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MINORITY RIGHTS IN EDUCATION: THE PERCEPTION OF AUTOCHTHONOUS NATIONAL MINORITIES IN EUROPE

SYNTHESIS REPORT

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INTRODUCTION



As early as in 1948, the the United Nation Universal Declaration¹ recognises education as a fundamental human right, which no person can be deprived from or discriminated against their ethnic, religious, linguistic or other cultural belonging. Almost half a century later, the Council of Europe Framework Convention for the Protection of National Minorities² has embedded these aspects and devoted several of its articles³ to the specific situations concerning the education of minorities. Together with the European Charter for Regional or Minority Languages,⁴ it sets the standards and protects the rights of the national minorities and the linguistic communities in the field of education. Over the past decades, numerous research and analyses have been conducted on issues concerning education of national, ethnic and/or linguistic minorities throughout Europe, addressing the arrangements and the educational infrastructure within and/or across states.⁵ Until this moment however little attention has been placed on the experience of the European minority communities, on their satisfaction with the respective arrangements and on their opinion about the level to which the educational systems meet the specific needs. The survey conducted by the Federal Union of the European Nationalities in 2020 aims to fill in this gap. Taking into account the views of stakeholders on how states ensure their rights in the field of education is important for achieving an understanding about the real situation – whether minority rights are neglected, whether they suffer from poor implementation of legal provisions, or whether the active involvement of the right-bearers (the national minorities) is insufficient. Establishing the underlying factors, which can range from structural impediments to lack of awareness of rights or civic passiveness – is crucial for developing adequate measures to improve the situation.

1 UN 1948, Universal Declaration of Human Rights United Nations General Assembly – Paris, 10/12/1948 (General Assembly resolution 217 A) <http://www.un.org/en/universal-declaration-human-rights/>

2 CoE Framework Convention for the Protection of National Minorities (1994), Available at <http://www.coe.int/en/web/minorities/text-of-the-convention>

3 E.g., FCNM Article 12, Article 13 and Article 14

4 CoE European Charter for Regional and Minority Languages (1992), Available at: http://www.coe.int/t/dg4/education/minlang/default_en.asp

5 Acknowledging the importance of all available resources on the topic, it is worth mentioning here the Regional Dossiers Series of the European Research Centre on Multilingualism and Language Learning MERCATOR. The Regional dossiers focus on the educational system in European regions that have an autochthonous lesser-used language, and on how the lesser-used language is embedded in this system. The Regional dossiers are written according to a fixed structure, so that they can be used for comparative research. Available at: <https://www.mercator-research.eu/kennisbank/regionale-dossiers/>

SURVEY FOCUS AND SCOPE



To gather information about the educational situation faced by the national and autochthonous minorities across Europe⁶, in Spring 2020⁷ FUEN designed a survey of 72 questions, addressing the key thematic lines of:

- › of participation of minorities in the decision-making process related to education,
- › educational infrastructure,
- › educational content,
- › resources and staff,
- › and financing of education.

The online questionnaire was sent to a closed-list of FUEN member organisations and partners, but it was thereafter further disseminated among their networks leading to gathering of more than 70 returned forms. Applying the predetermined principle of one submission per minority per state, the inputs that have been processed and analysed therefore reflect the situation of 54 minorities from 30 states, out of which 28 geographically belonging to Europe (21 EU Member States) and 2 to Central Asia (Table 1).

Out of the 54 participants, representing minority groups both recognised and not officially recognised by their states, 29 belong to ethnic minorities and language groups, 35 are kinstate minorities⁸ and 19 are non-kinstate minorities.⁹ For 17 out of the 30 states, information has been provided by only one minority, while for 13 states – by 2 or more minority groups, which enables the comparative analysis. The educational situation of seven minorities can also be compared across states:

- › German minority and German speakers – Belgium, Croatia, Czech Republic, Denmark, France, Georgia, Hungary, Italy, Latvia, Lithuania, Kazakhstan, Kyrgyzstan, Poland, Romania, Russia, Serbia, Slovak Republic, Slovenia, Ukraine
- › Hungarian minority – Romania, Slovak Republic, Slovenia, Ukraine,
- › Slovak minority – Hungary, Romania
- › Slovenian minority – Austria, Italy
- › Aromanians – Bulgaria, Serbia, Romania
- › Meskhetian Turks – Azerbaijan, Russia
- › Sinti and Roma – Bosnia and Herzegovina, North Macedonia

6 With respect to Article 3 of the FCNM no distinction has been made between recognised and unrecognised minorities, between kinstate or non-kinstate minorities, between ethnic groups or cultural, religious, or linguistic communities.

7 The need for such research was discussed during the Brussels meeting of the FUEN Working group on Education in May 2019. The survey was thereafter designed and conducted by Dr Krisztina Kemény-Gombkötö.

8 The German speakers from Belgium have indicated that they do have a kinstate.

9 The German speakers from France and Italy have indicated that they do not have a kinstate

The educational situation of national minorities is a multi-dimensional reality. Enabling the stakeholders to share their concerns and amplifying their voices, the conducted research emphasises the importance of enabling the national minorities to contribute to the policy and decision-making processes on issues that have a direct impact on their communities. Presenting it to the wider public through the Report on findings, FUEN aims at increasing the interest of stakeholders, researchers, policy and decision-makers in the topic as well as their awareness about the need to find mechanisms to ensure that every individual is offered an equal educational opportunity to develop their full potential.

SUMMARY OF FINDINGS



The analysis of the gathered information revealed that the challenges faced by minorities across Europe in the field of education vary from a country to another, which depends not only on the differences in the educational systems, the official or non-official status or minorities and on the political will, but also on the active engagement of the stakeholders. Several challenges however appear as common for the majority of the respondents, regardless of the different arrangements in place. Among them are:

- › Limited access to education in minority languages (all educational levels)
- › Lack of public educational institutions offering education in minority languages
- › Lower quality of education as a result of
 - ›› Outdated teaching methodologies, curricula and resources
 - ›› Inadequate educational resources – especially in history and regional studies
 - ›› Lack of teachers' training opportunities and higher education qualification programmes
 - ›› Lack of kinstate teachers/experts to support the education of minorities
- › Lack of adequate opportunities for bilingual and multilingual education
- › Lack of public funding for minority schools and programmes
- › Challenged preservation of minority culture and language as a result from the demotivation among students and teachers to transmit the minority language
- › Need for development of e-learning methodologies and resources
- › Need for fostering educational cooperation and exchanges of positive practices

With respect to the identified thematic lines, the respondent's views outline the following situation:

Participation Of Minorities in Decision-Making on Educational Matters

To establish whether minorities have a say on educational matters, the survey addressed the legal provisions, practices and experience of stakeholders. The findings revealed that:

- › 36 out of 54 minorities can participate in decision-making concerning educational matters having their involvement regulated by law or by agreed practices and mechanisms. Mostly, minorities are consulted on matters regarding minority language education (28 cases), selection of teaching materials (23 cases), and educational content and objectives (20 cases). In overall, however, minorities in Europe are not satisfied with the level of their involvement in the decision-making regarding educational matters of concern to their communities.
- › Factors such as legal provisions and their implementation, and good political will have significant impact on the educational situation of national minorities.
- › Implementation of officially adopted legal frameworks, of agreed procedures, and of cooperation mechanisms is still lagging behind
- › Specific regional arrangements, especially in a decentralised educational system, are another factor that needs to be taken into account – situation of rural and urban communities differ.
- › Objective factors such as demographic changes (downsizing of communities) and subjective factors (e.g.) decisions taken by parents, can have a direct negative impact.

Educational infrastructure

The thematic section aimed at exploring to what extent the educational infrastructures around Europe enable minorities to preserve and develop their cultural identities having an access education of and in their mother tongue. As the previous section, the analysed data reflect specific local and/or regional experience of minorities.

- › Minority educational infrastructure should be analysed not only at national but only at regional and local level, since there are significant differences, as the survey findings reveal.
- › Based on the information, provided by the respondents, the access to mother-tongue learning and/or education in minority languages is accessible predominantly at school level, while the access to tertiary level minority education is rather limited. In 25 cases, stakeholders' children have access to education offering minority related content/classes throughout their school years (from 1st to 12th/13th grade). In 7 additional cases, minority classes are offered in only one or two of the secondary education levels (i.e. grades 1-4, grades 5- 8, grades 9-13). Education of or in mother-tongue is mostly accessible at the level of primary and lower secondary education (grades 1-8)
- › In cases of a lack of special educational arrangements, mother tongue learning is possible only if the language is offered as a foreign language, which sometimes constitute a financial impediment to access. Minorities, whose mother tongue has a status of international language have better access to education in the minority language than the speakers of local, regional or particular national languages.
- › European minorities perceive education as a powerful identity-building mechanism, which can protect their communities from assimilation. It is acknowledged as a tool for fostering integration, as well as for enabling individuals to develop their capacities.
- › Minorities prioritise the inclusive/bilingual education before the exclusive/segregated minority educational opportunities
- › Pre-school bilingual education is perceived as a mechanism that can facilitate the learning of the state language and hence the transition to school.

- › Among the interesting survey-findings that minorities identify the mainstreaming of minority cultures and issues as problematic – even in cases when there are no restrictions for mainstream children to enrol in a minority programme or institution, such occurrences are rare.
- › Minority education at tertiary level, when such is offered, is largely limited to learning of mother-tongue (language and literature) and pedagogy.
- › Stakeholders with no access to minority education at tertiary level consider the advanced knowledge in mother tongue (Linguistics and literature) and development of teaching professionals (Pedagogy) as are the two disciplines of major importance, followed by history, and (ethno-)culture. Access to disciplines such as law, science, politics in minority languages are of interest only to specific communities. A preliminary conclusion that can be drawn on the basis of the survey-replies is that priority is given to disciplines directly associated with preservation and the future development of cultural identities of minorities.
- › Cultural meetings, language courses, dance groups, and summer camps options are among the most common extracurricular activities available to minority members. Among all, the language-learning opportunities (meetings, summer camps, summer schools, Sunday schools) are considered to be of the highest importance for the minority communities.

Educational Content and Quality

Focusing on the linguistic diversity across Europe, the survey revealed that the experience of minorities with learning of mother-tongue in public educational institutions largely differs.

- › Although 32 minorities have access to mother-tongue classes, in only 11 cases the public educational institutions offer such an option from 1st to 12th grade. The number of classes per week varies as well not only between the cases but also across the school levels per case. A significant number of respondents (9-11 out of 24) have access to more than 4 classes of mother-tongue education at all the school levels. They represent however only 20% of the total of 54 minorities that have taken part in the survey.
- › On the scale from “Very Poor” (1) to “Very Good” (5), the answers provided by the majority of the respondents (24 out of 54) have indicated that at secondary level the quality of education it is somewhat “Good”, ranging from 3.78 to 4.00. The highest quality of minority language teaching is offered at primary school level, scoring the average value of 4.00 (“Good”).
- › The survey findings reveal that minority-related content is delivered mostly at school level, but certainly in different formats and with varying intensity and quality. The respondents in general are not satisfied with the quality of transmission of the minority-related educational content. The average score that 41 respondents give for the quality of teaching at school level is 3.50 (“Satisfactory” to “Good”) on the scale from 1 (“Poor”) to 5 (“Very good”).
- › Learning of minority language and literature are of the highest importance for minorities. On the scale between 1 (“Not Important”) to 8 (“Very Important”), the subjects achieve the average scores of 7.61 and 5.57 respectively, based on the opinion of the all 54 respondents. History takes the second place. Whether the importance of these subjects is connected to the identity-building process or there are other

underlying factors is a question that requires further research and analysis.

- › The findings reveal that the experience of the minority communities can differ not only due to structural factors (e.g., regional arrangements, financial or demographic issues) but also as a result of subjective decisions (i.e. decisions made by school directors)
- › Although in most of the states the minority language teaching is based on approved standardized programmes and resources, the lack of sufficient materials and available resources for development of a curriculum appears an additional impediment.

Educational Resources & Staff

The quality of minority language teaching and transmission of minority-related content require qualified professionals and educational resources. Therefore, the survey also has aimed at exploring the opinion of the respondents about the sufficiency and the quality of teaching and learning materials and about the training opportunities for teachers.

- › The survey revealed that the European minorities in general are not satisfied with the quality of the educational materials and that only few have a rather positive experience, enjoying high quality teaching and learning materials produced by the specialised structure
- › The quality of the minority educational resources is largely seen as average, scoring between 3.31 and 3.80 (“Sufficient”) on the scale from 1 (“Poor”) to 5 (“Very good”).
- › The major shortage of quality teaching staff is experienced by 38 minorities at the secondary and upper-secondary school levels.
- › Among the challenges highlighted by the minority representatives are:
 - › Limited resources or lack of such for schools and/or extracurricular activities;
 - › Lack of standardized resources for extracurricular activities or lack of materials adapted for the needs of the education of minorities;
 - › Lack of modern/regularly updated textbooks both in terms of language and/or content;
 - › Long, costly and complicated procedures for development and obtaining of official approval of minority teaching materials;
 - › Lack of support from the state for development, publishing and disseminating of educational resources;
 - › Necessity that teachers develop educational resources themselves;
 - › Lack of adequate training opportunities for teachers.
- › According to the minorities, the situation with the lack of sufficient number of qualified professionals to teach minority classes is due to a range of factors, such as:
 - › General shortage of teachers, especially professionals who can deliver different subjects in minority language
 - › Insufficient knowledge of minority language by the teaching staff
 - › Lack of mechanisms to enhance the motivation of teachers to increase the quality of education
 - › Differences between minority language and official kinstate language is an impediment before recruiting teachers from the kinstate
 - › Lack of adequate bilingual teaching methodology and methodology to deliver minority language classes,
 - › Differences between the quality of teaching in public and private institutions
 - › Need for further training of teaching staff projected against the lack of special

- higher education programmes to prepare minority teachers
- » Shortage of teachers in rural areas (regional disparities)
- » Specific legal or political constraints that limiting the possibilities of kinstates to support the minority education (e.g., with quality textbooks and teaching staff) appears also among the challenges, as the minority respondents from Slovenia and Greece have outlined.

Financing of Minority Education

Financing of minority education, which is not only a sustainability factor, but it also reveals the engagement of states with the protection and promotion of minority rights, is an issue of significant importance. According to the FCNM and the ECRML, the signatories are not obliged to finance minority education and minority educational institutions. Therefore, when a state provides public finances for minority educational initiatives or structures, it is already an indicator for a good political will and support to minorities. Allocation of different levels of public funds to the different minority communities within a state however calls for attention and analysis of the underlying factors.

- » Out of the 51 respondents, who have answered the funding-related survey questions, 28 enjoy free access to education and extracurricular activities. 16 communities need to cover partially the costs and 7 minorities – fully.
- » ‘Only paid’ options prevail in the sectors of extracurricular activities (11 cases), pre-school (17 cases) and higher-education (6 cases).
- » In 3 out of 51 cases, have only paid access to minority education at all levels and forms exists.
- » Qualification of minority teachers and their funding is seen as a responsibility of the home-state (18 out of 51 cases) or of the home-state in a partnership with the kinstate (13 out of 51 cases).
- » Financing of kin-state teachers appear to be supported equally by the kin- and home-states – according to the survey-replies (35 in total for the particular question), kinstates are primary source of funding in 15 cases (providing full financial support in 7 cases and partial in 8 cases), while home-states are fully supporting foreign minority teachers in 6 cases and partially – in 8 cases.
- » A significant number of minorities however has reported that there are no publicly organised and funded programmes to train minority teachers.
- » About a half of the respondents have confirmed that educational resources are free of charge for teachers (23 cases) and students (29 cases). A significant number of the minority stakeholders cover the costs of the materials only partially. Nevertheless, in 7 to 8 cases, neither teachers, nor students have access to free teaching and learning resources.
- » 22 out of 42 minorities inform that there is a single line of funding for the needed teaching and learning materials – the home-state (16 cases), the kinstate (3 cases), the local authorities (1 case), and the minority community (2 cases). In 7 cases, no funding is available at all. Only in 13 cases, minorities’ teaching and learning materials are funded by more than one budget line.
- » Development and dissemination of minority textbooks and teaching materials is financed predominantly by home-states (Figure 17), which correlates with the fact that production of textbooks in general is regulated by specific national and/or regional provisions and it is controlled by the public authorities. The minority com-

munities themselves are the second source of funding of educational materials, followed by kinstates, and the local authorities. Interesting is the fact that only in 3 cases, financial support for development and dissemination of textbooks comes from projects.

INSTEAD OF CONCLUSION: ISSUES FOR CONSIDERATION



At the end of the survey, the participants have been offered with the possibility to share their concerns, ideas, comments, and expectations. Based on the provided replies, several structural factors that impact the educational situation of the national and autochthonous minorities across Europe have been identified. Presenting them in the final section, the Report aims at focusing the attention of decision-makers and at opening a policy debate at regional, national and European level, so that effective mechanisms that would protect the rights of national minorities in the field of education are found. Hence, instead of conclusion, a number of policy recommendations are provided, addressed at the respective public authorities.

Factor #1: Political will

Most of the European countries are signatories to the Council of Europe Framework Convention for the Protection of National Minorities (FCNM) and some of them to the European Charter for Regional or Minority Language (ECRML), but the implementation of their provisions is still an issue.

The Macedonian minority from Albania, for example, believes that the access to quality minority language education would improve if Macedonian language departments at the Universities of Tirana, Korca, and Elbasan are opened and Macedonian language schools in Golo Brdo, Gora and Vrbnik adopt modern methods for mother tongue teaching and learning, such as the school in Mala Prespa.

According to the Roma minority from Bosnia and Herzegovina, the public authorities shall adopt an efficient Action Plan for educational integration of Roma and develop a curriculum reflecting the specific educational needs. Stakeholders expect that the government will recognise the achievements resulting from civil society initiatives and will secure funding for the multiplication of the successful models.

The Germans from Latvia believe that the state can address identified needs in the field of education by securing a sufficient number of teachers from Germany to support the minority education in the country.

The lack of official national minority status is seen as a direct impediment to their educational and language rights by the Ruthenian minority from Ukraine. Similarly, concerned with the preservation of their minority language and culture, the Aromanians from Bulgaria point out that despite the Parliamentary Assembly of the Council of Europe Recommendation on the Aromanian Culture and Language¹⁰ was adopted in 1997, their situation has not changed.

It needs to be acknowledged that behind every case there might be specific context-related factors that challenge the implementation of minority rights in education. The point however is that tensions as a result from dissatisfaction with a situation might arise when there is no constructive dialogue and structured cooperation between stakeholders and public authorities.

Factor #2: Quality of communication between minorities and decision-makers

The lack of adequate communication between stakeholders and public authorities (at either local or national levels) have also emerged from the provided comments. The fact that a number of stakeholders have expressed their willingness that FUEN addresses state governments, confirms that there are no efficient channels of communication with the public authorities that the minorities can use. Furthermore, the fact indicates that many minorities feel that their voice is / will not be heard by the decision-makers unless they are not backed-up by an international partner. Requests for addressing national authorities on issues such as fostering language education, protection of minority rights, revising discriminatory language or identity policies, or even dissemination of positive practices implemented by NGOs, highlight the distance between minorities and their governments, the lack of partnership, structured cooperation, as well as the lack of capacities of minority organisations to advocates for their own rights.

Factor #3: Participation

The information provided by in the surveys outlines that minorities are willing to support their governments in securing quality teaching, in the development of educational resources and teaching methodologies, in fostering inclusive bilingual and multilingual education. Despite the existing readiness for establishing efficient partnerships with regional and/or national, minorities do not feel confident to approach their own governments.

Factor #4: Regional management

Centralised management of education appears challenging to the implementation and protection of minority rights especially in areas with compactly living communities. As all the minorities from France have highlighted, transferring responsibilities to regions would enable better organisation of the education with respect to the stakeholders' needs. It could also improve the allocation of funds and the absorption of resources.

10 Parliamentary Assembly of the Council of Europe Ordinary Session Recommendation 1333 (1997) On the Aromanian Culture and Language, available at: <https://assembly.coe.int/nw/xml/XRef/Xref-XML2HTML-en.asp?file-id=15367&lang=en>

Factor #5: State support

Maintaining close contacts with kinstates is viewed as an important factor for the preservation of minority language and culture, especially when the home-state does not provide sufficient educational opportunities. As the survey findings have revealed, the state in general appears to play a key role in providing for minority education. However, when it fails to address the specific minority needs in the field, including the employment of kinstate teachers or the facilitation of educational and professional exchanges – the expectations for support are directed towards the ‘state of origin’. The employment of foreign (kinstate) teachers has also been identified by respondents as a matter that needs to be regulated at EU-level.

Factor #6: External support

Interesting to note is that some respondents have indicated that they would turn to FUEN or other international organisations in times of crises. This confirms that regardless of the number of existing international instruments that guarantee the rights of minorities, sometimes stakeholders feel powerless. Considering that in times of crisis the community bonds reaffirm, expectations for an external support in such a situation indicate an existing social and possibly political alienation between minorities and their states. A possible solution, as suggested by a respondent, could be the establishment of a strong international advocacy platform to support the minorities across Europe. Such a mechanism can make governments hear the voices of stakeholders. Cooperation among minorities across Europe however appear to be rather limited and although the need for establishing networks (also within the field of education) is recognised, there is no indication that stakeholders at large are making strategic steps in that direction.

For minorities with no kinstate, the international support is of particular importance, especially in cases when they feel that their rights are at stake or when they lack capacities to implement an initiative. As some of the respondents highlighted, the only option for their communities to organise an educational activity is through project-based fundraising or voluntary contributions. Non-kinstate minorities that do not enjoy support from their home-states are particularly vulnerable also in the field of education.

The FUEN survey have revealed that minorities have both a motivation and capacities to support the respective regional and national authorities to improve the educational situation in their states. They are willing to engage not only with the elaboration of strategies but also with their subsequent implementation, to exchange information with and learn from peers, seeking alternative approaches and solutions. It is however in the powers of state and regional governments to open a constructive dialogue with minorities and to engage stakeholders in the processes – not only as implementing partners but also as agents and owners of positive change. Acknowledging that improving the quality of minority education would be of benefit for the state and all of its of citizens, is the first challenge that needs to be overcome. This would have a direct positive impact on the state human capital and hence – on regional and national development.

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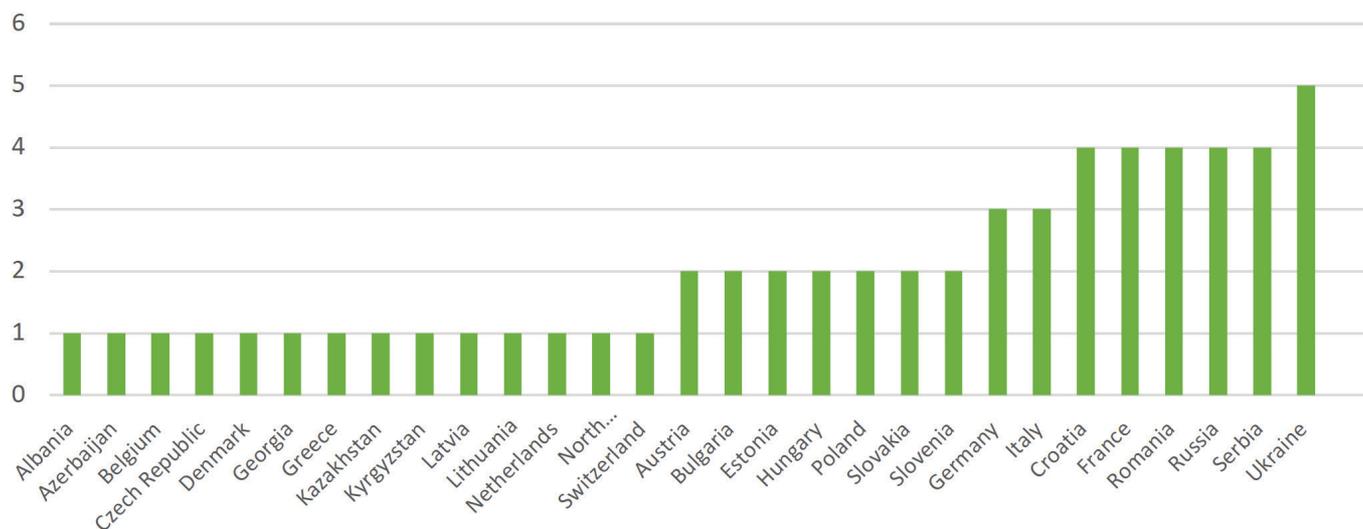
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SCOPE OF SURVEY

TABLE 1 Survey Participants by State & Minority

STATE	MINORITY
› Albania	Macedonians
› Austria	Croats, Slovenes
› Azerbaijan	Meskhethian Turks
› Belgium	German speakers
› Bosna & Herzegovina	Roma
› Bulgaria	Aromanians, Pomaks
› Croatia	Czechs, Germans, Hungarians
› Czech Republic	Germans
› Denmark	Germans
› Estonia	Russians
› France	Bretons, German speakers, Occitans
› Georgia	Germans
› Germany	Danes, Sorbs
› Greece	Western Thrace Turks
› Hungary	Germans, Slovaks
› Italy	Ladins, Slovenes, South Tyrolians (German speakers)
› Kazakhstan	Germans
› Kyrgyzstan	Germans
› Latvia	Germans
› Lithuania	Germans
› Netherlands	Frisians
› North Macedonia	Roma
› Poland	Germans
› Romania	Aromanians, Germans, Hungarians, Slovaks
› Russia	Germans, Lezgins, Karachays, Meskhethian Turks
› Serbia	Aromanians, Germans
› Slovak Republic	Germans, Hungarians
› Slovenia	Germans, Hungarians
› Switzerland	Retoromans
› Ukraine	Germans, Greeks, Hungarians, Moldovans, Ruthenians

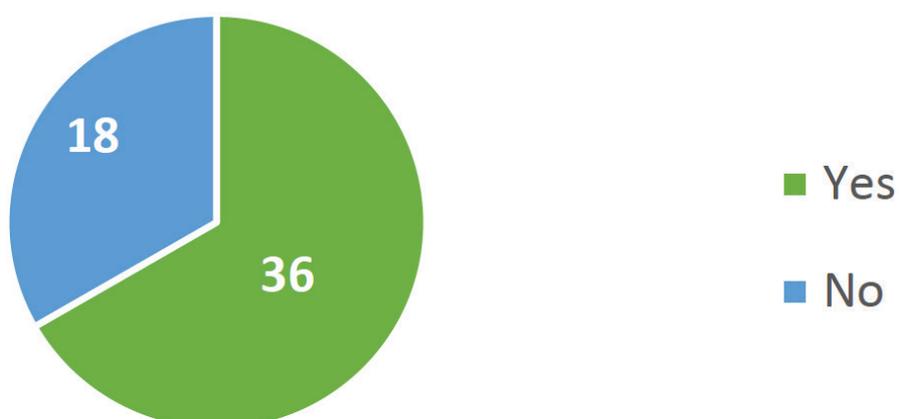
FIGURE 1 Number of Minority Organisations per State Participating in the Survey

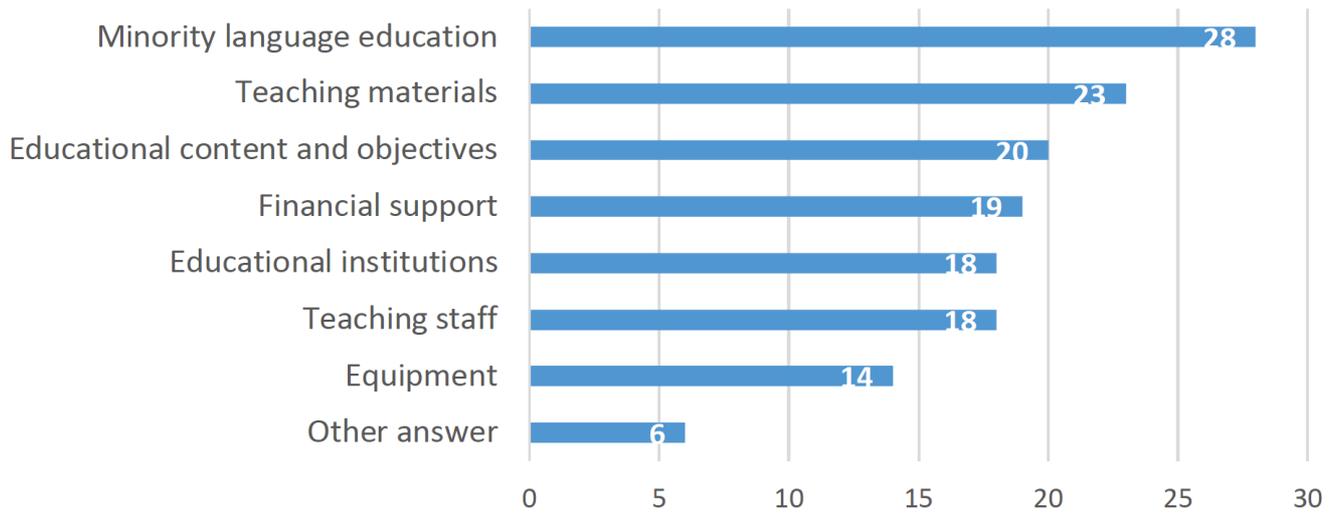


PARTICIPATION

FIGURE 2 Involvement in educational matters

The information provided by the 54 respondents reveals that 36 minorities are involved in decision making concerning educational issues, predominantly on matters regarding minority language learning (28 cases), teaching materials (23 cases) and educational content (20 cases).





EDUCATIONAL INFRASTRUCTURE

FIGURE 3 Educational Infrastructure Offering Minority-Related Classes

As the information provided by the survey participants reveal, education of or in mother-tongue is mostly accessible at the level of primary and lower secondary education (grades 1-8)

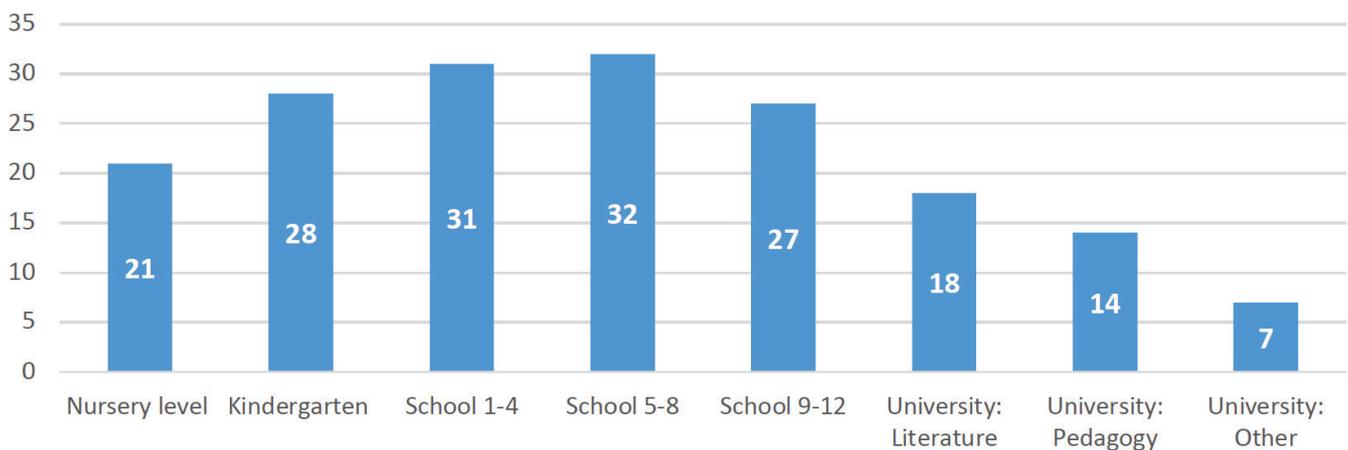


FIGURE 4 Access to extracurricular activities by age groups

Extracurricular activities are mostly available for minority children in secondary (41 cases) and upper-secondary education (44 cases). A significant number of adults also have access to minority-related activities (38 cases).

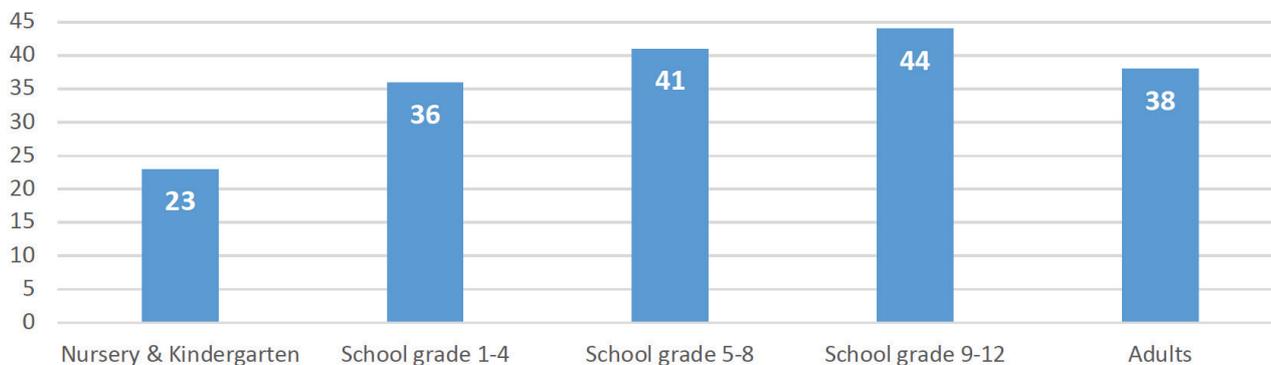
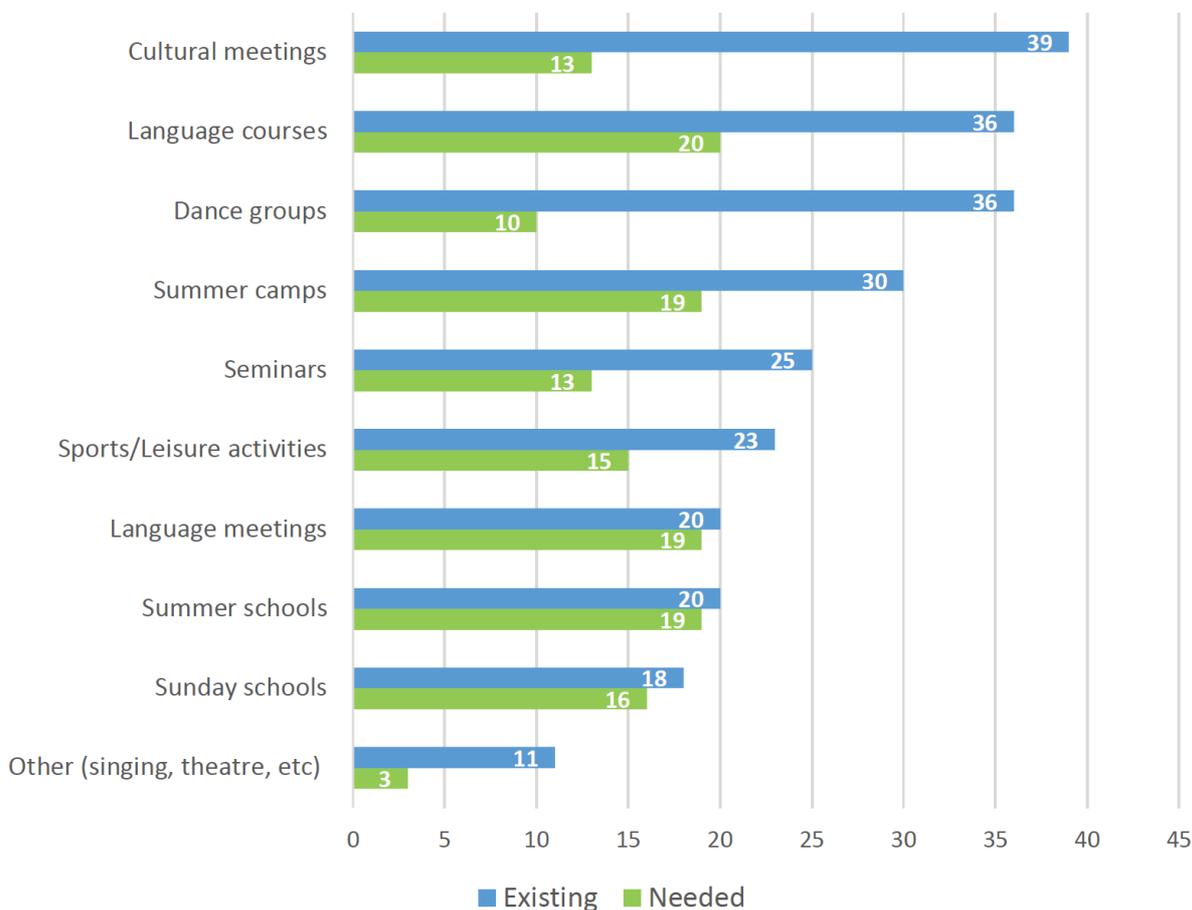


FIGURE 5 Existing and needed extracurricular activities

Cultural meetings and language courses are the activities available to most of the minority communities (39 and 36 respectively). Access to language learning in all of its forms however (courses, summer camps/schools and language meetings) is the most desired.



EDUCATIONAL CONTENT & QUALITY

FIGURE 6 Minority language classes per week / per level

A significant number of respondents (9-11 out of 24) have access to more than 4 classes of mother-tongue education at all the school levels. They represent however only 20% of the total of 54 minorities that have taken part in the survey.

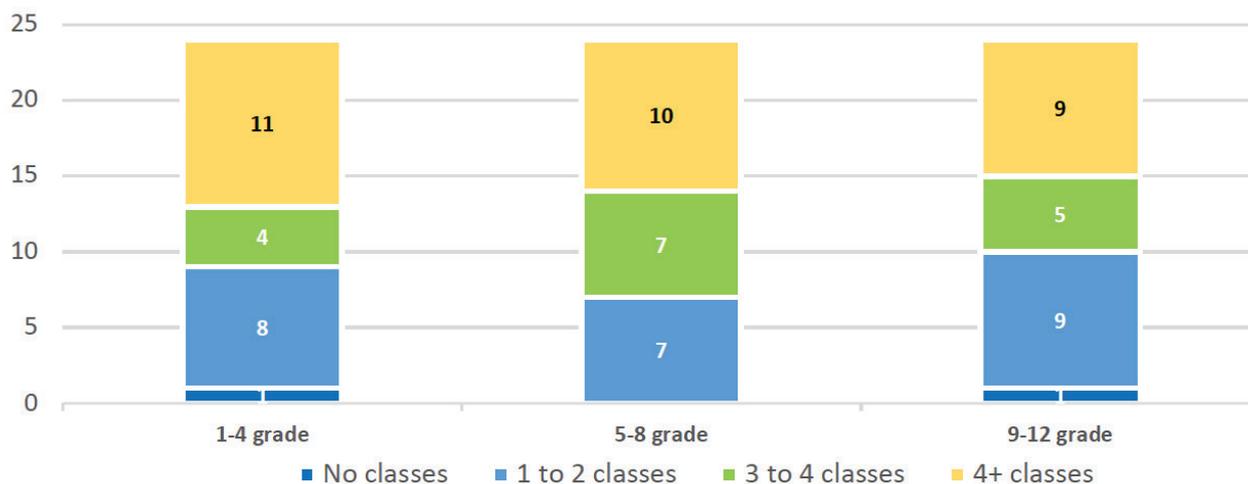


FIGURE 7 Quality of minority language teaching per level

According to the provided information, the highest quality of minority language teaching is offered in primary schools, evaluated in average by 24 respondents as 4.00 ("Good") on the scale from 1 ("Poor") to 5 ("Very good").

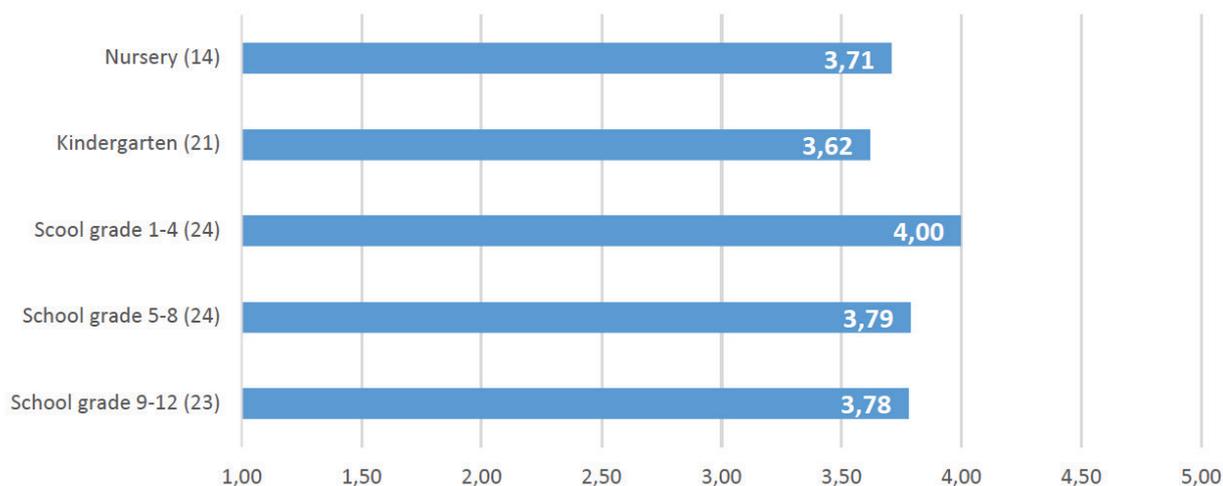


FIGURE 8 Subjects providing minority-related content per educational level

Classes in minority languages and classes addressing cultural issues are available from primary to upper-secondary school level to most of the minorities across Europe

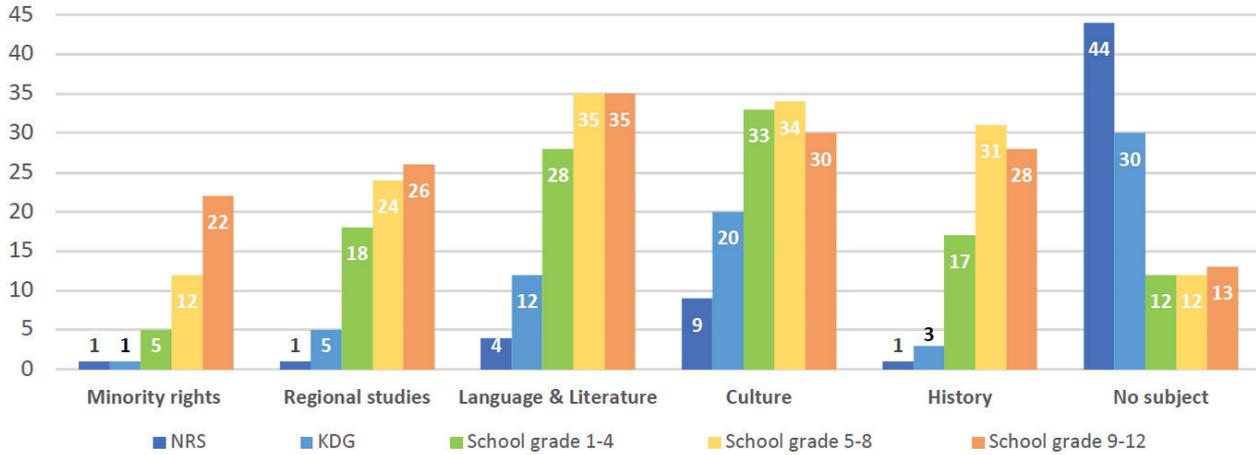


FIGURE 9 Availability of minority-related classes

Minority related classes and educational content is mostly accessible at school level

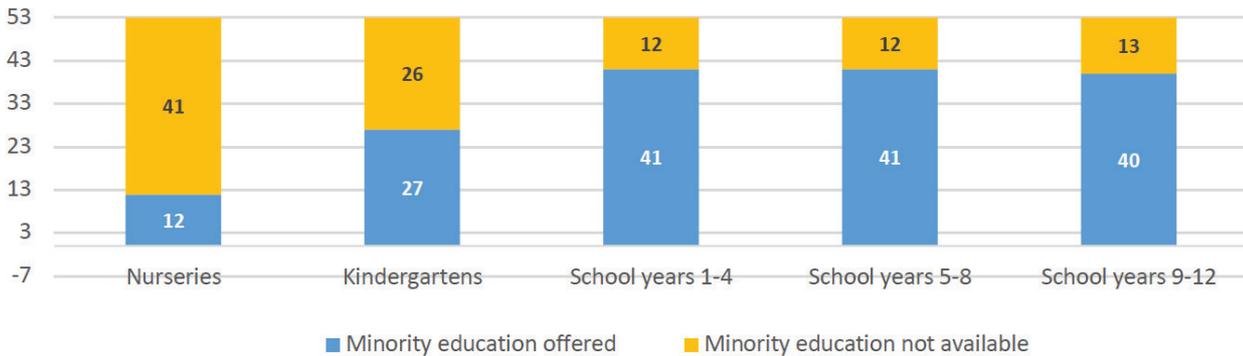


FIGURE 10 Quality of transmission of minority-related content

Minorities are generally not satisfied with the quality of transmission of the minority-related educational content. The average score that 41 respondents give for the quality of teaching at school level is 3.50 (“Satisfactory” to “Good”) on the scale from 1 (“Poor”) to 5 (“Very good”)

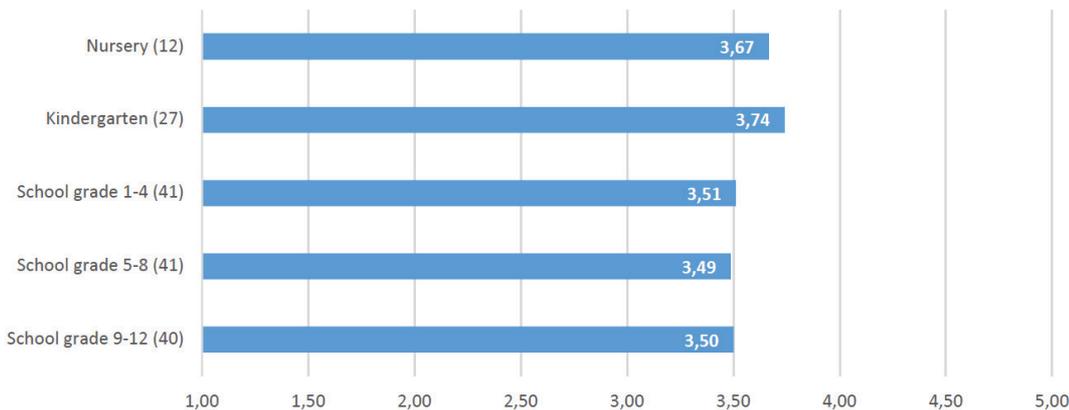
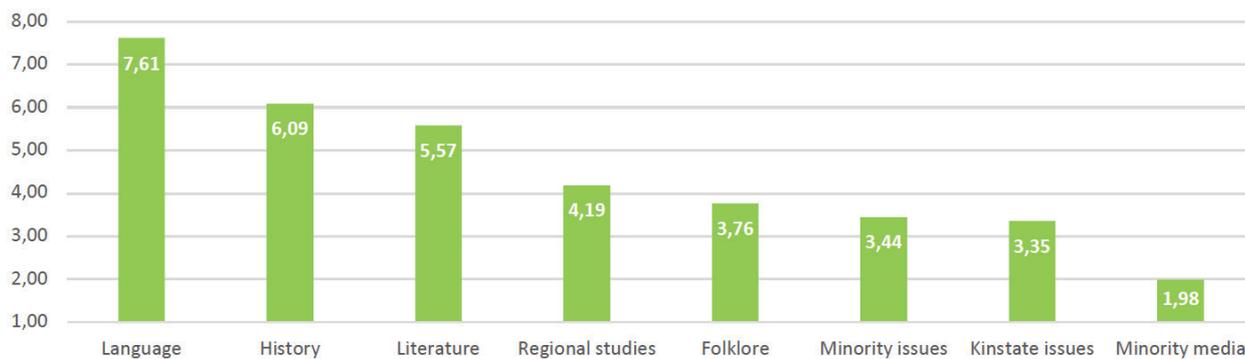


FIGURE 11 Importance of subjects

Minority language, literature and history are considered the most important subjects to be offered by the educational institutions. The subjects are directly connected to the aspects of the identity-building and maintenance.



EDUCATIONAL RESOURCES & STAFF

FIGURE 12 Quality of educational resources

The quality of the minority educational resources is largely seen as average, scoring between 3.31 and 3.80 ("Sufficient") on the scale from 1 ("Poor") to 5 ("Very good").

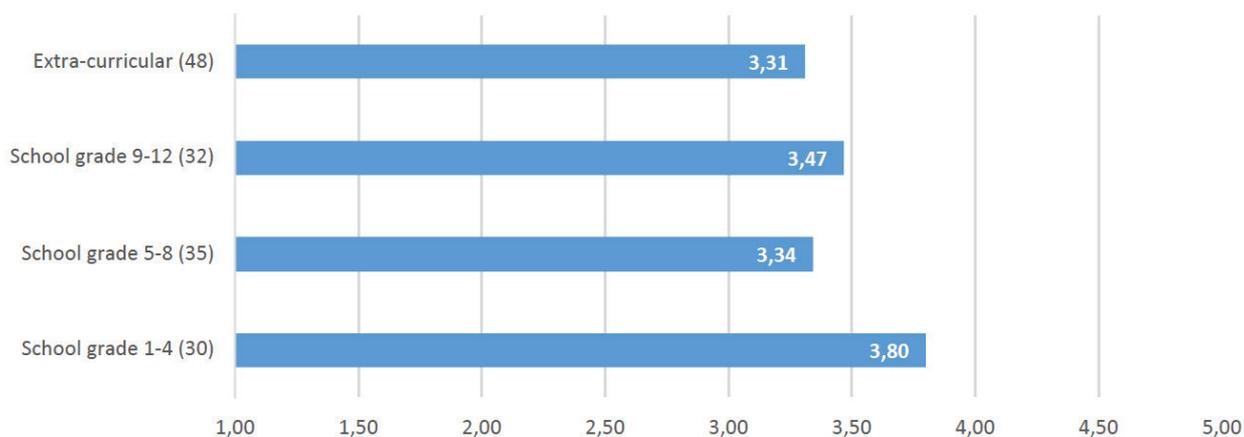
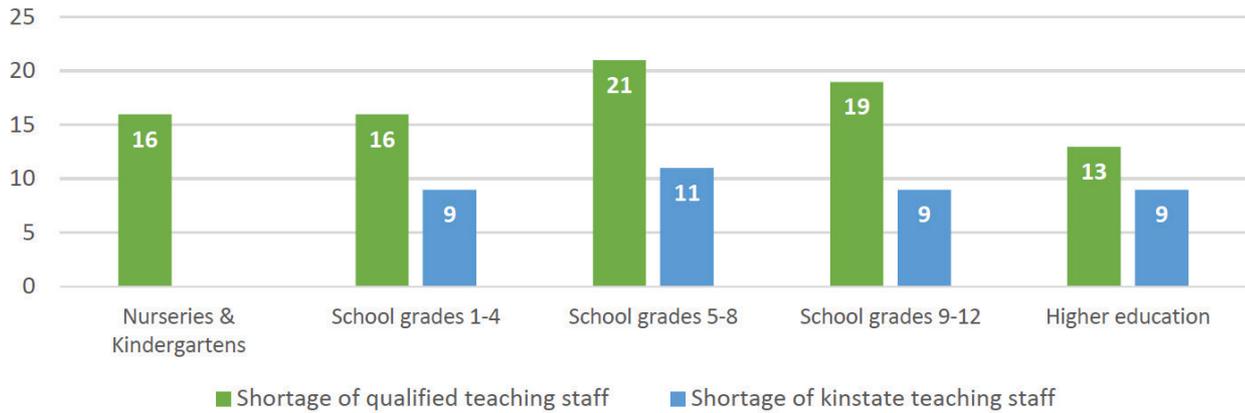


FIGURE 13 Shortage of teaching staff

The major shortage of quality teaching staff is experienced by 38 minorities at the secondary and upper-secondary school levels.



FINANCING OF MINORITY EDUCATION

FIGURE 14 Financing of minority teachers

For most of the respondents, qualification of minority teachers is a responsibility of the home-state (18 out of 51) or of the home-state in a partnership with the kinstate (13 out of 51). Funding of teachers from kinstate is also covered by both the home- and the kinstate.

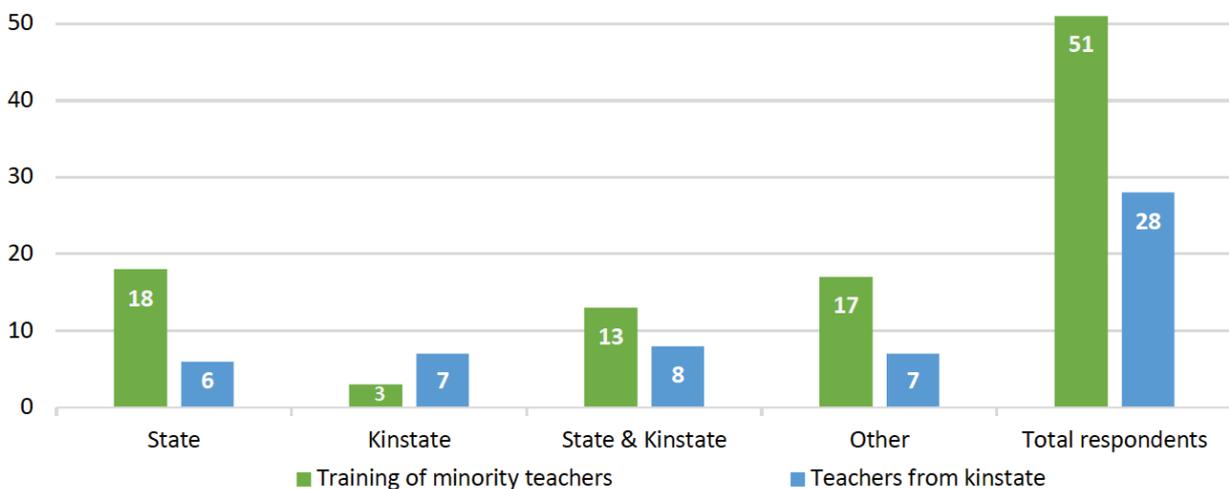


FIGURE 15 Are the educational resources free of charge?

Most of the minorities have access to free educational resources for both teachers (23 cases) and students (29 cases)

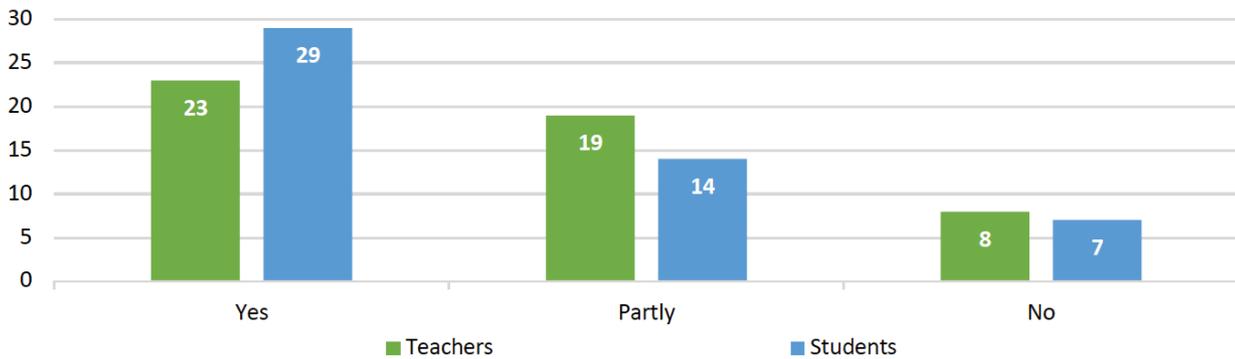
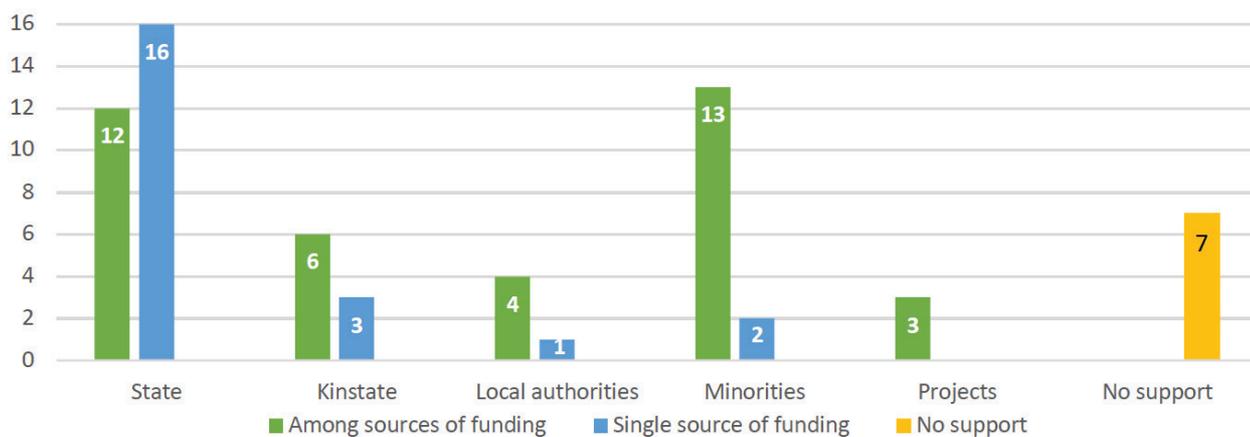


FIGURE 16 Financing of teaching & learning materials for minority teachers and students

22 out of 42 minorities inform that there is a single line of funding for the needed teaching and learning materials – the home-state (16 cases), the kinstate (3 cases), the local authorities (1 case), and the minority community (2 cases). In 7 cases, no funding is available at all. Only in 13 cases, minorities' teaching and learning materials are funded by more than one budget line.





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