



Pestalozzi

Training Resources

Education for Democratic Citizenship (EDC)
How can we respect and live together with minorities

by

Author: Robert Etlinger – Austria

Silvia Jindra - Austria

Editor: Pascale Mompoin-Gaillard



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

Education for Democratic Citizenship (EDC)

How can we respect and live together with minorities

by

Author: Robert Etlinger – Austria
Silvia Jindra - Austria

Editor: Pascale Mompoin-Gaillard

Last edition: **April 2012**

The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme: Learning tolerance**Expected outcome**

- ➔ To understand the rights of minorities and the historical dimension of the issue.
- ➔ To reflect on rules that enable minorities and the national majority to live together.
- ➔ To promote empathy for minority communities.

Target group

Type of training	School level	Subject area
Initial and in-service training	Upper secondary	Language, history, Civic education

Brief description of the unit

In this 6 ½ hour unit, trainees learn about the historical dimension of the issue of "minorities" and envision rules for living together. The unit proposes various activities through which learners will discuss controversial statements and acquire knowledge on minorities in a neighboring country as well as in their own country. Learners will use this awareness and knowledge to establish a framework for living together with minorities in their local social context. Finally, an encounter with a representative of a minority group allows for further discussion and creates the opportunity for the development of empathy.

Methods/techniques used

Dialogical, interpretive and phenomenological approach; cooperative learning; problem solving, group research, role play, mind mapping, survey.

Time 6 hours 35 minutes

Activity 1	▶ 30 minutes
Activity 2	▶ 50 minutes
Activity 3	▶ 2 hours
Activity 4	▶ 45 minutes

Activity 5	▶ 1 hour
Activity 6	▶ 1 hour
Activity 7	▶ 30 minutes

Tips for trainers:

The topic of minorities can be sensitive. Therefore, we have chosen to reduce bias in learners by having them first work on the situation of minorities in a neighbouring country and, in a second phase, look at the situation of minorities in their own country using their knowledge from the previous activities. The issue of "minorities" should be treated skillfully as it is a very sensitive area, emotional for many. During discussions teachers/trainers must set clear rules to avoid racist, insulting comments. If this happens the teacher must intervene immediately and explain the reasons for this intervention.

Resources

Statement on minorities and scale	Appendix 1
Definitions for "minorities"	Appendix 2
Minorities in Slovakia	Appendix 3
Minorities in Austria and role card	Appendix 4
Evaluation questionnaire	Appendix 5
Pin board (or poster), flipchart and green and red markers	

Activity 1 Discussion of a controversial statement concerning minorities



30 minutes

	Notes
<p>▶ General aim</p> <ul style="list-style-type: none"> ➤ To express clear opinions and confront ones opinion to other's. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Dialogical approach; survey. 	
<p>▶ Resources</p> <ul style="list-style-type: none"> ➤ Statement and scale in appendix 1. ➤ Flip chart or whiteboard, red and green markers. 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Make space in the room for the inner/outer circle conversation 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ The trainer/teacher reads a controversial statement to the group for example : "Minorities have to adapt to the majority" ➤ Give out general rules for the session to ensure everyone agrees that insensitive or racist comments are not allowed. ➤ Give each trainee a paper with the statement. On each sheet there is a scale from -2 to 2+. They choose the mark on the scale which corresponds best to their feelings, thus: 2- means they strongly disagree; 2+ means they highly agree. Ask trainees to write down reasons why they agree or disagree about the statement. (5 minutes) 	

<ul style="list-style-type: none"> ➤ Draw a scale on the flipchart from - 2 to + 2. Trainees who agree with the statement come put a red point on the scale from 0 to + 2; those who disagree put a green point on the scale from 0 to - 2. ➤ Organize the following inner/outer circle conversations: learners are split into two equal groups. Those who put a red dot form the inner circle, and those how put a green dot form the outer circle. Inner circle students should sit facing their outer circle partner. These two partners explain their point of view in turn (1 minute for each person). After every two minutes participants move to the right and discuses with the next partner, etc... ➤ Set up 5 chairs in front of the plenary assembly: 4 for the panelists, 1 for participants of the plenary who want to join in the discussion at any moment, taking turns. ➤ The trainer moderates a debate in a plenary: 2 trainees sharing the same opinion (0 to + 2) and two sharing another opinion (0 to - 2) discuss the statement in front of the others. 	
<p>▶ Tips to trainers/anticipated difficulties</p> <ul style="list-style-type: none"> ➤ If insensitive or racist comments are made, the trainer/teacher should stop the discussion and explain why. Other unacceptable remarks or stereotypes should be dealt with after the discussion. ➤ The trainer will decide how many turns to give the inner/outer conversation. A minimum of 3 is required. (6 minutes) 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➤ The trainer reformulates the content of the debate, emphasizing areas of common understanding, areas of disagreement and nuances brought up by participants. ➤ The trainer will then write a chart of this summary, while participants are involved in activity 2. <p>For teachers only:</p> <ul style="list-style-type: none"> - How could you use this with your students? - What are the implications for your teaching? - What will be the challenges for your classroom? - How might you follow up these issues in your teaching? - What other questions are raised by this activity? 	

Activity 2 Acceptable definitions for the concept of “minorities”



50 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To find acceptable definitions for the concept of “minorities”. ➢ To compare and broaden views on the topic. 	
<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➢ Dialogical approach, interpretive approach; group research, mind map. 	
<p>▶ Resources</p> <ul style="list-style-type: none"> ➢ Computers with internet access (optional) ➢ Internet links and definition of “minority” in German, French and English in appendix 2 	
<p>▶ Practical arrangements: It is important to clear the floor and have a lot of space.</p>	
<p>▶ Instructions/procedure</p> <ul style="list-style-type: none"> ➢ Step 1: Individual work. Learners work with the text individually, and start to create their own mind-map to illustrate what we mean by minorities. (Time 10’) ➢ Step 2: Group work: Split the learners into groups. Each group creates a mind map (on a flipchart or a poster) to illustrate a common understanding. (Time 20’) ➢ Step 3: Group presentation: Each group presents their mind map (each member of the group presents a part of it). (Time 20’) 	

<p>▶ Tips to trainers/anticipated difficulties</p> <ul style="list-style-type: none"> ➤ If there are not enough computers available, you should print out definitions and hand them out to trainees. You can use the provided definitions in appendix 2 or gather you own. ➤ You will have to note the composition of the groups, as they will be reunited again in activity 4. 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➤ Have the whole group discuss commonalities and differences between the different mind maps. ➤ For teachers only: <ul style="list-style-type: none"> - How could you use this with your students? - What will be the challenges for your classroom? - How might you follow up these issues in your teaching? - What other questions are raised by this activity? 	

Activity 3 Understanding the historical background of minorities in Slovakia



2 hours

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To help learners envision rules that enable minorities and the majority to live together. ➤ To understand the situation of minorities in a neighbouring country. 	
<p>▶ Methods/techniques used: Cooperative learning, presentation.</p>	
<p>▶ Resources</p> <ul style="list-style-type: none"> ➤ Texts on minorities (Appendix 3) 	

<p>▶ Practical arrangements: Set up the room for group work</p>	
<p>▶ Instructions / procedure</p> <ul style="list-style-type: none"> ➤ Each group of trainees becomes an expert on their particular minority group. ➤ Distribute the texts about minorities. These should be read individually, after which students create a set of 5 key points. (10 minutes) ➤ Group the trainees so that those with the same minority are seated together. In their groups students must create a group description of the particular minority they were assigned to. This will be the basis for their presentation - if enough computers are available, the groups can design a power point presentation. (60 minutes) <ul style="list-style-type: none"> ➤ Mix up the groups so that each new group contains one member or ‘expert’ representing each minority. These experts then each present the 5 key points about their minority (historical background and current situation) so that each student learns something about the other minorities. Each group should come up with three points to feedback on. (20 minutes) Use the following questions: <ul style="list-style-type: none"> - What are the key problems faced by these minority groups? - What do they have in common when we look at their histories? - What can the majority country do to help? ➤ Moderate a plenary discussion: feedback from each group and drawing together the common issues affecting minority groups. (25 minutes) 	
<p>▶ Tips to trainers/anticipated difficulties</p> <ul style="list-style-type: none"> ➤ In this case we have used Slovakia, our neighbouring country. Trainers should focus on a country near to them which has minority groups, rather than looking at the minorities within their own country. ➤ Trainers can contact the authors of this unit for texts, or research and gather their own resources on minorities present in a neighbouring country. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ What have we learned? ➤ Can we confront what we have learned and the opinions we expressed in our debate (activity 1)? 	

<ul style="list-style-type: none"> ➤ For teachers only: <ul style="list-style-type: none"> • How could you use this with your students? • What are the implications for your teaching? • What will be the challenges for your classroom? • How might you follow up these issues in your teaching? • What other questions are raised by this activity? 	
---	--

Activity 4 Establishing rules and a framework for living together



45 minutes

	Notes
<ul style="list-style-type: none"> ▶ General aim: <ul style="list-style-type: none"> ➤ To promote peaceful and respectful living together ▶ Specific aims: <ul style="list-style-type: none"> ➤ To understand the situation of minorities in a neighbouring country . ➤ To understand the importance of establishing rules and a framework so that minorities and the majority can live together. 	
<ul style="list-style-type: none"> ▶ Methods/techniques used: Problem solving, group work; dialogical approach. 	
<ul style="list-style-type: none"> ▶ Resources <ul style="list-style-type: none"> ➤ Pin board big sheets of paper. ➤ White paper ½ A4 (cardstock preferable). 	
<ul style="list-style-type: none"> ▶ Practical arrangements: Set up the room for group work. 	

► **Instructions/procedure:**

- Drawing on the work of the previous activities, each participant writes down 3 suggestions which would help minorities and the majority live in relative harmony. (5 minutes)
- Split the participants into groups. (Groups are the same as in activity 2) Each group should come up with 5 rules or suggestions and list them in order of importance. Each suggestion should be on a separate piece of paper/cardstock written in thick marker in capital letters. (10 minutes)
- Presentation of the suggestions (by one person or the whole group), so that all the rules/suggestions are gathered on one poster representing the whole class. (10 minutes)
- Moderate a final plenary discussion: (20 minutes)
 - What did we propose in common?
 - Which suggestions do you think would be easiest to implement?
 - Are there any you disagree with? Why?

Activity 5 Minorities in your own country



60 minutes

► **General aim:**

- To promote peaceful and respectful living together and help students to be able to apply the concept of tolerance and living together to minorities in their own country.
- To understand the situation of minorities in our own country

► **Methods/techniques used:** Cooperative learning; fishbowl.

Notes

<p>▶ Resources</p> <ul style="list-style-type: none"> ➤ Resources for texts on minorities in the learners country in appendix 4 ➤ Resource chart in appendix 4 ➤ Role cards in appendix 4 ➤ Poster from activity 4 	
<p>▶ Practical arrangements: Clear the room so that there is an empty space in the middle.</p>	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Distribute texts on the minority groups in participants' own country. Using the text on one particular minority group in their own country, each trainee should summarise the situation of this minority under 5 key headings, ready to share this with others (e.g. historic, current needs, etc...). (10 minutes) ➤ Divide in groups, one per minority¹. Each trainee shares with others the situation of their minority. They should refer to resource D (poster with the rules from activity 4) and say whether the rules of the poster apply to the minority in their own country (15' minutes) ➤ Step 3: Using the role cards in annex 4, ask the trainees to choose different roles. (You can ask for volunteers or let students choose cards). Using the fishbowl method (one circle in the middle and observers on the outer ring) organize a discussion about the situation of minorities in the country. The people in the outside ring can interrupt to comment or ask questions. (20 minutes). The roles are: <ul style="list-style-type: none"> • 5 represent the minorities • 1 is the chairperson (chosen from those participants who have not role played yet) • 2 represent the Austrian government (chosen from those who have not had a role yet) 	

¹ For example a session in Austria could have: group 1 = Slovene minority/ group 2 = Croatian minority/ group 3 = Czech and Slovakian minority/ group 4 = Roma and Sinti minority/ group 5 = Hungarian minority.

<ul style="list-style-type: none">➤ The following questions could be discussed:<ul style="list-style-type: none">• As a representative of a minority do you suffer from any injustices?• Have you experienced any unfair treatment in your personal situation, e.g. in your job, at your school, when trying to find accommodation or access medical facilities? In what ways?• Do you think people are prejudiced against your minority group? If yes, in what ways?• What positive examples of friendship and welcoming have you had?• What should the Austrian government do to improve the situation of their minorities?• Is there anything you could do, yourself?• Is there anything your local community, school or workplace can do?	
<ul style="list-style-type: none">▶ Debriefing/reflecting:<ul style="list-style-type: none">➤ Feedback in plenary: comments on the discussion. (15 minutes)<ul style="list-style-type: none">• Which arguments were well made?• Were any key issues left out?➤ Ask trainees to compare the rights of the minorities in their own country with the rights of minorities as expressed by the Council of Europe (using Resource C, text in annex 4). Are there parallels? Have important rights been denied? ➤ For teachers only:<ul style="list-style-type: none">• How could you use this with your students?• What are the implications for your teaching?• What will be the challenges for your classroom?• How might you follow up these issues in your teaching?• What other questions are raised by this activity?	

Activity 6 Invite a representative of a minority group to discuss with the group



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To promote empathy for minority communities. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To put trainees in direct contact with a member of a minority. ➢ To assess the quality of communication established between trainees and guest. 	
<p>▶ Methods/techniques used: Phenomenological and dialogical approach.</p>	
<p>▶ Resources</p> <ul style="list-style-type: none"> ➢ A person from the community who is comfortable having a discussion with a group of trainees/students. 	
<p>▶ Practical arrangements: Chairs should be set up in a circle.</p>	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Choose a chairperson and a note taker from among the group. Prior to the visit, put trainees into groups and ask them to come up with questions to ask the representative using the knowledge which they have acquired in the previous activities about the rights of minority groups. 	

<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➢ The trainer will make sure that the guest is treated with respect and that the group expresses appreciation for the time spent. Rules for respectful dialogue will be repeated prior to the discussion 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➢ After the session, trainees might like to consider what can be done in practice to support minority groups. What can they do on a personal level (e.g. avoid name calling and stereotyping)? What can be done at a community level (e.g. welcoming new minorities or asylum seekers)? What can be done at a national level (e.g. government legislation to help minority and majority groups live together and protect the rights of minorities)? ➢ Ask trainees what they have learned through this dialogue with a member on a minority community. 	

Activity 7 Debriefing session (for teachers/trainers only)



30 minutes

Notes	
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To promote the use of this unit in classrooms. ➢ To promote follow up activities in schools. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To evaluate the level of comfort acquired by trainees with the methods. ➢ To reflect on the quality and usefulness of the unit. 	

► **Methods/techniques used:** Dialogical approach.

► **Instructions/procedure:**

Lead a discussion with the group of teachers/trainers using your choice of the following questions:

- What are 3 key things you have learned during the activities?
- What would be the challenges of using this unit in your class?
- What would your pupils gain from such an exercise?
- How might you follow up these issues in your teaching?
- How might you follow up these issues in a whole school approach?
- What other questions are raised by this unit?

Evaluation and assessment

- Conduct an evaluation performed individually using appendix 5.

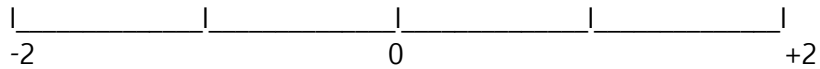
References

- Council of Europe (*Framework Convention for the Protection of National Minorities*, European Council, 1995; European Charter for Regional or Minority Languages, European Council, 1992). Available at: http://www.coe.int/t/e/human_rights/minorities
- Schutz von Minderheiten und Antidiskriminierungsmaßnahmen in einem erweiterten Europa. Entschließung des Europäischen Parlaments zum Schutz von Minderheiten und den Maßnahmen gegen Diskriminierung in einem erweiterten Europa (2005/2008(INI)). [http://www.cor.europa.eu/cms/pages/documents/const/de/Avis/P6_TA\(2005\)0228.pdf](http://www.cor.europa.eu/cms/pages/documents/const/de/Avis/P6_TA(2005)0228.pdf)
- Organisation für die Europäischen Minderheiten. <http://www.eurominority.eu/version/deu/index.asp>
- Verein zur Förderung des Zusammenlebens von Minderheiten und Mehrheiten (Initiative Minderheiten) <http://www.initiative.minderheiten.at>
- GPI Gesellschaft für Pädagogik und Information. Helga Strack, Infinity Budapest: Über das Leben von Minderheiten in Europa. http://www.gpi-online.de/upload/PDFs/EU-Media/_Strack1-Minderheiten-Europa-10-9-04.pdf
- Webquest Minderheiten in Europa http://webs.schule.at/website/Minorities/Min_webquest_de.htm
- Jürgen Schlögel : Der Schutz ethnischer Minderheiten als allgemeiner Rechtsgrundsatz des Gemeinschaftsrechts. Hamburg 2004
- Politische Vierteljahresschrift: *Samuel Salzborn*. Ethnisierung der Politik. Theorie und Geschichte des Volksgruppenrechts in Europa. Frankfurt a. M./New York: Campus Verlag 2005
- Rainer Hofmann: Minderheitenschutz in Europa. Überblick über die völker- und staatsrechtliche Lage. Berlin, 1995
- Samuel Salzborn (Hrsg.): Minderheitenkonflikte in Europa. Innsbruck/ Wien/ Bolzano 2006

Appendix 1:

Activity 1

"Minorities have to adapt to the majority"



Appendix 2:

Activity 2

- You will find definitions for “minorities” with the following links:
 - ➔ Definitions of minorities many languages:
<http://eurominority.org/version/eng>
 - ➔ Definitions in English:
http://www.minority-rights.org/docs/mn_defs.htm
 - ➔ Definitions in German:
http://www.bpb.de/popup/popup_lemmata.html?guid=UV8M0I

- Here are extracts from : www.eurominority.org:

Definitions²

German

Minderheit

Eine Minderheit ist eine demographische Gruppe auf einer bestimmten territorialen Einheit (Staat, Region,...), die sich durch bestimmte personale Merkmale von der Bevölkerungsmehrheit unterscheidet. Merkmale in diesem Sinne können Sprache, Rasse, Religion, Moral, soziale Funktion u.v.a.m. sein. Häufig werden Minderheiten auf Grund von Vorurteilen ausgegrenzt oder sind deshalb Opfer von Gewalt. Im herkömmlichen Sinne meint man mit Minderheiten nationale oder ethnische Minderheiten, d.h. Bevölkerungsgruppen, die auf dem Territorium eines Staates leben, in dem eine andere Volksgruppe die Mehrheit bildet, also die "Macht" innehat. Die UNO und andere internationale Organisationen haben für diese Fälle so genannte Minderheitenrechte festgesetzt, die in den verschiedenen Mitgliedsstaaten unterschiedlich respektiert werden (siehe auch Minderheitenschutz, Menschenrechte).

Unter dem Einfluss der amerikanischen Soziologie hat der Begriff "Minderheit" in den letzten fünfzig Jahren einen Bedeutungswandel erfahren. Der Begriff lässt sich so auf praktisch alle Gruppen anwenden, deren Mitglieder von den vorherrschenden Sitten und Verhaltensweisen abweichen, die zahlenmäßig weniger als die Hälfte einer gegebenen Bevölkerung ausmachen und die weniger Einfluss haben, als die restliche Bevölkerung.

English

Minority

In sociology and in voting theory, a minority is a group that is outnumbered by persons who do not belong to it. This can be used to refer to people of a different language, nationality, religion, culture, lifestyle or any characteristic.

² Extracts from www.eurominority.org, November 2007

In recent decades the term minority has taken on a new meaning among the politically correct, being used to refer to a group with which they perceive to be a lower social status. For instance, while numerically women outnumber men in most societies, they can be said in politically correct terms to be a minority, given their claim that they have inferior social rights compared to men. Some find this usage to be unhelpful or inaccurate.

A majority is a group that outnumbers its non-members, or, in the politically correct sense of the word, has a higher social status.

In the politics of some nation's, a minority is an ethnic group that is recognized as such by respective laws of their country of habitation and therefore has some rights that ethnic groups not so recognized don't have (for example, its members might have the right to education and/or communication with the government in their mother tongue).

Not every ethnic group that is a minority in number is a minority in political sense: some are too small or too indistinct to validate costs of providing these rights, and some are so large or historically or otherwise important that they are one of constitutive nations.

There are controversial issues about both declaring minorities and of amount of their rights. Some claim minorities are not given enough rights while some claim minorities demand special rights amounting to discrimination, perhaps even on a path to separatism or supremacism.

One particularly controversial issue is positive discrimination: the idea that (either social or legal) minorities should be given more rights than the majority. There is also the concept of reverse discrimination, where the minority gains a favorable status seen as superior to that of the majority, such as when their minority status is used to give them preference for acceptance to a university, or to gain employment before an equally qualified non-minority. In the United States this is referred to as affirmative action.

French

Catégories de minorités

Il y a eu de nombreuses tentatives pour catégoriser les minorités et leur trouver une typologie. Il existe cependant une définition plus ou moins juste utilisée en droit international dont voici la répartition :

1. Minorités nationales : Des minorités qui forment dans un autre État la majorité. Exemples : Danois en Allemagne, Hongrois en Roumanie.

2. Minorités ethniques : Elles répondent à la définition de "minorité nationale" sans avoir pour autant leur propre État. Ce sont des Nations sans État. Exemples : Bretons, Frisons, Sorabes, Roms.
3. Minorités linguistiques : Ce ne sont pas obligatoirement des minorités ethniques ou nationales, mais ces groupes parlent toutefois une langue maternelle autre que la majorité de population de l'État. Exemple : population francophone de Suisse, Suédophones de Finlande.

Minorité ethnique

Une ethnie est un peuple qui a en commun soit une langue, une histoire, culture, ayant ses propres institutions, et vivant sur un même territoire. De plus les ethnies sont conscientes de leur unité. Les minorités ethniques sont des peuples qui vivent sur le territoire d'un État dont la majorité est un autre peuple. Une minorité ethnique ou nationale se différencie par les critères suivants du peuple dominant :

- des facteurs culturels (langue, religion, histoire, usage...),
- des structures spatiales (territoire),
- une identité sociale (sentiment d'appartenance),
- des relations avec la majorité (interaction, mobilité, relations historiques),
- un comportement de la majorité de par rapport à la minorité (intégration/exclusion).

Pour être défini comme minorité nationale, ces caractéristiques ne doivent pas être systématiquement présentes en même temps.

Minorité nationale

L'expression "minorité nationale" désigne un groupe de personnes dans un État qui :

- a. résident sur le territoire de cet État et en sont les citoyens,
- b. entretiennent des liens anciens, solides et durables avec cet État,
- c. présentent des caractéristiques ethniques, culturelles, religieuses ou linguistiques spécifiques,
- d. sont suffisamment représentatifs tout en étant moins nombreux que le reste de la population de cet État ou d'une région de cet État,
- e. sont animées de la volonté de préserver leur culture, leurs traditions, leur religion ou leur langue.

Appendix 3:

Activity 3

For the activity to be used in Austria, we have selected the following resources. Austrian teachers are welcome to contact **Silvia Jindra** at silvia.jindra@utanet.at or **Robert Etlinger** Robert.etlinger@schule.at for copies of the resources below. However, the idea is that teachers should find materials relevant to minorities in a country near to them so that the situation is relevant to their pupils.

6 groups of students: A – F (you need copies for each student: in group A, copies of resource A, etc...)	
Resource A	Text: German minority 1 / Deutsche Minderheit I
Resource B	Text: German minority 2 / Deutsche Minderheit II
Resource C	Text: Hungarian minority / Die Ungarische Minderheit
Resource D	Text: Roma minority / die Minderheit der Roma
Resource E	Text: Jewish minority / Die jüdische Minderheit
Resource F	Text: the Russian an the Ukrainian minorities after 1945 / Die Rusinen und Ukrainer in der Slowakei nach 1945

Appendix 4:

Activity 5

Resource A	<ul style="list-style-type: none"> - If the students work with the computer they need the following links: http://minderheiten.at/Service/volksgruppen.htm - If they do not have access to a computer, make copies for each student of an article about the chosen minorities For example, in Austria (Gerhard Baumgartner/Bernhard Perchinig: Minderheitenpolitik in Österreich – die Politik der österreichischen Minderheiten)
Resource B:	Information about the history of minorities in Austria and their present situation.
Resource C	<ul style="list-style-type: none"> - Summary of the rights of minorities: see text CoE, Parliamentary Assembly, RECOMMENDATION 1134 (1990), On the rights of minorities pages 6-8. - Coe, 1995, Framework convention for the protection of National Minorities and explanatory report: http://www.coe.int/t/e/human_rights/minorities/2_framework_convention_%28monitoring%29/1_texts/H(1995)010%20E%20FCNM%20and%20Explanatory%20Report.asp#TopOfPage - Helpful links: http://www.humanrights.ch/cms/front_content.php?idcat=509 http://www.humanrights.ch/cms/front_content.php?client=1&lang=1&idcat=60&idart=1913&m=&s=&zur=60
Resource D	The poster with the rules from the previous activity.

Role cards for the fishbowl:

I represent the _____minority	I represent the _____minority
I represent the _____minority	I am the chairperson
I represent the _____minority	I represent the _____government
I represent the _____minority	I represent the _____government

RECOMMENDATION 1134 (1990)³**On the rights of minorities***General observations on minorities*

1. There are many kinds of minorities in Europe. They have certain characteristics which may be ethnic, linguistic, religious or other which distinguish them from the majority in a given area or country.
2. Minorities greatly contribute to the pluriformity and cultural variety in Council of Europe member states, which have frequently adopted specific legislation with the interests of certain minorities in mind.
3. Yet one cannot deny that certain very difficult and serious problems continue to exist within the Europe of the Twenty-three.
4. Respect for the rights of minorities and persons belonging to them is an essential factor for peace, justice, stability and democracy.
5. The revival of minority languages and cultures is a sign of the richness and vitality of European civilisations.
6. With the change towards democracy in Central and Eastern European states, grave minority problems also come to light in these countries. These problems have been ignored and neglected for many years by authoritarian rule.
7. It is obvious that the Council of Europe must have the interests of minorities at heart — one of the main assignments given to this organisation being the maintenance and further realisation of human rights and fundamental freedoms. “Minorities” is one of the major subjects for co-operation and consultation with the countries of Central and Eastern Europe.
8. Among the work at present going on in the Council of Europe in the field of minorities one may list :
 - i. the drafting of a European charter of regional and minority languages ;

³ *Assembly debate* on 1 October 1990 (14th Sitting) (see Doc. 6294, report of the Committee on Legal Affairs and Human Rights, Rapporteur : Mr Brincat ; and Doc. 6302, opinion of the Political Affairs Committee, Rapporteur : Mr Baumel).

- ii. the work of the Commission for Democracy through Law.
9. Adequate legal protection of minorities requires certain minimum standards.

Basic principles on the rights of minorities

10. The Assembly therefore considers the following principles on the rights of minorities as a minimum :
- i. every citizen must have equal access to the courts and be afforded the rights safeguarded by the European Convention on Human Rights including the right of individual petition set forth in Article 25 ;
 - ii. introduction of a general non-discrimination clause in the European Convention on Human Rights ;
 - iii. the special situation of a given minority may justify special measures in its favour ;
 - iv. minorities shall be allowed to have free and unimpeded peaceful contacts with citizens of other states with which they share a common origin or heritage, without, however, infringing the principle of the territorial integrity of states.

National minorities

11. In respect of national minorities - that is to say, separate or distinct groups, well defined and established on the territory of a state, the members of which are nationals of that state and have certain religious, linguistic, cultural or other characteristics which distinguish them from the majority of the population - the following principles should apply :
- i. national minorities shall have the right to be recognised as such by the states in which they live ;
 - ii. national minorities shall have the right to maintain and develop their culture ;
 - iii. national minorities shall have the right to maintain their own educational, religious and cultural institutions. For this purpose, they shall also have the right to solicit voluntary financial and other contributions including public assistance ;

-
- iv. national minorities shall have the right to participate fully in decision-making about matters which affect the preservation and development of their identity and in the implementation of those decisions ;
 - v. every person belonging to a national minority is required to comply with the obligations resulting from his citizenship or residence in a European state.

Linguistic minorities

12. Furthermore, in respect of linguistic minorities, the Assembly adopts the following two principles :

- i. persons belonging to a linguistic minority shall have access to adequate types and levels of public education in their mother tongue ;
- ii. linguistic minorities shall have the right to obtain, provide, possess, reproduce, distribute and exchange information in their mother tongue regardless of frontiers.

Obligations for the states

13. As far as the European states are concerned they should :

- i. commit themselves to guarantee the protection as well as the possibility of the effective exercise of the rights of national minorities and persons belonging to them ;
- ii. take all the necessary legislative, administrative, judicial and other measures to create favourable conditions to enable minorities to express their identity, to develop their education, culture, language, traditions and customs ;
- iii. take the necessary measures, on the one hand, to eliminate prejudices and foster mutual knowledge and understanding in a climate of tolerance and mutual respect among persons belonging and persons not belonging to minorities, and, on the

other, to develop active, solidarity-based civic participation by all nationals of European states and their genuine integration into joint citizenship ;

- iv. abstain from pursuing policies aimed at forced assimilation of national minorities, from taking administrative measures affecting the composition of the population in areas inhabited by national minorities, and from compelling such minorities to remain confined in geographical and cultural “ghettos” ;
- v. fully implement the provision of Article 27 of the International Covenant on Civil and Political Rights which reads as follows :

“In those states in which ethnic, religious or linguistic minorities exist, persons belonging to such minorities shall not be denied the right, in community with the other members of their group, to enjoy their own culture, to profess and practice their own religion, or to use their own language.”

- 14. The Assembly reaffirms the need for the full implementation of the commitments contained in the Helsinki Final Act, the Madrid concluding document and the Vienna concluding document concerning national minorities as well as the one adopted in Copenhagen in June 1990.
- 15. In addition, it draws attention to the obligations contained in the international instruments relating to national, ethnic, religious and linguistic minorities, by which the states participating in the CSCE process are bound.
- 16. Given its experience in the field of human rights, the parliamentary and intergovernmental work it has carried out concerning minorities, and its current work, the Council of Europe is the appropriate organization for the elaboration of a legal instrument in this field.

Recommendation to the Committee of Ministers

- 17. The Assembly therefore recommends that the Committee of Ministers draw up a Protocol to the European Convention on Human Rights or a special Council of Europe convention to protect the rights of minorities in the light of the principles stated above.

Appendix 5:

Evaluation questionnaire

You have just accomplished a 6 ½ hour training session. We would like to know more about your experience and your opinion on the training:

	Notes
➤ What did you like best?	
➤ What did you like less?	
➤ What could have been done differently?	
