna: EUMC, 2006 p. 75.

Exceptions do exist to this general pattern, with significant differences between ethnic minority groups, some of whom outperform majority/native populations.

III. ENAR'S RESPONSE TO 'SCHOOLS FOR THE 21ST CENTURY'

ENAR has decided to focus on three main questions raised by the Commission staff working paper "Schools for the 21st Century" where the network feels the contribution of the anti-racist civil society can be most relevant. This analysis is largely based on the independent expert study 'Fighting Racism and Promoting Equal Rights in the Field of Education' commissioned by ENAR in 2007.¹² ENAR also acknowledges the useful contribution made by the Council of Europe in ECRI's General Recommendation on school education.¹³

3.1 How can schools be organized in such a way as to provide all students with the full range of competences?

There are two key considerations here. Firstly, how can it be ensured that the school system is organised in such a way that combats inequalities in the attainment of core competencies affecting ethnic minorities. Secondly, how the teaching and acquisition of core competencies can themselves contribute to tackling racism and discrimination and to promoting a more equal society.

3.1.1 Mainstreaming of equality and non-discrimination in the EU's Lisbon Education and Training 2010 work programme

The EU's Lisbon Education and Training 2010 work programme has provided a framework of key competences for all learners which include communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, and cultural awareness and expression.

The Recommendation of the European Parliament and of the European Council of 18 December 2006 on *Key competences for lifelong learning* recognises equity considerations through the inclusion of a prescription for appropriate provisions to be made for those young people who, due to educational disadvantages caused by personal, social, cultural or economic circumstances, need particular support to fulfil their educational potential.¹⁴ It also acknowledges that all proposed key competences need to be underpinned by **equality, participation and non-discrimination principles**.¹⁵ It is welcome that social and civic skills are considered

¹² *Fighting racism and Promoting Equal Rights in the field of Education*, ENAR, April 2007. Available at: http://www.enar-eu.org/en/publication/reports/education_en.pdf

¹³ ECRI, *General recommendation No 10 on combating racism and racial discrimination in and through schools education*, Council of Europe, adopted on 15 December 2006

¹⁴ Recommendation of the European Parliament and of the Council on *Key competences for lifelong learning*, 2006/962/EC.

¹⁵ Recommendation of the European Parliament and of the Council on *Key competences for lifelong learning*, 2006/962/EC.

as crucial in the core competences debates and include “personal, interpersonal and intercultural competence.”¹⁶

Despite this recognition, the data on educational attainment of ethnic minorities clearly demonstrates that ethnic minority children and young people are not achieving the core competences outlined. Currently, segregation in access to education continues to be a problem experienced by Roma, Sinti and Travellers particularly where segregation is accompanied by a poorer quality of education resulting in low educational attainment. The acquisition of core competences must ensure **access and participation** to quality education for all. For example, core competences of maths, science and technology should ensure access and participation of *all* learners.

Additionally, while the importance of ensuring that core competencies include ‘personal, interpersonal and intercultural competence’ and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, the reality of discrimination in education demonstrates that this is not happening in practice in many member states.

For the commitments to become a reality, equality and anti-discrimination principles must be mainstreamed into all aspects of the EU’s Lisbon Education and Training 2010 work programme so as to ensure that schools are organised in a way that addressed the systemic disadvantage of ethnic minorities.

3.1.2 Promoting better partnerships between formal education systems and civil society in developing core competences

Over the last twenty years, the role of human rights NGOs has proven to be crucial in providing support to formal educational systems in the acquisition of important aspects of so called “core competences”. This support has proven instrumental in developing **new models of teaching and learning** and focusing attention on issues of education and anti-discrimination. They have also been extremely proactive in the provision of supplementary education, study support and coaching activities, and at informing and involving ethnic minority parents in their children’s schooling.

At a moment when the public funding of education is going through severe budget constraints in many EU member states, the NGO role in education is being increasingly recognised by the statutory education sector, and in some countries their involvement is actively sought in education delivery through partnership approaches. More efforts need to be put in ensuring that good practices in the area of informal education can feed into the formal education system and enable all learners to develop the range of tools and competences that are necessary to better learn, socialise and succeed in diverse environments.

¹⁶ Working Group B: Key Competences, *Implementation of “Education and Training 2010” Work Programme – Key Competences for Lifelong Learning – A European Reference Framework*, Brussels: EC, November 2004, pp. 16-18.

3.1.3 Making better dissemination and use of the results of the EU funding programmes in the field of education

In parallel, ENAR research has highlighted the fact that EU Member States need to be made more aware of the need to make better use of the learning results of the programmes that are part of the EU's Lifelong Learning Programme (LLP) 2007-13, the new integrated Community action programme designed to deliver the *Education and Training 2010* objectives.¹⁷ This programme which covers all types of learning, both formal and informal, has produced valuable knowledge in areas that are central to the acquisition of core competences. In particular, transnational co-operation between schools, teacher training institutions and other institutions under Comenius can provide lessons on the development of knowledge and understanding among young people and educational staff of the basic life skills and competences necessary for their personal development, for future employment, and for active European citizenship. Experience shows that such programmes have produced many valuable results as well as stimulating the emergence of new partnerships and approaches. However, the lack of a formal practice sharing process to ensure dissemination and a longer term impact of the good practices initiated by programme funding remains an issue.¹⁸

Consequently, ENAR recommends that:

- **Non-discrimination and equality mainstreaming** stand at the core of the strategies of acquisition of core competences in the schools system, including research and data collection on the acquisition of the core competencies by ethnic minorities that feeds into policy and practice review;
- A greater emphasis is placed on social and intercultural skills as part of the core competences that each pupil needs to acquire and the organisation of schools promotes this objective;
- Better use is made of **new forms of teaching and learning** as a way to address the needs of pupils from various minority backgrounds;
- Best practices coming from **informal education and promoted by NGOs** are valued and integrated into the school system of member states;
- The **Life Long Learning Programmes (LLP) results** and in particular the cross-fertilisation of research and practices promoted by the sectoral programmes part of the LLP are **better disseminated** throughout the member states' national educational systems.

¹⁷ Its function is stipulated in paragraph 199 of the Treaty to establish the European Community, Decision No. 1720/2006/EC of the European Council, *establishing an action programme in the field of lifelong learning*.

¹⁸ European Commission, *Interim evaluation of the Comenius 2 action under the Socrates II programme*, Brussels: EC, 2004.

3.2 How can school systems best respond to the need to promote equity, to respond to cultural diversity and to reduce early school leaving?

The question of equity is a core concern that schools need to engage with if they wish to address the disadvantage experienced by vulnerable groups and in particular ethnic and religious minorities in the school system. The Communication from the European Commission on *Efficiency and equity in European education and training systems* adopted in 2006 has recognised the vital importance of benchmarking as a policy tool in education in order to promote a better understanding of the impact of different practices, as well as to enable more effective sharing of evidence based best practice.¹⁹ Equality and diversity are taken to be fundamental to quality education, and the tools for assessing the quality of educational establishments therefore include **equality assessment as a core element**. Indicators and benchmarks are structured by reference to a series of key policy domains that include numbers of early school leavers, monitoring of specific issues such as the promotion of gender equality, the integration of ethnic minorities, the inclusion of disabled persons, participation in pre-school education and special needs education.

The issue of ethnic monitoring is increasingly recognised as essential in the development of anti-discrimination policies and addressing the question of disadvantage in the school system".²⁰ However, the practice is still a long way from being implemented by the vast majority of member states and there is currently very little systematic monitoring of the impact of education systems in this regard.²¹ The indicators measuring the implementation of *Education and Training 2010* do not include softer indicators to measure the effectiveness of educational institutions and initiatives, or the attainment levels and experiences of students from disadvantaged groups. Whilst the *Lisbon Agenda* recognises the under representation and under performance of ethnic minority learners, its benchmarking indicators for education and training do not seek disaggregated data by ethnicity or migrant status²².

¹⁹ Benchmarking emerged from the private sector and migrated to the public sector as a strategic management tool to systematically and continuously improve methods, standards and the quality of goods and services. Businesses but also governmental and non governmental actors can strive for higher performance by comparing themselves to and learning from one another. According to the Migration Policy Group report *Setting up a System of Benchmarking to Measure the Success of Integration Policies in Europe* (2007), the benchmarking process involves four main stages: planning, mapping, analysis and implementation, and includes definition of key areas for improvement, setting standards and the adaptation of lessons learnt from best practices to meet and exceed these standards. Niessen, J. and Huddleston, T., *Setting up a System of Benchmarking to Measure the Success of Integration Policies in Europe*, Brussels: MPG, 2007, p. 9.

²⁰ European Commission, *Green Paper on equality and non-discrimination in an enlarged European Union*, Brussels: EC, 2004, pp.22-23.

²¹ Resolution of the Council and of the Representatives of Member States' Governments Meeting within the Council on *the response of educational systems to the problems of racism and xenophobia*, 1995/C 312/01.

²² Data supporting the framework of indicators and benchmarks derives from the European Statistical System (ESS), which does not at present include comprehensive ethnic monitoring. Some progress has been made at the level of data collection with EUROSTAT now asking for data on place of birth and/or parents' places of birth. Whilst this does not cover ethnic minority individuals of third and fourth generations, it does signify a considerable step forward in the availability of ethnicity data.

This is not to suggest that this is an easy task. The EUMC, now the European Fundamental Rights Agency (FRA), highlights the many problems concerned in ethnicity data collection and comparability.²³

Aside from the diversity of educational systems across member states, there are vast differences in ethnic composition and size of minority communities across countries, as well as in lengths of settlement. Member states also utilise differing methods of group categorisation in data collection.

Given this context, comparability at present is low, but unless differentiated data on ethnic minority enrolment and educational achievement at all levels is incorporated into the mainstream frameworks for monitoring progress of the Education and Training 2010 work programme, the scale and nature of racial discrimination and disadvantage affecting the education and training systems will remain hard to identify and address.

Consequently, ENAR recommends that:

- The Lisbon Education and Training 2010 work programme should focus priority on **developing benchmarks** that can provide guidance to EU member states on how to address disadvantage experienced by ethnic minorities, on the question of **equity in education** and in particular on issues of access, completion and attainment for ethnic minorities in the educational school system;
- The question of **disaggregated data collection** should be addressed as a central element of the strategies related to the mainstreaming of non-discrimination and equal opportunities in the school system of the EU member states.

²³ EUMC, *Migrants, Minorities and Education*, Vienna: EUMC, 2004, p. 123.

3.3 How can school communities help to prepare young people to be responsible citizens in line with the fundamental values such as peace and tolerance or diversity?

According to the UNESCO International Commission on Education for the 21st Century set up in 1993, the four pillars of education are: learning to be, learning to know, learning to do, and learning to live together.²⁴ Intercultural education is one core aspect of the strategies of 'learning to live together' and 'learning to be' that the schools have to promote if they want to prepare students to live successfully and equitably in multicultural and plural societies. More broadly ENAR would like to underline the importance of a series of core principles of teaching and learning that should prepare young people to become responsible and active citizens in a diverse and globalised environment. We would like in this respect to refer to the 10 core principles for citizenship education and diversity suggested by CEJI, A Jewish contribution to an Inclusive Europe, a member of ENAR²⁵:

- Foster respect and appreciation of differences, and opposition to discrimination on the basis of skin colour, ethnicity, language, religion, gender, sexual orientation, social origin, physical or mental condition and on other grounds;
- Facilitate the development of students self confidence and competence to learn, participate and develop their potential as individuals;
- Provide an environment that is inclusive and respectful of diversity and human rights for all;
- Establish a process of communication and decision making that encourages the participation of various stakeholders in the community (students, teachers, parents, non teaching staff and management);
- Establish clear policies, programmes and pedagogical practice to address and prevent discrimination, exclusion, violence and bullying;
- Empower students to analyse social problems, identify potential solutions and be capable to act appropriately;
- Foster knowledge and experience of different cultures as well as an understanding of multiple perspectives on historical and contemporary events;
- Foster experience and understanding of systems of governance, including local, regional, national and transnational decision-making structures and provide opportunities to learn how social cultural and political change occur;
- Provide a variety of positive role models reflecting the socio-cultural diversity of the student population;
- Make use of participatory pedagogies that include knowledge, critical analysis, cooperation and intercultural skills for action to further respectful diversity.

²⁴ UNESCO, *Learning: The Treasure Within*, April 1996.

²⁵ See CEJI recently published Guidelines for policy makers on Citizenship Education for Diversity (hereafter: guidelines) produced with the support of the EU's SOCRATES programme in 2007. Available at: www.ceji.org/acodden/ced.php

Concluding remarks and recommendations to achieve social cohesion, non discrimination , equality and diversity in the school environment

Education as a whole is essential to combating racism and discrimination in Europe. In this context, the following analysis and recommendations relate to the question of how to build schools for the 21st century more broadly and should be seen as a backdrop to the specific responses to the questions above.

Whilst legislative and policy frameworks provide the necessary backdrop for change, successful implementation of equality in practices requires a process of transformation based on strong commitment and action at all institutional levels and functions. Clear vision and leadership at schools' senior management levels is a necessary first step for the efforts of teachers and non-teaching staff at lower levels to have any meaningful impact. From ENAR's perspective, the starting point in addressing issues of social cohesion and equality in schools is an assessment of the impact of all school policies on pupils from different ethnic groups, followed by the development of race equality policies, action plans and procedures for dealing with discrimination in all school operations - employment, curricula, assessment, racist bullying/harassment, and parental involvement.

In terms of ways forward, the following conclusions and recommendations from 'Fighting racism and Promoting Equal Rights in the Field of Education' published by ENAR in April 2007 provide an important framework for devising policies that enable the EU institutions, member states and educational systems to move forward in building inclusive schools in the 21st century.

⇒ **Policy and legislative framework on non-discrimination**

Legal compliance is a key factor in driving forward non-discrimination policy and practice at member state and institutional levels. This can be enhanced through:

- Implementation by the EU member states of the EU's Equality Directive 2000/43 in the field of education by adopting national legislation and policies to address all forms of direct and indirect discrimination in access to schooling and lifelong learning.
- Greater use of the European Commission's impact assessment procedures to determine the extent of the differential and adverse impacts of EU education and training policy on ethnic minorities. Additionally, member states should be advised on how they can integrate the race equality dimension into current Regulatory Impact Assessment Procedures.
- Practical guidance documents and a toolkit for member states on how to mainstream race equality in education through the adoption of race equality policies and action plans at all levels of education systems: ministries, municipalities and education providers.
- The clusters for Education and Training 2010 to report on how race equality assessments will be made and evaluated in each area against proposed social inclusion indicators and benchmarks.

⇒ **Co-ordination, exchange of information and peer review**

Coordination, exchange of information and peer review are central to the EU's role on education under Article 149 and the Open Method of Coordination linked to the Lisbon process, therefore:

- Mechanisms for coordination, financial support, mutual learning, and peer review in education must be used in a more structured way to promote competence and best practice exchange concerning race equality.
- The specific issues and needs of ethnic minorities should be mainstreamed into current and future Open Methods of Coordination, and the *Education and Training 2010* cluster on social inclusion should take on a leadership role in promoting more systematic dissemination of information, guidance and practices to ensure that best practice lessons learned are embedded and integrated into the provision of all mainstream education provision and teacher training institutions in the member states.

⇒ **Training and guidance on race equality in education**

- Guidance to member states on mainstreaming race equality in education should specifically cover teacher education and development strategies to enable them to deliver race equality and anti-discrimination in education.

⇒ **Data collection, monitoring and evaluation**

In order to measure progress towards the Lisbon benchmarks and indicators on educational outcomes and social inclusion, and to measure the extent and impact of discrimination in education and training systems on ethnic minorities, a good evidence base founded upon relevant, reliable and up-to-date quantitative and qualitative data on the manifestations and experiences of inequality could include:

- Evaluation of the impact of actions to include measurement of progress towards race equality against the five overarching benchmarks and indicators adopted for the Education and Training 2010 framework.
- A review of data collection frameworks and mechanisms used within the European Statistical System (ESS) and EUROSTAT to establish instruments and methodologies that incorporate ethnic monitoring.
- Incorporating routine and standard reporting measures in the Eurydice network Eurybase database on educational outcomes, special measures, and demographics of immigrant and ethnic minority pupils and populations, and extending these across the whole lifelong learning process. These should include outcome as well as process measures, and incorporate qualitative measures such as attitudes to learning, experiences of ethnic minority pupils in educational institutions, and their motivation and aspirations.
- Encouraging member states to undertake national studies on the situation of school children from minority groups in the school system by compiling statistics on their attendance, exclusion, completion rates, results and progression. The European Commission could monitor and publish analysis of such data on a regular basis, and utilise it to establish baselines and develop priorities and targets against which to measure progress.

- Supplementing such quantitative data through research studies and consultation exercises on educational practices such as curriculum reviews, teacher education, parental involvement and other key areas of concern.

Research studies should also include the following:

- Review of the strengths and weaknesses of different models of integration and raising educational attainment;
- Most effective language support strategies for host language acquisition and mother tongue provision;
- Effectiveness of school measures to address discrimination and adapt educational environments to multicultural contexts;
- Most effective forms and methods of intercultural and anti-discrimination education.

⇒ **Funding**

The use of structural and community funds should be strengthened through the development of explicit race equality objectives, and the adoption of clear criteria on equal opportunities and social inclusion in programme funding and evaluation criteria:

- Calls for proposals should include incorporation of an equality dimension that covers all anti-discrimination strands as a pre requisite for the award of funding and contracts.
- In order to assess the impact and to ensure equity in the allocation of funds, the European Commission should monitor funding take-up by ethnicity, as well as the number and quality of projects funded to promote equality and the fight against racism.
- Guidance should be made available for member states on how to integrate equal opportunities and race equality in the implementation of different EU-financed programmes, in particular for the use of the Lifelong Learning Programme (LLP) funding.

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