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ABOUT THE SITUATION WITH THE NATIONAL MINORITIES IN UKRAINE.

In September 2017, a new law "On education" was adopted in Ukraine, according to which children of national minorities from grade 5 should study in Ukrainian, and learn their native language as a separate discipline. The Law provides exceptions for the languages of the so-called "Indigenous peoples" of Ukraine only. The concept of "Indigenous peoples" is not spelled out in the legislation, but judging by the Text we are talking about Crimean Tatars)

However, despite the fact that the Crimean Tatars were de facto called the indigenous people of Ukraine (unlike the Russians, Greeks, Bulgarians, etc., who also have lived in the country for centuries), there is not a single school in the Crimean Tatar language, although big part of the Crimean Tatars moved to Ukraine after 2014. Those, all the preferences for the Crimean Tatars actually remain only on paper. Despite the fact that the number of schools and students in the Crimean Tatar Schools in Crimea has remained unchanged since 2014.

The main blow came against two national minorities:

1. Against Russian, since the number of Russian schools has decreased in Ukraine since 2014 by almost five times. No other national schools have experienced such a total reduction. Moreover, this is despite the fact that 14 million people, according to the latest census, or 33% of the country's population are Russian-speaking citizens of Ukraine. Thus, the Russian national minority became hostage to the relations between Ukraine with Russia.
2. Against the Hungarians, since all the previous experience of compact residence of the Hungarian community in Transcarpathia led to the formation of a monolingual community of more than 140 thousand people, for which a sharp transition to the Ukrainian language of education is equivalent to depriving these people of the right to education. It should be borne in mind that, if the Russian and Ukrainian languages are related, then Hungarian and Ukrainian have nothing in common.

In general, the rights of almost 40% of the country's population are violated. An infringement of the rights of so many people with a non-Ukrainian native language can lead to:

- the impossibility of the full development of languages and cultures of national minorities of Ukraine;
- to reduce the performance of representatives of national minorities in educational institutions: according to the UNESCO document "Education in a multilingual world," teaching in one's native language contributes to a better knowledge of it, increased performance in other subjects and learning a second language;
- to strengthen separatist sentiments in the Hungarian-speaking regions of Transcarpathia;
- to destroy even the theoretical chances for the reintegration of Donbass and Crimea with Ukraine, since the language issue there is one of the priority of the people in these regions;
- the lack of opportunities for national minorities to receive information in their native language;
- forcible assimilation of non-Ukrainian ethnic groups on the territory of Ukraine, which in fact borders on a violation of the international Convention on Genocide, since one of the forms of genocide, according to this convention, is the physical destruction of an ethnic group, which is usually regarded as murder, but de facto could mean loss ethnic identity by representatives of national minorities.

Since international organizations are not able to solve this problem in a single country, we see one solution only - the creation of alternative distance learning systems in the languages of national minorities in Ukraine, which are already organized by countries where these languages are main or acceptable in education. For example, the issues of family distance education in Hungarian are successfully resolved in Hungary, and the issues of distance education in Russian - in Russia.

I urge the governments of these and other states to do everything possible so that the national minorities of Ukraine get the opportunity to study in family education using distance education methods according to the programs of these countries and could receive full certificates of secondary education in these countries. I also urge international organizations to do everything possible to support this initiative, including through grants that would be

awarded to relevant educational institutions using family and distance learning programs.