



United Nations
Educational, Scientific and
Cultural Organization



Intangible
Cultural
Heritage

Register of Good Safeguarding Practices

ICH-03 – Form

PROGRAMMES, PROJECTS AND ACTIVITIES BEST REFLECTING THE PRINCIPLES AND OBJECTIVES OF THE CONVENTION

**Deadline 31 March 2020
for possible selection in 2021**

Instructions for completing the proposal form are available at: <https://ich.unesco.org/en/forms>

Proposals not complying with those instructions and those found below will be considered incomplete and cannot be accepted.

A. State(s) Party(ies)

For multinational proposals, States Parties should be listed in the order on which they have mutually agreed.

The Kingdom of Denmark, Germany

B. Contact person for correspondence

B.1. Designated contact person

Provide the name, address and other contact information of a single person responsible for correspondence concerning the proposal. For multinational proposals, provide complete contact information for one person designated by the States Parties as the main contact person for all correspondence relating to the proposal.

Title (Ms/Mr, etc.): Ms.
Family name: Holm Pedersen
Given name: Marianne
Institution/position: Royal Danish Library, Head of Section Special Collections
Address: Søren Kierkegaards Plads 1, DK-1221 København K
Telephone number: +45 3347 4747
Email address: mape@kb.dk
Other relevant information:

B.2. Other contact persons (for multinational files only)

Provide below complete contact information for one person in each submitting State, other than the primary contact person identified above.

Title (Ms/Mr, etc.): Mr.

Family name: Guschal

Given name: Marc

Institution/position: German Commission for UNESCO, Programme Officer

Address: Martin-Luther-Allee 42, D-53175 Bonn

Telephone number: +49 228 60497-110

E-mail address: ike@unesco.de

Other relevant information: <https://www.unesco.de/kultur-und-natur/immaterielles-kulturerbe>

C. Title

Indicate the official title of the programme, project or activity, in English or French, that will appear in published material.

Not more than 200 characters

The Danish-German minority model – a framework for living together in peace in a culturally diverse region

D. Geographic scope

Tick one box to identify whether the geographic scope of the programme, project or activity is essentially national, subregional, regional or international (the last category includes projects carried out in geographically non-continuous areas).

- national (within a single country)
 subregional (more than one country)
 regional (more than one country)
 international (including geographically non-continuous areas)

E. Geographical location

Indicate the locations in which the programme, project or activity was or is being carried out.

Not more than 150 words

The region of Schleswig is an area of more than 9,000 square kilometres between the North Sea and the Baltic Sea on the peninsula of Jutland. Today, Schleswig, formerly part of Denmark, is situated on both sides of the Danish-German border with Denmark in the north and the German state (Land) of Schleswig-Holstein in the south. It is dominated by rural areas shaped by agriculture and, more recently, by extensive production of wind energy. Its west coast is made up of the Wadden Sea National Park, a transnational UNESCO World Heritage site. At the urban centres, the largest on the German side being the city of Flensburg with 89,000 inhabitants and in Denmark the city of Sønderborg – part of the UNESCO Global Network of Learning Cities – with 28,000, one finds industrial cores with headquarters or production facilities of several global players and a multitude of medium sized and small companies.

F. Status

Tick one box to identify whether the programme, project or activity is completed or in progress at the time the proposal is submitted.

- completed
 in progress

G. Name of the communities, groups or, if applicable, individuals concerned

Identify clearly one or several communities, groups or, if applicable, individuals concerned with the proposed programme, project or activity.

Not more than 150 words

Today approx. 12-15,000 people belonging to the German community live in Denmark, while approx. 50,000 living in Germany belong to the Danish community. People self-identify with either of the two communities, based on their respective feeling of cultural belonging and cultural identity. This is the essential attribute of their affiliation to the respective community. The majority population of Danes and Germans in both countries – Schleswig is inhabited by some 1,000,000 people – are equally important communities for the Danish-German minority model (referred to as model throughout this nomination) in the Danish-German borderland, which involves all inhabitants regardless of age, gender, ethnicity and other affiliations. The Danish living in Germany and the Germans living in Denmark call themselves “Minderheit”/”Mindretal” (translated as “minority”). Given that this is the term used by the people living in the region, and because it has a positive connotation for them, the term is used widely in this nomination in the sense of the community.

H. Domain(s)

Tick one or more boxes to identify the domain(s) of intangible cultural heritage covered by the programme, project or activity, which might include one or more of the domains identified in Article 2.2 of the Convention. If you tick ‘others’, specify the domain(s) in brackets.

- oral traditions and expressions, including language as a vehicle of intangible cultural heritage
 performing arts
 social practices, rituals and festive events
 knowledge and practices concerning nature and the universe
 traditional craftsmanship
 other(s) (FORMS OF SOCIAL SELF-ORGANIZATION)

1. Description

Criterion P.1 requires that ‘the programme, project or activity involves safeguarding, as defined in Article 2.3 of the Convention’. Article 2.3 states that “‘Safeguarding’ means measures aimed at ensuring the viability of the intangible cultural heritage, including the identification, documentation, research, preservation, protection, promotion, enhancement, transmission, particularly through formal and non-formal education, as well as the revitalization of the various aspects of such heritage’.

For sections 1.a and 1.b together, provide succinct descriptions of the programme, project or activity and its main components, describing what actually happened or is underway.

1.a. Background, rationale and objectives

Describe the context in which the programme, project or activity was created – what safeguarding needs were identified and by whom, and how the priorities were identified and established. Identify the primary objectives of the programme, project or activity.

Not fewer than 300 or more than 500 words

Traditionally, the area of Schleswig is home to three autochthonous cultures: Danish, (Low-)German and Friesian. These Northern European cultures were interrelated and had strong influence on each other but were still markedly different in language, cultural and social practices. After the rise of nationalism in the early 19th century, focus on differences created

tensions, especially between Danes and Germans, culminating in two bloody wars – the Schleswig Wars of 1848-1851 and 1864.

In 1920, the principle of self-determination enshrined in the Treaty of Versailles led to a referendum resulting in the partition of Schleswig into a Danish and a German part. The new border created a large majority of Danes in the northern ballot zone and a majority of Germans in the south. The Danes living south of this line and the Germans living north of it organized themselves as the Danish minority in Germany and the German minority in Denmark. Regardless of the fact that they now lived on the territory of a different nation, both minorities continued to be and feel linked to the area in which they lived and continued to feel culturally linked to their kin state. To ensure the viability of their communities' cultural heritage and language, the minorities established own schools, cultural associations and churches, but with an inward-looking perspective based on a high degree of segregation within each community.

After the end of World War II that had led to German occupation of Denmark, in 1945, the German minority issued a declaration in which it declared itself as loyal citizens in Denmark, accepting the border of 1920. In 1955, a new trajectory towards respect for cultural diversity and human creativity was laid out. Acknowledging cultural freedom, personal rights and formal equality as guiding principles for a sustainable development of peace in a region of diverse intangible cultural heritage (ICH), the German and Danish governments issued the Bonn-Copenhagen Declarations (B-C Declarations). These two non-legally binding, unilateral statements of intent were issued on the same day by the heads of government in both countries. Still to this day, they are the foundation of the Danish-German minority model.

The following main principles stem from the B-C Declarations:

- Each and every individual has the freedom to profess their loyalty to the German and/or Danish minority and culture. Such sense of belonging is not to be questioned or examined by an official authority. Members of the respective minority in both States Parties are able to freely pursue their way of life within their state of residency by exercising their right to practice own traditions, cultural expressions and practices which they recognize as part of their cultural heritage.
- Minorities are to have formal equality and a framework within which they can develop their own institutions and organizations to uphold and develop social and cultural practices, language, traditions, cultural expressions and ways of life. The aim is not cultural assimilation.

Over the years, these principles have underpinned the co-development towards a (trans-)border region that values its diverse ICH characterized by differences and commonalities. The Declarations are substantially brought to life by the efforts of the communities and their associations and institutions. Despite their general character, the Declarations affect the everyday lives of the people. Subsequent political and legislative measures and further improvements have made it possible for both minority communities to enjoy a well-established infrastructure with community-driven kindergartens, schools, libraries, associations and clubs, etc., which all serve to safeguard and transmit the community's Danish or German language and cultural heritage. The Declarations created a framework in which ICH of the minorities could flourish, and, reciprocally, such cultural traditions, language and social practices contribute to living together peacefully in the border region.

The model is based on the majorities' recognition and appreciation of and support for the minority community activities. It is about ensuring peaceful integration of communities through governmental support and mutual appreciation, and by raising awareness of the ICH within the Schleswig region. This has led to the development of expressions of shared cultural heritage, which characterizes the region today. Annual festive events, such as the Knivsbergfest of the German minority in Denmark and the Aarsmøde of the Danish minority in Germany, provide not only a sense of continuity and identity for the minorities, but are also recognized by the majorities as being part of ICH of the Schleswig region.

Safeguarding the multitude of practices, representations, expressions, knowledge and skills of ICH in the Schleswig region occurs on many levels and involves the participation of people from all strata.

1.b. Safeguarding measures involved

Describe the specific safeguarding measures that the programme, project or activity includes and why they were adopted. Identify what innovative methods or modalities were involved, if any.

Not fewer than 300 or more than 500 words

On a daily level, the activities of minority associations and social clubs are vital in promoting and transmitting ICH. Social events such as concerts, games, community sport activities, storytelling and conferences on the history of and culture in the Schleswig region, and the annual festive events are organized in a collaborative manner.

ICH safeguarding measures of the minorities receive financial and political support from governments as well as from legislative bodies on the national and regional level. Derived from the B-C Declarations, minority members are citizens and taxpayers of the state in which they live, thus deserving equal state support in every respect. The support encompasses educational institutions like minority-driven kindergartens and schools, a wide range of cultural events, minority churches – e.g., the Danish State Church employs ministers to provide German church services – and a multitude of clubs and associations.

Recognizing language not only as a vital component in the shaping of identity and sense of belonging, but also as a pivotal means to inter-human understanding, several municipalities, e.g. the city of Flensburg in Germany, provide part of their administrative services in both Danish and German. The German State of Schleswig-Holstein funds lifelong learning language courses in German and Danish, addressing both minorities and majorities as part of an official language policy to enhance public bilingualism. Danish public schools in the borderland have enhanced their education in German language and vice versa, and the German minority supports the Danish government's official Germany Strategy through the "Grenzgenial" project, which supplies educational materials in German to Danish schools.

Kindergartens, schools, libraries, cultural associations, and social clubs all run by the minority communities play a central role in transmitting knowledge, oral expressions, and social practices to the next generation. Through formal and non-formal education, they strengthen language competence as a vehicle of cultural identity, transmit song traditions and pass on cultural and pedagogical practices. A recent step to increase the younger generation's awareness of the minority's ICH is the introduction of a voluntary school subject called "South Schleswig Crew" at Danish schools in Germany: Students are prepared to inform visitors about the minority's history and modern everyday life. In secondary schools of both minorities, there are volunteers called Student Ambassadors who inform peers and the general public on these issues.

ICH is passed on in families from generation to generation. Encouraged and supported by the institutional activities, parents transmit traditions with Danish or German origins to their children and strive for their attendance of minority schools and kindergartens. In reverse, parents' awareness for these traditions is raised by their children who practice them in schools and kindergartens.

Seasonal activities with their particular traditions are important in shaping community identification. Examples are school cones offered to the children on their first school day as well as the Lantern Festival on St. Martin's Day in November – building on the ICH inventory of the German State of North Rhine-Westphalia, where children and parents walk through the neighbourhood of their kindergarten or school singing traditional "lantern songs". These are typical German ICH practices that are passed on within the German minority in Denmark. Skat tournaments – a German card game recognized as ICH in the nationwide inventory – and Eisbeinessen – a German culinary specialty enjoyed in groups – are among the activities in the local clubs of the cultural umbrella organizations. The Danish minority in Germany beats the Cat off the Barrel at carnival – a tradition on the Danish national ICH inventory – and during Christmas time, the Lucia Maidens wearing white robes walk in a procession, singing a traditional hymn and carrying a candle. The St. Hans Fires on 23 June where a large bonfire is burned and the tradition of Dancing Around the Christmas Tree – holding each other's hands singing carols – during Christmas parties in December are also traditions shared in large parts of Denmark.

Museums, archives and research centres are actively involved in research, identification,

documentation and publishing on ICH of the Schleswig region. The Danish minority's Danevirke Museum contributes to safeguarding the community's ICH by telling stories regarding the seasonal traditions and documenting as well as exhibiting related objects. The German minority museum initiated the construction of a new building which includes the archive of the German minority and its historical research centre. The museum is currently working on a new permanent exhibition opening in July 2020 which will focus on identity and address questions such as: "What is a minority?", "Who belongs to the minority?", "How does ICH shape the minority and its members?"

1.c. Competent body(ies) involved

Provide the name, address and other contact information of the competent body(ies), and if applicable, the name and title of the contact person(s), responsible for the local management of the programme, project or activity.

Name of the body: Sydslesvigsk Forening (SSF, South Schleswigian Association)

Name and title of the contact person: Jens A. Christiansen, Secretary General

Address: Norderstr. 76, D-24939 Flensburg

Telephone number: +49 461-144 08 100

Email address: jac@syfo.de

Name of the body: Bund Deutscher Nordschleswiger (BDN, Union of German Northschleswigians)

Name and title of the contact person: Mr. Harro Hallmann, Chief of Communications

Address: Vestergade 30, DK-6200 Aabenraa

Telephone number: +45 74623833

Email address: hallmann@bdn.dk

2. Coordination at the regional, subregional and/or international levels

Criterion P.2 requires that 'the programme, project or activity promotes the coordination of efforts for safeguarding intangible cultural heritage on regional, subregional and/or international levels'. Explain, if applicable, how the programme, project or activity has promoted such coordination. If the programme was or is conducted exclusively at the national level and has not involved such coordination, state so clearly.

Not more than 500 words

Community organization, coordination and voluntary action lie at the heart of the minority model. Empowering minorities and keeping close ties between communities and decision-makers are vital to its success. The coordination of ICH safeguarding efforts is exercised on different levels and with shared responsibilities.

Since the 1950s, members of the Danish and German parliament, local government representatives and minority representatives have formed joint contact committees to discuss and monitor minority issues. Two minority commissioners, one in Schleswig-Holstein (since 1988), and one in the German federal government (since 2002), serve as a kind of ombudsperson for the minorities, mediating between politicians and the minority communities concerned.

"DialogForumNorden" is a good example of coordination efforts on community level. It connects minority-related institutions, organizations as well as politicians on state and local level. It is a network where citizens, representatives of all communities, civil society and state institutions can discuss and deliberate minority issues. People pool resources, inform each other, increase their assertiveness through coordination, and elaborate joint positions on minority matters. The

Forum is chaired by Schleswig-Holstein's minority commissioner and welcomes all majorities and minorities in the region (Danes, Germans, Friesians as well as Sinti and Roma).

At community level, members of the minorities are also engaged in local politics through political parties. The German minority party, Schleswigsche Partei/Slesvigsk Parti (SP), has elected members in the local councils of southernmost Denmark. The Danish minority party Sydslesvigsk Vælgerforening/Südschleswigscher Wählerverband (SSW) has representatives in a multitude of local and municipal councils, county councils as well as in the state parliament of Schleswig-Holstein. In state elections, the SSW is exempted from the usual 5%-threshold in order to ensure a representation of the minority party in the state parliament.

In Germany, the states (Länder) manage legislation and administration of education and cultural affairs. In 1990, the State of Schleswig-Holstein enshrined the protection and promotion of the Danish and Friesian communities in its constitution. Schleswig-Holstein has also played a decisive role in transmitting ICH to new generations by adopting the school law of 1982 which guarantees pupils attending Danish minority schools in Germany the same public funds as other pupils, thus ensuring equal access to education. This provision was even included in the State Constitution in 2016. Further, in 2016 Schleswig-Holstein also adopted a minority language policy that promotes Danish language south of the border.

In Denmark, which is a rather decentralized country, legislation regarding the German minority is the exception. Liberal rules allow the minorities to establish, for example, their own kindergartens with public funding. An example of special treatment in the spirit of the B-C Declarations were the solutions found to facilitate representation of the minority in local councils in the wake of an administrative reform implemented in 2007.

The Region Sønderjylland-Schleswig, founded in 1997, is an officially recognized Euroregion. It collaborates with political institutions in southern Denmark and northern Schleswig-Holstein to improve areas of common interest. One result has been the setting up of an information centre that helps citizens living in the border region overcome cross-border life challenges such as taxes, education system, cross-border labour market, vocational training or setting up an enterprise in one state while living in the other. "KursKultur", which is also initiated by the Region Sønderjylland-Schleswig, financially supports smaller projects aiming to promote ICH and facilitate cultural exchange, e.g. a large children's theatre festival. Another funded project has brought together students from the region to work with ICH and socio-political issues in a creative way by means of poetry slams – an expression which is recognized as ICH in Germany's national inventory.

Within all these frameworks, minority members use their understanding of the languages, cultures and political systems of both State Parties to promote cross border cooperation. The information centre described above, for example, was inspired by an earlier initiative of the Bund Deutscher Nordschleswiger (Union of German North Schleswigians, or BDN). As a result of another bridge building initiative, Schleswig-Holstein and the county of South Denmark have issued an official agreement to cooperate and collaborate on minority issues.

The European Framework Convention for the Protection of National Minorities as well as the European Charter for Regional or Minority Languages are coordination mechanisms on the level of the Council of Europe. Through their legally binding guarantees, they enhance the Danish-German minority model. As a result, for example, the right to use minority languages when contacting public administrations which is required by the language charter, has recently been implemented with an amendment to the "Landesverwaltungsgesetz" (Regional Administration Act) of Schleswig-Holstein.

3. Reflection of the principles and objectives of the Convention

Criterion P.3 requires that 'the programme, project or activity reflects the principles and objectives of the Convention'. Identify the specific principles and objectives of the Convention that are addressed by the programme, project or activity and explain how it reflects those principles and objectives in its conception, design and implementation.

Not fewer than 300 or more than 500 words

The Danish-German minority model, which is based on the framework set by the B-C

Declarations and the political measures taken subsequently and which is steered by the active commitment of the communities who make use of this framework to safeguard their ICH, fittingly reflects the principles and objectives of the Convention. The model is also completely in line with all human rights instruments.

The framing of the B-C Declarations was directly inspired by the right to culture according to article 27 of the Universal Declaration of Human Rights, stating that “everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits”. This includes the right of individuals and communities to know, understand, visit, make use of, maintain, exchange and develop cultural heritage and cultural expressions, as well as to benefit from the cultural heritage and cultural expressions of others. The preamble of the B-C Declarations also refers directly to Article 14 of the European Convention on Human Rights about the prohibition of discrimination.

Both references prove that the central objective behind the B-C Declarations and what is now known as the Danish-German minority model is the prevention of discrimination by means of culture as well as the promotion of cultural activities of and exchange between communities.

The model reflects respect for the ICH of the communities concerned in a historically rather conflictive context. Today, it has become an example of international cooperation in a spirit of exchange and mutual assistance. The financial, cultural and political support provided by the German and Danish states to the infrastructure and activities of the communities in the region has played and continues to play an essential role for the safeguarding and transmission of the ICH.

Based on the active commitment of community members to the voluntary associations that are a key feature of the model and thereby of the Schleswig region, the vital role of the communities, groups and individuals in the production, safeguarding, maintenance and re-creation of the ICH is recognized and underlined. The associations and clubs of the minorities have a democratic structure that give members direct access to impact the course of the future trajectory of the safeguarding activities. That structure ensures the constant development, negotiation and recreation of ICH by the cultural bearers themselves. The model and the ICH that it safeguards, does not exist in itself: It requires the continued efforts and participation of community members irrespective of age, ethnicity and gender, whether they take part in associational activities, promote knowledge about the region and its ICH, arrange annual and seasonal festivities or through everyday activities pass on a sense of identity and belonging.

The infrastructure of minority-driven kindergartens, schools, libraries and newspapers are ways to promote and to build greater awareness of the ICH. While these institutions safeguard traditions of language, cultural expressions, social practices, knowledge and rituals by formally and informally transmitting them to everyone in the region, they create first and foremost a greater awareness of the importance of ICH among the younger generations who grow up in an environment of peaceful living together with respect for different cultures.

The ICH that is safeguarded not only consists of the cultural traditions of each minority community in Denmark and Germany, but also of the shared ICH that develops in the daily interaction between minority and majority communities. The coexistence of minority and majority communities and their knowledge of and participation in each other’s ICH is an expression of the mutual respect, appreciation and recognition which the Danish-German minority model has generated. As the many coordination and cooperation committees show, the model has brought people closer together, and it continues to ensure exchange and understanding among them.

By adopting the B-C Declarations with its general principles and developing these further in practice over the course of some 60 years, Denmark and Germany have created a framework allowing the German and Danish communities in the borderland to safeguard their ICH in a spirit of cultural autonomy and free self-identification and mutual enrichment. The communities have used this frame to create organizational structures, ensuring that their ICH is practiced and handed down to succeeding generations on a daily basis.

The model is based on respect and preservation of particular identities and its harmonious coexistence with other communities. Thus, it is based on integration as opposed to assimilation and might be exemplary for successful “cultural diversity management”.

4. Effectiveness

Criterion P.4 requires that 'the programme, project or activity has demonstrated effectiveness in contributing to the viability of the intangible cultural heritage concerned'. Describe how the programme, project or activity has demonstrated such effectiveness and how it has contributed concretely to the strengthened viability of the heritage.

Not fewer than 300 or more than 500 words

The effectiveness is demonstrated by two aspects: educational institutions and cultural umbrella organizations of the minority communities. Therefore, the following examples show how the model has contributed to the strengthened viability of the heritage.

Schools and kindergartens as mediators of language and culture play a vital role in the handing down and practicing of ICH, especially regarding seasonal traditions. As a proof of effectiveness, the numbers of pupils in minority-run schools on both sides have remained stable since 1960. The German minority school association runs 15 schools with almost 1,600 pupils as well as nurseries and kindergartens with more than 600 children. The Danish minority school association services about 5,500 pupils; it runs nurseries and kindergartens with nearly 2,000 children as well as adult education institutions and programmes. The Danish youth association runs 11 children and youth houses, taking care of smaller children after school and offering youth activities in the afternoon. Libraries also contribute to the mediation of ICH. Lifelong learning is a significant part of culture in Denmark; this has had an impact on the border region: A distinctive library system services all inhabitants. Five local libraries and two mobile libraries supply members of the German minority in Denmark and the majority community of Danes free of charge. The Danish Central Library of South Schleswig runs four libraries, two library buses and a historical research institution.

The South Schleswigian Association (SSF) is the largest cultural organization of the Danish minority in Germany, with some 16,000 members and 70 local branches. In addition to local club activities with a focus on community life and traditions, SSF offers a wide range of cultural events from seasonal feasts to more than 100 concerts, theatre performances, exhibitions and lectures every year. SSF also runs more than 40 large and small cultural centres for social gatherings, meetings and events. Especially in the local clubs, ICH is practiced on seasonal occasions. A living tradition practiced throughout the year on all occasions is the community singing based on the Danish song book *Folkehøjskolesangbogen*.

The Union of German Northschleswigians (BDN) is the main cultural organization of the German minority in Denmark with more than 3,000 members in 18 local associations. It organizes playful events and concerts, joint trips to theatre or music performances as well as lectures on historical and current topics. Meetings of the German minority in Denmark also usually begin with singing from the community's own songbook. An example of a revitalization of a tradition is the Faustball (fistball) game, common in Germany, but not in Denmark. In recent years, the German minority community has made an effort to revive this game with the result that one women's and one men's team now participate in European and World Championships, officially representing Denmark.

Since 1921, the Danish community in Germany gathers for the *Årsmøde* meeting in early summer. This annual festivity encompasses smaller community house meetings, barbecues and feasts for the family as well as large festivals. About 40 events are attended by around 20,000 people of all ages from the minority community and from the majority as well. Comparable gatherings of the German community in Denmark are the *Knivsbergfest* in June and the *Deutscher Tag* (German Day) in November. The first *Knivsbergfest* held in 1894 was a manifestation of German nationalism, but the festival has since evolved into a festive gathering for participants from Denmark and Germany. In 2015, the festival had only 800 participants, threatening its future. The minority decided to revive it by actively involving schools and kindergartens. This increased participant numbers to more than 4,000 in 2019. Today, it is an inclusive summer festival of the German community in Denmark with sport tournaments, concerts and activities for children.

Activities and events organized by the minority communities, especially when language is not the main focus, often appeal to both minority and majority communities. Concerts by the Danish symphonic orchestra, *Sønderjyllands Symfoniorkester*, and the jazz concerts "Jazz på

Flensborghus" are popular events in the German majority population. Similar events organized north of the border, such as theatre performances and concerts, e.g. in collaboration with the renowned Schleswig-Holstein Musik Festival, attract many people from the Danish majority. This cultural exchange and sharing of experiences bring forth the notion of ICH as an enrichment of the Schleswig region. It not only provides the minorities with a sense of identity and belonging but equally creates and re-creates a shared sense of belonging with and within the majority communities.

5. Community participation and consent

Criterion P.5 requires that 'the programme, project or activity is or has been implemented with the participation of the community, group or, if applicable, individuals concerned and with their free, prior and informed consent'.

5.a. Participation of the community, group or individuals

Describe how the community, group or, if applicable, individuals concerned have participated in the programme, project or activity at all stages of its planning and implementation, including the role of gender.

Not fewer than 300 or more than 500 words

The Sydslesvigsk Forening (SSF, South Schleswigian Association) and the Bund Deutscher Nordschleswiger (BDN, Union of German North Schleswigians) are listed in Section 1.c as competent bodies responsible for the local management of the model, as they are two of the major agents involved in the safeguarding of ICH in the border area. However, so are a variety of other NGOs and organisations listed in Section 5.c. These actors demonstrate the dense landscape of associations active in fields like youth, schools, lifelong education, faith, media, politics, etc. With its numerous interconnections, these networks on both sides of the border ensure that many inhabitants of Schleswig participate in the model and its implementation.

The participation and active role of the respective minority and majority communities in the implementation and daily use of the model has already been demonstrated in previous sections. Participation continues to be crucial to its success and to the way in which the communities concerned make use of the framework created by the B-C Declarations in their everyday needs. In particular, the commitment of volunteers is to be emphasized, who spend their free time running associations, organizing events or transmitting traditions to children. This culture of social self-organizing, that can be regarded as an ICH in itself, forms the foundation of the minority communities and is closely tied with traditions of volunteering (Ehrenamt/frivillighed) in both Germany and Denmark.

Considering that with their organizations the minority communities themselves play a decisive role in safeguarding and implementing measures to practice and hand down the ICH, the democratic, voluntary character of the associations are among the most important structures to ensure that individual members of the communities can shape the safeguarding of their ICH. Everybody is free to join the associations as a member, to have a say in the seasonal programming of the clubs as well as to run for election for a representative function within the organizations. The schools and school associations are governed by committees and boards elected by the parents. These school boards are directly involved in the planning of seasonal events and thus the transmission of ICH.

Even though the minority communities were not directly involved in the 1955 drafting of the B-C Declarations, they were consulted and informed on the progress by diplomats of their kin states. Thus, the communities had the possibility to articulate their needs and concerns, which were partly incorporated in the declaration texts. Afterwards, the minority communities filled the Declarations with life.

In the succeeding decades, coordination has evolved through the founding of new institutions for dialogue and guaranteeing cultural rights. Today, a multitude of approaches secure communication between different state levels as well as between majority and minority communities, thus enhancing the success of the measures involved. The minority communities' active participation has become a crucial factor in enabling them to safeguard their ICH.

As the Bonn-Copenhagen Declarations and the subsequent measures are an expression of

fundamental human rights, they address female and male members of the communities equally. There had been no bias in gender among the community members, but a male bias showed in the composition of boards and committees, most significantly until the 1960s. This has been addressed since the emergence of an increasing awareness of gender equality in the 1970s. In general, both minorities have been strongly influenced by evolving gender roles in Denmark and by other Scandinavian societies being international forerunners in regard to women's rights, women's participation in the labour market and politics as well as gender equality. Some of the most prominent minority representatives have been women, among them a long series of female presidents of associations and leading figures of the Danish minority party SSW. Women hold important positions within the German community in Denmark, too, for example as school principals and heads of libraries, as SP party secretary or as presidents of different organizations, including the press association. Apart from the existence of gender related organizations (women's associations or male guilds like the St. Knuds in Flensburg), the ICH of both minority communities does not imply a gender distinction or gender discrimination. In 2019, the German community in Denmark established a committee with representatives of different community organizations (men and women) that has made recommendations on how to increase even further the number of women in leading positions.

5.b. Free, prior and informed consent to this proposal and involvement in its preparation

Submitting States Parties shall involve the community, group or, if applicable, individuals whose intangible cultural heritage is concerned in the preparation of the proposal. Describe below how they have participated actively in preparing the proposal at all stages, including in terms of the role of gender. States Parties are reminded that the communities are essential participants throughout the conception and preparation of nominations, proposals and requests, as well as the planning and implementation of safeguarding measures, and are invited to devise creative measures to ensure that their widest possible participation is built in at every stage, as required by Article 15 of the Convention.

The free, prior and informed consent to the submission of the proposal from the community, group or, if applicable, individuals concerned may be demonstrated through written or recorded concurrence, or through other means, according to the legal regimens of the State Party and the infinite variety of communities and groups concerned. The Committee will welcome a broad range of demonstrations or attestations of community consent in preference to standard or uniform declarations. Evidence of free, prior and informed consent shall be provided in one of the working languages of the Committee (English or French), as well as in the language of the community concerned if its members use languages other than English or French.

Attach information showing such consent and indicate below what documents you are providing, how they were obtained and what form they take. Indicate also the gender of the people providing their consent.

Not fewer than 150 or more than 250 words

The idea to apply for the Register of Good Safeguarding Practices first arose during the Årsmøde meeting in 2016 where representatives of the Danish community in Germany, the German community in Denmark and the Danish government were engaged in a podium discussion. Subsequently, the idea of a shared nomination was presented and discussed by the executive committees of the minority associations SSF and BDN who in the following years engaged in close collaboration, coordinating the preparation of the file and arranging for community members to fully participate in the nomination process.

This file has been prepared with support from the organizations responsible for the implementation of the Convention on national level, the Royal Danish Library and the German Commission for UNESCO, who also participated in local meetings and workshops. A task force composed of representatives of these two organizations, SSF, BDN, and the Schleswig-Holstein government met several times during 2019, in either Flensburg, Copenhagen or Berlin.

Information on the process has been disseminated in local newspapers. People have been invited – irrespective of ethnicity, age and gender or being part of majority or minority – to local meetings to discuss the nomination, the importance of ICH, and how to properly safeguard ICH in the Schleswig region. These meetings were announced publicly and were conducted on both sides of the border. Similar meetings were arranged at minority high schools. Students were encouraged to participate in discussions and workshops to express their opinions on the matter. At the Knivsberg festival in 2019, participants were asked to express their thoughts on why they

think the model should be recognized by UNESCO as a Good Safeguarding Practice.

During all meetings, SSF and BDN officials took notes; subsequently many points of view were included in the preparation of the nomination form. The participants of the meetings generally declared their support for the nomination, stressing the positive effect of the process itself on strengthening the members' awareness of their ICH.

The letters of consent attached to this file have been formulated based on a draft of this nomination form (October 2019), which has been shared online by SSF and BDN for feedback and comments by community members. The draft did not change essentially afterwards. The title has been slightly adapted.

5.c. Community organization(s) or representative(s) concerned

Provide detailed contact information for each community organization or representative, or other non-governmental organization, that is concerned with the element such as associations, organizations, clubs, guilds, steering committees, etc.:

- a. *Name of the entity*
- b. *Name and title of the contact person*
- c. *Address*
- d. *Telephone number*
- e. *Email*
- f. *Other relevant information*

Danish minority organizations:

a. Sydslesvigsk Forening (SSF, South Schleswigian Association)

b. Mr. Jens A. Christiansen, Secretary General

c. Norderstr. 76, D-24939 Flensburg, Germany

d. +49 461 144 08 110

e. jac@syfo.de

a. Bund Deutscher Nordschleswiger (BDN)

b. Mr. Hinrich Jürgensen, Chairman

c. Vestergade 30, DK-6200 Aabenraa, Denmark

d. +4574623833

d. info@bdn.dk

a. Dansk Skoleforening for Sydslesvig (Danish minority school association for South Schleswig)

b. Mr. Lars Kofoed-Jensen, Director

c. Stuhls Allee 22, D-24937 Flensburg, Germany

d. +49 461 5047 113

e. Lars.Kofoed-Jensen@skoleforeningen.org

a. Sydslesvigsk danske Ungdomsforeninger (South Schleswigian Danish Youth Association)

b. Mr. Anders Kring, Director

c. Norderstr. 76, D-24939 Flensburg, Germany

d. +49 461 144 08 212

e. anders@sdu.de

a. Dans Kirke i Sydslesvig (Danish Church in South Schleswig)

b. Mrs.Jytte Nickelsen, Director

c. Südergraben 36 a, D-24937 Flensburg, Germany

d. +49 461 52 925

e. kirken@kirken.de

a. Sydslesvigsk Vælgerforeningen (SSW, South Schleswigian Voter's Association)

b. Mr. Martin Lorenzen, Party Secretary

c. Norderstr. 76, D-24939 Flensburg, Germany

d. +49 461 144 08 311

e. martin.lorenzen@ssw.de

a. Flensburg Avis (Flensburg Newspaper)

b. Mr. Jørgen Møllekær, Editor in chief

c. Wittenberger Weg 19, D-24941 Flensburg, Germany

d. +49 461 5045 100

e. jm@fla.de

a. Dansk Sundhedstjeneste for Sydslesvig

b. Mr. Tom Petersen, Director

c. Waldstrasse 45, D-24939 Flensburg, Germany

d. +49 461 57 058 0

e. tom.petersen@dksund.de

German minority organizations:

a. Der Nordschleswiger (The North Schleswigian)

b. Mrs. Gwyn Nissen, Chief Editor

c. Skibbroen 4, DK-6200 Aabenraa, Denmark

d. +45 73 32 30 51

e. gn@nordschleswiger.dk

a. Schleswigsche Partei (Schleswigian Party)

b. Vestergade 30, DK-6200 Aabenraa-Denmark

c. Mrs. Ruth M. Candussi, Party Secretary

d. +45 74623833

e. sp@bdn.dk

a. Verband Deutscher Büchereien Nordschleswig (Association of German Libraries in North Schleswig)

b. Mrs. Claudia Knauer, Director

c. Vestergade 30, DK-6200 Aabenraa, Denmark

d. +45 74 62 11 58

e. knauer@buecherei.dk

Friesian Associations:

a. Friesenrat (Frisian's Council)

b. Mr. Frank Nickelsen, Director

c. Friisk Hüs, Süderstr. 6, D-25821 Bredstedt/Bräist, Germany

d. +49 4671 6024 150

e. nickelsen@friesenrat.de

a. Friisk Foriining (Frisian's Association)

b. Mr. Ilwe Boysen, Secretary

c. Friisk Hüs, Süderstr. 6, D-25821 Bredstedt/Bräist, Germany

d. +49 4671 6024 154

e. info@friiske.de

Majority border associations:

a. Grænseforeningen (Danish Border Association)

b. Mr. Knud-Erik Therkelsen, Secretary General

c. Peder Skrams Gade 5, DK-1054 København K, Denmark

d. +45 3311 3063

e. ket@graenseforeningen.dk

Majority representatives:

a. Der Ministerpräsident des Landes, Schleswig-Holstein, Staatskanzlei (Minister-President of Land Schleswig-Holstein, State Chancellery)

b. Mrs. Linda Pieper; Deputy Head of Department

c. Düsternbrooker Weg 104, D-24105 Kiel, GermanySH (Johannes Callsen MdL)

d. +49 431 988 19 18

e. linda.pieper@stk.landsh.de

a. Beauftragter der Bundesregierung für Aussiedlerfragen und nationale Minderheiten (Federal German Commissioner for Resettlement Issues and National Minorities)

b. Mr. Bernd Fabritius (Prof. Dr.), Commissioner

c. Alt-Moabit 140, D-10557 Berlin, Germany

d. +49 30 18 681 111 20

e. BAFabritius@bmi.bund.de

a. The Mayor of Aabenraa Kommune

b. Mr. Thomas Andresen, Mayor

c. Skelbækvej 2, DK-6200 Aabenraa, Denmark

d. +45 7376 7676

e. tand@aabenraa.dk

a. Mayor of Hadersley Kommune

b. Mr. H.P. Geil, Mayor

c. Gåskærgacle 26, DK-6100 Hadersley, Denmark

d. +45 74 34 34 34

e. hapg@haderslev.dk

a. Mayor of Sønderborg

b. Mr. Erik Lauritzen, Mayor

c. Radhustoryet 10, DK-6400 Sønderborg, Denmark

d. +45 88 72 64 00

e. post@sonderborg.dk

a. Mayor of Tønder

b. Mr. Henrik Frandsen, Mayor

c. Wegners Plads 2, DK-6270 Tønder, Denmark

d. +45 74928034

e. jafun@toender.dk

International Minority Associations:

a. Minderheitensekretariat der vier autochthonen nationalen Minderheiten und Volksgruppen Deutschlands (Minority Secretariat of the four autochthonous national minorities in Germany)

b. Mrs. Judit Šolćina / Judith Scholze, Head of Secretariat

c. Bundesallee 216-218, D-10719 Berlin, Germany

d. +49 30 18 681 14 265

e. j.solcina@minderheitensekretariat.de

- a. Federal Union of European Nationalities (FUEN)
- b. Mr. Loránt Vincze, President of Fuen, Member of European Parliament
- c. Schiffbrücke 42, D-24939 Flensburg, Germany
- d. +49 461 128 55
- e. info@fuen.org

- a. Jugend Europäischer Volksgruppen (JEV) (Youth of European Nationalities (YEN))
- b. Mrs. Giuanna Beeli, President
- c. Postfach 640228, D-10048 Berlin, Germany
- d. +49 176 31 77 94 14
- e. giuanna.beeli@yeni.org /office@yeni.org

- a. European Free Alliance (EFA)
- b. Mr. Pol Santaló, Director
- c. Boomkwekerijstraat 1, B-1000 Brussels, Belgium
- d. +32 2513 34 76
- e. info@e-f-a.org

- a. European Association of Daily Newspapers in Minority and Regional Languages (MIDAS)
- b. Mrs. Edita Slezáková, General Secretary
- c. Viale Druso 1, I-39100 Bolzano, Italy
- d. + 39 0471 055 229
- e. marc.roeggla@eurac.edu

Research and educational institutions with minority and border region focus:

- a. Forskningsafdelingen ved Dansk Centralbibliotek for Sydslesvig (Research department of the Danish Central Library for South Schleswig)
 - b. Mr. Mogens Rostgaard Nissen, Head of Archive and Research
 - c. Norderstr. 59, D-24939 Flensburg, Germany
 - d. +49 461 8697190
 - e. mrn@dcbib.dk
-
- a. Dansk Centralbibliotek for Sydslesvig (Danish Central Library for South Schleswig)
 - b. Mr. Jens M. Henriksen, Director
 - c. Nordenstr. 59, D-24939 Flensburg, Germany
 - d. +49 46186970

e. jmh@dcbib.dk

- a. Danevirke Museum
- b. Mr. Lars Erik Bethge, Head of Museum
- c. Ochsenweg 5, D-24867 Dannewerk, Germany
- d. +49 4621 378 14
- e. leb@danevirkemuseum.de

- a. Europauniversität Flensburg (European University of Flensburg)
- b. Mrs. Monika Eigmüller (Prof. Dr.), Vice President
- c. Auf dem Campus 1, D-24943 Flensburg, Germany
- d. +49 461 805 2243
- e. monika.eigmueller@uni-flensburg.de

- a. European Centre for Minority Issues (ECMI)
- b. Mr. Sergiusz Bober, Dr., Interim Co-Director
- c. Schifftenbrücke 12, D-24939 Flensburg, Germany
- d. +46 461 1414 924
- e. bober@ecmi.de

- a. UC Syd, Center for Mindretalspædagogik (University College South Denmark, Centre for minority pedagogy)
- b. Mrs. Camilla Franziska Hansen, Ph.D. Associate Professor
- c. Degnevej 16, DK-6705 Esbjerg Ø, Denmark
- d. + 45 30 49 56 72
- e. cfha@ucsyd.dk

- a. Syddansk Universitet, Institut for Grænseregionsforskning (Southern Denmark University, Institute for border region research)
- b. Mr. Steen Bo Frandsen (Prof. Dr.), Head of the Centr for Border Region Studies
- c. Alslion 2, DK-6400 Sønderborg, Denmark
- d. +45 65 50 1000
- e. sbf@sam.sdu.dk

6. Regional, subregional and/or international model

Criterion P.6 requires that 'the programme, project or activity may serve as a subregional, regional or international model, as the case may be, for safeguarding activities'. Describe how the programme, project or activity may serve as such a model for safeguarding activities, identifying the particular components, methods or practices that would be relevant in other contexts.

Not fewer than 300 or more than 500 words

It might be argued that minority politics that consider safeguarding ICH is in fact peace politics or

even that peace is a practical consequence of sensible and far-sighted minority policies. Peacemaking – like rule of law, democracy, etc. – cannot be easily transferred between different contexts. This is precisely one reason that may make the Danish-German model an interesting one for State Parties willing to achieve peaceful relations between different communities. The model is built on mutual trust and recognition, which is also not an easily transferrable phenomenon. Nevertheless, the practical aspects of the everyday functioning of minority communities' institutions and organizations resulting from that mutual trust and recognition might be inspiring to others.

In research as well as in politics across party lines in Germany/Schleswig-Holstein and Denmark, there is broad consensus that the following list of particular components may be relevant in other contexts and thus are the central elements of the successful model:

- The individual's right to cultural autonomy as well as the right to free self-identification of belonging.
- Public measures supporting a minority community in maintaining and practicing its cultural heritage with own institutions and organizations, including financial support.
- The minority community's participation in political and cultural dialogue processes "as equal partners". This is achievable, for example, through the introduction of special measures, such as the elimination of electoral thresholds.
- Democratic, associational structures within the community, ensuring on the one hand that every member, on a voluntary basis, has the opportunity to shape the everyday practice of ICH and on the other hand that the community organizations speak for a significant part of the whole group. The creation of a pluralistic space for debate, both within minority communities as well as between minorities and majority communities, can be achieved, for example, through strong minority media.
- Autonomous community structures ensuring that the ICH is handed down to next generations.
- Acknowledgement by a majority's community – especially by the State (representatives) – of the enrichment of culture through cultural diversity generated by a minority-majority communities' exchange and interchange.
- If more than one state is involved, strict analogy is not required. The acceptance of diverse solutions and speeds may be necessary in regard to the cultural legacy, e.g. different administrative traditions and historical sensitivities.
- Acceptance of the fact that a community's ICH is not a static entity, but is evolving over time and adapting to its environment.

Methods of diversity management evolve, as do individuals, societies or attitudes. Perhaps this is the most important and strongest message for those wishing to adapt the model to their specific situation, since the Danish-German model has developed over a prolonged period of time and evolved from mutual hostility to peaceful and harmonious cooperation.

There is also evidence that the model can apply to a non-kin state minority community with the additional challenges this implies. In fact, the first dissemination of the model took place within the region itself: The Frisian minority living on the west coast of South Schleswig had not been part of the Bonn-Copenhagen Declarations – it had however been mentioned in the 1949 Kiel Declaration, guaranteeing non-discrimination of minorities. In the aftermath of 1955, the core of the model was applied to the Frisians as well, e.g. Frisian language courses are guaranteed in public schools and kindergartens in their area of settlement. The region's third autochthonous minority, the Sinti and Roma community with German citizenship, also stood to benefit from the Danish-German model: Since 2012, their rights to practice their cultural heritage are also protected in the Constitution of Schleswig-Holstein.

The B-C Declarations have found a successor in the Copenhagen Criteria, adopted in 1993, defining membership criteria for countries wishing to access the European Union. According to these, candidate States must ensure that there are institutions ensuring democratic governance, human rights and minority rights, and they require that members of national minorities should be able to maintain their culture and practices, including their language, without discrimination.

Of course, the Danish-German model cannot be “exported” to other regions and applied in toto. Rather, the model should be considered as a toolbox with an array of possible instruments. In a dissemination context informed by the understanding that communities exist in a context of own historical legacy and cultural traditions, shaping a complex frame for societal and cultural transformations, the model can be a flexible and adjustable cluster of elements that serves to inspire.

7. Willingness to cooperate in the dissemination of best safeguarding practices

Criterion P.7 requires that ‘the submitting State(s) Party(ies), implementing body(ies), and community, group or, if applicable, individuals concerned are willing to cooperate in the dissemination of best practices, if their programme, project or activity is selected’. Describe their willingness to cooperate in such dissemination.

If you attach supporting evidence demonstrating such willingness, especially expressed by the community, group or, if applicable, individuals concerned, indicate below what evidence you are providing and what form it takes. Such evidence, if any, shall be provided in one of the working languages of the Committee (English or French), as well as in the language of the community concerned if its members use languages other than English or French.

Not fewer than 300 or more than 500 words

All stakeholders from the communities, the administrations, universities, institutions and parliaments in the Danish-German border region already have some decades’ experience of presenting the model and sharing their experiences and knowledge. Hence, to cooperate in dissemination as an outcome of figuring on the Register of Good Safeguarding Practices will be the continuation of a well-established tradition of international exchange building on existing structures.

The organizations, groups and communities work on different levels and comprise all ages and genders. Activities include producing research-based information, organizing seminars, visits and/or meetings with other minority communities. On State level, both Denmark and Germany have published information on the model, regarded as valuable for regions striving for peaceful integration, through their ministries for foreign affairs. The same applies to the State of Schleswig-Holstein.

In various letters of consent attached to this file, representatives from the following bodies and communities express their willingness to continue and develop this engagement in a UNESCO context:

With special regard to youth, the Youth of European Nationalities (YEN) is organizing dissemination on community level. With around 40 affiliates, it is the largest network of youth organizations of European linguistic and national minorities. Besides the Danish and the German minority organizations, the Frisian youth association “Rökefloose” is also a member. YEN arranges youth seminars in the Danish-German border region. The German community furthermore grants scholarships to young people from minority communities in Eastern Europe spending a year on the German minorities’ boarding school in Tinglev/Tingleff in Denmark.

The European Centre for Minority Issues (ECMI) is a research institution founded by the Danish, the German and the Schleswig-Holstein governments in 1998. Based in Flensburg, it conducts practice and policy-oriented research, provides information, documentation and analysis, and offers advisory services concerning minority-majority community relations in Europe for governments, regional intergovernmental organizations as well as for minority communities. ECMI co-operates with the academic community, the media and the public. It already contributes to the dissemination of the model by offering visits to the Flensburg region and arranging meetings with the Danish and German communities.

The Federal Union of European Nationalities (FUEN), also situated in Flensburg, is the largest civil society umbrella organization of autochthonous national minority communities and ethnic groups in Europe. SSF and BDN were founding members in 1949 – today it has more than 100 member organizations in 35 countries. At present, BDN has a member on the FUEN board. The Danish School Association as well as the SSW and the SSF actively take part in the organization’s work. FUEN is, for example, a partner in several projects that the Schleswig-Holstein State government is conducting with ECMI and the German Corporation for International Cooperation (GIZ), the government institution for international development

assistance. Dissemination of the model in this context took place in the Western Balkans. In addition, FUEN organizes its own projects, partly in cooperation with the German Federal Foreign Office, in the Western Caucasus or in Slovenia where the focus is on the Danish-German model.

Other examples of dissemination of the model are the cooperation within the European Free Alliance (EFA), an alliance of political parties of minorities in Europe, including the SSW and the SP, and the European Association of Daily Newspapers in Minority and Regional Languages (MIDAS), joined by the Danish minorities' newspaper Flensburg Avis and the German minorities' Der Nordschleswiger.

The Institute for Minority Pedagogy at the University College South wants to disseminate research-based knowledge on competences for pedagogical work with children who grow up in a minority community, stemming from a project carried out in close cooperation with the two regional minority school associations.

The Danevirke Museum and the German Minority Museum are anchor points and showrooms for domestic and foreign groups to learn about the character and implementation of the Danish-German model.

The German and Danish majority community border associations – like ADS-Grenzfriedensbund in Germany and Grænseforeningen in Denmark – play a constructive role in building bridges between majorities and minorities as well as between the two countries. Their work is based on the model and thereby disseminating it. Using the slogan “For an open Danishness”, the Danish Grænseforeningen runs a project with cultural ambassadors. They are more than 35 multicultural young men and women offering a form of bridging between minorities and majorities through dialogue-meetings about identity, nationality and citizenship, happenings, blog-posts and social media activities. With their knowledge of the history in the border region the cultural ambassadors convey the story of how cultural encounters can facilitate integration based on mutual respect.

8. Assessing the results

Criterion P.8 requires that ‘the programme, project or activity features experiences that are susceptible to an assessment of their results’. Provide concrete examples of assessments that have been or are being carried out.

Not fewer than 300 or more than 500 words

The Council of Europe (CoE) carries out the most comprehensive independent assessment of the Danish and German minority policy. The CoE monitors and evaluates the governmental efforts to accommodate and implement the Framework Convention for the Protection of National Minorities (<https://www.coe.int/en/web/minorities/country-specific-monitoring>) and the European Charter for Regional or Minority Languages (<https://www.coe.int/en/web/european-charter-regional-or-minority-languages/reports-and-recommendations>). As members of the Council of Europe Convention and Charter, Denmark and Germany are obliged to maintain and improve the conditions of the minority communities in an array of areas, including cultural activities, language and education. The national governments report on these matters to the Council of Europe every five and three years, respectively (<http://www.landtag.ltsh.de/infothek/wahl19/drucks/01600/drucksache-19-01683.pdf>). The minority communities' comment on these periodic national reports serving as a basis for the visit of a committee of experts nominated by the Council of Europe. On-site discussions are held with representatives of local communities, authorities, and media. The monitoring offers a good opportunity for communities to identify issues and work towards common solutions. In addition, the sequence of reports by the two states since the ratification of the treaties reveals long-term developments in the maintenance of the ICH. This can help communities and authorities to adapt their safeguarding policies to the real needs of the cultural and linguistic minorities. The periodic national reports reveal significant effort by both countries to improve the communities' framework to maintain their ICH. The joint monitoring system of the Council of Europe and the two countries ensures a high level of security and continuous support for communities in the safeguarding of cultural and social practices in the border region. One of the results is that the Danish-German minority model – based on the B-C Declarations – enjoys a high degree of

international recognition.

On a national level, the Schleswig-Holstein government issues a “minority report” once in the parliamentary electoral period of five years (https://www.schleswig-holstein.de/DE/Fachinhalte/M/minderheiten/Downloads/minderheitenbericht_2017.pdf?__blob=publicationFile&v=1). The organizations of the two minority communities have the opportunity to give their assessment of the government’s policy for minorities in the report. In this way, they can present their position directly to Parliament. This ensures for the government to regularly evaluate their official minority policy by describing the minorities’ situation and activities, government measures, and possible problems. For the parliament, this is an opportunity to re-agree on the principles of minority policy and measures to preserve the ICH and cultural diversity in the country during each parliamentary term. The reports list improvements in legislation, numbers of pupils attending the schools, numbers of media lent in libraries, etc., indicating that the communities succeed in maintaining, passing on and developing their cultural heritage. The Schleswig-Holstein reports include the minorities’ official response to the government report, showing a broad level of consensus about the achievements.

The minorities themselves collect statistics on numbers of members, numbers of participants at events, and the number of cultural events organized by clubs and associations (<https://syfo.de/om-ssf/aktuel> and <https://www.bdn.dk/>). The numbers reflect community involvement in events, activities and programmes and are used by associations in their periodical assessments to adjust their range to meet members’ needs and thereby to achieve the medium-term goals to maintain the community’s culture and language. The organization’s achievement of these goals, which have a direct connection to the community’s ICH, are controlled by the respective association’s general assemblies. The numbers show a continuous effort to arrange minority-related events and prove a vivid interest by people to participate in minority activities.

Between the Danish government, the Schleswig-Holstein government and the minority associations, so-called target and performance agreements have been concluded (<https://syfo.de/om-ssf/aktuel> and <https://www.bdn.dk/>). Activity numbers together with numbers on pupils in minority educational institutions and many other indicators are used to measure success on a regular basis. These agreements are part of modern governance strategies, linking public funds to the achievement of specific quantitative targets and – on the other hand – granting security in planning by guaranteeing funds for several years. The evaluation of these reports shows, that the minority organizations fulfil their goals to offer a certain programme of activities, education, information, etc., thus securing the communities’ ICH.

9. Model for developing countries

Criterion P.9 requires that ‘the programme, project or activity is primarily applicable to the particular needs of developing countries’. Describe how the programme, project or activity may be relevant to the needs of developing countries and appropriate to their circumstances, identifying the particular components, methods or practices that would be relevant to them.

Not fewer than 300 or more than 500 words

There is significant practical and research-based evidence that the Danish-German model can serve as an example of good practice for safeguarding activities in other contexts, also in other world regions and different socioeconomic situations. The cross-border aspect of minority rights protection might be of significant relevance for State Parties faced with similar dilemmas resulting from historical border shifts. The model can thus also be of use as a good practice example for developing countries for transition processes in the fields of human rights, civil society, cultural diversity and minority policy.

The Danish-German minority model in fact is a collection of inspiring practice and offers that are all held together by one vision: Improving the quality of life in a diverse and complex border region by safeguarding the ICH of the communities. An essential feature of border regions around the world is their cultural, linguistic, ethnic and historical complexity and diversity. In essence, the model revolves around how diverse societies can achieve beneficial coexistence among all groups and integration that thrive on the whole area.

In the course of the past several decades, elements of the Danish-German model have been used as a source of inspiration for other regions of the world that are characterized by a coexistence of a majority community and one or more minority communities. Repeatedly, groups visit the German-Danish border region to exchange good practices and ideas on minority community integration in border regions. The most recent example is an ECMI training mission called “Diversity Management for Development Training” involving ECMI staff, government officials from Schleswig-Holstein and minority community members in winter/spring 2019 in Flensburg and Ukraine. At present, ECMI is expanding its field of work beyond Europe. After successfully completed and some still ongoing projects, including in Belarus and Moldova, it turned its attention in 2018 towards Central Asian countries. This networking and building of partnerships are important contributions to the empowerment of communities in diverse societies, a measure that can also be applicable in developing countries. The particular components are:

- An active involvement of local communities and their individual members in all steps
- Strengthen contacts and exchange between communities and local administrations
- Raise awareness for the value of diversity and ICH as well as its role for regional development
- Raise awareness within younger generations on the importance of safeguarding ICH, e.g. by involving youth organizations within the communities (or setting up new ones if these do not yet exist)
- Capacity building through (international) networks and contacts, e.g. via field trips or exchanges with regions faced with similar situations. This can support communities in designing solutions relative to their own historic and geographical circumstances.

A prerequisite for bringing the elements of success of the “model” (see also Section 6) to life is that all parties involved have the goodwill to reach a common positive solution in the medium and long term. The B-C Declarations have shown how the necessary mutual confidence could be achieved by setting out some core principles. The “spirit” of these general, easy to comprehend declarations and the subsequent measures involved have proven to be a good safeguarding basis as it made it possible time and again to find common solutions to challenges faced. One of the main factors ensuring the principles of the model being carried out in real life has been their nature as rather abstract principles and the declarations as rather minimalistic, but derived from the notion that concrete problems can be solved.

The contribution of minority communities’ ICH to sustainable development, including social cohesion, is becoming increasingly important. For that, persons belonging to a minority community need to be very well integrated. They also need to intensely interact with other community members in the geographical area. As an inspiration for developing countries, the model (1) combines legal frameworks protecting culture, language, education, etc., of minority communities; this leads to (2) intense interactions between minority and majority, which in turn paves the way for (3) integration of a diverse society in the Danish-German border region. Consequently, the elements (1), (2) and (3) in combination can be beneficial for (4) effective safeguarding of ICH and positive regional development. Research conducted in the Danish-German border region shows the ability of the people living there to easily switch between different cultural codes, using their networks extending to their kin states, while their linguistic abilities (bilingualism, etc.) create a significant economic benefit for the communities – and therefore for the region as a whole.

10. Documentation

The documentation listed below is mandatory and will be used in the process of evaluating and examining the proposal. It will also be helpful for visibility activities if the programme, project or activity is selected. Tick the following boxes to confirm that related items are included with the proposal and that they follow the instructions. Additional materials other than those specified below cannot be accepted and will not be returned.

- documentary evidence of the consent of communities, along with a translation into English or French if the language of community concerned is other than English or French

- ten recent photographs in high definition
- grant(s) of rights corresponding to the photographs (Form ICH-07-photo)
- edited video (from five to ten minutes), subtitled in one of the languages of the Committee (English or French) if the language utilized is other than English or French
- grant of rights corresponding to the video recording (Form ICH-07-video)

11. Signature(s) on behalf of the State(s) Party(ies)

The proposal should be signed by an official empowered to do so on behalf of the State Party, and should include his or her name, title and the date of submission.

In the case of multinational proposals, the document should contain the name, title and signature of an official of each State Party submitting the proposal.

Name:

Title:

Date:

Signature:

Name(s), title(s) and signature(s) of other official(s) (for multinational proposals only).