

General conclusions and recommendations

Statutory EU-tasks?

- No discrimination and segregation – the Roma appeal case
- ‘Halving’ the number of under-qualified early school leavers, 2000-2010
- **What to do now, at what level?**
 - ✓ *Directives, Guidelines?*
 - ✓ *Monitoring*
 - ✓ *Etc.*

Relevant EU-programs

- Lifelong learning: qualification and labour market qualification, (minority) language education
- Structural programs: ESF, Regional funds, PROGRESS: labour market qualification, regional minority education, immigrant integration
- **High(er) usage is possible and is to be recommended**
 - ✓ Calls
 - ✓ European priorities
 - ✓ National priorities
 - ✓ Projects

Open methods of co-ordination, DG EAC

- **To be continued, and improved, where possible**
 - ✓ PLA and PLA-like meetings
 - ✓ Knowledge system lifelong learning – kslll.org
 - ✓ Further meetings, publications, e-publications, websites, etc.
 - ✓ European knowledge centre for inclusion and education?*
- **Major target: support for national, regional and school policies, measures and co-ordination**

One highlight conclusion per issue

- Reduction ('halving') of early school leaving
- Priority measures
- Inclusive education
- Safe education
- Support for teachers of pupils at risk

Reduction ('halving') of early school leaving

- Who cares??
 - ✓ Skewed ESL-rates, no explanation
 - ✓ Most countries: unclear ESL-statistics
 - ✓ Most countries: low reduction pace
 - ✓ Good policies and measures in The Netherlands since 2006-2007?

Priority measures

- Disadvantaged pupils and groups
 - ✓ Yes
 - ✓ Many different target groups
 - ✓ Wide range of measures and (good) practices
- Minority groups, non-discrimination
 - ✓ Statutory EU-task?
 - ✓ National differences
 - ✓ Intercultural education

Inclusive education, pupils with handicaps, disabilities, special needs

- National arrangements between 'yes, unless' and 'maybe yes, if appropriate'
- 'Yes, unless' is feasible: Italy, Scotland
- Support staff
- Actors in favour of special education
 - ✓ Among mainstream schools and staff
 - ✓ Existing special schools and (expert) staff
 - ✓ Medical professionals
 - ✓ Parents of handicapped etc. pupils: best treatment
 - ✓ Parents of 'normal' pupils: not good for 'us', not good for 'them'

Safe education, reduction of bullying and harassment

- Many good practices, but what is ‘best’?
- Do something reasonable, e.g. with regard to:
 - ✓ Youth care measures: preventive, repressive, care and after-care, etc.
 - ✓ School rules
 - ✓ Physical protection measures
 - ✓ Virtual protection
 - ✓ Etc.

Teacher support measures

- Best teachers for the pupils at risk – a contradiction?
- Qualification and training
- Working conditions
- More teachers
- Specialised teachers
 - ✓ E.g. 'designated teacher' (UK)
- More/appropriate support staff
 - ✓ E.g. Roma class assistant (Hungary, Slovenia)
 - ✓ Mentors (e.g. students)