

Education for All (EFA) is the widely known label of the global development consensus that has been established 15 years ago. Most countries in Europe have achieved EFA goals or are close to doing so and thus have seldom been a matter of concern. Looking beyond national averages, however, shows that certain populations are to a great extent excluded from quality education. A group especially vulnerable in this regard are Roma. Roma have lived in Europe for hundreds of years, are predominantly sedentary (contrary to popular perception) and in most countries a recognised national minority.

International surveys show a high degree of educational inequality when comparing Roma with majority populations. The provision of quality education for Roma has been defined as a key European policy priority since the launching of the Decade of Roma Inclusion in 2005, with similar emphasis apparent in the 2011 EU Framework for National Roma Integration Strategies. Since then, a wide range of approaches at international, national, and local level has emerged to improve the Roma's situation of education. However, at each level there is considerable variation in actors' views about what might work and how education should be organized. The various approaches have met with varying degrees of success in addressing the Roma's disadvantage in the area of education.

Helen O'Nions examines cases of educational segregation that were brought to the Grand Chamber of the European Court of Human Rights and found to violate the right to education in combination with the principle of non-discrimination. O'Nions shows that the segregation of Romani children and youth is likely to be discriminatory even if specialised segregated provision is defended as being in the

interests of the pupils and tailored to their needs. Similarly, the justification of segregated education with reference to parental consent does not preclude discriminatory treatment. Looking at subsequent developments in relation to the cases under consideration, O'Nions draws the conclusion that the rulings of the Grand Chamber, while consistent in their rejection of segregation, have failed to secure compliance on the part of governments.

Yaron Matras, Daniele Viktor Leggio and *Mirela Steel* scrutinise local approaches to the education of Romani migrants from Romania in Manchester. Their case study reveals how NGOs position themselves as education service providers between local authorities and Romani migrants. The authors examine how actors under constant pressure to secure project funding present Roma as a population in need of educational support. To this end, the actors develop educational approaches that – according to observations by Matras et al. – are selectively taken from international discourses on identity, culture and belonging rather than based on local needs.

Tina Gažovičová examines language policies in education in Slovakia. Looking at Romani students, she finds that the existence of language rights has not led to the realization of adequate language support. Gažovičová discusses several institutional barriers that complicate the use of the Romani language in the school context. Moreover, schools in Slovakia are not prepared to effectively teach students for whom Slovak is a second language. In the absence of systemically integrated interdisciplinary language support, learners who are labelled as having an insufficient command of the language of school instruction are channelled into preparatory classes or special schools which ultimately compromise their school success.

Laura Surdu and *Furugh Switzer* examine an intervention that targets early reading. Focusing on the project “Your Story”, which supported Romani mothers in developing reading skills and in using storybooks as educational tools, Surdu and Switzer analyse the experiences of project beneficiaries in Hungary. In addition to highlighting positive outcomes of the project such as improved attitudes towards learning, kindergarten attendance and post-compulsory education, the authors identify a set of challenges to the endeavour such as the training of facilitators and the inclusion of mothers as well as fathers who have severe difficulties in reading.

The contributions raise important questions and offer links for further research. The judgements of the Grand Chamber examined by O'Nions provide a broad normative framework against which persistent educational segregation could be analysed. Matras et al.'s findings can be taken as a call for a closer look at unintended effects of the ‘economy of Roma education’ that is often characterised by service outsourcing and short-term project funding. Gažovičová's analysis begs the broader question of how policies of long-term, interdisciplinary language support in inclusive settings could be designed and implemented. Finally, Surdu and Switzer point to a need to gain knowledge about how to support the most marginalized segments of a marginalized population, and – we might add – to move from claiming ‘best practice’ to also speaking openly about weaknesses and problems of policy interventions.

An interesting and informative read
Christian Brüggemann & Eben Friedman

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