



Intervention OSCE-HDIM, October 6, 2008

Boris Dittrich, advocacy director in the LGBT program, Human Rights Watch.

I am representing Human Rights Watch, an international human rights organization. We report about human rights violations in many countries in the world. This afternoon, between 6-8 PM, Human Rights Watch will present its new report. It is about hate crimes against Lesbians, Bisexual women and transgender men in Kyrgyzstan.

The Office for Democratic Institutions and Human Rights, ODIHR, publishes its report on hate crimes in the OSCE region today. The important report contains a section about violent hate-motivated incidents including homophobic incidents and violations against transgender people. People get killed or injured because they have -or are perceived of having- a different sexual orientation than the majority in their country.

From ODIHR's report, but also from the report by the Fundamental Rights Agency, published earlier this year, and that of Human Rights First, it is clear that homophobic hate crimes and hate crimes against transgender persons take place in the whole OSCE region. Earlier this year Human Rights Watch presented its report on hate crimes against these communities in Turkey.

What is NOT clear is the consensus among OSCE participating states about inclusion of sexual orientation and gender identity in the mandate of the OSCE. Especially the Holy See as we have heard in the intervention before mine, and the United States in the past have argued that sexual orientation and gender identity are not part of the mandate of the OSCE.

Human Rights Watch recognizes that all forms of intolerance and discrimination are subject to OSCE commitments. The mandate of the OSCE includes discrimination on the grounds of sexual orientation and gender identity.

It is time for clarity. Human Rights watch calls upon the OSCE to mention specifically in all its documents that homophobia and transphobia are part of the OSCE's mandate and that these forms of intolerance and discrimination will be taken seriously by the OSCE and all its bodies.

Thank you.

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Strategies for inclusion and
social cohesion in Europe
from education

Human Dimension Implementation Conference

Warsaw, 29 September-10 October 2008

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.)
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.

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.