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Collana	The Erik Castren Institute monographs on international law and human rights ; ; v. 9
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. [313]-327) and index.
Nota di contenuto	Preliminary Material -- Chapter One. Introduction -- Chapter Two. Analytical Starting Points -- Chapter Three. Rights -- Chapter Four. Recognition of Rights-Holders -- Chapter Five. Resources -- Chapter Six. Representation -- Chapter Seven. The Law of Education from the Viewpoint of Roma -- Chapter Eight. Concluding Remarks on Justification of the 4R Scheme -- Summary -- Chapter-Specific Summary Tables -- Bibliography -- Table of International Instruments -- Table of Cases -- Index.
Sommario/riassunto	This coherent and pragmatically relevant monograph examines the soundness of the legal framework in education. Deriving from the disadvantage doctrine, it presents an analytical scheme for diagnosing whether or not domestic education law is in harmony with international human rights and minority rights law. The book examines law as a system and focuses on the reported perpetuation of educational disadvantage among Roma all over Europe. This focus suggests that

minority individuals falling into several partly overlapping categories may become subjected to educational discrimination even by states that appear to fulfil relevant international standards. A functional approach to skills acquisition is suggested as a constructive way forward towards sustainable and inclusive education systems.
