

Panel 2

I would like to address minority language education in conflicts and post-conflict situations. For almost 30 years the issue of discriminatory approach to the right of education of minorities in frozen conflicts, such as the case of Abkhazia, South Ossetia, Transnistria, Nagorno-Karabakh and recently Eastern Ukraine, still persists, and is enhanced by wrong policies.

These de facto entities respect, protect and fulfill human rights of their population based on internal laws, which are neither recognized by international community, nor by mother-states, but which are highly politicized and overused to serve as ground for ethnical discrimination.

The right to education of minorities in these regions are affected by passportization issues, by obstructing freedom of movement, by restricted and discriminatory access to education in mother tongue, by very limited resources allocated for minority education, and by harassment and lack of educational materials.

While coping with difficulties to settle these conflicts and maintain peace, protecting minority human rights of people living in unresolved conflict zones is often left at the end of the agendas. It is important for international community to acknowledge the importance of minority education in these areas as a way of maintaining peace and develop adequate strategies specially designed for minorities living in these volatile areas, and not to leave this duty on mother states, which are unable themselves to access these territories.

It is crucial for international community to ensure constructive dialogue with de facto authorities and to offer international expertise on minority education standards and on developing effective public policies in order to ensure the right of education of all minorities living in these black holes of human rights protection mechanisms. Thank you for your attention.

Panel 3

I would like to address minority education in de facto entities, where implementing effective practices for education is particularly challenging.

Developing inclusive pedagogical approaches for minorities based on constructive dialogue involving de facto and de jure authorities, as well as representatives of international organizations is fundamental.

I would suggest creating regular common working groups with minority representatives from both de facto entities and mother states by the representatives of international organizations on the ground and make a practical and realistic need assessment of teaching requirements in mother tongues.

This should be done in an open and respectful manner and focusing on understanding each other's needs, having as focus international minority education standards and practices, and bearing in mind relevant existent jurisprudence in this field.

The results of these working groups could serve as a framework in designing realistic educational programmes of national minorities, under the guidance of international experts in minority education, and addressed in negotiation processes by international organizations.

I am confident that both de facto and de jure authorities would be motivated to smoothly implement such programmes, based on human rights international standards, if their efforts are appreciated and encouraged by the international community and serve as role models for ensuring human rights for all for the rest of the world. Thank you for your attention.

Best regards and thank you for your efforts,

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