

**Human Dimension Implementation Conference
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Recommendations submitted during the Working Session 6 on Tolerance and non-discrimination, Implementation of the OSCE Action Plan on Roma and Sinti

These recommendations arise from the findings obtained in the INCLUD-ED project (<http://www.ub.edu/includ-ed/>), an integrated project (IP) funded under the Sixth Framework Programme for Research and Technological Development (FP6, European Commission) and directed by Ramon Flecha (Universitat de Barcelona). In what follows, four strategies are suggested to be considered by the ODIHR. They have been identified through a 20 case study research conducted throughout Europe in schools that meet the following criteria: (a) **school success** (as reflected by children's or adolescents' progress in educational attainment) in relation to their context¹, and (b) located in **low SES** and students with **minority background**. These are the recommendations:

1. **To place all students in heterogeneous groups.** The scientific literature indicates the negative consequences of all kinds of segregation and streaming. Therefore, it is recommended to avoid any kind of students' segregation or streaming along language, ability, or ethnic lines. To encourage the interaction between students of different backgrounds and abilities, as it does not only increase the instrumental learning of all students but also builds up a context of solidarity in which all the students are receiving the same quality education. Heterogeneous grouping require additional resources. Therefore, it is recommended **to include additional resources in the classroom to support heterogeneous groups**. They can be those specialists or teachers that are already used to separate low achievers or special education students. One way to obtain additional resources is to place all these resources in the classroom with the teacher. A second option is to open up the classroom to all the community.
2. **Community participation.** Families' participation in the students learning activities and decision making of the school contributes to the quality of education. It becomes a way of increasing the human resources which are available in the school and support the implementation of inclusive practices. This participation can thus also support students' school success, especially relevant for the case of students' with vulnerable backgrounds. Thus, family and community participation in schools contributes to a better coordination between the home and the school.
3. **Community education.** The scientific community has extensively demonstrated that family educational background correlates with students' performance. While many efforts have been made to support teachers training, community education can be also a strategy to enhance and support students' learning. Community education contributes to enriching the children's environment by raising the level of education of all agents that interact with students (families, community members etc.)

¹ When referring to "school success in relation to the context" we mean that students in the educational centres selected obtain higher levels of educational attainment in comparison to students in educational centres located in similar socio-cultural and socio-economic contexts.

4. **To give more and better to those who have less.** Extend the students' learning time, hold high expectations and provide quality education for all students.