the MAX VAN DER STOEL award 2026

Programme

OSCE HCNM

Ministry of Foreign Affairs

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The 2026 Max van der Stoel Award Ceremony

In 2001, the Ministry of Foreign Affairs of the Netherlands established an award honouring the first High Commissioner on National Minorities of the Organization for Security and Co-operation in Europe (OSCE HCNM), Max van der Stoel.

The prize is sponsored by the Government of the Netherlands and awarded biennially to an individual or an institution in recognition of their extraordinary and outstanding achievements aimed at improving the position of national minorities in the OSCE area.

This year the prize will be awarded to

Education for the 21st Century

3 November 2026
Academy Hall of the Peace Palace

OSCE HCNM

Ministry of Foreign Affairs

Programme

15:30
Registration

16:00
The 2026 Max van der Stoel Award Ceremony

Welcome remarks by the office of the OSCE
High Commissioner on National Minorities

Music to open the ceremony

Statement on behalf of the Jury by
OSCE High Commissioner on National Minorities and
Chair of the Max van der Stoel Award 2026 Jury

Short film about the Laureate

Award presentation address by
Representative of the Government
of the Kingdom of the Netherlands

Acceptance speech on behalf of the Laureate
Education for the 21st Century

Music to close the ceremony

Closing remarks by the office of the
OSCE High Commissioner on National Minorities

17:30-19:00
Reception



Max van der Stoel, first OSCE High Commissioner on National Minorities, 1992–2001

Max van der Stoel

Max van der Stoel was appointed as the first High Commissioner on National Minorities of the Organization for Security and Co-operation in Europe (OSCE HCNM) in 1992, and he served eight and a half years in the post. Born in 1924, Van der Stoel was a senior statesman who had a long and distinguished career. As well as being twice Minister for Foreign Affairs of the Netherlands (1973–1977 and 1981–1982), he held seats in both the upper and lower houses of the Dutch Parliament. He was also a member of the European Parliament (1971–1973) and the North Atlantic Assembly (1968–1973, 1978–1981) as well as the Council of Europe Consultative Assembly and the Western European Union Assembly between 1967 and 1972. Between 1983 and 1986 he served as Permanent Representative of the Netherlands to the United Nations and in 1991, he was awarded the honorary title of Minister of State by Her Majesty Queen Beatrix of the Netherlands for his exceptional accomplishments. The following year he was appointed by the UN Commission on Human Rights as Special Rapporteur on Iraq.

Van der Stoel became familiar with the work of the Conference on Security and Co-operation in Europe (CSCE, later OSCE) in his roles as Foreign Minister during the Helsinki consultations from 1973 to 1975, as Chairman of the Netherlands Helsinki Committee for several years and as head of the Netherlands delegation during the CSCE conferences on the human dimension in Paris, Copenhagen and Moscow. After two renewals of his mandate as OSCE HCNM, he was succeeded, in July 2001, by the Swedish diplomat, Mr. Rolf Ekéus.

In 1999 Van der Stoel was awarded the Order of the Golden Lion of Nassau; the first citizen of the Netherlands to receive the award since 1919. Several honorary doctorates have also been awarded to him, including the Cleveringa Chair at Leiden University. The Max van der Stoel Human Rights Award at the University of Tilburg is named in his honour.

The Max van der Stoel Award

The Award of €50,000, named in honour of Max van der Stoel – a prominent Dutch statesman and the first person to hold the position of OSCE High Commissioner on National Minorities – was established by the Ministry of Foreign Affairs of the Netherlands in 2001. It is awarded biennially[1] to an individual or an institution in recognition of their extraordinary and outstanding achievements aimed at improving the position of national minorities in the OSCE area.

Award Winners

2026	Education for the 21st Century, Serbia
2024	Natur og Ungdom, Norway
2022	Social Justice Center, Georgia
2020	Pavee Point Traveller and Roma Centre, Ireland
2018	High-school students from Jajce, Bosnia and Herzegovina
2016	The Association for Historical Dialogue and Research (AHDR), Cyprus
2014	Spravedlivost, Kyrgyzstan
2011	The Nansen Dialogue Centre Skopje, North Macedonia
2009	The Integration and Development Center for Information and Research, Ukraine
2007	The European Roma Rights Centre, Hungary
2005	The "Memorial" International Historical Enlightenment, Human Rights and Humanitarian Society, Russian Federation
2003	The Latvian Centre for Human Rights and Ethnic Studies, Latvia.

1 *The 2013 Award was postponed to 2014 to avoid overlapping with the change in HCNM. The 2020 Award ceremony was postponed to 2021 due to the Covid-19 pandemic.*

Foreword by Christophe Kamp

High Commissioner on National Minorities
Chairperson of the Max van der Stoel Award Jury

The distinguished Jury for the Max van der Stoel Award, which I had the honour of chairing this year, was unanimous in its decision to present the 2026 award to Education for the 21st Century from Serbia for its use of education to address historical narratives in a way that promotes inclusion of all members of society. The Jury's choice reflects the important role that education can play in bringing communities together and developing mutual understanding and respect. It is particularly meaningful that this year's Award recognizes work rooted in a region where questions of identity, history, memory and diversity continue to profoundly shape how communities understand their shared past and future.

Education is never merely about acquiring knowledge. It shapes how we understand ourselves, how we see others, and how we make sense of the past. What is taught in classrooms, which voices are represented, and how different communities are presented can either reinforce divisions or help overcome them. For this reason, education plays a vital role in building tolerance and resilience in diverse societies.

This is particularly important when addressing difficult chapters of the past. When historical narratives are instrumentalized or presented through a single, exclusive interpretation, divisions are deepened, competing narratives are reinforced, and meaningful dialogue and reconciliation are hindered. Divisive historical narratives hamper efforts to create a unified educational system, creating a self-reinforcing cycle in which segregated educational approaches perpetuate those divisions.

Since its establishment in 2011, Education for the 21st Century has worked to modernize education in ways that make national minorities more visible, promote more inclusive approaches to history, and create opportunities for meaningful participation. Rather than treating history as something fixed, the organization encourages young people to examine historical narratives

critically and to recognize that different communities may carry different memories and experiences. Through teaching materials, workshops, museum programmes and work on public memorials, it creates opportunities to engage with difficult histories while connecting them to the challenges of the present. Its work demonstrates that addressing minority issues is not only a matter of laws, policies and institutions – it is also about creating spaces where people can encounter different perspectives, question inherited assumptions and develop the confidence to engage with one another.

The connection between education and conflict prevention has long been central to the work of the High Commissioner on National Minorities. Max van der Stoel himself worked relentlessly on issues related to education and on the rights of persons belonging to national minorities in the educational system. As he rightfully observed, "education is an extremely important element for the preservation and the deepening of the identity of persons belonging to national minorities", concluding that, "in the medium and long term, it is education that can defuse inter-ethnic tension". In 1996, during Max van der Stoel's tenure as the first High Commissioner, the office of the High Commissioner on National Minorities issued *The Hague Recommendations Regarding the Education Rights of National Minorities*. These Recommendations reflected an early recognition that education is critical not only for enabling minority communities to preserve and pass on their languages, cultures and identities to future generations, but also for fostering mutual understanding and preventing tensions from taking root.

Thirty years later, this work continues to evolve. In June this year, my office launched *The Siena Recommendations on Contested Histories and National Minorities* which provides practical guidance on how to address historical narratives that have the potential to generate tensions within and between societies. The Siena Recommendations remind us that contested histories do not exist only in textbooks or classrooms. They are reflected in museums, memorials and public spaces, as well as in laws and policies. Education is central to creating opportunities for dialogue and mutual understanding on these issues: how history is taught can make an important contribution to preventing tensions from escalating, now and in the future.

The work of Education for the 21st Century resonates strongly with this longstanding approach and with Max van der Stoel's legacy, putting into practice many of the principles that have guided the work of successive High Commissioners on National Minorities. Organizations like Education for

the 21st Century are indispensable partners in integrating diverse societies. Complementing diplomatic engagement with the practical experience and perspectives of the communities they serve, they help to translate principles into meaningful change on the ground.

I warmly congratulate Education for the 21st Century on this well-deserved recognition. I hope it will inspire the wider OSCE region and beyond to recognize the transformative potential of education in building more inclusive, peaceful and cohesive societies.



Foreword by Tom Berendsen

Minister of Foreign Affairs of the Kingdom of the Netherlands

Speaking at a conference in Bonn, Germany, in December 2000, Max van der Stoel urged his audience to remain vigilant against any backsliding on minority rights. 'We cannot simply hope that when there are clouds on the horizon, they will disperse', he warned. He stressed that early warnings on backsliding must be followed by early action.

Meaningful early action begins in the classroom, with the next generation. It requires education that instils the principle that human rights belong to everyone, everywhere, at all times. It makes no difference whether someone speaks French, Ukrainian, English or Swahili, or to which community they belong.

In practical terms, this means ensuring a balanced history curriculum in which minorities are accorded their rightful place. And creating space for frank conversations about differences among communities and about contrasting memories of a troubled past.

The Serbian organization Education for the 21st Century puts these principles into practice. That is why I am delighted that the jury has chosen to honour it with the 2026 Max van der Stoel Award. This organization's work demonstrates how education can help societies face difficult histories, bridge divides and strengthen social cohesion, and how it can equip young people to resist distortion and division. And that is more important than ever.

There are many examples of historical narratives being reshaped in ways that deepen divisions between communities, turning identity into a dividing line. Disinformation, often spread through social media, distorts reality and amplifies existing grievances. All of this places a clear responsibility on policymakers and governments: to foster social cohesion, protect the rights of minorities and uphold human rights.

As the first OSCE High Commissioner on National Minorities, Max van der Stoel worked with governments across the OSCE region to address tensions involving national minorities before they could evolve into open conflict. He demonstrated that human rights and the protection of minorities are not separate from security policy, but part of its foundations.

That insight too remains relevant today. Too often there is a gap between what is enshrined in our laws and what people experience in their daily lives. Rights can exist on paper but not be felt in the classroom, the workplace or the neighbourhood.

It is in this space, between principle and practice, that early action is needed: not only through policy, but also through education and community engagement. This is where the Max van der Stoel Award and its laureates come in. By honouring individuals, groups and institutions that make exceptional contributions in helping to improve the position of national minorities, the Award shines a light on work that is often modest and understated, yet vital for building more inclusive societies.

Education for the 21st Century exemplifies this. By working with students, teachers and communities, it brings the principles of human rights and minority protection into everyday classroom life.

In the turbulent times we live in today, it is all the more important to embrace such projects. That is why the Netherlands is proud to support the Max van der Stoel Award and the work of the OSCE High Commissioner on National Minorities. And it is a great pleasure for me to congratulate Education for the 21st Century on their inspiring work. I hope this Award will not only recognize and support their efforts, but also encourage others to promote inclusion and mutual understanding through education.

Max van der Stoel was right when he said: 'We cannot simply hope that when there are clouds on the horizon, they will disperse.' Today, there are many clouds. So we must act.

Education Gives Us The Tools to Imagine a Different Future Together

We can change the world

The impact that Lidija Županić Šuica's teaching has on her students is significant. They recall learning to question, explore and see their society from different perspectives.

One of the ways she empowers them is through the non-governmental organization, Education for the 21st Century, which she founded in 2011.

This year, Education for the 21st Century won the Max van der Stoel Award for "its work to promote tolerance, inclusion and respect for diversity through education." The Jury of the Max van der Stoel Award recognized the far-reaching effects that this NGO has created through its recommendations, teaching materials and resources.



Lidija Županić Šuica, founder of Education for the 21st Century. (Photo: © Education for the 21st Century).

But it begins at the personal level. Lidija explained that "after the dissolution of Yugoslavia and the wars that followed, I witnessed how quickly the society around us can change. It made me think about identity, different perspectives and the way our understanding of the world is shaped by the context in which we live."

"I wanted to understand how such changes happen, and what I could do to help young people understand the world around them, take an active role in society and have a say in the decisions that affect their lives."

After Lidija began teaching civic education in addition to art history, she started thinking about the effect education can have on society. "For me, education became a space to be engaged and active, and to find ways to prevent us from repeating the mistakes of the past."

Modern education includes multiple perspectives

In the early 2000s, Serbia started a process of education reform. Lidija recalls that "it was a positive time, when education for democracy was becoming increasingly important. Things felt hopeful." She began exploring the ways in which formal and non-formal education can contribute to social change and give young people the confidence and opportunities to become active participants in society.

The Jury noted that Education for the 21st Century "is dedicated to modernizing education in a way that raises the visibility of national minorities, promotes inclusive historical narratives and supports social cohesion across the region."

She recalls that "teaching was largely based on transmitting knowledge rather than encouraging students to explore, question and think for themselves. Knowledge was presented as something fixed and unquestionable. There was little space for different perspectives, identities and experiences. Many groups were missing, or presented only from the perspective of the dominant narrative."

Lidija says that "education is one of the most powerful ways we have of changing the society, and that includes not only what we learn, but also how and where we learn."

Learning on the streets

One of the most significant changes that Lidija has made to education is taking it out of the classroom. "Whenever we can, we take our learning to the streets," she says. She started small, taking her classes to visit different religious communities and cultural sites in Belgrade. It was a simple idea but it opened up conversations about diversity, identity, religion and the different ways in which different communities share and shape the same city.



Participants in the Beotura project in conversation with a religious representative at a mosque in Belgrade, 2021. (Photo: © Education for the 21st Century).

A tangible outcome is the Beotura resource, which is available online and as an app, and works as a digital archive of Belgrade's past and present, explaining what is there and what is missing. It invites people to explore the city through multiple perspectives, bringing greater visibility to communities, stories and places that are often overlooked.

"When we walk in the streets, we also look at what is not there," she says. "What is missing, what was destroyed, forgotten, neglected or deliberately removed from our collective memory, can tell us a great deal about the past."

This is powerful because it involves working through difficult questions in an open and accepting environment. When something disappears from the collective landscape, it can disappear from collective memory without future generations ever knowing it existed.

"However, if young people understand that the past can be seen from different perspectives, they can also imagine different possibilities for the future. They don't take things for granted. They question things, and they want to change things," she explains.



Contested History Tour during one of Education for the 21st Century's history teaching seminars, 2024. (Photo: © Education for the 21st Century).

Imagining a better future

A central part of the work of Education for the 21st Century has been making minority communities more visible in education and in the public space. This involves researching their histories and heritage, working directly with members of minority communities and bringing their experiences and perspectives into educational materials and public initiatives.

Over the years, this work has grown through teaching materials, methodologies, digital resources, teacher training and international projects. The experience and knowledge gained through these activities are now shared with educators across Europe through Education for the 21st Century and its work with EuroClio – European Association of History Educators.



Students from a Hungarian secondary school in Novi Sad visiting students in Belgrade as part of the In Search of Common Heritage *project, 2019. (Photo: © Education for the 21st Century).*

The work continues through international exchange: sharing experiences, adapting methodologies to different contexts and developing new ways to bring perspectives that have too often been left out into education.

But her work does not stop with young people. Through Education for the 21st Century and her work with EuroClio, Lidija works with teachers and educators across Europe, sharing approaches and developing new ways of bringing different perspectives, critical thinking and active citizenship into education. Over the years, this work has grown into a wider international network of educators who are exploring similar approaches in their own communities.

For Lidija, this exchange is essential. It allows educators from different countries to learn from one another, adapt ideas to their own contexts and create new opportunities for young people.

Lidija hopes that this growing network will continue to open new perspectives, challenge established ways of thinking and create meaningful opportunities for people to shape the societies they live in.



Participants of the Third Belgrade History Teaching Symposium, 2024 (Photo: © Education for the 21st Century).

Official justification of the International Jury of the 2026 Max van der Stoel Award

The grounds on which the 2026 Award was made to Education for the 21st Century

The Jury of the Max van der Stoel Award has decided to honour Education for the 21st Century with the 2026 Max van der Stoel Award in recognition of its work to promote tolerance, inclusion and respect for diversity through education.

Since 2011, Education for the 21st Century, led by its founder and director, Lidija Županić Šuica, has helped young people in Serbia and across the Western Balkans to understand the complexity of identity in a multicultural society, and how that is reflected in historical narratives and memory. The Belgrade-based organization is dedicated to modernizing education in a way that raises the visibility of national minorities, promotes inclusive historical narratives and supports social cohesion across the region.

Through its efforts to create opportunities for representation, inclusion and equal participation in educational and cultural initiatives, Education for the 21st Century improves the position of national minorities. It builds on connections between different communities and strengthens regional co-operation to address national minority issues. The organization has developed recommendations on deconstructing stereotypes in education, culture and the media. It has contributed to a museum project that provides structured teaching materials, workshops and public programmes that support teachers, students and young people from Serbia and the region in engaging critically with the legacy of the conflicts in the 1990s. It has also created on-site and classroom teaching resources about public memorials, particularly those related to minority communities.

Education for the 21st Century uses history education and cultural heritage as tools to support societal change in the region. It promotes the development of critical thinking skills with regard to historical narratives and minority groups, and utilizes intercultural understanding as a way of connecting communities with diverse historical experiences and identities. By creating spaces for exchange, collaborative learning and dialogue on shared histories and contemporary social challenges, the organization supports mutual trust among young people, educators and local partners, and thereby contributes towards the resolution of outstanding issues in postconflict societies.

Director Županić Šuica has authored scholarly contributions and practical educational resources that promote inclusion, highlight the contributions of national minorities and challenge preconceptions in school curricula. She is a co-author of the *Manual for Teachers of Civic Education in High School* (2020), which was also supported by the OSCE Mission to Serbia.

For these reasons, the Jury has unanimously awarded Education for the 21st Century with the 2026 Max van der Stoel Award.



Members of the International Jury of the 2026 Max van der Stoel Award



Christophe Kamp
Christophe Kamp is the OSCE High Commissioner on National Minorities and Chair of the 2026 Max van der Stoel Award Jury.

He was appointed as the OSCE HCNM in December 2024. Prior to his appointment, Kamp served as the Permanent Representative of the Netherlands to the OSCE. He also worked as Director of the office of the OSCE High Commissioner on National Minorities. Kamp has nearly 25 years of experience as a diplomat in the Foreign Ministry of the Netherlands and the European External Action Service, with assignments in Europe and Africa. Before joining the Foreign Ministry of the Netherlands in 2001, Kamp worked at the UN Department of Political Affairs in New York and with the UN Human Rights Field Operation in Rwanda. Kamp has a Master's degree in Political Science from Leiden University and a Master's degree in Public Administration from the Harvard Kennedy School.



Photo ©: Theresa Axén / The Åland Islands Peace Institute.

Sia Spiliopoulou Åkermark
Sia Spiliopoulou Åkermark is Professor of Law at Åbo Akademi University, Finland.

Spiliopoulou Åkermark's work focuses on public, comparative and international law in matters of pluralism, minorities, language policy, autonomy arrangements and limitations to the use of force. She has served as director of the Åland Islands Peace Institute and expert member and president of the Advisory Committee on The Framework Convention on National Minorities. She participated in the Truth and Reconciliation Commission for Tornedalen (Sweden) and on the advisory board of research institutions and in civil society. Her works include: *Justifications of Minority Protection in International Law* (1997); *Towards Openly Multilingual Policies and Practices Assessing Minority Language Maintenance Across Europe* (co-authored, 2016); *and Demilitarisation and International Law in Context* (co-authored 2018).



Photo: © Diana Unt

Irene Käosaar

Irene Käosaar is the Director of Narva Estonian High School. She is also a spokesperson on integration and education for the Ministry of Education and Research of the Republic of Estonia and has been Estonia's representative to the EU Directors General for Education since 2009.

Before joining Narva Estonian High School, Käosaar was the Director of the Estonian Integration Foundation, where she managed and co-ordinated activities stemming from the Government's Estonian Integration Plan 2021–2035. Between 2007–2017, Käosaar held two consecutive positions at the Ministry of Education and Research: Head of the General Education Department (2009–2017) and Head of the Minorities Department (2007–2009). During this period, Käosaar helped shape and co-ordinate the implementation of national minority education policies in Estonia. As Head of the Estonian Language Immersion Centre, Non-Estonians Integration Foundation (1999–2007), Käosaar also successfully implemented the early- and late-stage language immersion programme in both schools and kindergartens. Language immersion subsequently became an inseparable part of Estonia's education system. In 2013, Käosaar was awarded the Order of the White Star, 4th Class, by the President of the Republic of Estonia for her contributions to the advancement of Estonian education — one of Estonia's highest honours. In 2014, in recognition for her contribution to national security by promoting education in Ida-Viru County, Käosaar was awarded the Gold Cross of the Estonian Academy of Security Sciences.



Photo: © Vogus

Sirpa Rautio

Sirpa Rautio is the Director of the EU Agency for Fundamental Rights (FRA). She started in March 2024.

Previously, she established and led the Finnish Human Rights Centre. Rautio served as its Director from March 2012 until February 2024. She was also Chairperson of the European Network of Human Rights Institutions (ENNHRI) from March 2022 until 2024. Prior to returning to Finland in 2012, Rautio worked abroad for some 20 years in expert and managerial positions in international organizations, including at the World Bank, the United Nations, the Council of Europe, the OSCE and the EU. Rautio was a member of the FRA's Management Board from 2015–2020 and Chairperson of the Board from 2017. She has worked on human rights and rule of law both in the field and at the headquarters. She has extensive experience working in post-conflict settings and countries in transition. Rautio is a lawyer by profession, having graduated from the University of Turku, Finland.



Giorgi Sordia

Dr. Giorgi Sordia is a Professor at the University of Georgia and Executive Director at the Centre for the Studies of Ethnicity and Multiculturalism (CSEM).

Sordia's areas of research are nationalism, ethnicity, minority governance and inter-ethnic relations. He has extensive experience in designing and implementing action-oriented projects targeting the development of civil integration and minority governance in Georgia. He has also been employed for several years as a Programme Manager at the European Centre for Minority Issues (ECMI). In addition to possessing a wealth of practical experience in the field of diversity management, he also has a solid academic background which includes research fellowships at the Davis Center of Harvard University; the University of California, Berkeley; the University of Fribourg, Switzerland and Ankara University. Sordia's works are regularly published in both Georgian and international journals.



Lamberto Zannier

Ambassador Lamberto Zannier served as the OSCE High Commissioner on National Minorities from July 2017 until July 2020.

Previously, he was OSCE Secretary General for two consecutive three-year terms, from 1 July 2011 until 30 June 2017. Other senior positions include UN Special Representative for Kosovo and Head of the United Nations Interim Administration Mission in Kosovo (UNMIK) from 2008 to 2011, Director of the Conflict Prevention Centre of the OSCE (2002–2006), Chairperson of the negotiations on the adaptation of the Treaty on Conventional Armed Forces in Europe (1998–1999) and Head of Disarmament, Arms Control and Cooperative Security at NATO (1991–1997). He also served as a High-Level Expert at the OSCE Parliamentary Assembly from 2020 to 2025. Zannier joined the Italian Foreign Ministry as a career diplomat in 1978 and served in Rome, Abu Dhabi, Vienna and The Hague. He has authored several publications on conflict prevention and crisis management and holds a Law degree and an honorary degree in International and Diplomatic Sciences from the University of Trieste, Italy.

Rules of Procedure
Max van der Stoel Award

1. GENERAL

1.1 The Max van der Stoel Award will be presented in recognition of extraordinary and outstanding achievements aimed at improving the position of national minorities in the OSCE area. It will be awarded to international organizations, non-governmental organizations, research institutes, government bodies or individuals with a record of excellence in this field.

1.2 The Award shall be presented every two years.

1.3 The Award shall consist of a cash sum of €50,000 and a certificate.

1.4 Award winners must indicate in advance how they wish to receive the cash award.

1.5 Award winners may spend the cash award as they deem appropriate. No restrictions may be imposed in this respect.

2. MANAGEMENT

The management of the Award will be executed by the office of the OSCE High Commissioner on National Minorities (OSCE HCNM) in The Hague.

3. THE JURY

3.1 The HCNM will be responsible for the constitution of the Jury.

3.2 Members of the Jury shall be appointed for a maximum period of three terms leading to the presentation of the Award. When selecting candidates for the Jury, preference shall be given to persons with an international reputation for their work on behalf of national minorities and European security policy in relation to national minorities.

3.3 If a member of the Jury has a hierarchical or comparable relationship with a prospective Award winner (e.g. is on the board or the supervisory council of a legal entity or is a relative or partner of a natural person), the Jury member in question shall not take part in compiling the list of five nominees for the Award. If, at the deadline for nomination, a relationship of this kind exists between more than two members of the Jury and prospective Award winners, the Jury shall be dissolved for one year. A new Jury shall be appointed for a period of eight months, consisting of the uncontested members of the previous Juries and the reserve members next in line on the reserve list, subject to the rules set out above concerning hierarchical or comparable relationships.

3.4 The Jury shall formulate, in writing, the grounds on which the Award is given.

4. NOMINATIONS

4.1 Nominations for Award winners shall be submitted to the Jury by:
a) the OSCE Missions and Institutions;
b) the OSCE Participating States through their Permanent Representations with the OSCE in Vienna; and
c) the OSCE HCNM in The Hague.

4.2 The Award may not be shared.

5. AWARD CEREMONY

5.1 The Award shall be presented by the Minister of Foreign Affairs and the HCNM. The Minister shall incorporate in his speech the grounds for the Award, as formulated by the Jury.

5.2 Two representatives of the winning organization, or, if the winner is a natural person, the winner and one other person, shall be entitled to travelling expenses to The Hague and hotel accommodation for three nights, and shall receive the equivalent of the UN daily subsistence allowance (DSA). An extra allowance shall be granted if hotel bed and breakfast rates exceed 50 per cent of the UN DSA rate.

5.3 In consultation with the Netherlands Ministry of Foreign Affairs, the HCNM shall produce the certificate and a book for all guests present on those occasions.

6. ACCOUNTABILITY

The HCNM shall submit biennial reports to the Security and Defence Policy Division of the Ministry of Foreign Affairs for approval by the Ministry's Financial and Economic Affairs Department. Both the Ministry's internal and external accountants shall be authorized to inspect and comment on the reports.



Max van der Stoel, first OSCE High Commissioner on National Minorities, 1992-2001.
(Photo: Andy Burridge)