




Rights in and of Minority Education
European Experiences and Questions

Brussels – May 2019

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www.peace.ax

- 
- a) **Minority issues are at the centre of human rights** as well as at the centre of the development of the modern European states as **pluralistic societal orders**.
 - b) **Issues of education have been at the centre of minority concerns** in Europe and globally from the very outset.

Europe has great know-how

Some examples:

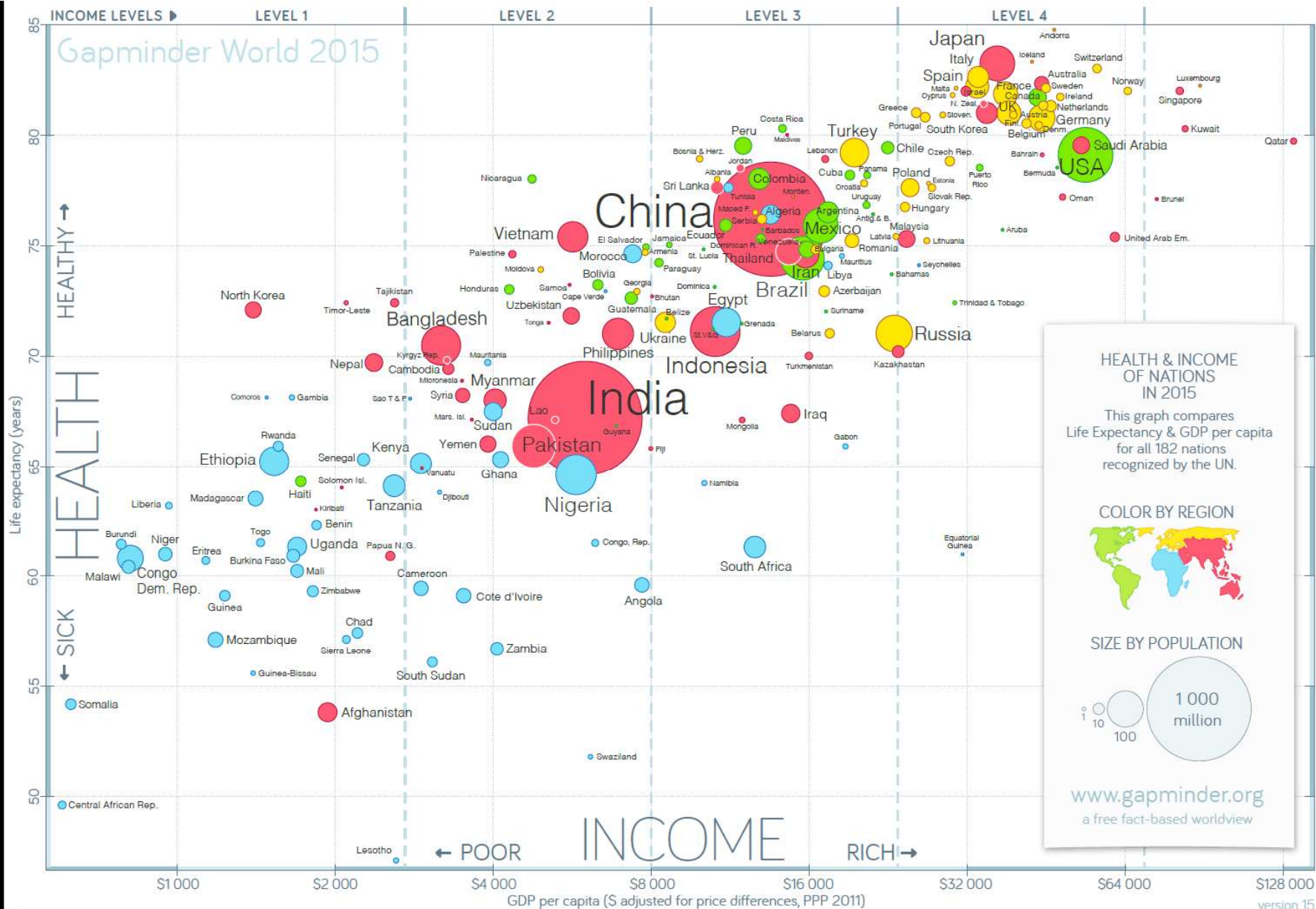
Case law:

- Minority schools in Albania (PCIJ 1922)
- Belgian Linguistics Case (ECtHR 1968)
- Loizidou vs Turkey (ECtHR 1996)
- Oršuš and Others v. Croatia (2008) [after Sampanis v Greece & D.H. et als. v. The Czech Republic]

Vast experience through i.a.

- Council of Europe: Framework Convention Arts 12-14 / ACFC
incl. Thematic Commentaries & Language Charter
- OSCE / HCNM

But we should abandon the 'us' and 'them' thinking !

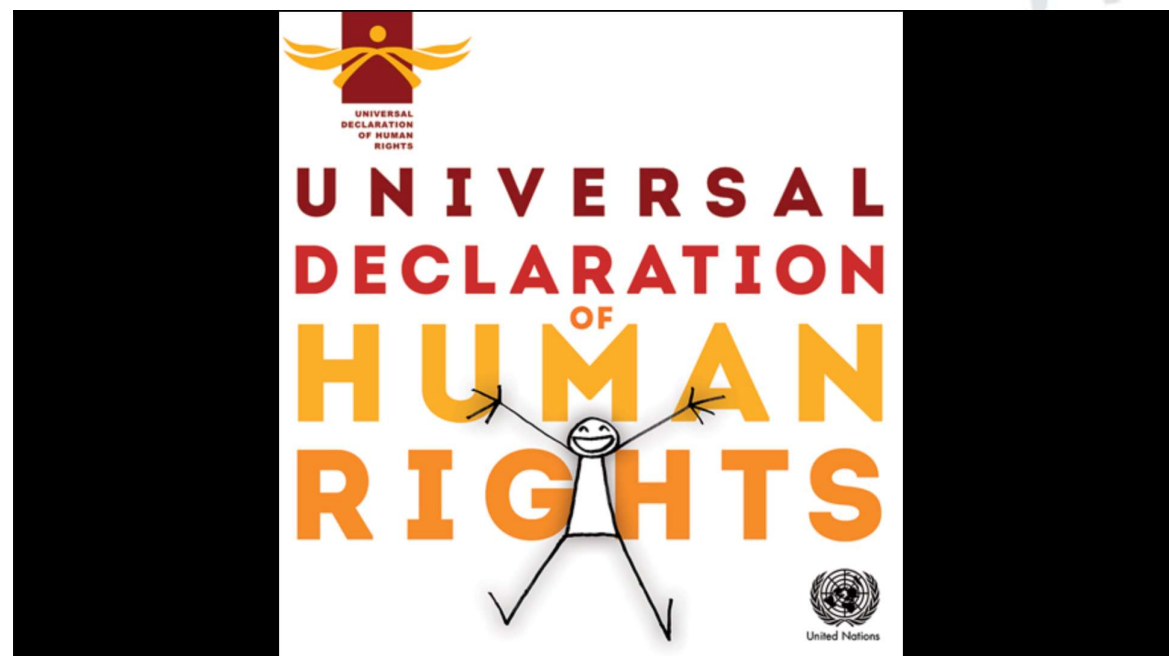
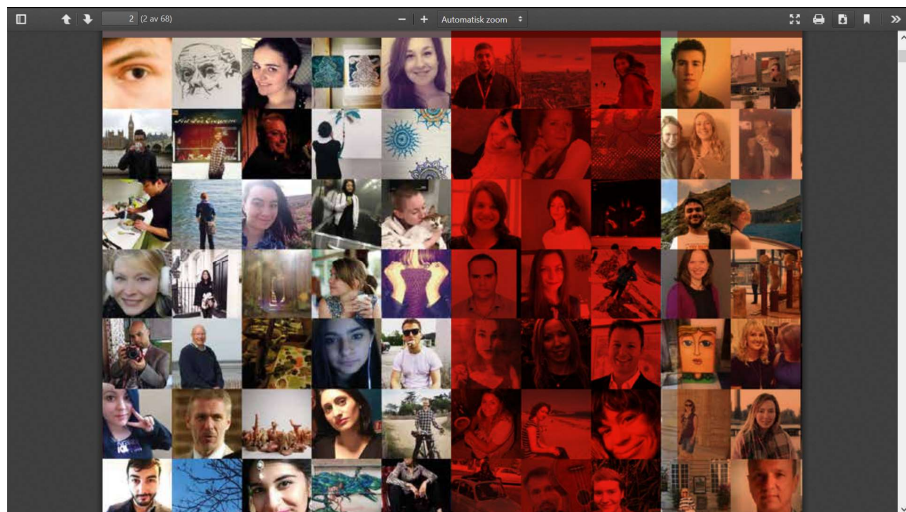


DATA SOURCES—INCOME: World Bank's GDP per capita, PPP (2011 international \$). Income of Syria & Cuba are Gapminder estimates. X-axis uses log-scale to make a doubling income show same distance on all levels. POPULATION: Data from UN Population Division. LIFE EXPECTANCY: IHME GBD-2015, as of Oct 2016. ANIMATING GRAPH: Go to www.gapminder.org/tools to see how this graph changed historically and compare 500 other indicators. LICENSE: Our charts are freely available under Creative Commons Attribution License. Please copy, share, modify, integrate and even sell them, as long as you mention "Based on a free chart from www.gapminder.org".



Minority Rights can be understood as...

- Human Rights (individual – collective)
- Constitutive elements of pluralism
- Preconditions of cultural heritage and cultural diversity
- Tools for Conflict Prevention



Minority issues can never be solved
once and for all

European Heritage

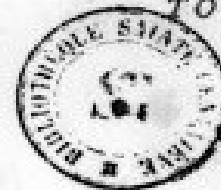
J. J. Rousseau (1762)

É M I L E,
O U
DE L'ÉDUCATION.

Par J. J. R O U S S E A U,
Citoyen de Genève.

Sanabilibus aegrotamus malis : ipsaque nos in rectam
natura gentios, si emendari velimus, juvat.
Sen : de irâ. L. II. c. 17.

TOME PREMIER.



A LA HAYE,
Chez JEAN NÉAULME, Libraire:

M. DCC. LXII.

Avec Privilège de N^{os}seign. les Etats de Hollande
& de Westfrie.

Often, it is not simply a question of money

www.minoritetet.se

2016.11.08


PengarBlirKvar2015.pdf - Adobe Acrobat Reader DC

Arkiv Redigera Visa Fönster Hjälp

Hem Verktyg PengarBlirKvar2015... x

Logga in

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Läs mer...

...om landstingen i förvaltningsområdena här!

Fler artiklar...

...i ämnet landsting/regioner kommer att publiceras inom kort på minoritetet.se!

Flera landsting har svårt göra av med minoritetspengar

Flera landsting som får statsstöd har svårt att göra av med pengarna. Under 2015 lyckades de bara använda 70 procent av pengarna. Västerbotten fick hälften över, Skåne allt.

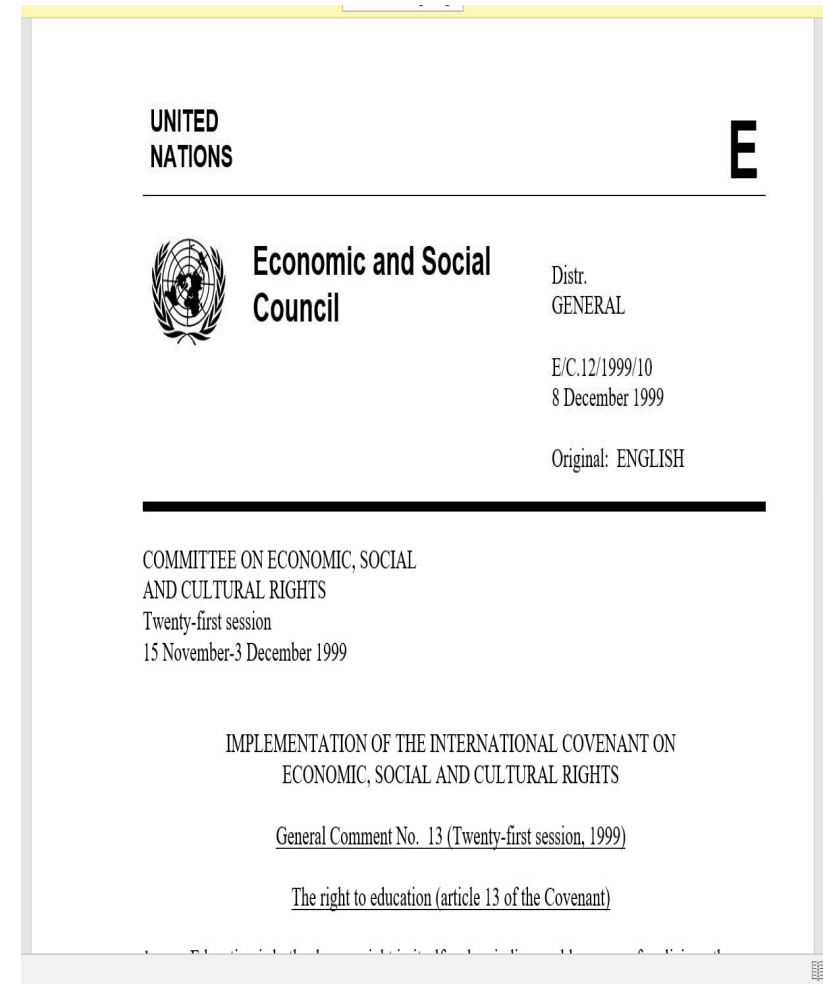
Av de 14 landsting som i fjol fick 250 000 kronor i bidrag för minoritetsspråkstöd var det bara tre som använde hela beloppet. Faktum

SWE 20:24 23-11-2016

<http://www.minoritetet.se/flera-landsting-har-svart-gora-sig-av-med-minoritetspengar>

The 4 [or, rather 5] As ICESCR General Comment No. 13 (1999)

- 1. Availability**
- 2. Accessibility**
- 3. Acceptability**
- 4. Adaptability**
- [Plus (as a right)**
- 5. Accountability /
justiciability]**



Global Opportunities I

The Convention on the Rights of the Child Turns 30 !

Article 29 (Education)

1. States Parties agree that the education of the child shall be directed to:

(a) ... **child's personality, talents and mental and physical abilities to their fullest potential;**

(b) ... respect for **human rights**...;

(c) ... respect for the child's parents, **his or her own cultural identity, language and values**, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among **all peoples, ethnic, national and religious groups and persons of indigenous origin**;

(e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30 (Minorities)

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.

Article 31 (Leisure and cultural life)

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and **to participate freely in cultural life** and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of **appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.**



Global Opportunities II:

There is a lot of knowledge available globally!

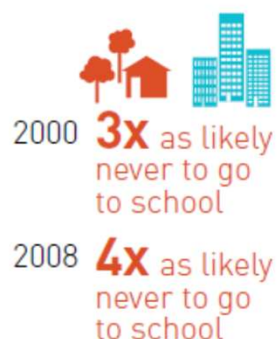
New alliances are possible: UNESCO, OECD, World Bank, SDG:s (No 4 QUALITY EDUCATION)

Uneven progress

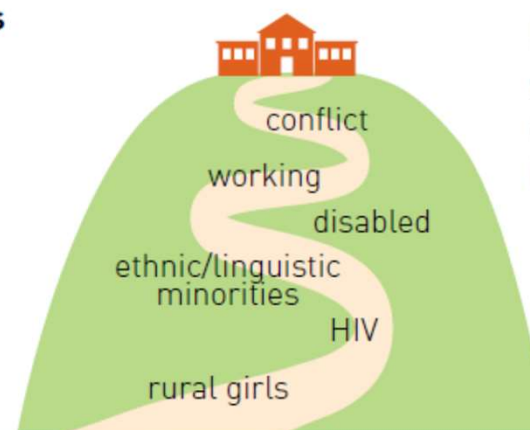
Regional
out-of-school
children



Rural/urban
lower middle
income countries



Marginalized groups
left behind



The poorest are
the worst off

5x less likely to
complete school
than the richest
in 2010



*Recommendations
for post-2015*

1. Marginalization must be addressed if we are to achieve universal primary education
2. Better data must be obtained to track the progress of the most disadvantaged

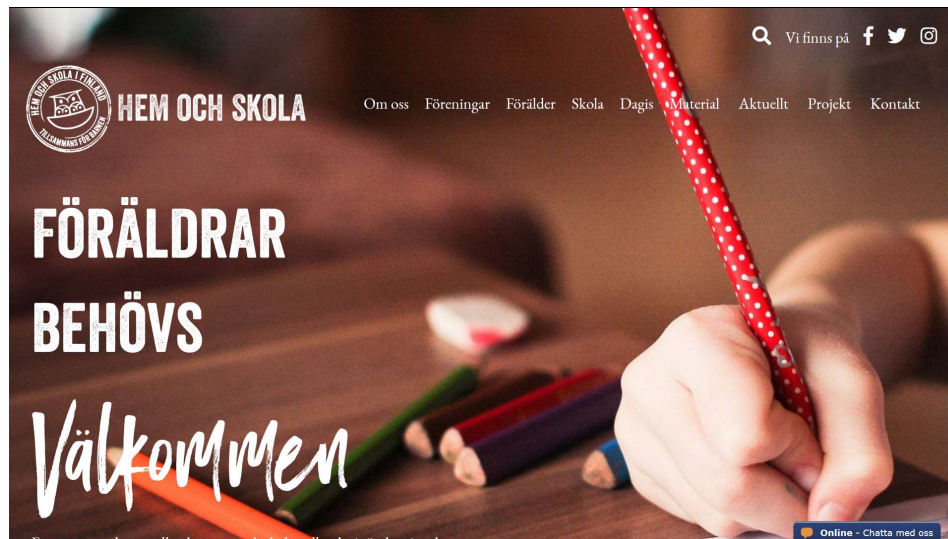
Room for improvement

Building Trust:

Two good examples of bringing in the parents

Swedish-speaking Finland:

Hem och Skola (Federation of Home and School Associations)



Lithuania: Nendre – a non-profit kindergarten working inclusively and with whole families



How is your temperature
today?

Minorities (not simply as part of human
rights but rather)
as the
thermometer of human rights
and of pluralistic societies

Thank you!

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