

Article 13.1

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Article 13.1

Within the framework of their education systems, the Parties shall recognise that persons belonging to a national minority have the right to set up and to manage their own private educational and training establishments.

Bulgaria 1)

Bulgarian Helsinki Committee, Report Submitted Pursuant to Article 25 Paragraph 1 of the Framework Convention for the Protection of National Minorities (Adopted by the Committee of Ministers on 30 September 1998 at the 642nd meeting of the Ministers' Deputies), September 1999.

[Source: MINELRES website

Source URL: http://www.minelres.lv/reports/bulgaria/bulgaria_NGO.htm

Date accessed: 29 September 2003]

[p. 56]

- **Narrative**

Private minority schools exist in Bulgaria only as religious schools, some of which have the license to issue diplomas for general high school education. There are lots of private foreign language schools but no secular private minority schools exist although the law does not prohibit their establishment (see below). Some private colleges and universities offer education of the culture and the language of some national minorities. Establishment of private minority schools in Bulgaria is a matter of both overcoming nationalistic prejudices and finding sufficient material support, which at present is not available.

- **Legal**

According to Art. 10 of the Law on National Education schools and kindergartens in Bulgaria [p. 57] are state, municipal and private (“äúðæââîê, îâùèíñêè è -âñðîê”). The law and the rules and regulations for its application establish a procedure for opening and oversight of private schools. The latter includes:

1. Submission of an application to the Minister of Education together with a number of documents ensuring that the state educational, sanitary, medical and infrastructural standards will be met;
2. Appointment of an expert commission to review the application;
3. Issuing of a ministerial order to open the school which is published in the *Official Gazette*;
4. Constant oversight by the regional bodies of the Ministry of Education on whether the legal and educational requirements are met;
5. Appointment of a special ministerial representative to every private school to review the final graduation exams.

According to Art. 12 (1) of the Law on National Education private schools and kindergartens with foreign participation could only be opened as joint ventures with Bulgarian physical or juridical persons. Opening of foreign schools and kindergartens is

only possible on a basis of international agreements (Art. 12 (2)). Special cases of private schools under the Law on the National Education are the religious schools that are two types: those that only serve spiritual and administrative purposes of a denomination and those that offer general education in addition to that. Both are opened by a ministerial order. The former must supply fewer documents upon application while the latter must prove that they meet the same criteria as the private schools in general.

In addition to these the Denominations Act allows opening of denominational private schools with a ministerial order. The act does not provide for any standards that are to be met but refers to regulations that are to be issued by the government.

None of the provisions of the Law on National Education specifically exclude minorities from opening their own private schools.

- **State infrastructure**

Ministry of Education is the responsible government agency licensing and overseeing all private schools in Bulgaria.

The Council of Ministers, a Deputy Prime Minister or the Minister of Education have to agree for the opening of a denominational school.

- **Policy**

The policy of the government is to tolerate the existing private denominational schools. It does not encourage and does not support opening of secular private schools for the national minorities.

- **Factual**

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Secular private schools of the ethnic and linguistic minorities do not exist. The Muslims have three private high schools that also have licenses to offer regular high school diplomas – in Shumen, Russe and Momchilgrad. The subjects studied in these schools have to meet state educational high school standards. In addition to that they study several additional subjects – Holy Koran, interpretations of the Koran, History of Islam, Arab language, Islamic law (of the Hanafite maz'ab), ethics and others. There is a private High Islamic Institute in Sofia that only has a license to prepare religious leaders.

In July 1999 the Minister of Education issued an order opening a “High Evangelical Theological Institute” in Sofia. It was licensed as a religious institution. So far it managed to consolidate the religious schools of several Protestant denominations and is in a process of consolidating others. Catholics have no private schools.

Croatia

Croatian Helsinki Committee, Report on the Implementation of the Framework Convention of Council of Europe on the Protection of Minorities in the Republic of Croatia, September 1999.

[Source: MINELRES website

URL source: http://www.minelres.lv/reports/croatia/NGO/croatia_NGO.htm

Date accessed: 29 September 2003]

[p. 16]

As in Point 5 [Article 5 FCNM].

Macedonia 1)

Helsinki Committee for Human Rights in the Republic of Macedonia, Report on Minority Rights in the Republic of Macedonia, September 1999.

[Source: MINELRES website

Source URL: http://www.minelres.lv/reports/macedonia/macedonia_NGO.htm

Date accessed: 29 September 2003]

[p. 24]

Due to a delay in the adoption of the legal provisions, private education is only possible on primary and secondary level, and not on higher educational level.

The problem with the Albanian language University in Tetovo is the will of Albanians to establish a governmental university in Albanian language, not a private one. Members of the Albanian nationality thus claim that there is a financial obligation for the government concerning Tetovo University, or any other university on Albanian language.

a) Primary education

Total number of children in primary education (1997/98)	259,314
instruction in Macedonian language	177,591 (68.48%) (5)
instruction in Albanian language	75,315 (29.04%)
instruction in Turkish language	5,783 (2.23%)
instruction in Serbian language	625 (0.24%)

The last few years saw a modest decline in the number of pupils in primary education (from 261,127 in 1991/92 to 259,314 in 1997/98). The biggest changes took place in the number of pupils following instruction in the Macedonian language, where a drop from 70,88% to 68,48% was recorded, and in the number of pupils following instruction in the Albanian language, which went up from 26,79% to 29,04%. This can be explained with the differences in the birth rate recorded in these two groups, but even more so with the ever more by the determination of Albanian families to have their children study in their mother tongue.

The primary education sub-system covers more than 95% of the children of that age group. Considerable efforts are made to include and retain all children in all eight grades of primary education. The analysis of the ethnic structure indicates that most of the children who were either never enrolled in primary school or dropped out at some stage, come from the Romany ethnic group. Special efforts are needed to stimulate an appreciation of the value of education among the Gypsies.

The number of pupils not completing their primary education has also declined in the past few years. In the 1996/97 school year the primary school dropout rate was only 0,85% compared to 0,94% in 1994/95. According to the data available, most of the dropouts, (1.41% of the total), take place in the fifth grade, at the switch from whole-class to separate subject teaching, i.e. after children acquire basic literacy. The analysis of

the gender structure shows that Albanian girls lead while there were only few such cases among Macedonian girls. Drop-outs are predictably more frequent in rural traditional

Table 11: Drop-out rates

[p. 25]

Language of instruction	total pupil number	total drop-out number	female drop-out
Macedonian	179.686	1.505 (0,84%)	551 (36,6%)
Albanian	73.991	626 (0,85%)	516 (82,4%)
Turkish	5.882	83 (1,41%)	61 (74,7%)
Serbian	682	9 (1,32%)	7 (77,7%)
Total	260.241	2.223 (0,85%)	1.135 (51,1%)

As a result of drop-out, but also because of the failure to achieve full enrolment in primary schools in the past, 5.4% of the population over 10 years, or 87,749 of the total population is illiterate.

Table 12: Structure of the illiterate persons

	Total	Female
Total	87.749	67.254
Macedonians	40.698	31.551
Albanians	28.463	21.843
Romanies	6.993	5.069
Turks	5.988	4.418
Serbs	1.918	1.654
Vlachs	540	426

b) Secondary Education

Total number of children in secondary schools	86,296 (1997/98)
instruction in Macedonian	73,605 (85,29%) (6)
instruction in Albanian	12,114 (14,04%)
instruction in Turkish	577 (0,67%)

According to the Constitution, secondary education is not compulsory, but is a right, accessible under equal conditions, without discrimination based on gender, nationality, social, political or religious persuasion. The result of the qualification exam, combined

with the average result achieved at the end of primary education, is the criterion enabling the pupil to enrol in a secondary school offering general, vocational or art education.

Table 13: Ratio of 8th grade primary school graduates enrolled in 1st year of secondary education

school year	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98
number of 8th grade pupils	29,932	29,941	29,636	30,334	30,405	30,909
number of 1st year pupils	22,291	22,630	24,190	24,616	25,006	26,184
% of 1st year enrolment	74.47	75.59	81.62	81.45	82.24	84.71

The greatest increase in secondary school enrolment between 1991/92 and 1997/98 was registered by students receiving instruction in Albanian. Their share of the total rose from only 4% to 14% over the [p. 26] period. While the number of students receiving instruction in Macedonian increased by less than 10% (from 67,182 to 73,605 students), the number of the Albanian stream quadrupled (from 2,875 to 12,114), the number of students receiving instruction in Turkish was almost tripled (from 193 to 577 students). The increased interest of the members of the ethnic groups in secondary education is a very good sign, despite all the problems of crowding and staffing character it has granted.

Table 14: Survey of the secondary school students by language of instruction, for the period 1991/92 to 1997/98 school year

school year	Total number of pupils	Macedonian language	Albanian language	Turkish language
1991/92	70.250	67.182 (95,6%)	2.875 (4,1%)	193 (0,3%)
1992/93	70.243	65.855 (93,7%)	4.169 (5,9%)	219 (0,3%)
1993/94	72.348	66.638 (92,1%)	5.350 (7,4%)	260 (0,4%)
1994/95	74.803	67.202 (89,8%)	7.377 (9,8%)	230 (0,3%)
1995/96	79.908	70.630 (88,4%)	8.812 (11,0%)	465 (0,6%)
1996/97	82.977	72.337 (87,2%)	10.397 (12,5%)	548 (0,7%)
1997/98	86.296	73.605 (85,3%)	12.114 (14,0%)	577 (0,7%)

However, an analysis of the national and gender structure of the secondary school pupils will produce a totally different picture.

Table 15: Survey of the national and gender structure of secondary school pupils

	Total	Female
Macedonians	79,8 %	50,6 %
Albanians	14,8 %	37,3 %
Turks	1,6 %	33,5 %
Serbs	1,4 %	40,4 %
Muslims (7)	1,3 %	30,4 %
Romanies	0,5%	32,5 %
Vlachs	0,2 %	83 %

A different picture emerges when seen from the perspective of ethnic origin and gender. This data shows that the proportional share of the ethnic groups, especially Albanians, Romanies, and Turks, does not correspond to their proportional share in the total population, particularly in terms of the female representation.

Education in secondary schools in the school year 1997/98 was carried out by 5,121 teachers. Most of them are university graduates (95%), but there are also teachers with PhD and MA degrees (2%). The rest [p. 27] have completed a two-year post secondary college or a secondary school, but there are some with lower professional qualification. The ethnic composition is as follows: 82.8% of teachers are Macedonians, 12.5% Albanians, 1% Turks, and most of the remaining 4.7% are Serbs, followed by Vlachs, Muslims, Romanies, etc. The national composition of the teaching staff more or less corresponds to the national composition of the secondary school pupils.

In the 1995/96 school year, the boarding schools accommodated 9,062 pupils and students (8,027 of whom Macedonians, 523 Albanians, 126 Turks, 18 Romanies, 13 Vlachs, and 62 Serbs).

Macedonia 2)

Association for Democratic Initiatives, Report Submitted by the Association for Democratic Initiatives on the Implementation of the Framework Convention for the Protection of National Minorities in Macedonia.

[Source: MINELRES website

URL source: http://www.minelres.lv/reports/Macedonia_NGO1.htm

Date accessed: 29 September 2003]

[p. 29]

Paragraph 1 and 2

Article 45 of the Constitution of RM says: “citizens of RM have the right to establish private educational institutions in all the levels of education except the elementary schools.

Practically there are no problems in establishing of private secondary educational institutions of Albanians, Turkish and Roma.

In 1996 the first Turkish College was founded in Skopje and later on in Gostivar. This school is private and financed by the Turkish.

Roma in RM haven't yet shown interest on launching private educational institutions but if there would be such an interest, the Roma would be prepared to respect the law that regulates this field.

So far Albanians in RM had only one initiative for founding a secondary school in Albanian [p. 30] language in Radolishta village-Struga region (a municipality in the southern part of Western Macedonia). This came out as a reaction of the negative reply of the Government on the requests of the population for launching Albanian language classes in the secondary education in the Municipality of Struga. Although this institution wasn't officially recognised by the Government, when the first classes in Albanian language were launched in Struga Gymnasium the students of these institution were allowed to continue their education in the newly launched Albanian language classes. Also the graduated students diplomas were recognised (this was implemented by the decision of the Parliament of RM).

Regarding founding high educational institution in Albanian language, the Albanian intellectuals and the political parties submitted a request for foundation of a University in Albanian language during the 1990-1994. The Government refused the request so that the initiators with the support of three Municipalities with Albanian majority founded the University in Tetovo. At the present day this university has 8.000 students in 13 Faculties.

From the first day of its foundation, the University of Tetovo was and yet is under permanent pressure of Macedonian Government. Since the formal opening (inauguration) the Government of Macedonia intervened with large police forces. As a result of this intervention one Albanian was murdered, many others were physically maltreated and arrested. After this intervention UT wasn't object of police intervention, but it became a target of permanent assaults and attacks by the media and the Government who tried to present this institution as in a dark way as possible. They also tried to present the educational staff and the authorities as incompetent, but in no moment they didn't show readiness to help this institution eliminate these deficiencies that were permanently span to this high educational institution. The Albanian population in Macedonia finances the University of Tetovo since it was founded, and the same population though were paying the necessary tributes, they were obligated to detach additional finances for the University of Tetovo, that isn't recognised by the Government yet.

With the new law on the high education, conditions for founding private high educational institutions are given in the article 34. This possibility is yet to be analysed if it is practically operational, and will it fulfil the needs of the nationalities for High Education in their mother tongue. Example: 8 members that are regular professors of inter-university Conference, declared negatively on this law, 5 members of that commission that are members of the Government and 2 of them are members of MASA, declared negatively on this existing law.

Moldova

Republic of Moldova, Shadow Report, July 2000 (up-dated), Serghei Ostaf, Ombudsperson for Nation Minorities & Resource Centre of Moldovan Human Rights NGOs & Moldovan Helsinki Committee for Human Rights.

[Source: MINELRES website

URL: http://www.minelres.lv/reports/Moldova_NGO.htm

Date accessed: 29 September 2003]

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Transnistria region

- **Narrative**

1. The Tiraspol regime deprives the Moldovan population of the right of their children to be educated in their native language. On the left bank of Dniester there are three “state languages” – Russian, Ukrainian, Moldovan (in the Russian alphabet). At the same time, in 1994 the educational process in the Latin alphabet has been forbidden. This means that pupils of Moldovan schools are obliged, respectively, to study in the Russian alphabet, using materials published during the Soviet Union's times. According to the data of the cultural society “Trans-Dniestria” (public organization dealing with the protection of rights of the Republic of Moldova's citizens on the left bank of Dniester). In localities on the left bank of the Dniester and Bender town there are 94 Moldovan schools (14 of them are mixed – Moldovan-Russian) with some 55 thousand children. In six villages under the Republic of Moldova's jurisdiction schools are working in a normal way, facing, however, financial difficulties. As for the rest, only 7 schools (4,755 pupils) teach on the basis of the Latin alphabet and in compliance with the educational curricula of the Republic of Moldova. This right was obtained by teachers and pupils' parents as a result of protracted negotiations asided by the OSCE Mission. The banning of the Latin alphabet and books published in the Republic of Moldova generated a sudden degradation of the level of knowledge among graduates of the Moldovan schools. Being aware of this fact, teachers and parents started to fight for the right of their children to study on the basis of the Latin alphabet and in compliance with the educational curricula of the Republic of Moldova. The activity of all educational establishments using the Latin alphabet was developing in absolutely abnormal conditions. The unconstitutional separatist regime constantly threatens these educational [Page 49] establishments. Parents, pupils, pedagogical staff are compelled to continue their activity in an atmosphere of real psychological terror. Representatives of the pro-separatist political organizations organized pickets. Cossacks occupied some buildings and teachers were arrested with the aim to be intimidated, etc. Especially grave confrontations took place in the district center of Grigoriopol. The local administration used militia authorities and Cossacks to stop the normal activity of the Moldovan school no. 1. On 28 September 1996, militia and Cossacks occupied the school building and on 2 October teachers of this school Mr. Mihai Hircaiala, Mrs. Eleonora Jmacov and Mrs. Nelea Bistrova were arrested and transported to Tiraspol. After being detained for several hours at the “ministry of interior”, they were transferred to the “ministry of security”. Only on the

evening of 7 October they were released as a result of the intervention of the President of the Republic of Moldova, Mr. Mircea Snegur and the OSCE Mission in Moldova. Finally, the only compromise reached with the administration of Tiraspol was that these schools have a status of “alternative schools” (private). At the request of parents, the Ministry of Education of the Republic of Moldova had issued the order no. 309 of 6 September 1996 “On financing the Moldovan schools of Grigoriopol no. 1, Butor, Malaesti, Delacau, Crasnogorca of the Grigoriopol district, Slobozia no. 1 and Dubasari no. 3”. This meant that the Republic of Moldova committed itself to finance these educational establishments. Nevertheless, in reality, the above-mentioned schools continue to work in extreme conditions. The practice of intimidating teachers persists. Schools are working in inappropriate buildings. In the school no. 20 of Tiraspol 889 pupils are studying in 9 classrooms in 3 shifts (while 33 more classrooms are necessary). In the secondary Moldovan school no. 19 of Bender there are studying 2,004 pupils in 3 buildings. 27 grades comprising 752 pupils go to their class hours in the building of the forestry management, which is far from complying with the elementary sanitary-hygienic norms. At present around 250 children from Bender are compelled to go to study in Hagimus village.

2. The administration of Tiraspol persecutes any attempts to teach in the Latin alphabet in educational establishments under its subordination. Recently, a special case took place in Bender town, where on the basis of the instruction issued by the “ministry of education” of Tiraspol on 17 March 1999, Mrs. L. P., teacher of the Moldovan language, was dismissed from her position at the Pedagogical College “for the grave violation of the linguistic legislation of the DMSSR” (the United Nations High Commissioner for Refugees in Chisinau has referred this case to the OSCE). Her dismissal had been preceded by many threats on the phone; moreover, on November 1998 Mrs. L. P. was aggressively attacked at the entrance of her dwelling, she was robbed and beaten. It is obvious that one entry in her Labour Card severely limits her chances to be employed in the areas controlled by the unconstitutional separatist regime.

3. On 5 April 1999, Igor Smirnov, leader of the Tiraspol regime, signed the “presidential decree” no. 145 “On the re-registration of educational establishments on the territory of the Moldovan Trans-Dniestrian Republic”. This “decree” is interpreted as a new attack against schools that teach in the Latin alphabet.

4. Simultaneously, there are many cases when citizens whose children are studying in the Romanian language became targets of attacks. At present (since April 1999) at the Mayoralty of Chisinau is examining a request of Mrs. T. N., inhabitant of Bender town. Given the fact that her elder daughter is studying in Romania and the other child is attending the Moldovan school of the town, Mrs. T. N. has been dismissed from her position and her family became the target of permanent pressures. Now Mrs. N. is seeking protection in order to move from Bender town.

5. Currently, there clandestinely five more Moldovan schools where pupils are studying on the basis of the Latin alphabet are working. These schools are officially working according to the DMR “legislation” (in the Russian alphabet and on the basis of

textbooks published in the USSR). [p. 50] In reality, pupils are studying on the basis of the Latin alphabet using textbooks published in the Republic of Moldova. Children have to carry with them two sets of textbooks. If any control occurs, only textbooks in the Russian alphabet are in the desks. Without any chance to resist to pressures of the unconstitutional separatist regime, parents and teachers have resorted to use this way of fighting for the right of their children to study in their mother tongue. The children are thus forced to develop a schizophrenic behaviour, which eventually creates resentment to Russian speakers.

6. In the other Moldovan schools of the area controlled by the Tiraspol regime, around 48 thousand pupils are forced to study on the basis of textbooks in the Russian alphabet and according to curricula of a state that already disappeared (USSR). These children are deprived in practice of any real perspectives to continue their studies in a higher educational establishment.

- **Legal**

Law on education provides:

Art. 26 states 'Language of education. Free choice of language of education is inalienable right of citizens, guaranteed by the state. DMR guarantees, taking into consideration the interests of nationalities compactly living in certain localities, creation of preschool and medium general education schools in Moldovan, Russian and Ukrainian languages. In different preschool educational entities, there are organized groups, classes and other forms of education of children, students in their mother tongue. Parents or other invested with this right persons, have the right to choose for children preschool and medium general education entity with the respective language of education'.

Art. 11 provides that 'Education in preschool entities, medium schools are in Moldovan or Gagauz or Russian languages. Citizens of other nationalities, living in Gagauzia have the right to education in their mother tongue'

Art. 18 provides that 'It is guaranteed the right of preschool education, high school, specialized school and high University education in the official and Russian languages and creates the necessary conditions for the realization of the right of citizens of different nationality, that live in the republic, to education in their mother tongue (Gagauz, Ukrainian, Bulgarian, Ivrit, [p. 51] Idis, etc)

art.20 provides that '...for the satisfaction of necessities of economic and cultural nature, there are created groups in another languages that function in the republic (Gagauz, Ukrainian, Bulgarian, Idis, etc). In national groups with special destination teaching of the subjects is effectuated in the respective mother tongue of the students'.

Poland

Helsinki Foundation for Human Rights, Warsaw, Poland, The Protection of National Minorities in Poland, September 1999.

[Source: MINELRES website

Source URL: http://www.minelres.lv/reports/poland/poland_NGO.htm

Date accessed: 30 September 2003]

[p. 23]

See the answer on the article 14.

The national minority educational system in Poland has a public character, with the exception of a private primary school in Warsaw with study of Hebrew language (it may be attended by pupils who do not belong to the Jewish society), a primary school for Romanies in Suwa³ki and a private Belarussian kindergarten in Bia³ystok, financed by parents belonging to a minority (by contrast - 2 000 non-public schools exist in Poland).

Romania

Shadow Report, October 1999, Gabriel Andreescu, Strasbourg Ombudsperson for National Minorities

[Source: MINELRES website

URL source: http://www.minelres.lv/reports/romania/romania_NGO.htm

Date accessed: 30 September 2003]

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The principle is entirely fulfilled by Romania.

Serbia and Montenegro 1)

Shadow Report on the Implementation of the Framework Convention for the Protection of National Minorities in Serbia, Montenegro, and Kosovo.

[Source: MINELRES website

URL source: http://www.minelres.lv/coe/report/FRY_NGO.htm

Date accessed: 30 September 2003]

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Private Educational Establishments

HLC research has brought out that conditions have not yet been created for setting up of private educational establishments by minorities, which is surprising since the state has no financial obligations in this regard. Initiatives have been put forward but, owing to the slight interest among minorities, none have materialized.

The Serbian University Act states in Article 10 (1) that universities and faculties may be founded by the republic as well as legal persons and private citizens. Taking advantage of the law, a committee headed by the Mufti of Sandzak, Muamer effendi Zukorlic, recently established a university with four faculties (law, computer science, languages, economics) and 12 departments in Novi Pazar. The opening ceremony was attended by the Serbian Minister of Education and Sport. Some 300 students, the planned quota, enrolled in the 2002/2003 academic year.

Programs of alternative education for Roma exist in both Serbia and Montenegro but the diplomas are not recognized by public schools in the two republics¹.

¹ The Trifun Dimiæ elementary school in Podgorica has about 80 Roma students, and a pre-school attended by 60 Roma children. The school provides one of the best alternative Roma education programs.

Serbia and Montenegro 2)

Alternative Report on the implementation of the FCNM in Serbia and Montenegro Centre for Multiculturalism (CMK), Voivodina Centre for Human Rights (VHRC), March 2003

[Source: Balkan Human Rights Web Pages

URL source: http://www.greekhelsinki.gr/bhr/english/articles/fcnm_alt_rep.doc

Date accessed: 30 September 2003]

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Normative Framework

The right to the establishment and maintenance of private educational institutions, schools and universities in which instruction is in either minority languages or is bilingual, is determined by 'The Law on the Protection of Rights and Liberties of National Minorities' (article 15).

As determined by the Law on secondary education, and the Law on college and university education respectively, the right to establish educational institutions is granted to municipalities, provinces and republic and individuals.

However, as determined by the law on elementary education, this legal possibility does not exist: individuals may not establish an elementary school, while the exclusive right to establish elementary schools is granted only to the government of RS. The law on self-government regulates this right of municipalities.

Slovakia

Slovak Helsinki Committee, Report on the Implementation of the Framework Convention of the Council of Europe on the Protection of Minorities in Slovak Republic, September 1999.

[Source: MINELRES website

URL source: http://www.minelres.lv/reports/slovakia/NGO/slovakia_NGO.htm

Date accessed: 30 September 2003]

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The Program Statement of the Government of Mikulas Dzurinda includes a guarantee of increasing the level of education of the people belonging to national minorities to the average level, as well as of preparing teachers teaching in the languages of national minorities. Since the representatives of the strongest national minority- Hungarian minority- are members of the government and of the parliamentary coalition, there is a hope for fulfillment of these promises. The major obstacle in its realization is a lack of financial means.

Just as in other areas, the situation in the area of education was influenced most of all by the economic situation. The debt of this department rose to over \$ 3 billions Sk at the beginning of 1999. There is an ongoing feminization of the education and numerous professionals are leaving this field, which is true both about the Slovak schools as well as schools with the education in the language of national minorities. The level of average salary in education floats under the level of average wage in the state. These problems contribute to the overall stagnation in the field of education and to the less intensive process of creating new schools. Until September 1999, there were three demonstrations of teachers demanding raise of the wages and finishing of the sack.

Ukraine

Parallel Report Prepared by the Foundation for Research and Support of the Indigenous Peoples of Crimea About the situation in Crimea (Ukraine)

[Source: MINELRES website

URL source: http://www.minelres.lv/reports/ukraine/Parallel_Report.htm

Date accessed: 30 September 2003]

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182. Crimean Tatars are deprived of their basis for the sustainable development. So they don't have the finances to establish their own educational institutions on a private or corporative ground.

183. See comment to article 5 as well.