

## **COMPILATION OF WRITTEN RECOMMENDATIONS**

*(Covering Working Sessions 14-15)*

*This compilation contains recommendations submitted to the HDIM Documentation Centre in accordance with the established procedure. The compilation is organized by Working Sessions and by what was submitted by Delegations / International Organizations / NGOs to participating States and, separately, to OSCE Institutions / Field Missions or other International Organizations. Recommendations are compiled in original language.*

**Please note that the deadline for submitting Recommendations to the HDIM Documentation Centre is Thursday, 8 October 2009.**

**Wednesday, 7 October 2009**

**WORKING SESSION 14 (specifically selected topic): Roma/Sinti and, in particular, early education for Roma and Sinti children**

**Amnesty International**

**Amnesty International calls upon the participating states to:**

- To acknowledge the gravity of racially motivated crimes and to investigate urgently the series of racist attacks and to protect Roma from future attacks.
- To reverse racial discrimination in education and address the grave violations of the right to education for Roma children.

**Anti-discrimination Centre Memorial**

- It is extremely important to take immediate measures in order to correct the current situation. For this purpose it is necessary to collect exact data on the schools where study large groups of the Roma children, to analyze this material from the legal and pedagogical standpoints and to develop a plan to overcome the emerged inequality and discrimination.
- Undoubtedly, integrative education remains the best and most correct way to solve the problem. Thus it is necessary to consider the difficulties related to the integration of large groups of children, whose native language is not Russian, and who are not sufficiently prepared to school. Therefore the schools which are being expected to integrate the Roma children into regular classes need to get methodological and financial aid from the Government. There should be a possibility to create pre-school facilities in order to prepare these children for regular school. It is important to minimize the amount of children in classes for children with another native language so that schools are not

tempted to simulate methods of "psychological correction" with regard to absolutely healthy children, but rather to limit it to a language support for those in need. It is necessary to take into consideration the poverty level of many families residing in Roma settlements in order to provide children from such families with access to education, provide them with free textbooks and possibility of free transportation to a place of study. It is probably also necessary to work with the parents, to convince them of the importance of high school education for their children, and to help them with the obtaining of needed official registrations and documents.

- However, the main recommendation is to control compliance with the principle of all-available compulsory education, all children should enter schools and receive proper education, without distinction on the basis of race or ethnicity - as it is provided for by the Russian Law on education, the Constitution of the Russian Federation, the International Convention of the Elimination of All Forms of Racial Discrimination, the Convention on the Rights of the Child, the Council of Europe Framework Convention for the Protection of National Minorities, the UNESCO Convention against Discrimination in Education.

#### **European Roma Rights Centre**

- The ERRC therefore urges the OSCE participating states to undertake the following measures in order to improve the access to education of the Roma and Sinti minority in the OSCE region:
- Make available free of charge, compulsory early education programmes in integrated school environments for all children, including Roma and Sinti;
- Cease immediately the practice of placing Romani children in "special schools" or "special classes" for the mentally handicapped, and refrain from establishing early education programmes in such facilities;
- Develop and implement comprehensive national action plans for the transfer of Romani children presently in "special schools" or "special classes" for mentally disabled children to mainstream schooling, with accompanying support programmes to ease transition;
- Ensure that adequate resources are allocated for school desegregation action plans and other programmes aimed at the integration of Romani children in mainstream school systems;

#### **Turkish Cypriot Human Rights Foundation**

- Encourage research and studies regarding Roma and the particular problems they face.
- Respond to the real problems, needs and priorities of Roma population including them into the decision making process concern their rights
- Be comprehensive and introduce a balanced and sustainable approach to combining human rights goals with social policies

- The particular situation of Roma women should be taken into account in the design and implementation of all policies and programmes.
- Provide education in mother tongue and take special measures to increase school attendance
- Develop and implement anti-racist curricula for schools, and anti-racism campaigns for the media.
- Ensure that housing projects do not foster ethnic and/or racial segregation.
- Compliant mechanisms should be more accessible for the Roma population

### **Sweden/EU**

- Improving early education for Roma and Sinti children should follow an inclusive approach, covering all levels (legislative, institutional, operational);
- Efforts for improving access to education, achieving desegregation and increasing the quality of education should start from the stage of early education for Roma and Sinti;
- Establishing or improving early education for Roma and Sinti should be a process where representatives of those communities are involved.

### **Czech Republic**

- We should strengthen the role of schools in increasing professional and educational aspirations of Roma children.
- We should strengthen support of States to funding of measures focused on needs of individual children.

### **Forum of Roma IDPs**

- Government of Serbia should fully implement the policy concerning the problems of integration of Roma children IDPs and returnees.
- Governments of Serbia, Macedonia, Montenegro and Kosovo should design, adopt and implement the policies addressing the problems of Roma children IDPs and returnees in the area of education and language barriers.
- Western European countries who signed readmission agreements should have pro active role and provide institutional, political and financial support for design and implementation of policies addressing the problems of Roma children IDPs and returnees in the area of education and language barriers.

**Wednesday, 7 October 2009**

**WORKING SESSION 15 (specifically selected topic): Roma/Sinti and, in particular, early education for Roma and Sinti children**

*Recommendations to participating States:*

**Universitat Autònoma de Barcelona – GEDIME**

- End any kind of segregation and promote multi-cultural heterogeneous in early education with additional resources (e.g. already existing support staff, community volunteers, family members). Heterogeneous grouping of immigrant and cultural minority students along with native students contributes to overcoming stereotypes, improves instrumental learning for all and promotes solidarity.
- Different use of the existing support staff: special needs teachers and school assistants' work together with ordinary teachers in the same classrooms.
- Cooperation between students in early education and students from more advanced levels: Students in early education interact with students of different ages. Pupils learn from each other and along with others, in different learning situations.
- The introduction of instrumental learning from the first stage of preprimary education (0-3 years): It has been demonstrated that carrying out instrumental learning activities (reading, English, and ICT using the Microsoft Tablet PC Programme) increases children's strategies and skills, as well as it contributes to the success of the students at subsequent stages.
- Close monitoring of the children's development. Creating individual learning plans for all the children along with their parents. The individual learning plan is a tool to monitor children's development. Assisting with Student Evaluation.
- Promote Romaní families direct participation in students' learning activities (e.g. regular school activities and after-school activities, which are forms of community participation which have an impact on the learning processes of children).
- Family education, which responds to the educational needs and demands of families.
- Extending Learning Time. Schools open for more hours and on more days with more support from the community in order to carry out activities linked to instrumental learning.
- Cooperation with other professionals to support children's needs, such as special needs teachers, and language assistants etc.
- The participation of families in significant decision-making. It contributes to develop accountability processes in student learning processes- which has a positive impact on increasing the quality of education. (e.g. Learning Communities)

**Albania**

- Improvement of the level of school preparation for Roma children
- Ensuring full participation and enhancement of the level of achievements of Roma children in the compulsory education
- Greater sensitiveness of school curricula to the Roma community
- Enhancement of the Roma community capacities in the field of education for the Roma Children
- Extracurricular activities
- Racism/discrimination/segregation of Roma children