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European Regional Forum on Education, Language and
the Human Rights of Minorities,

Brussels, 6-7 May 2019

HCNM Recommendations

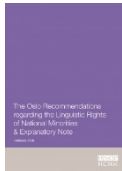
Education is a key tool to prevent conflict, but, if misguided, it can divide societies and provoke clashes and crises



HCNM thematic recommendations



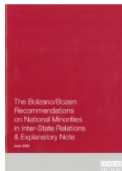
The Hague Recommendations Regarding the Education Rights of National Minorities (October 1996)



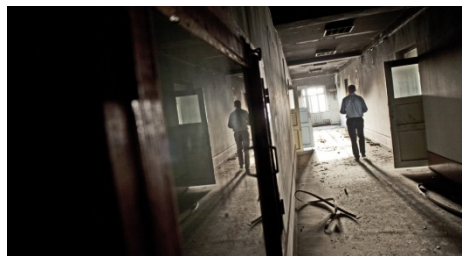
The Oslo Recommendations Regarding the Linguistic Rights of National Minorities (February 1998)



The Ljubljana Guidelines on Integration of Diverse Societies (November 2012)



The Bolzano/Bozen Recommendations on National Minorities in Inter-State Relations (June 2008)



The Hague Recommendations

THE SPIRIT OF INTERNATIONAL INSTRUMENTS

1) The right of persons belonging to national minorities to maintain their identity can only be fully realised if they acquire a proper knowledge of their mother tongue during the educational process. At the same time, persons belonging to national minorities have a responsibility to integrate into the wider national society through the acquisition of a proper knowledge of the State language.



The Hague Recommendations

MEASURES AND RESOURCES

4) States should approach minority education rights in a proactive manner.

Where required, special measures should be adopted by States to actively implement minority language education rights to the maximum of their available resources, individually and through international assistance and cooperation, especially economic and technical.

The Hague Recommendations

MINORITY EDUCATION AT PRIMARY AND SECONDARY LEVELS

11) The first years of education are of pivotal importance in a child's development. Educational research suggests that the medium of teaching at **pre-school and kindergarten levels** should ideally be the child's language. [...]

12) Research also indicates that in **primary school**, the curriculum should ideally be taught in the minority language. The minority language should be taught as a subject on a regular basis. The official State language should also be taught as a subject on a regular basis preferably by bilingual teachers who have a good understanding of the children's cultural and linguistic background. [...]

13) **In secondary school**, a substantial part of the curriculum should be taught through the medium of the minority language.

HCNM initiatives

International School on Multilingual and Multicultural Education in Shymkent, Kazakhstan, 4-8 December 2018



Bujanovac Department of the Subotica Faculty of Economics of the University of Novi Sad

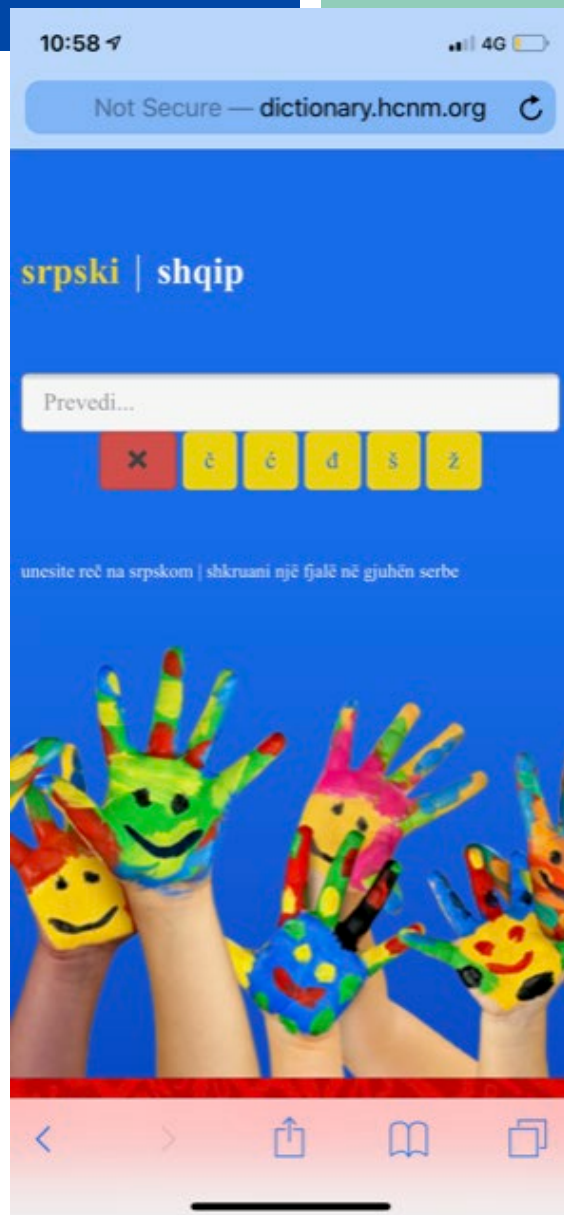
Serbia



Serbian – Albanian dictionary: <http://dictionary.hcnm.org/dict>
Macedonian – Albanian dictionary: <http://hcnm-ndc.org/>

Apps are available for download in both the Apple and Android store





Welcome to the



Language resource
pages



Video



Key recommendations

- Development of **education policy** and **action plan**;
- **Balanced approach** to the language of curricula in minority schools;
- **Revision** of pre-service and in-service training programmes and trainings for teachers;
- **Adequate financing**;
- **Regional dialogue**.