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EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES

**Sixth periodical report
presented to the Secretary General of the Council of Europe
in accordance with Article 15 of the Charter**

HUNGARY

**SIXTH PERIODICAL REPORT OF
THE GOVERNMENT OF HUNGARY ON THE**

implementation of the obligations undertaken with the support of the

**European Charter for Regional or Minority Languages
of the Council of Europe**

September 2014

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INTRODUCTION

The European Charter for Regional or Minority Languages (hereinafter: Language Charter) was approved by the Committee of Ministers of the Council of Europe on 25 June 1992. Hungary signed the document on the day before its opening date for signature, on 5 November 1992. Pursuant to Decree 35/1995 (IV 7) of the National Assembly, the Charter was ratified and became effective after the required number (five) of ratifications on 1 March 1998. The document was promulgated in Strasbourg by Act XL of 1999 on the announcement of the European Charter for Regional or Minority Languages on 5 November 1992.

The acceding parties have committed to prepare their reports within one year from the effective date. Following this, the report needs to be updated every three years.

Hungary submitted its first report in September 1999, which was followed by the second periodical report in 2002, the third in November 2005, the fourth in January 2009 and the fifth in March 2012, submitted to the Secretary-General of the Council of Europe.

After submission of the reports, the Panel of Experts of the Language Charter sought information regarding the contents of the report in Hungary and prepared a report for the Committee of Ministers of the Council of Europe (hereinafter: Committee of Ministers). Following this, the Committee of Ministers discussed the documents and accepted recommendations for Hungary, in which it formulated its expectations in order to strengthen the implementation of the Language Charter in Hungary.

For the preparation of the sixth round report, we followed

- the draft of the 3 year periodical report approved by the Council of Ministers of the Council of Europe at its 1056th session (26 May 2009) and
- took into consideration the recommendations CM/RecChL (2013) issue 5 of the Committee of Ministers of the Council of Europe approved on 10 July 2013 and
- the recommendations and questions formulated by the Panel of Experts of the Language Charter in the document in MINLANG (2014) issue 6 (17 March 2014) entitled "*Questions to present by the Hungarian Government upon preparation of the 6th periodical report*" which we now answer within the present country report.

In the sixth periodical report on the implementation of its commitments regarding the strengthening of the Language Charter of the Hungarian Government (hereinafter: Report), information is given on the questions concerning the period between January 2012 and January 2014. Hungary's policy regarding regional or minority languages and the fundamental legal regulations guaranteeing protection for minority languages has changed, which primarily concerns the new Fundamental Law and Act CLXXIX of 2011 on the Rights of Nationalities (hereinafter: Nationality Act), and the legal regulations of education and elections, the latter having become effective at the start of the reporting period corresponding to the present country report. In addition to this, as a consequence of the implementation of the recommendations formulated by the Committee of Ministers and the obligations undertaken to strengthen the Language Charter, a number of legislative amendments have been drawn up, extending the possibilities of language usage and a number of provisions have been passed that clarify the right of usage of minority languages in certain areas of daily life.

The structure of the report corresponds to the guidelines approved by the Committee of Ministers and issued to the member states involved. Our introduction mainly contains general information regarding Hungary and the nationalities living here. In Chapter I of the report the legal regulations serving to protect minority languages are shown. Chapter II of our report essentially summarises Part II of the Language Charter through the introduction of Hungary's nationality policies. Chapter III describes the implementation of the obligations undertaken in Part III of the Language Charter.

The State Secretary's Office for Religious, Nationality and Civil Social Relations compiling the country report for the Ministry of Human Capacities used the sources listed below. We requested and received data related to the Hungarian commitments of the Charter

- from the ministries of the Government, state secretariats, the affected speciality areas,
- media authorities,
- from national minority municipal governments,
- from the Equal Treatment Authority and
- the Central Statistical Office (CSO).

An important piece of data, in addition to the above, was the report from 2013 on the activities of the commissioner and his deputy for ensuring fundamental rights. Another source was, naturally, the report of the state secretariat on minorities

- living in Hungary and their situation (February 2011 – February 2013), approved by the National Assembly by Decision 98/2013 (XI 27),
- for the Nationality policy strategy (hereinafter: nationality strategy) – under preparation at the time of preparing this report,
- and Hungary's latest, fourth report on the implementation of the obligations of the Framework Agreement on the Protection of National Minorities (concerning the fourth reporting period between February 2009 and March 2014).

Nationalities in Hungary

Historically, Hungary was established in the Carpathian Basin at the end of the 10th century and existed as a multinational and multilingual state until the end of the first world war. The language of the medieval state was Latin at first, followed by German with Hungarian eventually becoming the language of the public administration in the 19th century.

A common feature of the larger group of nationalities living in today's Hungary is that they have lived in the state of Hungary for centuries and apart from the indigenous Slovenian minority in south western Hungary, around the city of Szentgotthárd, they have migrated to the present territory of the country over centuries in multiple waves. Their most important historical, societal and ethnic characteristics include the fact that they all but left the origin of their cultures behind before the evolution of a regulated literary language, as a result of which their contemporary dialects and accents are generally archaic variants.

In the course of coexistence with Hungarians over the centuries, these particular nationalities have been fully integrated into the majority of society and their linguistic and cultural linkage to the motherland has been generally weakened. Parallel to this, a new phenomenon called double bonding has appeared. The majority of Hungarian nationalities today are bilingual often speaking better Hungarian than the language of the nationality in question. The majority

of those belonging to such nationalities, besides their own cultural heritage, also show a tight bond with the Hungarian culture they have become acquainted with and accepted over centuries of coexistence.

Exceptions from the above are nationalities who, although having been present in the country for centuries, whose regeneration was either continuous over the last decades from the motherland or their number was decisively augmented by the immigration of one large group of people. Such communities are Bulgarians, Poles, Armenians, Ukrainians and Greeks and since the Yugoslav Wars, the Serbs and a number of Slovaks and Romanians who have purchased property in Hungary since our accession to the EU have likewise been added to this category.

The assimilation efforts of the 20th century, the oppression of education in the minority language, the forced, and in some cases voluntary, population exchange programmes that followed World War II and the effect of societal modernisation have transformed the nationalities that had until then existed as closed communities and the languages of such communities to slowly begin losing their function as a binding factor. Adding to this the fact that the language of education of nationalities introduced after World War II was not the archaic dialect of the original language spoken by the minority in question, but the literary or common language used in the motherland.

Since the change of the political system, Hungary has paid special attention to ensure the rights of minorities living in the country. From the 1990s, decisions have been made to serve the organisation of nationalities, the preservation of their identities and the preservation of their languages. Together with this, of exceptional importance is Act LXXVII of 1993 on the Rights of National and Ethnic Minorities (hereinafter: Minority Act), which determined the fundamental principles of Hungary's minority policies, its institutions and frameworks; the wording of which was of crucial importance to the linguistic rights of minorities.

The Fundamental Law accepted in 2011 started the restructuring process of the legal regulations determining societal and everyday life. Instead of the quantitative perception suggested by the "*national and ethnic minority*" definition, with the agreement of the people involved and returning to many centuries of old Hungarian traditions, the new Fundamental Law reintroduced the notion of "*nationality*". For this reason, the present report will also use this term. The National Assembly accepted the Nationality Act as part of the process of renewing its public law system. The Nationality Act preserves and further develops the results already achieved, it clarifies and extends the individual and collective rights of the persons belonging to one of the thirteen indigenous minorities of Hungary – Bulgarians, Gypsies, Greeks, Croatians, Poles, Germans, Armenians, Romanians, Rusyns, Serbians, Slovaks, Slovenians and Ukrainians. (The Fundamental Law, the Nationality Act and the legal regulations concerning nationalities will be introduced in Chapter I).

Information on Hungary

In September 2011, Hungary's population was approximately 9,938,000 persons. According to census data of 2011, 84.6% of the population are Hungarians. According to census data, 85.6% of the total population declare themselves as Hungarians, with 6.5% claiming to belong to one of the nationalities. A total of 7.9% refused to respond to questions regarding nationality in the census.

According to the statistical data of 2012, the per capita GDP at purchasing power parity was 17,299 EUR. In 2012, 4.6% of the GDP of the country originated from agriculture, with 30.4% coming from industrial production and 65.0% from services.

Hungary acceded the European Union on 1 May 2004. In the latest elections (2014) nine parties made it to the National Assembly on four lists and the resulting government is an alliance between Fidesz – Hungarian Civic Alliance and the Christian Democratic People's Party.

The separation of powers is based on the Fundamental Law. The highest power of state administration is the National Assembly, the government being the executive power, while democratic exercise of power is ensured by the independence of jurisdiction. The highest guarantee of constitutionality is the Constitutional Court.

Hungary's public administration system is divided into 3,154 municipalities, 19 counties and the capital city, Budapest. A total of 198 districts have been set up in the counties and the capital city as of 1 January 2013. The local government of Budapest is a two level system, the public administration of the 23 independent districts being coordinated by the Local Government of Budapest. Besides the general public administration system, minority local governments operating at all levels (local, territorial, county, capital city and national level) represent the special interests of minorities different from the interests of the majority.

Direct representation in Parliament on the issue of national minorities during the reporting period brought about significant progress. In the past persons belonging to nationalities regularly made it to the National Assembly as members of the various parties, but they are primarily representatives of the party they belong to, not being directly responsible for the community of their origin. Since 1990, the year of the formation of the first multi-party national assembly after the socialist era, the national municipal governments of the nationalities participate in advisory capacity in the work of the nationality committees of the parliament. In 2009, the chairman of the National Assembly initiated the Forum of Hungarian Nationalities and Ethnic Minorities, which offered broad opportunities for consultations among the parties of the parliament, the parliamentary committees and the national municipal governments of the nationalities and ethnic minorities. The body could propose recommendations, make statements and issue declarations in issues related to the identity of nationalities and their members could participate as invited guests at meetings of other committees of the National Assembly.

Parallel to accepting the Act on the rights of minorities, the National Assembly also accepted Act CCIII of 2011 on the Elections of Members of Parliament in Hungary. This law, recognising that the nationalities living in Hungary are constituting factors of the state and their right to participate in the work of the National Assembly is ensured in the Fundamental Law, provides the actual conditions of such participation. In order to help representatives of nationalities receive mandates, a so-called preferential quota has been established, by the help of which the nationality representative mandate may be earned with a quarter of the number of votes required to enter the National Assembly. In case the preferential quota should not help a nationality representative into the National Assembly, the law provides for the election of a nationality spokesperson for the community in question. The spokesperson may be the person first on the list of candidates of the nationality municipal government. Pursuant to Act XXXVI of 2012 on the National Assembly any representative receiving a mandate from the nationality list as well as the nationality spokesperson is a member of the permanent

committee representing the nationalities which, concerning nationalities, is an initiating, recommending, assessing and controlling contributing organisation of the National Assembly. After the general elections of 2014, based on the law, all nationalities – through their spokespersons – have been officially present in the National Assembly, therefore, through the work of the *Hungarian nationalities committee* the spokespersons receive a significant role in the legislation process.

The nationality municipal governments, besides the local governments of the counties or municipalities, are bodies entitled to the rights of evaluation and agreement in the most important issues of the community (education, culture and use of language). Since 1994, they have been acting as unique, individual partners of the Hungarian minority policy at every municipality and since 2006, in every county where a nationality community lives in relevant numbers. The regulatory objective of the Nationality Act is that nationality municipal governments only be formed at municipalities and territorial levels if the relevant community's existence is substantiated by census data, but the national representation of the nationality in question should also be ensured even if they do not form any other form of municipal government. In accordance with the Fundamental Law, the election of the municipal governments of the nationalities is held every 5 years on the date of the general election of the local government representatives and mayors. Only citizens may participate in nationality municipal government elections who are on the electoral registry of the nationality in question.

At the national level of the system of nationality municipal governments, the national municipal governments of nationalities can be found, which are strategic partners of the central public administration and the Government regarding the solution of certain nationality policy questions.

Person speaking a regional or minority language

In Hungary, the subject of rights related to regional or minority languages (hereinafter, per Hungarian terminology: nationality languages) are the persons belonging to particular nationalities (individual rights) and their communities (collective rights). Article 1 (1) of the Nationality Act states that in Hungary, minorities are *“All groups of people, having been indigenous in Hungary for a minimum of one century, in minority by numbers in comparison to the population of the state and differentiated from the rest of the population by their own language, culture and traditions and demonstrating a consciousness of binding together, aimed at the preservation of the above and to protect and represent the interests of their historically formed communities.”*

According to the listing of the Nationality Act, the following languages are used by nationalities in Hungary: Bulgarian, Greek, Croatian, Polish, German, Armenian, Gypsy (Romany and Boyash together hereinafter: Roma), Romanian, Rusyn, Serbian, Slovak, Slovenian and Ukrainian and Hungarian as well in the case of Roma and Armenian nationalities.

Article 4 (1) of the Nationality Act states that *“All minority communities and persons belonging to minorities are entitled to*

- a) undisturbed welfare and to freely adhere to and preserve the culture and traditions of their own, their parents, ancestors or their places of birth or residence;*
- b) the undisturbed contact with their original motherlands.*

(2) Any person belonging to a minority is entitled to maintain contact with the state and community institutions of the motherland and nations of common language and nationalities living in other countries.”

Given the above, under Hungarian jurisdiction, the person speaking a nationality language is anyone who freely declares a belonging to a nationality, who may preserve, develop and pass his nationality language on to the next generation based on individual or collective rights.

The Nationality Act, corresponding to the Minority Act of 1993 determines the notion of a national community and also includes, by way of supplementation the definition of the person belonging to a community. As a new model, the Nationality Act introduces the concept of nationality language use, according to which nationalities have the right to use historic names of municipalities, street names and other geographical designations used by the community.

Statistical data of nationalities

Taking the state of affairs in Hungary as of 1 October 2011 at 00.00 hours, by considering the provisions of Regulation 763/2008/EC of 9 July 2008 of the European Parliament and of the Council on population and housing censuses, Act XLVI of 1993 on statistics, Act LXIII of 1992 on the Protection of Personal Data and the Disclosure of Information of Public Interest and the Minority Act, a general census has been performed between 1 and 31 October 2011, on the fifteenth occasion in the history of Hungarian censuses. The census extended to Hungarian citizens living in the Hungarian territory or temporarily abroad, but with registered domicile in Hungary or a residency permit, citizens of the European Economic Area residing in Hungary for more than three months, citizens of third countries and homeless persons. The data of the 2011 census survey had not yet been completed by the submission of the previous fifth periodical country report and the precise statistical data were not yet available. These are presented below in detail.

Upon preparation of the census, multiple rounds of negotiations had been conducted with the national municipal governments of the nationalities in Hungary. As a result of reconciliation, the questionnaire containing the nationality data for the 2001 census has been amended. A separate personal questionnaire was prepared for the census of 2011, of which the chapter entitled *V. Nationality, linguistic adherence, religion* contained the questions regarding nationality. The four questions, to be freely replied to as per the provisions of the Privacy Act, were the following:

- Which nationality do you feel you belong to?
- Do you belong to other nationalities beside the one indicated in the previous question?
- What is your mother tongue? (A maximum of two answers can be given!)
- What language do you habitually use with your family members and friends? (A maximum of two answers can be given!)

Every question contained 18 pre-printed answer options. The list of bullets began with the answer “Hungarian”, followed by the 13 domestic nationalities and the four largest group of migrants living in Hungary. Additional answers could also be given for each question and it was also possible to indicate if the subject did not wish to reply. In the questionnaire for 2011, two answers could be given for each indicator as the cases of multiple binding were not

significant in numbers based on the results of former censuses. In the course of the 2011 census, the residence and personal questionnaires and the reply guidelines were made available in all 13 nationality languages, in printed form as well as on-line.

As it was possible to provide two answers for nationality, mother tongue and the language spoken with family members and friends, in order to indicate multiple binding, this resulted in a superposition of nationalities, i.e. the number of nationalities declared exceeded the number of respondents. From the aspect of language use, the answers given to the two most relevant questions were the following (the data series was supplemented by the figures corresponding to the knowledge of the language spoken by the minority in question among the entire population):

1. Table: Nationality and language data of the 2011 census

Nationality	Number of nominated nationalities (at least one YES answer)	Mother tongue	From among Hungarian nationals	Language used with family members and friends	Languages spoken (total of nationality and linguistic groups)
Gypsy/Roma	315,583	54,339	314,738	61,143	87,549
Croatian	26,774	13,716	26,054	16,053	36,296
German	185,696	38,248	174,553	95,661	1,111,997
Romanian	35,641	13,886	25,318	17,983	128,852
Serbian	10,038	3,708	8,524	5,713	28,707
Slovak	35,208	9,888	31,457	16,266	44,147
Slovenian	2,820	1,723	2,700	1,745	3,435
Bulgarian	6,272	2,899	5,794	2,756	6,069
Greek	4,642	1,872	4,176	2,346	6,206
Polish	7,001	3,049	5,523	3,815	11,127
Armenian	3,571	444	3,383	496	790
Rusyn	3,882	999	3,695	1,131	3,067
Ukrainian	7,396	3,384	4,638	3,245	21,218
Total:	644,524	148,155	610,553	228,353	1,489,460

Source: Central Statistical Office

Remarks: the number of answers in the table exceeds the number of respondents because of the option of multiple binding.

It can be seen from the table above that the census of 2011 revealed that the residential population of 9,937,628 persons **6.48 %**, i.e. **a total of 644,524 persons expressed** belonging to one of the nationalities. 1.49% of the population, i.e. 148,155 persons indicated at least one of the nationality languages as mother tongue. The data regarding linguistic knowledge of the number of people speaking a nationality language is well in excess of those declaring a nationality language as their mother tongue. The majority of those who declared belonging to a nationality – about 94.72 percent – are Hungarian citizens but there are significant deviations from the average in each nationality. The share of foreign nationals is low, under 10 percent, among the Gypsies, Slovenians, Croatians and Slovaks. At the same time the share of foreign nationals among Poles and Armenians is over 90%.

Based on the data of the 2011 census, the table below summarises the data related to education and the highest qualifications of the nationalities:

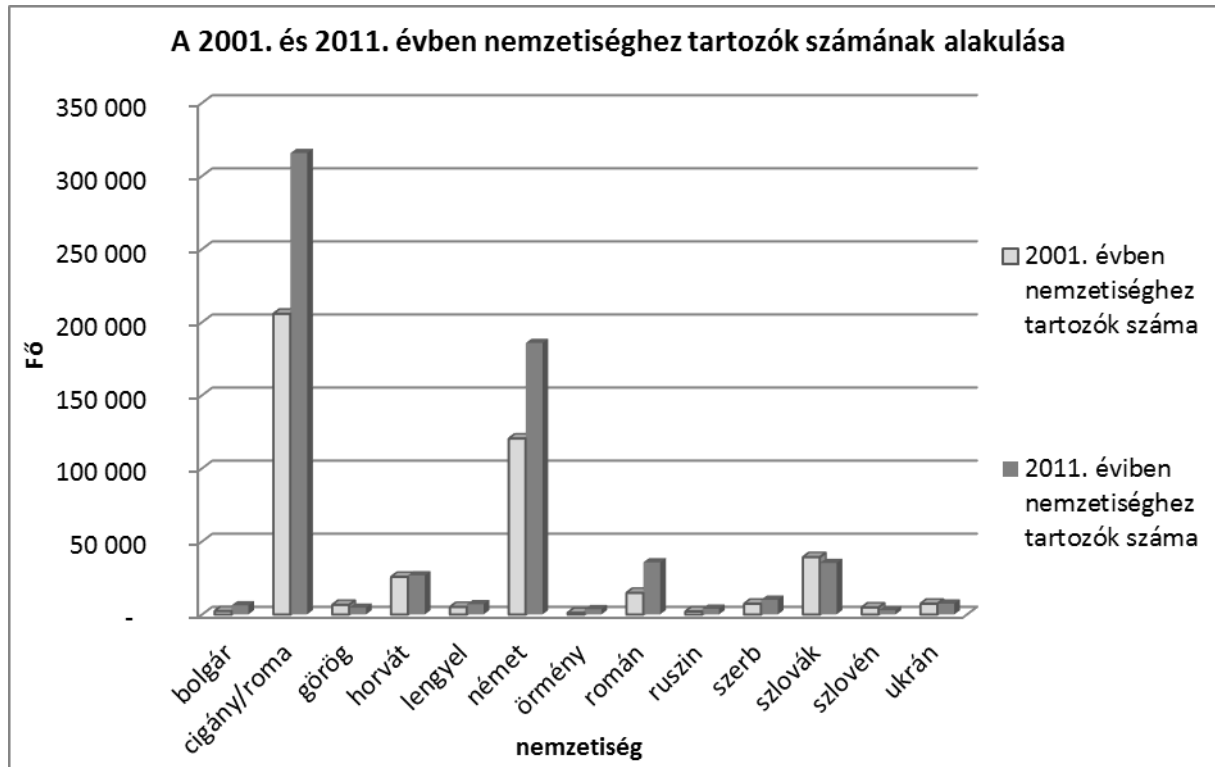
2. Table: Academic qualifications of the nationalities based on the census data

Highest qualifications of people belonging to domestic nationalities, 2011											
Nationality	Did not complete first year of primary school	Primary school				Secondary school			University, college, etc.		Total (100%)
		1–3.	4–5.	6–7.	8	without GSCE and		with GSCE	without diploma	with diploma (%)	
		year				without professional diploma	with professional diploma				
Bulgarian	375	130	138	208	819	270	797	1,580	220	1,735 (27.7%)	6,272
Gypsy	61,386	28,226	26,891	33,457	101,620	22,737	27,884	9,882	893	2,607 (0.83%)	315,583
Greek	335	117	77	113	538	251	525	1,290	294	1,102 (23.7%)	4,642
Croatian	1,025	496	545	1,475	5,548	1,104	5,105	5,997	708	4,771 (17.8%)	26,774
Polish	376	97	83	107	425	249	792	1,873	370	2,629 (37.6%)	7,001
German	8,691	4,275	3,355	7,555	22,426	9,242	29,883	47,956	6,646	45,667 (24.6%)	185,696
Armenian	190	51	50	95	397	165	380	836	134	1,273 (35.7%)	3,571
Romanian	1,624	643	939	1,225	5,854	1,749	7,754	9,876	685	5,292 (14.9%)	35,641
Rusyn	175	71	64	130	496	151	509	997	135	1,154 (29.8%)	3,882
Serbian	483	162	186	265	1,141	519	1,363	2,721	521	2,677 (26.7%)	10,038
Slovak	1,246	561	603	2,135	7,655	1,253	5,948	8,481	833	6,493 (18.4%)	35,208
Slovenian	84	36	70	167	683	124	672	514	59	411 (14.6%)	2,820
Ukrainian	302	122	108	146	509	471	847	2,305	303	2,283 (30.9%)	7,396
Belonging to nationalities:	75,877	34,827	32,925	46,829	147,275	37,988	81,611	92,981	11,578	76,614 (12.0%)	638,505

Source: Central Statistical Office

In summary, it can be said of the census data concerning nationalities that recent years has seen an increase in the number of persons declaring their national identities. The legal framework created by the civic government, the practical solutions, the subsidy system in support of educational and cultural autonomy and the generally accepting atmosphere of the majority have resulted in the increase of persons freely declaring their nationality by about one and a half in comparison to figures obtained a decade earlier. The increase in the number of people belonging to nationalities is all the more surprising as the questions regarding nationality were grouped among the optional questions, as in the earlier censuses.

At the same time, about 1.4 million of the total population, double the number of the non-respondents in the last census, did not reply to the questions on nationality, native language and the language used with family members and friends. It is highly probable that the people not answering these questions can be found among those belonging to a nationality, at least regarding their proportion within the total population.



Source: Ministry of Human Capacities

The increase in the number of people belonging to nationalities may be explained by the expansion of the system of nationality municipal governments. During the two elections before the 2011 census, a large number of nationality municipal governments were established in municipalities where the existence of nationalities could not be detected earlier, or although the existence of a nationality was known to exist historically, but had ceased to function as such over the past century as a result of assimilation or internal or external migration. The data of the 2011 census is of fundamental significance from two aspects of nationality policy. On the one hand, it determines the municipalities where local nationality elections can be organised in 2014. Its second correlation is that according to the decree on the financing of the operation of nationality municipal governments, the operational support of the local and nationality municipal governments will take the census data into account from 2014 onwards. In view of the above correlation, the results of the 2011 census determined the nationality policy of the following years.

Regional distribution of the speakers of the languages subject to the commitments of Part III

Following accession to the Language Charter, given the educational and cultural infrastructure available at the time of accession, relying on the data of former censuses, Hungary included the languages of the Croatian, German, Romanian, Serbian, Slovak and

Slovenian minorities under the umbrella of the commitments made in Part III. This was followed in 2008 by the extension of these commitments to the Gypsy/Roma languages. The regional distribution of the nationalities listed based on the data of the 2011 census are shown in the following county level table.



Counties of Hungary

3. Table: Speakers of native languages belonging to the scope of Part III in each county

County / Nationality	Gypsy/Roma	Croatian	German	Romanian	Serbian	Slovak	Slovenian
Budapest	3,162	737	4,560	2,798	1,090	835	90
Bács-Kiskun	4,320	1,248	3,697	745	314	307	8
Baranya	6,740	3,930	8,726	212	295	39	10
Békés	1,396	18	587	3,893	209	2,746	13
Borsod-Abaúj-Zemplén	508	13	437	184	18	631	3
Csongrád	1,376	127	565	869	589	263	3
Fejér	2,097	106	1,043	302	84	96	22
Győr-Moson-Sopron	1,175	1,834	2,463	294	55	1,280	59
Hajdú-Bihar	3,041	9	291	787	58	48	1
Heves	830	12	266	198	9	222	-
Jász-Nagykun-Szolnok	1,407	6	345	219	15	34	1
Komárom-Esztergom	934	32	2,232	241	25	972	10
Nógrád	2,015	5	143	90	5	535	1

County / Nationality	Gypsy/Roma	Croatian	German	Romanian	Serbian	Slovak	Slovenian
Pest	4,841	228	3,891	1,801	719	1,610	30
Somogy	6,399	820	1,648	153	62	53	13
Szabolcs-Szatmár-Bereg	6,362	9	205	466	16	60	4
Tolna	2,444	65	2,812	128	54	39	4
Vas	971	2,366	1,202	139	17	25	1,392
Veszprém	1,069	49	1,751	228	44	64	16
Zala	3,252	2,102	1,384	139	30	29	43
Total	54,339	13,716	38,248	13,886	3,708	9,888	1,723

Source: Central Statistical Office

As the lines of statistical data show, the **Gypsy/Roma** are the largest linguistic community in Hungary. They can be found in the largest numbers in Somogy, Baranya, Szabolcs-Szatmár-Bereg and Pest counties. Following the latest local elections (in 2010, i.e. before the reporting period) a total of 1,237 municipal Gypsy/Roma and 20 territorial nationality municipal governments were established.

The overwhelming majority of the **Croatians** in Hungary live in Bács-Kiskun, Baranya, Győr-Moson-Sopron, Vas and Zala counties. In addition to this a considerably larger community lives in Budapest and Somogy County. In the 2010 local nationality elections, Croatian nationality municipal governments were elected in a total of 127 municipalities. Following this, territorial Croatian municipal governments were established in six counties (Baranya, Bács-Kiskun, Győr-Moson-Sopron, Somogy, Vas and Zala counties).

The presence of the **German** nationality is relevant besides the capital city in Bács-Kiskun, Baranya, Fejér, Győr-Moson-Sopron, Komárom-Esztergom, Pest, Tolna and Veszprém counties with significant communities in Somogy and Vas counties as well. In the 2010 local nationality elections, nationality municipal governments were elected in a total of 424 municipalities. Eleven territorial German nationality municipal governments were also established (Budapest, Bács-Kiskun, Baranya, Borsod-Abaúj-Zemplén, Fejér, Győr-Moson-Sopron, Komárom-Esztergom, Pest, Szabolcs-Szatmár-Bereg, Tolna and Veszprém counties).

The **Romanians** in Hungary are found in the largest numbers in Budapest and the Békés and Pest counties, but traditionally Romanian-populated municipalities can be found in Hajdú-Bihar and Csongrád counties. Following the latest local elections, a total of 71 nationality municipal governments were formed followed by territorial nationality municipal governments in Budapest and Békés and Hajdú-Bihar counties.

The largest communities of **Serbians** can be found in Budapest, Békés, Csongrád and Pest counties. Forty-eight Serbian municipal governments were established in 2010 while the voters created territorial Serbian municipal governments in Budapest and Pest counties.

Besides Budapest the largest numbers of native **Slovak** speakers live in Békés, Borsod-Abaúj-Zemplén, Komárom-Esztergom and Pest counties. Additional communities live in significant numbers in Nógrád and Csongrád counties. After the elections, a total of 122 Slovak national municipal governments were formed followed by five territorial nationality municipal governments besides the capital city (Békés, Borsod-Abaúj-Zemplén, Komárom-Esztergom, Nógrád and Pest counties).

The *Slovenian* community lives in a geographically well defined region in the south western or western frontier zone of the country in Vas county. In the 2010 local elections, Slovenian nationality municipal governments were elected in a total of 11 municipalities. The Slovenians did not establish territorial municipal governments.

Languages not subject to the commitments of Part III

Nationalities and ethnic minorities speaking nationality languages live in diaspora all over the country. In the majority of cases, they live in municipalities where they are the minority among the local population. The smallest groups of native speakers of nationality languages are, **Bulgarians, Greeks, Poles, Armenians and Rusyns**, they hardly exceed, apart from Budapest, one hundred persons in one or two counties.

In the case of Ukrainians, the situation is somewhat different. In a number of counties, the number of self-declared Ukrainians does exceed one hundred persons, but they do not form compact communities in any of the counties and the share of foreign nationals among them is quite high. According to data of the 2011 census, their claims regarding Ukrainian language use and Ukrainian culture are hard to demonstrate, given their small numbers. In their case, although the linguistic rights are guaranteed by the Nationality Act, their dispersion does not even allow the approximate geographical or regional designation of the use of their language.

4. Table: Speakers of native languages not belonging to the scope of Part III in each county

County/ Nationality	Bulgarian	Greek	Polish	Armenian	Rusyn	Ukrainian
Budapest	1,048	1,057	1,364	237	250	1,022
Bács-Kiskun	101	12	73	3	18	92
Baranya	85	46	106	4	14	39
Békés	36	11	46	5	17	77
Borsod-Abaúj- Zemplén	149	68	108	7	300	147
Csongrád	65	29	78	8	9	74
Fejér	72	243	149	17	32	158
Győr-Moson- Sopron	146	21	93	13	17	77
Hajdú-Bihar	172	46	75	15	41	158
Heves	51	13	51	3	17	89
Jász-Nagykun- Szolnok	92	30	45	8	22	97
Komárom- Esztergom	54	39	78	7	8	77
Nógrád	25	8	24	2	7	22
Pest	498	183	475	37	93	348
Somogy	39	13	64	10	2	56
Szabolcs-Szatmár- Bereg	78	20	36	20	103	626
Tolna	30	5	30	3	8	36
Vas	50	8	33	8	12	34

County/ Nationality	Bulgarian	Greek	Polish	Armenian	Rusyn	Ukrainian
Veszprém	69	10	81	28	18	92
Zala	39	10	40	9	11	63
Total:	2,899	1,872	3,049	444	999	3,384

Source: Central Statistical Office

It can be seen from the data that the concentration of native speakers of Bulgarian, Greek, Polish, Armenian and Rusyn does not reach the limit in a single county that would raise larger language usage claims possible to forecast for the institutions of the regions in question. As indicated above, by order of magnitude, the share of Ukrainian speakers does exceed the number of speakers of other languages not under part III of the Charter, but those affected did not raise language usage claims in any region.

Tests of linguistic sociology with everyday experience, but the reports of the national and ethnic minority rights commissioner of the national assembly, later by the commissioner of fundamental rights and the deputy commissioner responsible for the protection of the rights of nationalities living in Hungary, informs on the nationality languages spoken only by a small group of the elderly generation in Hungary with the middle generation speaking almost exclusively Hungarian and the younger generation looking at the ancestral native language as a second language. The Hungarian language is the primary language of communication at every level, its frequency has increased by reason of mixed marriages going back several generations and by the fact that generations no longer live under one roof, depriving grandparents the possibility of passing on the language. The use of nationality languages has characteristically been forced out of private life as well, the existence among the diaspora and the loss of the family's role to pass on traditions, only nationality education may provide the possibility to slow or even halt the process outlined above. The findings, with minor differences, are more or less valid for all nationalities.

Subsidies for nationalities between 2012-2014

1 Subsidies provided from the central budget, related to linguistic identity

The direct central subsidies provided for Hungarian nationalities are contained in the annual budget. The sources in 2011 appear in the chapter-managed appropriations of the Ministry of Public Administration and Justice (hereinafter: MPAJ), renamed by Government Decree 1205/2012 (VI 26) as the Ministry of Human Resources as of June 2012 (translated in English as *Ministry of Human Capacities* as of September 2014; hereinafter: MHC). Under the management of MHC (MPAJ until 26 June 2012) the nationality subsidies will *concern* the following main areas:

- Support for national minority media and municipal governments,
- Support for institutions operated by the national minority municipal governments,
- Nationality subsidies (awarded through tenders and individual requests),
- Subsidisation of municipal and territorial municipal governments (operational and task based support)

Provision of nationality based subsidies after 7 march 2012 is regulated by Government decree 28/2012 (III 6) on the set of conditions and system of settlement of nationality based appropriations. Government decree 428/2012 (XII 29) on the set of conditions and system of

settlement of subsidies provided from nationality based appropriations became effective on 2 January 2013. The legal regulations concerning the establishment of task proportionate subsidies provided from nationality based appropriations as per Government Decree 428/2012 (XII 29) on the set of conditions and system of settlement of nationality based appropriations was significantly amended by Government Decree 437/2013 (XI 19) and these provisions already concern the task proportionate subsidies of nationality municipal governments provided in 2014. The amounts available to finance the tasks are provided at all times by the annual budget.

1.1. Operational and media support for national minority municipal governments

Of the tasks undertaken by the nationality municipal governments set out by the Nationality Act it is worth noting that if no nationality municipal government functions at the municipality in question, the national minority municipal government shall undertake the representation and interest protection related tasks. Similarly, in relation to the municipal governmental tasks undertaken by the county local government, as determined by a separate law, it performs a representation and interest protection role, including the nationwide representation of the interests of the nationality it represents. In order to develop cultural autonomy, a nationwide network of institutions is operated.

5. Table: Media support for national minority municipal governments

Support for national minority media and municipal governments			
	2012 (million HUF)	2013 (million HUF)	2014 (million HUF)
National minority municipal government			
National Bulgarian Municipal Government	43.7	43.7	43.7
National Roma Municipal Government	267.2	267.2	267.2
National Greek Municipal Government in Hungary	44.9	44.9	44.9
National Croatian Municipal Government	144.5	144.5	144.5
National Polish Municipal Government	47.0	47.0	47.0
National German Municipal Government in Hungary	214.1	214.1	214.1
National Armenian Municipal Government	42.5	42.5	42.5
National Romanian Municipal Government in Hungary	89.6	89.6	89.6
National Rusyn Municipal Government	36.1	36.1	36.1
National Serbian Municipal Government	78.7	78.7	78.7
National Slovak Municipal Government	128.0	128.0	128.0
National Slovenian Municipal Government	64.0	64.0	64.0
National Ukrainian Municipal Government	36.2	36.2	36.2
Total:	1,236.5	1,236.5	1,236.5

Source: Ministry of Human Capacities

In relation to media support, it is important to highlight that nationalities have the right to access and pass information freely in their native language, via the tools of mass communication, to obtain information in their native languages, to media services and to access and distribute press products. The national minority municipal governments receive operational subsidies to perform their obligatory and voluntary tasks, to operate their offices and to perform tasks related to nationality media. The amount of subsidy is decided by the annual budget at all times. The relevant legal regulation in the period 2010-2014 appropriated an annual amount of 1,236,500,000 HUF for the aforementioned objective.

1.2. Support for institutions operated by national minority municipal governments

National minority municipal governments may establish and take over institutions in order to establish the autonomy of the represented nationality. The annual budget has been allocating appropriations for several years to support the operation and development of cultural and educational institutions operated or partially operated by national minority municipal governments, to promote the establishment of such institutions and to support the takeover of national and/or regional institutions from other operators. The annual budget allocates the operational subsidy of the national minority municipal governments directly to the institutions under their operation. The appropriated amounts were 533,800,000 HUF in 2012, 586 million HUF in 2013 and 611,500,000 HUF in 2014. The chart below contains the change in the subsidies for institutions operated by the national minority municipal governments for the period 2010-2014 broken down to the municipal governmental level. (Concerning chapter-managed appropriation for the institutions operated by the National Municipal Government of Germans in Hungary, the originally appropriated amount for the year 2012 was 73,200,000 HUF, but table 6 below contains the amended appropriation for 2012 in the amount of 105,600,000 HUF.)

6. Table: Institutional support for national minority municipal governments

Support for institutions operated by the national minority municipal governments			
	2012 (million HUF)	2013 (million HUF)	2014 (million HUF)
National minority municipal government			
National Bulgarian Municipal Government	28.6	30.8	30.8
National Greek Municipal Government in Hungary	12.5	12.5	15.0
National Croatian Municipal Government	55	57.5	65.5
National German Municipal Government in Hungary	105.6	125.6	125.6
National Romanian Municipal Government in Hungary	19.7	19.7	27.5
National Roma Municipal Government	78.6	78.6	78.6
National Polish Municipal Government	18.6	24.6	25.8
National Armenian Municipal Government	7	7	7

National Slovak Municipal Government	115.8	115.8	118.8
National Slovenian Municipal Government	21.9	43.4	46.4
National Serbian Municipal Government	54.7	54.7	54.7
National Rusyn Municipal Government	7.8	7.8	7.8
National Ukrainian Municipal Government	8	8	8
Total:	533.8	586	611.5

Source: Ministry of Human Capacities

The reason for the changes is that the institutional subsidies and support of the tasks taken over were gradually taken out of the nationality subsidies appropriation and incorporated into the appropriate legal title groups of the appropriations of support for institutions operated by national minority municipal governments.

1.3. Nationality subsidies (awarded through tenders and individual requests)

A significant part of the source of funds promoting the expression and exercise of the statutory individual and collective rights of nationalities or people belonging to them are the chapter-managed appropriations for providing subsidies determined at all times by the annual budget. As such, they in particular effectively contribute to preserving the identity of nationalities and their native languages, historic traditions and intellectual and material heritage, their regional or countrywide cultural autonomy and the organisation of events definitive from the perspective of preserving their cultural identities. It promotes the system of institutions implementing the cultural autonomy of nationalities and the implementation of the contents of the recommendations of minority joint commissions operated according to agreements concluded with neighbouring countries. (The minority joint commissions are described in detail in Chapter I (page 33) of the country report.)

The use of appropriations for the objective described above extends to the operational support of the civic organisations of nationalities, the supplementary operational and development support of nationality institutions, the support of nationality culture, the awarding of the Nationalities Award, the intervention support of the nationality organisations and for the municipal governments and nationality institutions in financial difficulties by no fault of their own. Appropriation likewise covers sources for the Academic Scholarships for Nationalities; the scholarship supports nationality education in the native language and in bilingual form, and, based on the recommendation of secondary schools engaged in nationality education, the secondary school students belonging to one of the minorities listed in the annex of the Nationality Act who demonstrate exceptional capabilities. Upon awarding the subsidies covered by the appropriation, the obligations undertaken by the Hungarian party, recorded in the protocols of the minority joint commissions are given special priority.

Nationality tenders are announced every year and are covered by the chapter-managed appropriation for the support of nationalities. In the framework of tender announcements, support for the operation of social organisations of the nationalities, camps in the motherland and cultural initiatives of the nationalities and the training of minority teachers are implemented. In 2012, a total of 314,500,000 HUF, in 2013, 235 million HUF and in 2014,

266,100,000 HUF have been awarded for tendering purposes. The Academic Scholarships for Nationalities tender will also be announced and financed by the appropriation.

The contents of the protocols of the Minority Joint Commissions enjoy exceptional priority in the process of individual support decisions. Of the subsidies awarded in the year 2012, the 52,500,000 HUF awarded to the Slovak School of Békéscsaba and the 15 million HUF awarded to Radio Monošter was supported by the National Slovenian Municipal Government. In 2013, noteworthy subsidies were 160 million HUF awarded to the Hungarian-Slovak Bilingual Minority Primary School and Boarding School at Sátoraljaújhely, 85 million HUF to the Slovak Grammar School, Elementary School and Kindergarten in Békéscsaba, 7.75 million HUF awarded to the Bilingual Elementary School and Kindergarten of Apátistvánfalva, 13.25 million HUF for the sports court of the Croatian Educational Centre of Pécs and 42.7 million HUF for the implementation of the archives and exhibition space for the Romanian Orthodox Community. Besides the above, many minority grants appropriate according to joint commission recommends were granted at under 5 million HUF.

Of the established contracts financed from the appropriations for 2014, subsidies especially related to linguistic identity are the 10 million HUF awarded to the establishment of the Serbian Church Collection at Pécs, the expansion and renovation of the Croatian Theatre of Pécs (600 million HUF), support for the Croatian-Hungarian dictionary project (3 million HUF), support for the Rusyn Research Centre (13.4 million HUF), support for the Serbian Theatre of Hungary (5 million HUF), support for the Hungarian-Slovak Bilingual Minority Primary School and Boarding School at Sátoraljaújhely, (75 million HUF) and support for the Public Foundation for Slovaks in Hungary (6 million HUF).

As individual support, approximately 401 million HUF, 265 million HUF and 945 million HUF have been awarded in 2012, 2013 and 2014 respectively.

1.4. Subsidisation of municipal and territorial municipal governments as determined in the annual budget

Until 6 March 2012, the operational and task based support of the nationality municipal governments was regulated by Government Decree 342/2010 (XII 28) on the system of conditions and order of settlement of the subsidies of minority municipal governments from the central budget and the chapter-managed appropriations, after which, between 6 March 2012 and 29 December 2013, the regulations of Government Decree 28/2012 (III 6) became effective. From 29 December 2013 onwards, the provisions effective at the time of preparing the present report are found in Government Decree 428/2012 (XII 29) on the system of conditions and order of settlement of the subsidies of minority municipal governments from the appropriations for nationalities (amended by Government Decree 437/2013 (XI 19)) (hereinafter: Provisions Decree).

Operational support is automatically due for the operation of municipal and territorial nationality municipal governments. A subsidy to cover utilities and wage costs directly linked to carrying out nationality related public tasks is awarded from the budget. From the year 2014 onwards, the establishment of the operational budget subsidies is based on the 2011 census data. The amount of task based subsidies, based on evaluation, has always been established according to the resolutions in the protocol submitted as per the set of criteria in the currently effective Provisions Decree. Task based support serves to carry out the particular nationality related public tasks, such as initiatives related to the cultural autonomy of

nationalities, and the tasks and programmes related to the culture and education of nationalities.

Cultural initiatives are to be evaluated in other categories (organisation, support of nationality-related events, other tasks related to the life of nationalities such as the system of civic relations, religious life in the native language), the tasks related to equal opportunities and representation of the interests of nationalities, initiatives related to the tasks of municipal government tasks, initiatives related to language use and cooperation of subregions.

CHAPTER I

The most important laws and legal regulations serving to protect nationality languages

The Hungarian National Assembly created on 25 April 2011 the **Fundamental Law of Hungary** (hereinafter: Fundamental Law).

The Fundamental Law, effective as of 1 January 2012

- offers protection to the languages and cultures of the nationalities in Hungary and also stipulates the state's active participation in preserving the nationality languages (NATIONAL CREED),
- as per Article XV (2), Hungary shall ensure fundamental rights to every person without any discrimination on the grounds of race, colour, gender, disability, language, religion, political or other views, national or social origin, financial, birth or other circumstances whatsoever,
- Article XXIX states that the nationalities living in Hungary are constituent factors of the state, any Hungarian citizen belonging to a nationality is entitled to freely declare and preserve his or her identity; the nationalities in Hungary are entitled to use their native languages, to the individual and collective use of names in the native language, to nurture their culture and education in the native language; nationalities in Hungary may form their local and national municipal governments; detailed rules and regulations about the rights of nationalities in Hungary and rules for electing their local and national municipal governments are determined by a cardinal act, this cardinal act may link recognition as a nationality to a certain period of Hungarian citizenship and may set the minimum number of persons declaring to belong to the nationality in question.
- pursuant to Article 2 (2), the participation of nationalities living in Hungary in the work of the National Assembly is regulated by a cardinal act,
- according to Article 30 (3), the commissioner for fundamental rights and his deputy are elected by representatives of the National Assembly for a period of six years with a minimum of two thirds of the vote in favour of the candidates. The deputies undertake the protection of the interests of future generations and the rights of nationalities living in Hungary.

Act CLXXIX of 2011 on the Rights of Nationalities was accepted by the National Assembly on 19 December 2011. According to the provisions of the Nationality Act, the subject of the nationality language rights is not only for the individual, but also the community of the nationality in question. The right to use the native language is formulated as an individual as well as a collective right in all areas of public life, the right to participation in education of the nationality language or in the nationality language, the right to develop, nurture and pass on the culture of the nationality and the possibility to maintain contact with the motherland. In Hungary, both the statutory fundamental and the financial system are available to allow nationalities the possibility of cultural autonomy, to establish, take over and direct institutions of their own. The regulatory elements and novelties of the Nationality Act are listed below.

The notions of national and ethnic minorities, using the terminology of the Fundamental Law, are replaced by the notion of nationality and the former term “minority municipal government” will be replaced by the term “nationality municipal government”. It follows unambiguously from the regulation that this does not bring about an amendment of contents, it is simply the introduction of a modern and uniform notion. Nationalities in Hungary, in an unaltered circle since 1993, are listed in the annex of the Nationality Act.

Substantive changes are however present regarding personal effects. According to the Nationality Act, nationalities are all groups of people, having been indigenous in Hungary for a minimum of a century, in minority by numbers in comparison to the population of the state and differentiated from the rest of the population by their language, culture and traditions and demonstrating a consciousness of binding together, aimed at the preservation of the above and to protect and represent the interests of their historically formed communities. The Nationality Act, besides defining the nationality community, defines in a supplementary form, the individual belonging to a nationality as well. The regulation makes it unambiguous that individuals belonging to nationalities are only entitled to nationality rights and subject to nationality obligations if the said individual declares his or her identity as stipulated by the corresponding law or the legal regulation issued for the implementation of said law.

The nationality rights are contained in the Nationality Act, broken down to individual and collective rights, in a systematic, transparent form, but it is important to note that these rights are not minimized, neither by numbers nor by content; it is even possible to give an account on the extension of the rights.

Rights, primarily language use rights tied to census data:

To strengthen the language rights of the nationality community living in a given municipality, reinforced by census data, the local nationality municipal government, from lack of which the nationality civic organisation, may initiate that

- the announcement of the decree of the local municipal government be performed in the native language of the nationality besides being publicized in Hungarian,
- the forms used in the public administration procedure be available in the native language of the nationality,
- the signboards indicating the names or functions of public offices and organisations performing public services made available in the native language of the nationality besides Hungarian wording and spelling, with unaltered content and form,
- the signboards indicating names of municipalities and streets made available by the traditional name in the native language of the nationality besides Hungarian wording and spelling, the lack of which the name identical to the Hungarian name in the native language of the nationality shall be shown,
- upon filling vacancies for capacities of local public officers, public servants, notaries and bailiffs – while maintaining general professional requirements – the employment of persons speaking the native language of the nationality in question is ensured,
- the media provider operated or financed by the local municipal government ensures regular nationality programmes for the information of the nationality community in their native language. The provision applies to press products issued or financed by the local municipal government as well.

The person belonging to a nationality has the right to use his or her surname and given name in the native language and to have his or her surname and given name officially recognised (individual name usage rights). A person belonging to a nationality is entitled to appropriately

select his or her own name and his or her children's name according to the rules of his nationality language and have it registered as such. In the case of registration of a name in characters other than Latin, the simultaneous application of the phonetic Latin variant of the name in question is obligatory. Upon request, the identity card will contain the name of the individual in the nationality language besides Hungarian, as registered. A legal regulation may make it possible that other documents issued by the authorities contain the name of the individual in the nationality language besides Hungarian, as registered. The "due weight" of the regulation of the Nationality Act stems from Act LXXVI of 2013 on the necessary amendment of the particular laws to create an electronic civil register amending Act I of 2010 on civil registration procedure, the amendment resulted in the required rules of execution being formulated for registration in the nationality language, according to which an individual belonging to a nationality

- may request registration of the family name of his or her child according to the rules of the nationality language and may give a name to the child corresponding to the nationality in question,
- may request registration of the proper given name according to the nationality instead of the formerly registered given name,
- may request the replacement of the registered family name by the registration of the family name formulated according to the rules of the nationality language and
- may request his or her and the child's family and given names be registered in the nationality language in question or in the nationality language besides Hungarian.

Upon exercise of the right of collective name usage, nationalities have the right to use historic names of municipalities, street names and other geographical designations used by the community.

Act CLXXXIX of 2011 on Hungary's local municipal governments was accepted by the National Assembly on 19 December 2011. The Act on Local Governments concerns the local nationality municipal governments expressis verbis only in a few points, although it may be considered one of the most important legal regulations from the perspective of rights of nationalities, as it contains all the background regulations of the Nationality Act. In addition to this, nationality is part of the population of the municipality, the residents of the municipality being as a uniform whole part of the community's existence and are ensured locally provided public services and those belonging to one nationality exercise their nationality parallel to this and not against it, to which the entire population of the municipality and the local municipal government give help. Tending to nationality matters is one task of the local municipal government to be performed within the scope of locally ensured public tasks.

The objective of **Act CXC of 2011 on National Public Education** (hereinafter: National Public Education Act) is; merging the noble traditions of Hungarian education with the possibilities of the future, pledging the empowerment of the nation, for the purposes of patriotic instruction and quality education of future generations, to enforce the right to education as laid down in the Fundamental Law, to realise the right of the nationalities to education in their mother tongue, to determine the rights and obligations of those participating in public education and to control and operate a public education system which provides contemporary knowledge. It is the right of the child and the pupil to receive education and training corresponding to their ethnic status. It is expressly the right of the pupil to have his/her religious, ideological and other convictions and national identity respected and to be

able to express such convictions, as long as exercising these rights does not collide with any regulation, or the right of others and does not limit the right to study of his peers.

Public education institutions may be established and operated by the State, nationality municipal governments and, within the framework of the Act on National Public Education, ecclesiastical legal entities engaged in religious activities as well as other organisations or persons on the condition that they have obtained the right to conduct such activity as laid down by statutory provisions. (Kindergartens may also be established and operated by local governments.) Public education shall promote the educational interests corresponding to the cultural autonomy of nationalities. The language of education shall be Hungarian while in nationality kindergartens and schools it shall be the language of the nationalities, whether in whole or in part, respectively, and in bilingual schools, the target language according to the legislation. The kindergarten education of nationalities, school education in bilingual schools, the Kindergarten education of children with special education needs, education in boarding schools and primary art education are based on the special provisions laid down in the decrees issued by the minister responsible for education. The consent of the nationality municipal government with nationwide competence shall be obtained in regards to matters concerning nationality education of the general curricula and the national master programme of boarding school education as well as the publication by the guidelines for kindergarten education of nationalities and guidelines for the school education of nationalities.

The minority municipal government may take over the right to operate institutions established to provide kindergarten and school education for children belonging to the minority from the state or the municipal local government by concluding a public education agreement. In municipalities in which at least eight preschool-aged children or eight primary school-aged children are registered (their permanent address being there) and, on the grounds of demographical data, this number will presumably persist for at least another three years, as well as pursuant to the request of parents, the local government – in case of kindergartens – and the Klebelsberg Institution Support Centre – pursuant to the initiative of the local government in case of lower elementary schools – shall ensure local performance of the task while informed by the authority. The kindergarten group or school class shall also be organised and maintained for children belonging to a given minority, based on the request by parents of eight children or students belong to the same minority.

According to the regulations of Act CCIV of 2011 on national higher education, students belonging to a national minority may, in accordance with rules set forth in the present Act, take programmes in their native language or Hungarian, or in their native language and Hungarian. The national municipal government is entitled to establish tertiary educational institutions independently or in cooperation with other entitled parties. The Government ensures equal opportunities for the applicants belonging to a nationality in the tertiary education admission process and during the course of the tertiary studies and upon the determination of the number of students (partially) supported by state subsidy. The minister responsible for education shall obtain the opinion of the State Nationality Council for its decisions adopted¹ on minority education. Where a higher education institution may provide national or ethnic minority teacher training as stated in its founding charter, such training shall be organised for applicants who meet the entry requirements. Belonging to a particular nationality is certified by a passed state GSCÉ examination in the nationality language in

¹ The counselling body of the minister responsible for education, the State Nationality Council ensures control over the actions of the ministry regarding nationality education and the direct contact maintained with the nationality communities.

question. The language of the nationality concerned shall be taught throughout the whole length of the programme in national or ethnic minority teacher training. From a financial aspect, national or ethnic minority teacher training is considered a programme with a small headcount (a programme launched on the basis of international commitment, cultural or education policy concerns, whose annual quota of students (partially) supported by state subsidy may not exceed 20 persons per year; or a national or ethnic minority programme).

Following acceptance of **Act CCIII of 2011 On the Elections of Members of Parliament** members of parliament were elected in a single round for the first time in 2014, during which constituents domiciled in Hungary could vote for electorate candidates and party lists. The constituents domiciled in Hungary, registered in the electoral registry as nationality constituents may vote apart from individual electorate candidates, by free choice, for nationality lists and party lists. From a nationality juridical perspective, we may speak of “pioneering” elections that have been the subject of political dialogue for more than two decades, since the representation of nationalities in the National Assembly has been ensured as of 2014. From a nationality juridical perspective, the law introduced two new notions of exceptional significance: One is preferential quota, i.e. the required number of votes for a nationality mandate, established by the jurisdiction as one quarter of the number of list votes. The other important notion is the nationality spokesperson: the nationality setting up a nationality list but not receiving a mandate are represented in the National Assembly by the nationality spokesperson. The nationality spokesperson is the candidate in the first place on the nationality list. The constituents registered as nationality constituents in the central name registry may recommend nationality lists with effects extending to the election of members of parliament. Upon determining the number of constituents registered as nationality constituents in the name registry, the constituents registered as nationality constituents with effects extending to the election of members of parliament on the 48th day preceding the elections must be taken into consideration.

Act XXXVI of 2013 on Electoral Procedure details the procedural regulations of elections. For the election of nationality municipal government representatives, the organisation wishing to nominate a candidate or a list, the organisation must be registered at the National Election Commission after the elections are announced. According to its articles of association, the nationality organisation nominating the candidate is engaged in activities to protect and represent the interests of the nationality in question or performs activities directly related to cultural autonomy. One nationality organisation may only represent one nationality. The central registry contains, in the case of express request, the data corresponding to belonging to the nationality in question. Since the name registry is continuously kept and updated, it does not apply to a single election the individuals registered may remain there until deleted. The request for registration as a nationality constituent must contain the indication of the nationality, the declaration of the constituent declaring his or her nationality and the indication of whether he or she wishes to be registered in the nationality constituent registry with effects extending to electing members of parliament. The request for inclusion in the nationality constituent registry must be rejected if the constituent is already registered in the central registry as a nationality constituent.

According to the law, 199 members of parliament were elected in 2014, of which 106 were elected in individual electoral districts and 93 on the national list. According to the regulation, representatives receiving the highest number of valid votes may obtain a mandate in the single round elections. National lists may be set up as party lists or nationality lists. Nationality lists may be set up by national minority municipal governments, this requires the recommendation

of at least one percent of the constituents registered as nationality constituents, but not more than a maximum of one thousand and five hundred recommendations. National local governments may not set up common lists. Candidates may only be constituents registered as nationality constituents in the name registry and the list must contain a minimum of 3 persons. In order for a nationality list to receive a mandate, it is enough for the number of votes in favour to reach the level of the preferential quota. The law allows obtaining one preferential mandate per nationality. As a result of the general elections held on 6 April 2014, the spokespersons of all 13 nationalities participate in the work of the National Assembly.

Act XXXVI of 2012 on the National Assembly, any representative receiving a mandate from the nationality list as well as the nationality spokesperson is a member of the permanent committee representing the nationalities. Concerning nationalities, the committee is an initiating, recommending, assessing and controlling contributing organisation of the National Assembly.

The objective of **Act CXII of 2011 on Informational Self-Determination and Freedom of Information** is to determine the fundamental rules regarding management of data to ensure the persons handling the data respect the private life of natural persons and that the transparency of public affairs be implemented by exercising the right of disclosing and disseminating data of public interest and data made public for the interest of the public. Upon application of the law, personal data is understood as data that can be connected with the affected party, especially the name and ID sign of the affected party, and one or more information typical for the physical, physiological, mental, economic, cultural or social identity of the affected party, and a conclusion related to the affected party that can be drawn from the data. Special data is data corresponding to racial origin, belonging to a nationality, the political opinion or preference of an individual, religious or other conviction, membership in interest-representative groups, data corresponding to one's sexual life, data on health status, personal data corresponding to pathological addictions or criminal personal data. *Personal data* may exclusively be handled for predetermined purposes, exercise of certain rights or performance of statutory obligations. At every stage of data management, the process must be in coherence with the objective of data management, the registration of data and its management must be ethical and legitimate. Personal data may be handled with the consent of the affected individual or if the law or the decree of the local government authorised by the law within the scope in question orders it for objectives based on public interests. *Special data* may be handled if the affected person has provided written consent to do so and if the obtaining of said person's written consent is impossible or would be disproportionately expensive and the management of the special data is necessary for the data managing entity to perform legal obligations or to enforce its lawful interests or the lawful interests of third parties and the enforcement of said interest is in proportion with the limitation of the right corresponding to the protection of personal data.

Act CXI of 2011 on the Commissioner for Fundamental Rights has been created by the National Assembly in order to establish efficient, uniform and as comprehensive as possible protection for fundamental rights for the implementation of the Fundamental Law, based on Article 30 (5) of the Fundamental Law. The commissioner for fundamental rights shall during their activities, in particular by carrying out procedures launched ex officio, pay distinguished attention to the protection of the rights of the nationalities living in Hungary [See Section 1 (2) c)]. According to the law [Section 2 (1)] the commissioner for fundamental rights shall overview and analyse the status of fundamental rights in Hungary and shall prepare statistical reports on the violations of fundamental rights in Hungary. The public administration bodies

controlling the implementation of the requirement of equal treatment, the Hungarian National Authority for Data Protection and Freedom of Information, the Independent Police Complaints Board of Hungary and the commissioner for educational rights provide consolidated data not containing personal data upon the inquiry by the commissioner for fundamental rights for statistical reports. The deputy commissioner for fundamental rights responsible for protecting the rights of nationalities in Hungary supervises the assertion of the rights of nationalities living in Hungary and [Section 3 (2)]:

- a)* regularly informs the commissioner for fundamental rights, the affected institutions and the public of his experiences regarding the assertion of the rights of nationalities in Hungary,
- b)* calls the attention of the commissioner for fundamental rights, the affected institutions and the public to the dangers of violating the rights of nationalities,
- c)* may recommend the initiation of *ex officio* procedures by the commissioner for fundamental rights,
- d)* participates in the election of the commissioner for fundamental rights,
- e)* may recommend that the commissioner for fundamental rights seek the assistance of the Constitutional Court,
- f)* may give an opinion on the Government's strategy on social inclusion and supervise the implementation of the objectives affecting the nationalities living in Hungary,
- g)* may recommend the creation and amendment of the legal regulations affecting the rights of the nationalities living in Hungary and
- h)* promote through its international activity the introduction of the values of the domestic system of institutions related to the interest of the nationalities living in Hungary.

Through its activity, the deputy commissioner for fundamental rights responsible for protecting the rights of nationalities in Hungary may carry the title “protector of the rights of nationalities” [See Section 3 (4)].

A dedicated objective of **Act XCIX of 2008 on the support and special employment rules of performing arts organisations (amended by Act LXXXVI of 2011)** (hereinafter: PAA) is to promote the creation and presentation of the works created in the languages of the nationalities in Hungary. Its aim is to support quality performance arts, theatre, dance and music and to support the arts of the nationalities within this scope, to develop the system of institutions of performance arts and to create a subsidy system that uses public funds effectively. To assert the right to education ensured by the Fundamental Law, the state operates performance art organisations from the national budget and – according to the conditions set forth in the present law – contributes to enabling the local, municipal and territorial municipal governments to establish the conditions for performance arts activity within the tasks of their voluntary public services and nationality public services, and promotes through tenders and public service contracts the efforts of organisations aiming to restructure and preserve the diversity of performance arts. The National Reconciliation Council of Live Performance Arts is the forum for reconciling the professional, policy and subsidy issues affecting the legal relations regulated by this law, the national minority municipal governments may delegate one member each into the body consisting of 24 members. The minister responsible for culture announces a tender, among others, for the introduction of theatre productions and musical works in the framework of new performances.

Act L of 2010 on the Election of Municipal Government Representatives and Mayors determines the representation of nationalities in the local municipal government. From 2014

onwards, the regulation establishes (reinstates) the preferential mandate the nationalities can obtain in the local municipal governmental bodies. In the general local elections and the by-elections held to elect the entire body of representatives, nationality candidates may obtain preferential mandates in the individual list, provided at least fifty percent of the constituents in the name registry at the time of announcing the elections were registered in the nationality name registry of the nationality in question as nationality constituents. If mandates are neither obtained in the election of the mayor nor in the individual list by a single candidate of the nationality in question, two thirds of the votes cast for the candidate having obtained a mandate with the least number of votes must be calculated. A candidate of a nationality shall be awarded a mandate if said candidate has obtained a higher number of votes than the threshold determined in the above manner. If more than one of such candidates belongs to a single nationality, the nationality candidate with the highest number of votes shall obtain the preferential mandate and in case they receive the same number of votes, the winning candidate will be determined by a draw. With this gained mandate the numbers of the representative body will be expanded.

In the general local elections and the by-elections held to elect the entire body of representatives, nationality candidates may obtain preferential mandates in the compensation list, provided at least twenty five percent of the constituents in the name registry at the time of announcing the elections were registered in the nationality name registry of the nationality in question as nationality constituents. If not a single nationality candidate obtains a mandate in the election of the mayor, nor in the individual election district or the compensation list (including the nationality compensation list),

- a) two thirds of the average number of votes cast on the representatives having obtained mandates in the electoral district must be calculated,
- b) the nationality compensation list shall, if it received more votes than the number determined in point a) receive a fractional vote.

With this gained mandate the numbers of the representative body will be expanded.

The objective of **Act I of 2010 on the registration procedure**, effective as of 1 January 2013, is the assertion of the requirement of the public administration providing the service, stating that the person belonging to a nationality

pursuant to Section 46 (1) a) may request registration of the family name of his or her child according to the rules of the nationality language and may give a name to the child corresponding to the nationality in question,

b) may request registration of the proper given name according to the nationality instead of the formerly registered given name,

c) may request the replacement of the registered family name by the registration of the family name formulated according to the rules of the nationality language and

d) may request his or her and the child's family and given names be registered in the nationality language in question or in the nationality language besides Hungarian.

(2) The nationality's request for registering a given name must contain a declaration on which nationality is using the name selected.

(3) The possible nationality given names are listed in the nationality given name registry compiled by the nationality municipal governments of the country in question.

(4) On registration of given names not in the registry of given names, the decision of the national minority municipal government shall prevail as decisive. The determination of the national minority municipal government will be issued not later than thirty days from the date

of inquiry. The given name whose registration has been approved by the affected national minority municipal government must be registered in the nationality registry for given names.

Act II of 2004 on motion picture and Act CXL of 1997 on museum institutions, public library services and public education (hereinafter: Cultural Act) may establish the legislative background for the establishment of the Hungarian National Digital Archive and Film Institute (HNDA). The objective of the establishment of the archives is the digital recording of the works of Hungarian culture and those by the nationalities and the link of the system of archives having hitherto functioned as isolated and dispersed archives, promoting their advancement to public treasures. Section 2 of the Act states that by application of the said law “*a film originally produced in the Hungarian language is: any film belonging to one of the categories listed below:*

- a) The language used by the majority of the actors upon shooting (and of the narrator upon the subsequent works) is Hungarian,
- b) The language used by the majority of the actors upon shooting (and of the narrator upon the subsequent works) is a language of one of the nationalities in Hungary and the subject of the film is related to the life and culture of the said nationality in Hungary.”

The significance of the terminology is that according to the effective regulation of the Act on motion pictures upon certain conditions being met, in coherence with the requirements of the European Union, provides a more favourable share of financing to works produced in the Hungarian language. The legislation intended to make possible, using the solution applied, that among the films dedicated to specific topics or having a particular set of artistic or technical features, the productions made in the languages of nationalities on nationality topics receive higher state funding. The Cultural Act states that the preservation and appropriate nurturing of the cultural traditions of nationalities, the improvement of the personal, economic and intellectual conditions of the community and individual education, the improvement of the standard of living of citizens, value-preserving activities and the establishment of institutions for the implementation of these are mutual interests of the entire society. Everyone is entitled to find out about cultural property and its importance in historical developments and in the formation of national and ethnic self-knowledge, and about the protection of this property, through the institutions of museums, library services, education, community culture, awareness raising, the press and mass communication, As per the regulation, it is the obligatory task of the municipal government to support the activity of local community culture, by this raising public awareness of the values of nationality culture, promoting understanding and acceptance and appreciation for the culture of celebrations. According to the effective regulation, public collections (libraries, archives, museum, institutions, visual and sound archives) may be established among other organisations by nationality municipal governments.

According to **Act CXXV of 2003 on equal treatment and equal opportunity**, direct negative discrimination, indirect negative discrimination, harassment, tortuous segregation, retaliation and instructions to carry out the above are understood as violations of the requirement of equal treatment. The law protects, among others, the person or groups belonging to or presumed to belong to nationalities.

Section 7 of the Nationality Act states that it is forbidden to violate the requirement of equal treatment on grounds of belonging to nationalities in any manner whatsoever.

Act CXXXI of 2010 on public participation in developing legislation ensures the permanent frameworks within which the interests of the various classes of society may be

asserted upon development of the legal regulations, ensuring greater legitimacy for the accepted legal regulations and that these be suited to the living conditions as much as possible. The law allows the establishment of strategic partnerships by the minister responsible for the legal regulation in question, thereby establishing close contact with the organisations open for mutual cooperation. Such an agreement concluded with the nationality municipal governments in 2010 by the minister for public administration and justice concerning the legal regulations affecting nationalities and the preparation of decisions.

Act CLXXXV of 2010 on media services and mass media became effective on 1 January 2011, containing the key elements of the legal regulations of nationality media programmes. The law recognising individual and community interests, with the objective of promoting the integrity of society, the appropriate operation of democracy and strengthening cultural identity, with respect to the Constitution and constitutional principles and the norms of international law and the European Union, recognising the exceptional societal and cultural importance of media programmes states that its objective is the introduction of the culture of nationalities living in Hungary to Europe and the world and the preservation of our native language. According to the interpretative provisions of the Media Act (Section 203) a work is to be regarded as part of Hungarian public service media programmes (Hungarian works) if it was originally prepared in one of the nationality languages recognised in Hungary and is related in content to the life and culture of the nationality in question or if it is a musical programme that forms part of the culture of a nationality linked to Hungary.

In its independent Section 99, the Media Act regulates the appearance of nationalities in public service media programmes. According to the content of this article, nationalities are entitled to, through their independent programmes in the public service media programmes, preserve and nurture their culture and native language and to be regularly informed in their respective native languages. This task is undertaken by the public service media provider and, by considering the geographical location of the nationality in question, is carried out in the local media service with the programmes to suit the needs of the nationality, in audiovisual programmes or subtitled or multilingual form if necessary. The national municipal governments of nationalities, and their national organisations in lack thereof, define the principles of using the available time for the programmes at the public media service provider independently. These principles, which may not concern the contents of the programme or edition of the programme, must be taken into consideration by the media service provider.

The Public Service Body is made up of 14 members delegated by nominating organisations determined by law. Following registration at the National Media and Communication Authority (hereinafter: NMCA), the organisations belonging to the same group may delegate one person each into the Body, therefore the 13 national municipal governments of the nationalities may delegate one person. In the reporting period, the person representing the nationalities was the deputy chairman of the Serbian National municipal government.

Section 9 of **Act CXL of 2004 on the general rules of public administration authority procedures and services** (hereafter: Administrative Proceedings Act) states that the body of the territorial and national municipal government of the nationality may determine by resolution the official language of the procedure in its scope of authority besides the Hungarian language. The person acting on behalf of the minority organisation, as well as the natural person subject to the law on the rights of minorities, may use his or her native language at the administrative authority. Decisions made in Hungarian on an application submitted in the minority language, upon request, should be translated to the language used

by the applicant. The Nationality Act further clarified the regulations of this law concerning language use.

With Act VI of 2008 on the announcement of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions, accepted by The General Convention of UNESCO in Paris on 20 October 2005, the National Assembly approves of the recognition of the obligatory effect of the UNESCO convention on the protection and promotion of the diversity of cultural expressions accepted in Paris on 20 October 2005 (hereinafter: Convention). The Convention states that linguistic diversity is a fundamental element of cultural diversity, and reaffirms the fundamental role that education plays in the protection and promotion of cultural expression.

Government Decree 303/2007 (XI 14) on the establishment and recording of official geographical names in Hungary regulates questions regarding the determination, assessment and registration of geographical names. Upon establishment of official geographical names, the opinion of the nationality municipal government and other organisations must be taken into consideration, among others, as well as the achievements of natural and social sciences, historical traditions, especially the findings of local historical research, the names of extinct settlements and their geographical environment, the structure of forest management, nationality relations as well as linguistic and grammatical requirements. By observing these requirements, official nationality geographical names may be established in case of names of territories, waters and transportation names of local significance. In case of names of land relief's and regions, nature conservation names, transportation and communication names of national significance, country names, names of administrative zones, municipality names or names of parts of municipalities, names of public spaces and the like, the nationality language form of official geographical names may only be determined together with Hungarian names. Official nationality language geographical names using Latin characters must be written according to the grammar rules of the language in question. Upon determining nationality language geographical names not using Latin characters, both the spelling of the nationality language in question and the phonetic transliteration according to the Hungarian alphabet are considered official.

According to MHC Decree 44/2013 (VI 26) on the Academic Scholarships for Nationalities, the purpose of the Academic Scholarships for Nationalities [Section 1 (1)] is within the framework of carrying out the tasks of the state regarding nationalities in Hungary, to support nationality education in the native language and in bilingual form, and, based on the recommendation of secondary schools engaged in nationality education, the secondary school students belonging to (...) a particular nationality who demonstrate exceptional capabilities. Pursuant to Section 2 (5) students with Hungarian citizenship may participate in the tender who:

- a) have declared belonging to a nationality,
- b) his or her academic performance at the end of the academic year preceding the submission of the application is at least 4.00, calculated as described in the Annex of the present decree,
- c) does not receive academic scholarships for the same period from other sources, and
- d) who, along with his or her lawful guardian has consented in writing to the management of his or her personal data simultaneously with the submission of the tender application. (8) **The duration of the scholarship** is the two academic years

preceding the regular **GSCE examinations taken by the student in a regular student's legal status**, from the academic year 2011/12 onwards.

Two students may be awarded the scholarship per grammar school and one student per academic year [Section 2 (10)].

Act XXXIV of 1999 on the promulgation of the Framework Convention of the Council of Europe on the Protection of National Minorities, 1 February 1995, Strasbourg ratified the Framework Convention. By acceding to the convention, Hungary is obligated to impose measures to promote equality among national minorities (in Hungarian terminology: nationalities) and the majority of the population, taking into consideration the specific circumstances of the persons belonging to nationalities, highlighting that these measures may not be evaluated as negative discrimination, but supporting the preservation and development of the culture of persons belonging to nationalities. It furthermore establishes the conditions of preserving identity and culture, namely religious, language, traditions and cultural heritage as well as rights to establish organisations. In addition to the above, our country as an involved member state, shall refrain from all policies and practices that may lead to the involuntary assimilation of persons belonging to nationalities, enforcing the prohibition of negative discrimination and ensuring the freedom of expression of opinion, access to information in the nationality language as well as access to tools of mass media. It must be emphasised that the commitments as per the Framework Convention have been ensured since 1993 by the domestic legal regulations with the regulations covering each of them since 2011.

Pursuant to Article 2 (2) of Act XLIII of 2008 on the extension of the obligations as per the European Charter for Regional or Minority Languages for Gypsies (Romany and Boyash) languages, Hungary has extended its obligations related to the Language Charter to Gypsy (Romany and Boyash) languages. Concerning the Romany language, Hungary has committed to the following obligations:

- Article 8 (1). *a) (iii), b) (iv), c) (iv), d) (iv), e) (iii), f) (iii), g), h), i), (2),*
- Article 9 (1) *a) (ii), (iii), (iv), b) (ii), (iii), c) (ii), (iii), (2) c)*
- Article 10 (1) *a) (iv), b), c), (2) b), e), f), g), (3) c), (4) a), c)*
- Article 11 (1) *a) (ii), b) (ii), c) (ii), d), e) (ii), f) (ii), g), (3)*
- Article 12 (1) *a), b), c), d), f), g), (2), (3)*
- Article 13 (1). *a), c), (2) (c)*
- Article 14 *a), b).*

Concerning the Boyash language, Hungary has committed to the following obligations:

- Article 8 (1) *a) (iv), b) (iv), c) (iv), d) (iv), e) (ni), f) (iii), g), h), i), (2)*
- Article 9 (1) *a) (ii), (iii), (iv), b) (ii), (iii), c) (ii), (iii), (2) (c)*
- Article 10 (1) *a) (v), c), (2) b), e), f), g), (3) c), (4) a), c)*
- Article 11 (1) *a) (iii), b) (ii), c) (ii), e) (ii), f) (i), g), (3)*
- Article 12 (1) *a), b), c), d), f), g), (2), (3)*
- Article 13 (1). *a), (2) (c)*
- Article 14 *a), b).*

International outlook

Hungary's international activity concerning nationalities is an ongoing work in multiple fora, incorporating significant international elements besides organisations with national or domestic effects. The fundamental institutions of bilateral cooperation, mostly established with neighbouring countries to mutually ensure the rights of national minorities and their contact with the motherland are the intergovernmental minority joint commissions operated with Croatia, Romania, Serbia, Slovakia, Slovenia and Ukraine. In addition to this, Hungary pays distinguished attention to multilateral relations and within those, to international organisations. In summary, it can be said that the majority of domestic nationalities maintain tight connections with the motherland (country of origin) and its institutions and governmental and civic organisations engaged in cultural or educational activities.

Minority joint commissions

Bilateral minority joint commissions with the governments of the motherlands of nationalities living in Hungary have been set up and operated for two decades. These bodies, among whose members the representatives of the affected nationalities can be found on both sides, play exceptionally significant roles in national policy, regularly over viewing all questions that are of importance for the communities and accepting recommendations from their respective governments. The recommendations recorded in the protocols of the meetings must be approved by governmental decisions. The fulfilment of the recommendations formulated by the minority joint commissions are important tasks of national policy and diplomacy, which may be of strategic importance both for the relationship between nationalities and their motherlands and the Hungarian communities living in the motherlands of the nationalities in question.

Six joint commissions operate at interstate level at present, these being the Croatian, Romanian, Serbian, Slovak, Slovenian and Ukrainian minority joint commissions. For historic reasons (Germans are tied to several states and the principle of regionalism is traditionally strong in the emergence of the German state as well as national consciousness) international cooperation assisting the German nationality is implemented in a different form, although such relations do exist in certain areas (such as education and culture). Apart from this, cooperation may be regarded as successful on a provincial scale as well: cultural agreements and work plans between Hungary and several German provinces contain many programmes serving the interests of Germans in Hungary. In the course of the latter, educational and cultural joint commissions have been established, holding meetings regularly.

Naturally, establishing contact with the motherland is possible for nationalities where no minority joint commissions exist, although cooperation with the motherland may only be implemented to a limited extent in this case. By now, most nationality motherlands are member states of the European Union, the resulting cooperation can be said to be good and versatile.

Other forms of international cooperation

Besides the level of minority joint commissions, contractual relations between the nationality municipal governments and the governments of the motherland likewise strengthen bilateral relations. Regular contact is maintained by the German, Romanian, Slovak, Croatian,

Slovenian and Polish national minority municipal governments. The interregional relations implemented from EU funds must be mentioned (establishment of Euroregions in the border zones in territories with a significant nationality population).

Apart from this, cultural and educational cooperation and work plans regularly renewed for one or several years are of extreme significance to serve the interests of the two parts of the nations living on either side of the border. In practise these are satisfactory, and in many situations work especially well. There are numerous existing examples of agreements, work plans, sister relations between regions, counties, municipalities, institutions and organisations. Apart from this, the government supports by means of tenders programmes of nationality theatres, their performances in the homeland of the linguistic region in question and guest performances coming from these countries.

The State Secretary's Office for Religious, Nationality and Civil Social Relations (Ministry of Human Capacities) responsible for domestic nationality affairs cooperates, besides maintaining contact and conducting dialogue with the motherlands of the nationalities in Hungary, with institutions and areas of the EU, EC, United Nations and Organisation for Security and Cooperation in Europe related to minority affairs, nationalities, Roma affairs, linguistic rights and anti-racism and human rights.

At the multilateral level, Hungary has made several commitments and ratified several contracts over the last few decades that ensures the rights of nationalities and the preservation of their culture. The system of connections referenced in the Nationality Act fundamentally determines Hungarian nationality policy: including, besides the European Charter for Regional or Minority Languages, the Convention for the Protection of Human Rights and Fundamental Freedoms, the Framework Agreement on the Protection of National Minorities, the work conducted within the Organisation for Security and Cooperation in Europe, the Copenhagen Document, the United Nations' International Covenant on Economic, Social and Cultural Rights as well as the European Union.

Responses to the recommendations of the Committee of Ministers

In response to recommendation no. CM/RecChL(2013)5 of the Committee of Ministers of the Council of Europe we have provided the following information regarding Hungary. As the ***nationality policy strategy*** is nearing its final stage of preparation at the time of compiling the present country report, which strategy shall be described in detail in Chapter II The country report will practically cover the structured plans and long term policy urged by the Committee of Ministers concerning the education of all regional and minority languages (points 1-3 of the recommendation). The strategy shall draft the tasks of the years to come in required detail in public education as well as tertiary education. The document urges the communities that have not had a systematic institution of education (such as the Armenians and Ukrainians) to establish such. The Government, pursuant to Section 150 a) of the Nationality Act overviews every two years the situation of the nationalities in Hungary and reports the findings to the National Assembly; the governmental report discusses in a separate chapter the approval of the action plans for scheduling the actions related to the strategy. A tracking system for the implementation of the document is likewise created.

The supervisory organisation, also recommended in point 1 of the recommendations, has been in existence for nearly two decades and with a greater scope, including the tasks suggested. This is the prevailing teaching field, i.e. the ***State Nationality Council*** (formerly known as:

National Minority Commission), undertaking initiative, recommendation and controlling functions as an advisory body.

As regards bilingual education described in points 2 and 3 of the recommendations in relation to *every language* and at *every school level*, no such demand emerged in the reporting period. Concerning the Boyash and Romany languages, an important consideration is that nearly three quarters of the Gypsies in Hungary are Hungarian speakers, hence Hungarian is one of the nationality languages indicated in Hungary's commitments in the Language Charter. (The Nationality Act likewise mentions that Roma nationality education may be conducted exclusively in Hungarian, but the operator of the institution is obliged, upon request by the parents, to ensure education in the Roma language (Romany and Boyash) [Section 22 (3)]. Similarly with gypsies living in Hungary, the native language is in a similar situation for Armenians living in Hungary, too. Regardless of this, in accordance with the Nationality Act, nationality kindergarten education and nationality school education must be organised and maintained in the municipality in question if the parents of a minimum of eight pupils (children) belonging to the same nationality have requested such from the operator and if the kindergarten or school class can be organised as per the provisions of the Act on National Public Education. If the number of students does not allow for nationality kindergarten education and school education being organised within a single municipality, the organisation obliged to undertake the task shall establish the conditions of supplementary nationality education upon initiation by the national minority municipal government. Supplementary nationality education may be organised by the national minority municipal government [See Section 22 (5)].

The linguistic provisions of the Nationality Act effective as of 2014 cover the fulfilment of the recommendations on public administration language use in point 4 of the recommendations for municipalities with 10% and 20% of the population belonging to nationalities. This regulation is further described in Chapter III of the country report in Article 10 regarding public administration authorities and commitments concerning public service organisations.

Efforts shall be made to fulfil the first part of point 5, supporting such initiatives partly by particular innovations of the editorial staff and partly by subsidisation through tenders or by individual means. The second expectation has, on the one hand, already been met by providing detailed information on the training of nationality journalists in Chapter III of the country report [See Article 11 (1) g)] In addition to this, the course-type further training conducted by Croatica Kft. already mentioned, is now available to other nationalities as well. On the other hand the Media Service Support and Asset Management Fund (MSSAMF) also provides training for its colleagues and some national minorities also send media professionals for training in Hungary or to the motherland of the nationality in question.

In relation to the recommendations of the Committee of Ministers, more detailed information is available in the following chapters, in the responses given to the questions of the Panel of Experts, raising similar aspects and issues regarding certain points of the Language Charter.

CHAPTER II

Hungary's general nationality policy with special regard to Article 7 of Chapter II of the Language Charter

Article 7 – Objectives and principles

The guarantees regarding the assertion of the linguistic rights of the nationalities in Hungary are contained in the Fundamental Law and in the legal regulations described earlier. During the reporting period, the progress of the commitments of the Language Charter are introduced below, explaining in detail the most important changes in the situation in Hungary regarding the particular undertakings.

Paragraph 1

The Parties, regarding regional or minority languages in the regions where these languages are spoken, base their policies, legislation and practises on the objectives and principles below, in accordance with the specific situation of each language:

- a) *recognition of the regional or minority languages as the expression of cultural richness;*

The Hungarian government considers the culture and language of the nationalities values to be preserved. To recognise the persons and communities actively participating in preserving the linguistic-cultural values of nationalities, the prime minister in 1995 established the “Minorities award” (later known as: “**Nationalities Award**”). 18 December 1992, the date of acceptance of the Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities was declared by the government the Day of Minorities; the Minority Award (by its new name since 2012: The Day of Nationalities) is therefore ceremoniously awarded each year on 18 December. Around the time of the Day of Nationalities, regional, county and municipality events take place and exhibitions, cultural performances are held and prizes are awarded.

The professional prize awarded in recognition of cultural and public education efforts, the „**Pro Cultura Minoritatum Hungariae**” award is accompanied by a commemorating medal and a diploma. This recognition may be awarded to persons and organisations belonging to nationalities living in Hungary (Bulgarian, Greek, Croatian, Polish, German, Armenian, Roma, Romanian, Rusyn, Serbian, Slovak, Slovenian and Ukrainian) who have made outstanding efforts to preserve and develop cultural heritage in the native language and have thereby contributed to the peaceful coexistence of the peoples of the Carpathian Basin. The prizes are awarded once annually, its rank ensured by the celebration programme for the *Nationality Gala*, the event organised by the awarding entity, i.e. the National Institute for Culture, held each year with the participation of prominent persons in public life of nationalities and diplomats of the countries of origin.

A high ranking prize awarded by the Hungarian Ethnographic Society is the „**Pro Ethnographia Minoritatum**” award. This is awarded to two professionals each year from

among those who have produced outstanding results in exploring the intellectual and material traditions of nationalities.

b) With respect to each regional or minority language and its geographical territory in order to prevent the existing or future public administration division from obstructing the support for this regional or minority language;

The Hungarian legal regulations do not tie the possibility of using nationality languages to geographical zones. The primary reason for this is that internal migration has resulted in people belonging to all nationalities which can be found in any part of the country. Over the past three years, no action was taken that would have narrowed the language use possibilities of the nationalities in any way. Considering that the Minority Act elaborated and approved simultaneously the strengthening of the document ensured the individual and collective rights of the nationalities, among others those related to language use, education and culture for the entire territory of the country, the commitments in the Language Charter apply to the entire territory of the country. The Nationality Act approved in 2011 reaffirmed the rights hitherto ensured in this regard.

c) the necessity of firm supportive steps in order to preserve and develop regional or minority languages;

By ratifying the Language Charter, Hungary made commitments to six nationality languages (Croatian, German, Romanian, Serbian, Slovak and Slovenian), then in 2008 further commitments were made regarding the Romany and Boyash languages from the provisions of Part III of the Language Charter, the implementation of the commitments concerning these latter languages have been reported in the last country report no. 5. The **strategic partnership agreement** is an outstanding piece of cooperation between the government and the nationalities nominated in the law, which was concluded in 2011 by the minister for public administration and justice and the chairmen of the 13 national minority municipal governments. The agreement states that the thirteen nationalities living in Hungary shall participate in the preparation of all legal regulations concerning them in the territory of their nationalities. It is likewise known that a separate **Framework Agreement** had been concluded with the Roma community in 2011, being the largest nationality in Hungary, between the Government and the National Roma Municipal Government, in order to promote the social inclusion of the Roma and the efficient convergence of the Gypsy population.

As also reported in our earlier country reports, considering that the Minority Act elaborated and approved simultaneously the strengthening of the present document ensuring the individual and collective rights of the nationalities, among others those related to language use, education and culture for the entire territory of the country, the Government has decided to extend its commitments in the Language Charter **to the entire territory of the country**. The commitments were identical in the case of the six languages concerned. We further wish to emphasise that the legal environment is uniform concerning all 13 nationalities: depending on parental requests, the nationality education must be organised in daytime education or in the form of supplementary nationality education.

The long-term planning is implemented using the **Nationality Policy Strategy** compiled during the reporting period (under preparation at the time of writing the present report). The nationality strategy corresponding to the period 2014-2020 sets out the direction that the

Government will follow after formulation of the strategy as regards cooperation with nationalities, development of cultural autonomy and the rights of nationalities. It structures the nationality policy of the state of Hungary into a systematic form. It serves to offer guidance and sets out tasks for the Hungarian political and governmental actors in relation to the development of nationality policy and also formulates the expectations of the state regarding the nationalities. It summarises the objectives and tasks of all the participants in the field. In the course of the consultations based on strategic partnerships with the legitimate national municipal governments of the nationalities, we have elaborated the visions and objectives that serve the growth and development of nationalities and whose achievement is supported by the state of Hungary by its own means. The nationality policy was created at the stage of governance when the Nationality Act was accepted in coherence with the principles set out in the Fundamental Law and the legal regulations concerning representation of the nationalities after 2014 were also worked out and the data of the 2011 census also became public. The strategy shall be elaborated in consideration of all documents and data listed.

The nationality strategy states that in the course of working out the current governmental structure, while having to consider prevention of parallel work, it must be ensured that the organisational unit coordinating the nationality policy should employ as many persons belonging to nationalities as possible, who are at the same time experts in municipal government, cultural, public education, tertiary education and media issues. It may thereby be ensured that professional coordinators in possession of real expertise undertake the coordination tasks, appropriately prepared to elaborate initiatives for the various professional fields and to provide substantive and well founded comments on the materials prepared by the professional areas. The linguistically prepared colleagues, themselves belonging to nationalities, promote the development and maintenance of an extensive network of international contacts with the countries of origin and international organisations.

The objective of the government with the *National Social Inclusion Strategy* and the governmental action plan on its implementation between 2012–2014 is to equate the meaning of convergence policy to the integration of strategies targeting child poverty, Roma affairs and disadvantaged regions. The National Social Inclusion Strategy wishes to offer guidance to every person living in poverty, regardless of nationality.

d) Facilitating and/or encouraging the use of regional or minority languages in private and public life, both verbally and in written form;

In this aspect, we wish to introduce examples characteristic of other nationalities as well. The National Slovak municipal government remarked in relation to the reporting period that despite the census data showing a decrease in Slovak as a native language and its usage, 16% less declared Slovak as their native language and 10% less use Slovak among family members and friends, many regard it a positive change that the share of language usage has taken a noticeably favourable turn in certain areas. While previously Hungarian invitations dominated for nationality events, now a steady bilingualism prevails. The municipal government feels it is all the more gratifying that the same effort can be seen at local or regional cultural events as well.

f) Ensuring the appropriate forms and tools for the education and learning of the regional or minority languages at all appropriate levels;

In 2011 the National Assembly accepted a new law on public education and the rights of nationalities. The Government set as an objective the restructuring of Hungarian public education, by establishing an organisation functioning in a more practical, more unified fashion than before, to restructure the content of education and to raise its professional standards. Based on the new law, the National Core Curriculum was restructured, the framework curricula were amended and based on these regulating factors the institutions have also restructured their pedagogical programmes. The teachers' career model was introduced, the National Teachers' Chamber was established, the restructuring of pedagogical services and special services is under way, to mention but a few changes.

Kindergarten education, and as such, nationality kindergarten education continues to remain the obligatory task of municipal governments. It was a fundamental change that school education, including nationality education became compulsory tasks of the state and in accordance with this, the local governments handed the management of schools over to the Klebelsberg Institution Support Centre effective as of 1 January 2013. In the case of kindergartens, former normative financing was replaced by task based financing. In the new system, the average salary of kindergarten teachers, aides and therefore, the average salary of nationality kindergarten teachers and their aides is ensured by the national budget and other sources for buildings, infrastructure and the salary of technical personnel are provided from the annual budget in the form of a kindergarten operation subsidy, this amount being 54,000 HUF/person/year in 2013 and 160,000 HUF/person/year in 2014. As a consequence of the above changes, the load on local governments is considerably less than before. The measures are easier to foresee than before and have established unified financial and professional conditions for the activity of education.

The financing of the public education system has been changed as of January 2013. In the case of schools, the salaries of teachers and the operational costs of the schools in municipalities below 3,000 inhabitants are covered by the annual budget and by the local government in case of municipalities above 3,000 inhabitants. (For under 3,000 inhabitants local government can request participation with financing the operation and above 3,000 inhabitants it can desist from bearing these costs on grounds of having insufficient funds for the purpose.)

In the course of the acceptance of the new law, dedicated attention was given in order not to violate the interests of nationality education and to preserve the values already established and achieved together with the nationalities during the previous years. In accordance with this, upon request by at least eight parents belonging to the same nationality, the nationality kindergarten education and nationality school education must be organised and the right of agreement of the nationality municipal governments has continued to remain in force concerning the most important decisions, and the State Nationality Council (formerly State Nationality Commission) likewise continued to function, which is the advisory body of the minister responsible for public education in matters concerning public education. The right of nationality municipal governments to establish and maintain, and take over institutions from other operators has remained unchanged.

After acceptance of the new laws regarding the rights of nationalities and national public education, parallel to re-regulating the National Curriculum, it became necessary to overview and correct the regulations concerning kindergarten education and nationality school education.

MHC Decree 17/2013 (III 1) on the issuing of guidelines for minority kindergarten education and for minority schools education (hereinafter: Directive) contains the following important changes in comparison to the previous regulation. The decree establishes detailed regulations on the process of demand assessment of nationality education as well.

The concept of kindergartens engaged in Roma/Gypsy cultural education and Roma/Gypsy minority education have been clarified among the forms of nationality kindergarten education and school education. Hungarian language Roma/Gypsy cultural education and Roma/Gypsy nationality education are presented as independent forms of education, the kindergartens educating in Romany or Boyash languages or schools teaching these languages are to be understood as integral parts of nationality language or nationality bilingual kindergartens and nationality language, nationality bilingual and nationality language teaching schools. The time frame allocated for nationality studies and for teaching the native language in nationality language teaching schools has been increased.

- Based on the recommendations of the nationality experts involved in the preparatory work, the time frame for nationality studies as a subject has been established as 1 lesson per week both in lower and higher elementary school (formerly the time was ½ hour per week for lower elementary schools) and the possibility of integrated education has been terminated. Teaching of nationality studies takes place in the form of an independent lesson in the native language; the option of choosing between the nationality language and Hungarian as the language of education is only available for the Roma/Gypsy nationality.
- In schools teaching the nationality language, a minimum of five hours must be allocated for the teaching of the nationality language and nationality literature and for the Croatian, German, Romanian, Serbian, Slovak and Slovenian languages (formerly five hours were only allocated for the German language, in the case of the other nationalities – with the exception of the Romany and Boyash languages – the time continued to remain four hours per week).
- The time frame for the education of the Romany and Boyash languages has been raised from two to three hours per week and the possibility of blocking the time frame has been terminated.

With the coordination of the Institute for Educational Research and Development (OFI), the new National Curriculum, taking into consideration the regulation of education of Hungarian and living foreign languages, the detailed development tasks for each nationality shall be determined as per the recommendation of the nationality experts. The detailed development tasks determined for each nationality and the framework curricula have been issued in Hungarian and in the nationality language. The agreement of the national minority municipal governments had to be obtained for the issuance of both legal regulations. The development tasks of the Directive and the nationality framework curricula were prepared by the Institute for Educational Research and Development (OFI) with the involvement of nationality educational experts and the cooperation of the national minority municipal governments.

g) to ensure tools that allow persons living in a zone that uses a particular regional or minority language, who do not speak the language in question, to learn the language in case they wish to do so;

The option to participate in nationality education is left open for persons not belonging to nationalities or not speaking the nationality language, as in accordance with the Nationality

Act, any nationality educational institution may be used by persons not belonging to the nationality in question if there are vacancies remaining in the institution in question after the requirements of the nationality in question have been met.

Similarly to other communities, the National Roma Municipal Government (hereinafter: NRMG) and the Roma nationality municipal governments, on the grounds of cultural-educational autonomy, have the right to operate and establish schools as well as operate their own schools. School education ensures Roma pupils acquaintance with cultural values of the Gypsy people and the study of their situation, rights, organisations and institutions. This educational form operates successfully in a number of municipalities.

The Roma nationality, as with other nationalities, has the right to initiate education in the language they speak and the education of the Romany and Boyash languages. It is however important to emphasise that a significant part of the Roma nationality speak Hungarian as their first language; three quarters of them do not speak any of the languages spoken by the Roma. The documents regulating nationality education allow for Hungarian language Gypsy cultural education and Hungarian language Roma nationality education as well as education in languages spoken by the Roma and the education of the languages spoken by the Roma. One of the most important conditions in teaching the languages spoken by Roma is to ensure adequately qualified teachers. The legal regulation for Roma minority education was established in 1990. At that time Act LXV on local municipal governments made ensuring education for national and ethnic minorities a compulsory task of the local municipal governments. From 1991 onward, the annual budget provided additional subsidies to undertake this task. The Nationality Act and in line with it the Act on National Public Education makes mandatory the arranging of nationality education upon the request by a minimum of eight parents or guardians.

The forms of Roma nationality kindergarten and school education and its forms and frameworks are regulated by the directive on the kindergarten education of the national and ethnic minorities and the directive on the school education of the national and ethnic minorities. The objective of kindergarten education is to prepare children for successful academic progress by consciously building on the differences and similarities between the Roma culture and the majority culture.

In 2012, the NRMG took over three institutions of public education that are engaged in general and vocational education. The institutions can be found in Jász-Nagykun-Szolnok and Nógrád counties (Tiszapüspöki, Szolnok and Szirák). The *Gandhi High School in Pécs* is the first Roma nationality high school in Hungary and Europe to provide the GSCE exam, established in 1994. In the course of nationality programmes, the students have the opportunity to acquaint themselves with both languages spoken by Roma in Hungary: the Boyash and the Romany (Lovari) languages. The further training of the teachers engaged in Roma nationality education is carried out every year through tenders. Options have been and are available within the SROP-3.4.1. construction to develop study materials and programme packages.

The education of the Boyash and Romany languages in the Gandhi High School starts in the preparatory class of the Arany János Vocational School Residential Programme for multi-disadvantaged students. (The Arany János Talent Development Residential Programme has not been exclusively announced for Roma students but for a larger scope of disadvantaged students.) The students study both languages three hours per week. In the ninth year they

continue to study one of the languages of their choice, also for three hours per week. Thus, by the end of the twelfth year, they may acquire the linguistic capabilities that help them pass the final GSCE exams. In addition to the three hours of language courses per week, in the eleventh and twelfth years, the students have the option of a further two hours to study both Gypsy languages concurrently. In the final GSCE exams, about 70-80% of the students choose one of the Gypsy/Roma languages as a chosen language or subject. In the case of satisfactory results, the extended level GSCE exams may even substitute the state language examination, an increasing number of students choose this type of examination.

h) The support of the study or research of regional or minority languages in universities or equivalent institutions;

In Hungary, at the nationality language departments of universities and in their research institutes, both the options of studying and researching the nationality languages are available. The majority of nationalities manage their own research facilities operated by the local government or by civic organisations. The Institute for Minority Studies of the Hungarian Academy of Sciences is engaged in the research of all nationalities as an Academic Institution.

As a new institution, the **Roma Research Centre** started operations in 2013 as a result of an agreement between the National Roma Municipal Government and ESZA Társadalmi Szolgáltató Nonprofit Kft. The institute is a scientific workshop, dedicated to researching nationalities, especially the Roma nationality. As a professional organisation, its main task is the institutionalisation of Roma research in Hungary and domestic as well as international scientific integration. The Roma Research Centre helps the integration of the Roma community of differentiated status through a scientific approach. This is a professional organisation helping the work of the NRMG, serving the domestic Roma community. The professional organisation, besides its own base of knowledge, contacts, cultural and other resources, continuously develops cooperation with domestic and international research institutions by establishing partnerships. The Roma Research Centre has established active relationships with the Institute for Minority Studies of the Hungarian Academy of Sciences, the Department of Romology of the University of Pécs, the Central Statistics Office and Roma organisations in Croatia, Serbia and Bosnia. As regards long-term objectives, the most important goal is the institutionalisation of Roma science, the stabilisation of the Roma Research Centre, ensuring its long term functioning. The performance of research that directly helps the domestic Roma community, also assists social, educational, scientific, political and other integrations. Scientific work concerning Gypsy languages may be included in the future work of the institution.

i) in the areas regulated by the Language Charter, the support of the appropriate forms of international exchanges regarding regional or minority languages used in a similar form in two or more states.

The international connections of nationalities living in Hungary, apart from the account below, can be found partly in Chapter I of the country report and supplementary information may be found in Chapter II as well, in the discussion of Article 14 of the Language Charter. In the following international initiatives and (exchange) relations of some nationality municipal governments are introduced.

Every year the National **Croatian** municipal government organises “Croatian Language and Culture” summer camps in Vlačići on Pag Island for the students of schools teaching Croatian and those teaching in the Croatian language. Two such camps were held in 2013 with the participation of a total of 223 students of Croatian nationality living in Hungary. The expenses of the camps were financed by the National Croatian municipal government from its own resources and through the subsidy of the Subsidy Management Tender for Human Resources and with the support of the Embassy of the Republic of Croatia in Hungary. For teachers teaching the Croatian language, the National Croatian municipal government offers further training in Croatia on Pag Island in Vlačići, financed by the National Croatian municipal government through the subsidy of the Subsidy Management Tender for Human Resources. In 2013, a total of 22 teachers participated from 15 schools teaching the Croatian language.

The National municipal government of **Germans** in Hungary is likewise in close contact with German-speaking countries and regions, with the European German minority organisations and the minorities of German speaking countries of other native languages. The official representation of the German nationality in Hungary is a member of The Federal Union of European Nationalities (Föderalistische Union Europäischer Volksgruppen) of the work group of the German nationalities functioning within the organisation and are regularly represented in Congress. Germany regularly supports the Germans in Hungary based on the Common Declaration (Convention on the Support of the German Minority and the German Language in Hungary) signed in 1987 and revised in 1992. The supporting actions, based on consultations with the National municipal government of Germans in Hungary, organised by the Goethe Institute and the responsible ministries of the provinces providing the support, are implemented by the coordination of the Permanent Sub-Commission of the Hungarian–German Cultural Joint Commission and the Hungarian–German Institute of Pedagogy. The support of Germans in Hungary is financed by state, provincial and foundation funds, especially from Bavaria and Baden-Württemberg, by the Cultural Foundation of the Danube Swabians (Donauschwäbische Kulturstiftung des Landes Baden-Württemberg), the Haus des Deutschen Ostens (Munich), the Institute for Foreign Relations (Institut für Auslandsbeziehungen), the Goethe Institute (Goethe-Institut), the Federal Authority (Bundesverwaltungsamt) and the German Academic Exchange Service (Deutscher Akademischer Austauschdienst).

As regards the domestic **Serbian** community, we may mostly speak of inter-institutional relations and local relations, which in many cases go back a good many years. The Serbian National municipal government has likewise been organising children's summer camps; the “Vuk Karadžić” Serbian native language camp and the Battonya camp for folk art. These camps also have a cross border nature as both camps host children from Serbia as well, meaning that we may speak of organised exchange programmes in the case of children.

The National **Slovak** municipal government, as well as local and county bodies, civic organisations, institutions and municipalities, maintain extensive contact networks with their Slovak partners living in Slovakia and in other countries (primarily in Romania and Serbia). The Slovak ministry of education and the universities of Bratislava/Pozsony and Banská Bystrica/Besztercebánya regularly organise accredited further training for Slovak pedagogics in Hungary. For primary and grammar school students, traditional forest schools and special camps – Best class, Young journalists, Fashion designers, etc. – are likewise organised. Based on the agreement between the Hungarian and Slovak governments, 50 children from Slovakia go to Lake Balaton every summer for holidays and the same number of Slovak schoolchildren from Hungary go to the High Tatras. Dedicated programmes are organised for the practice and mastery of the Slovak language and to get to know the land of their ancestors. The

institutions of the National Slovak municipal government regularly organise summer theatre and bible camps in Slovakia for children and pilgrimage trips for adult believers. Similar events are organised by certain Slovak civic organisations, municipal governments, municipalities and schools. The cooperation of the Slovaks of the Southern Hungarian Plain in Hungary, Romania and Serbia is unique and unmatched even in the world of Slovaks outside their national borders. A total of 20-25 projects are submitted to the Office for Slovaks who live abroad, the majority of which are implemented. Of these, exceptionally important from the aspect of language preservation are the mutual quarterly journal *Dolnozemský Slovák* (The South Plain Slovak), the *Slovenčinár* (Slovak Teacher), edited in Békéscsaba and the professional yearbook issued in the Slovak language unparalleled outside the border the theatre reunion event entitled “Together on Stage”, the travelling competition of nationality studies held for Slovak secondary schools and actually any other event they may organise.

In the *Slovenian* nationality primary schools at Felsőszölnök and Apátistvánfalva, the Slovenian language is used in extra curricular activities by the teachers and the students with the theoretical and practical assistance of mentors from the motherland. Bilingual education is assisted by the pedagogical consultants and assistants coming from the motherland. Slovenian cultural groups, associations and members of municipal governments communicate during their mutual and exchange programmes in the Pannonian dialect of the Slovenian language with neighbouring Slovenians of Prekmurje/Muravidék. The Slovenians of Prekmurje/Muravidék also use literal Slovenian expressions, enabling Slovenians in Hungary to enrich their archaic Slovenian dialect with literary expressions from the Slovenian language during the exchange programmes. Children learn the literary Slovenian language in schools. In the exchange programmes, they are able to communicate with the Slovenian children in the literary Slovenian language, thereby improving their vocabulary.

Paragraph 2

The Parties undertake, if they have not yet done so, to terminate practices of all unreasonable discrimination, exclusion, restriction or preference concerning the use of a particular regional or minority language aimed at discouraging its speakers from the development and preservation of this language or to jeopardise it. The introduction of special measures in the interest of regional or minority languages, aimed at establishing equality among the speakers of these languages and the rest of the population or to take their special situation into consideration does not qualify as negative discrimination against the users of the more commonly spoken languages.

The **Equal Treatment Authority**, based on Section 8 f) of Act CXXV of 2003 on equal treatment and the promotion of equal opportunities may investigate upon request, and in special cases, officially whether – among others – in relation to the nationality native language – those obligated have been observing the requirement of equal treatment. The overwhelming part of complaints coming to the authorities from nationalities living in Hungary (in 95% of cases) are from people belonging to the Roma nationality or the civic organisations representing them. Other nationalities have also submitted claims in marginal numbers (Ukrainians, Slovaks, Armenians and Greeks). At the same time, in 98% of cases, the persons turning to the authorities with their complaints do not complain about being discriminated in relation to using their native languages or nationality languages as a result of some criterion not being met based on the observations of the Expert Commission, as in recommendation RecChL (2013) 5 of the Committee of Ministers. The authority is making efforts to inform the nationalities living in Hungary about the most important provisions of Act CXXV of 2003; for this purpose, the authority had the most important information on the

Equal Treatment Authority translated in 2013 to Armenian, Boyash, Bulgarian, German, Greek, Croatian, Romany, Polish, Romanian, Rusyn, Slovak, Serbian, Slovenian and Ukrainian, and printed in the form of distribution pamphlets and published on the website of the authority.

Paragraph 3

The Parties undertake to promote mutual understanding between all linguistic groups in the country with the appropriate tools, especially with respect for regional and minority languages, to include the principle of understanding and tolerance in the objectives of education and training in the country, encouraging mass communication facilities to do the same.

The Nationality Act recognises as a community nationality right the historic traditions, the language, culture and its preservation and development, community name usage and the use of nationality geographical names. This applies to nationality educational rights, the authorisations to establish and operate institutions and the right to maintain international contacts.

The National Roma Municipal Government has deemed the present reporting period exceptionally productive and successful for the Gypsies in Hungary. The national municipal government highlighted that the work continued among the Gypsy community as per the Framework Agreement concluded between the Hungarian government and the National Roma Municipal Government on 20 May 2011 in the year 2012 and 2013 as well. Although the Framework Agreement does not contain express actions of language policy, the issue of the public education of the Roma and the support and development of their vocational and adult training indirectly contributing to the conscious declaration of national identity, including the usage of nationality languages and possibly the language learning process.

To preserve Roma cultural values and to develop institutions and organisations and the promotion of the use of the nationality language continues to remain an important task, to which the nationality municipal governments and cultural institutions (institutes for community culture, libraries, museum institutions, art organisations) contribute significantly. Culture carries a message understandable and enjoyable for everyday people in any branch of art, promoting acceptance of the particularities and unique features and understanding of belonging to a nationality. The introduction of culture contributes to curbing prejudices against Roma people and may strengthen acceptance by the public.

The national budget provides sources for the issuance of countrywide distributed newspapers of the nationalities. From 2011, public support for minority journals are incorporated into the national budget of the minority municipal governments, in this way certain media outlets have access to direct budget support without tender. We wish to promote the increased adaptation of nationality community education and culture to the internet and new media opportunities. For this purpose, we support development websites in the nationality languages.

Regarding tenders, the announcement entitled “Implementation of Roma cultural events, cultural content and products and making them available” (coded as ROM-RKT), which was announced pursuant to Act CXCV of 2011 on Public Finance, Government Decree 368/2011 (XII 31) on the implementation of the Public Finance Act and MHC Decree 84/2013 (XII 30) on the handling and usage of chapter-managed appropriations with the objective for 2012,

2013 and 2014 being: “The direct objective of the tender through the implementation of Roma cultural events is:

- the preservation and development of Gypsy languages (Romany and Boyash);
- the preservation of traditions and passing them down to younger generations;
- acquaintance of the cultural heritage and past of the Roma minority (music, art, dance, film, applied arts and other art forms) and
- promoting the mutual acceptance of people from different cultures.”

The bidders had to determine as a target value with regard to the indicators whether to ensure the accessibility of the programmes in the Gypsy and Hungarian languages with the help of interpreters. In 2012 a total of 29.5 million HUF was awarded to 91 organisations and in 2013, 142 winners of tenders received 43.2 million HUF.

Paragraph 4

The Parties undertake to take these requirements and desires indicated by the groups using these languages upon elaborating their regional or minority language policies. The Parties are encouraged, if necessary, to establish organisations that may advise the authorities in every question regarding regional or minority languages.

The strategic partnership agreement introduced earlier in the present country report between the Government and the 13 nationalities is dedicated to serve common decision making with the nationalities in matters that affect them. Besides the extensive consultation regarding the Nationality Act, the government involves the affected nationalities in every other decision and preparation of legal regulations on nationality policy. Throughout the reporting period, the State Secretary's Office for Religious, Nationality and Civil Social Relations of the Ministry of Human Capacities maintained continuous contact with the nationalities and this cooperation was seen as successful by the representatives of these nationalities as well. In addition to this the nationality spokespersons, also introduced earlier in these chapters, also represent these communities in the work of the Parliament.

CHAPTER III

Hungary's commitments realised over the past three years

By ratifying the European Charter for Regional or Minority Languages, Hungary undertook obligations concerning a total of eight (six plus two) nationality languages from among the provisions outlined in Chapter III of the Language Charter. Our obligations undertaken upon our accession to the Language Charter were extended by the National Assembly in 2008 to the languages spoken by the largest domestic minority, Gypsies, and authorised the Government pursuant to Act XLIII of 2008 to extend its obligations as per Article 2 (2) to extend its obligations related to the Language Charter to gypsy (Romany and Boyash) languages. Based on all of the above, Hungary has undertaken obligations concerning the *Croatian, German, Romanian, Serbian, Slovak, and the Romany and Boyash languages*. On recommendation by the Hungarian Government, the National Assembly accepted besides the Nationality Act in December 2011 the new laws on national public education, national tertiary education and electoral rights. The new regulations, which just came into effect at the beginning of the reporting period, significantly transformed the Hungarian educational system, but the comprehensive changes did not affect the fulfilment of the commitments made in the Language Charter. In the following we present the most important changes in comparison with the previous situation in Hungary as well as in comparison to the country reports.

Article 8 – Education

The Public Education Act and the Nationality Act created the legal, organizational and financial guarantees so the minority municipal governments can operate their educational institutions. It is clear that to slow down or even reverse the assimilation process in Hungary, focus is primarily needed on how to increase the efficiency of minority language education, since comparing the census and other records in several ethnic groups students learning the minority language in the school framework are proportionately higher than children under the age of 14 belonging to the ethnic group. National and ethnic minority public education system has multiple participants. Its success depends on communities requesting kindergartens, schools, boarding schools, the Klebelsberg Institution Support Centre, and supporting activities of the minority municipal governments, but to a large extent the condition of those systems, which are provided by the state, which effects all the previously mentioned. A common feature of the 13 recognized Hungarian minorities are that they are scattered, hence the outstanding role of transmitting the language and culture lie with the kindergarten and the school. Every national minority significantly differs in its number, organization, institution network and language status.

- **General questions**

In response to the recommendations of the Panel of Experts, the ministry responsible for education also believes it is important to shift toward bilingualism, which results in more efficient language learning. The legislation differentiates between minority language instruction, minority native or minority bilingual education. (The contents of the ethnic

ethnography uniform for all forms of education). For many years prior to 1 October 2013 the financing system strongly supported the maintenance of minority bilingual and minority native schools. The normative support was approximately one and a half times more than for minority language instruction schools, and according to the ministerial decree the additional assistance that could be requested was also significantly higher. In spite of this only a few German, Slovenian, Croatian and Romanian schools switched to bilingual education, but none switched over to native minority education.

As was repeatedly pointed out the minority educational form is determined by the demand from parents, the shift towards bilingualism in this regard can only take place with the increased demands of the ethnic communities. In the following section we present institutions taken over by the minority municipal governments. Although the majority native and bilingual institutions were taken over, some language instruction schools were also among them. In the meantime the Slovenian school in Apátistvánfalva and Felsőszölnök and the Greek school in Beloiannis, in the ascending system converted to minority bilingual education. We trust that with the increased number of public educational institutions supported by minority municipal governments, bilingual minority education will also be strengthened.

As indicated earlier, both the previous and current legislative regulations made it possible for the minority municipal governments to found, operate, or take over from another operator ethnic minority public educational institutions. The number of public educational institutions supported by the minority municipal governments has steadily increased in the last two or three years, which is summed up in the table below.

7. Table:
Public Educational Institutes maintained by minority municipal governments

Supporter	Institution
National Croatian Municipal Government	2 (Hercegszántó – primary school, Pécs – kindergarten and primary school)
National German Municipal Government in Hungary	2 (Pécs – multi-purpose institution, Pilisvörösvár – secondary school)
National Slovak Municipal Government	4 (Szarvas – primary school, Békéscsaba – multi-purpose institution, Sátoraljaújhely – primary school, Tótkomlós – kindergarten and primary school)
National Romanian Municipal Government in Hungary	5 (Battonya – primary school, Elek – primary school, Kétegyháza – primary school, Körösszakál – primary school, Gyula – multi-purpose institution)
National Roma Municipal Government	3 (Tiszapüspöki – primary school, Szolnok – primary school, Szirák – primary school)
National Serbian Municipal Government	2 (Battonya – primary school, Budapest – multi-purpose institution)
National Slovenian Municipal Government	2 (Felsőszölnök – primary school, Apátistvánfalva – primary school)
National Greek Municipal Government in Hungary	1 (Beloiannis – primary school) 1 (supplemental minority education)

National Bulgarian Municipal Government	1 (supplemental minority education) 1 Kindergarten
National Polish Municipal Government	1 (supplemental minority education)
Slovak Minority Municipal Government, Mátraszentimre	1 (kindergarten and primary school)
German Minority Municipal Government, Piliscsaba	1 Primary school
German Minority Municipal Government, Törökbálint	1 Kindergarten
German Minority Municipal Government, Solymár	1 Kindergarten
German Minority Municipal Government, Szekszárd	1 Kindergarten
German Minority Municipal Government, City of Budakeszi	1 Kindergarten

Source: Ministry of Human Capacities

Besides the above mentioned, the following Minority Municipal Governments initiated to take over national public educational institutions as of 1 September 2014, which takeovers did occur:

8. Table: *Minority public education institution take overs from the 2014/15 academic year*

Supporter	Institution
National Slovak Municipal Government	1 (Budapest – multi-purpose institution)
National Serbian Municipal Government	1 (Lórév – primary school)
National Romanian Municipal Government in Hungary	1 kindergarten (Gyula)
Rusyn Municipal Government, Komlóska	1 Primary school
German Minority Municipal Government, City of Vecsés	1 Primary school
German Minority Municipal Government, Csolnok	1 Primary school
German Minority Municipal Government, Újhartyán	1 Primary school
Croatian Minority Municipal Government, Kópháza	1 Primary school
German Minority Municipal Government, Taksony Municipality	1 Primary school

Source: Ministry of Human Capacities

Operations of public education institutions supported by the minority municipal governments were financed until 30 September 2013, by normative support provided for in the Budget Act and the support maintaining the minority (230,000 HUF/person/year), as well as additional assistance that can be requested according to the ministerial decree. As of 1 October 2013 the

financing has changed, the supporting teacher is eligible for wage subsidies (8 persons/teacher is the base for the calculation, which differs from the general 12.5 in the national public educational system) and operational support (160,000 HUF/person/year). In addition they are eligible to receive support of 32,400 HUF/student for providing public activity up until September 2014 from the central budget. Minority municipal governments operating kindergartens have access to the same support as the local municipal governments (kindergarten teachers and teachers assistants can receive the average wage, as well as operational support for kindergartens, which amounts to 54,000 HUF/person/year in 2013 and 160,000 HUF/person/year in 2014). As a result of these measures, the operation and maintenance of such institutions continues to be provided for, and more than ever before become predictable. The entire range of resources on subjective rights becomes immediately available, and additional assistance by request according to ministerial decree will no longer be available, the rate of which was uncertain up until the decision.

Those minority municipal governments, which cannot sustain their schools because of the low number of students, on the basis of public educational contract concluded with the Minister may request additional resources necessary for the operation. So far it was only necessary to conclude a public educational contract with four minority municipal governments (National Municipal Government of the Romanians in Hungary, Serbian National Municipal Government, National Slovenian Municipal Government and Slovak Minority Municipal Government, Mátraszentimre) for the rest of the schools the cost of maintaining the schools can be provided with support under the provisions of the Finance Act. The ethnic minority education and teaching school textbooks are not always provided, there is a large discrepancy between different minorities. In the recent period EU funding could accelerate the ethnic minority curriculum development. The development took place in two phases.

The first phase was completed in 2011 with the use of 250 million HUF (30-35 million HUF was used per minority), the second phase started in 2012 with a tender, where a significantly higher amount was made available (smaller populous ethnic groups received a smaller amount up to 50 million HUF, while the larger ethnic groups a maximum of 200 million HUF). Submission and evaluation of the applications have been made, implementation of applications is ongoing, at a different pace for every ethnic minority. Applications in both phases had to be submitted by a consortium consisting of ethnic minority public educational institutions or pedagogical institutions and the respective minority's national municipal government, thus each ethnic group could have one application implementation opportunity. In the second phase applicants have two years from the start of the project to implement the project. The application program not only made it possible to develop appropriate content requirements for new textbooks and workbooks, but also visual aids, measuring instruments, digital learning materials, teacher further training programs and methodological materials for the development of the national kindergarten as well as increasing the efficiency and effectiveness of the education and training.

In both the recommendations of the Committee of Ministers as well as the "framed recommendation" of the Panel of Experts there emphatically appears in Hungary commitments to the situation of the Gypsy language, Romany and the Boyash and their education. Therefore, through the following tables we summarize the presentation of different levels of ethnic minority education statistics for the reporting period, especially in respect to the Roma nationality:

9. Table : Roma minority education in the reporting period

Roma minority instruction, education: 2011/2012 academic year

	Institutions providing Gypsy minority education and instruction in Hungarian	Institutions providing Gypsy language education and language training	Institutions providing Gypsy minority education and instruction for children and students	Gypsy language education and language classes for children and students
Kindergarten	501	(6 Romany; 3 Boyash)	26,744	(267 Romany; 182 Boyash)
Primary school	398	(12 Romany; 12 Boyash)	52,800	(563 Romany; 869 Boyash)
Grammar School	7	(6 Romany; 2 Boyash)	767	(391 Romany; 200 Boyash)
Vocational school	32	(6 Romany; 1 Boyash)	2,174	(727 Romany; 40 Boyash)
Vocational secondary school	6	3 Romany	236	135 Romany

Roma minority instruction, education: 2012/2013 academic year

	Institutions providing Gypsy minority education and instruction in Hungarian	Institutions providing Gypsy language education and language training	Institutions providing Gypsy minority education and instruction for children and students	Gypsy language education and language classes for children and students
Kindergarten	480	(3 Romany; 1 Boyash)	26,003	(152 Romany; 38 Boyash)
Primary school	378	(13 Romany; 10 Boyash)	51,662	(652 Romany; 707 Boyash)
Grammar School	4	(4 Romany; 2 Boyash)	224	(317 Romany; 217 Boyash)
Vocational school	19	(5 Romany; 2 Boyash)	1,113	(701 Romany; 44 Boyash)
Vocational secondary school	4	3 Romany	121	138 Romany

Roma minority instruction, education: 2013/2014 academic year

	Institutions providing Gypsy minority education and instruction in Hungarian	Institutions providing Gypsy language education and language training	Institutions providing Gypsy minority education and instruction for children and students	Gypsy language education and language classes for children and students
Kindergarten	451	(4 Romany; 1 Boyash)	18,042	(166 Romany; 26 Boyash)
Primary school	335	(12 Romany; 7 Boyash)	37,024	(565 Romany; 426 Boyash)
Grammar School	3	(4 Romany; 4 Boyash)	128	(253 Romany; 529 Boyash)
Vocational school	9	(4 Romany; 1 Boyash)	717	(463 Romany; 37 Boyash)
Vocational secondary school	2	1 Romany	199	51 Romany

Source: Ministry of Human Capacities

Also in response to the recommendations we indicated that the textbook development system has also changed in the reporting period. Following the above mentioned developments the preparation of the still missing textbooks from now on is the responsibility of the Educational Research and Development Institute, following the completion of the EU project, we again review the still missing teaching materials, and the new development plan will be prepared to eliminate the deficiency.

- **Minority kindergartens**

Paragraph 1 a):

In regard to education, where these languages are used, according to the situation of each of these languages, and without the official state language/languages education would be adversely affected, the Parties agree to:

- a) *iv) if the public authorities have no direct power in respect to pre-primary education, they facilitate and/or encourage the use of the above mentioned (i) and (iii) measures;*

As we have emphasized in previous reports also, it is voluntary to receive ethnic minority education and training, the organization of or participation in such training depends upon the parents written request. Based on at least eight written requests by parents of the same ethnic minority, the local municipal government is obligated to organize ethnic minority kindergarten. Parents initiate the organization of or the need for participation in ethnic minority kindergarten education by using the form annexed to the Directive. On the form parents can also indicate what kind of education they would like organized for their child, native (minority language), ethnic minority bilingual or Hungarian Roma/Gypsy cultural kindergarten, and which one of the above educational systems they would like their child to participate in. Legislation gives parents the option to choose and obligates the local municipal government responsible for the task of organizing a suitable ethnic minority kindergarten.

The above mentioned also applies in the case of Romany and Boyash language kindergartens as well. According to legal requirements education in these languages is not compulsory, considering that a significant proportion of the Roma population in Hungary do not speak their native language, however, if the parents so wish Romany and Boyash language kindergartens must be provided. Ethnic minority kindergarten statistics for the reporting period are listed in the following tables, with the exception of Roma minority education that has been outlined in detail previously at the beginning of this chapter:

10. Table: Minority kindergartens in the reporting period

Minority Kindergartens (Statistical data for the 2011/2012 academic year)

Nationality	Native		Bilingual		Supplemental minority education	
	Number of institutions	Number of students	Number of institutions	Number of students	Number of institutions	Number of students
German	30	1,159	214	12,920	12	1,051
Slovak	7	256	39	2,102	12	425
Croatian	5	339	24	871	0	0
Romanian	2	150	10	431	0	0
Serbian	4	106	4	100	1	27
Slovenian	1	9	3	43	0	0
Bulgarian	0	0	0	0	0	0
<i>Total</i>	<i>49</i>	<i>2,019</i>	<i>294</i>	<i>16,467</i>	<i>25</i>	<i>1,503</i>

Minority Kindergartens (Statistical data for the 2012/2013 academic year)

Nationality	Native		Bilingual		Supplemental minority	
	Number of institutions	Number of students	Number of institutions	Number of students	Number of institutions	Number of students
German	36	1,500	213	13,302	15	802
Slovak	9	333	34	1,896	17	564
Croatian	5	316	22	869	1	43
Romanian	2	148	9	331	0	0
Serbian	4	103	3	58	2	49
Slovenian	1	8	3	44	0	0
Rusyn	0	0	0	0	0	0
Greek	1	29	0	0	0	0
Bulgarian	0	0	1	42	0	0
<i>Total</i>	<i>58</i>	<i>2,437</i>	<i>285</i>	<i>16,542</i>	<i>35</i>	<i>1,458</i>

Minority Kindergartens (Statistical data for the 2013/2014 academic year)

Nationality	Native		Bilingual		Supplemental minority	
	Number of institutions	Number of students	Number of institutions	Number of students	Number of institutions	Number of students
German	28	1,113	245	12,540	18	724
Slovak	6	189	39	1,832	10	305
Croatian	2	17	26	1,051	3	76
Romanian	2	101	8	279	2	127
Serbian	5	136	1	32	2	52
Slovenian	1	10	3	46	0	0
Bulgarian	0	0	1	42	0	0
<i>Total</i>	<i>44</i>	<i>1,566</i>	<i>323</i>	<i>15,822</i>	<i>35</i>	<i>1,284</i>

Source: Ministry of Human Capacities

- **Minority Primary Schools**

Paragraph 1 b):

iv) pursuant to any of the above mentioned (i)–(iii) measures applicable at least to those students whose families so wish and the number considered is sufficient;

As we have already stated regarding kindergartens ethnic minority education is determined based on the parents request. Even in this case the requirements have not changed, the Klebelsberg Institution Support Centre is obligated to perform its duties to organize education and training schools in the format requested by parents of eight students from the same ethnic minority.

The above mentioned legal requirements will allow, in an ascending order, from minority language instruction to a bilingual or native system of education on the basis of the request of the parents. In Hungary German, Croatian, Slovenian and Romanian schools have already shifted to an ascending system from minority language instruction to bilingual ethnic minority education and training.

In respect to the Romany and Boyash languages, thus far we have only succeeded in creating conditions for language instruction. According to legal requirements ethnic minority bilingual or native education and training is now being held, besides other general subjects, in the Romany and Boyash languages, this has been made possible with collaboration by professional speakers of these languages. Ethnic minority primary school statistics for the reporting period are listed in the following tables, with the exception of Roma minority education that has been outlined in detail previously at the beginning of this chapter: (Recording of the task units for the 2013/2014 academic year has changed in the statistical survey. Data collection for the 2013/2014 academic year has listed former details of consolidated sites of seats or member institutions as specific task units. Due to the foregoing in the 2013/2014 academic year the number of task units are higher than in previous years, therefore comparison is limited.)

11. Table: Minority Primary Schools in the reporting period

Number of Minority Primary Schools (Statistical data for the 2011/2012 academic year)

Nationality	Native		Bilingual		Language Instruction		Supplemental minority education	
	Number of institutions	Number of students	Number of institutions	Number of students	Number of institutions	Number of students	Number of institutions	Number of students
German	18	2,079	35	5,309	286	39,823	2	83
Slovak	5	292	4	813	44	3,296	1	110
Croatian	1	143	6	567	30	1,542	1	7
Romanian	3	304	7	508	4	502	0	0
Rusyn	0	0	0	0	2	46	0	0
Serbian	3	111	1	74	4	115	1	8
Slovenian	1	16	2	83	2	19	0	0
Greek	0	0	0	0	1	69	1	16
Bulgarian	0	0	0	0	0	0	1	41
Polish	0	0	0	0	0	0	0	0
<i>Total</i>	<i>31</i>	<i>2,945</i>	<i>55</i>	<i>7,354</i>	<i>373</i>	<i>45,412</i>	<i>7</i>	<i>265</i>

Number of Minority Primary Schools (Statistical data for the 2012/2013 academic year)

Minority	Native		Bilingual		Language Instruction		Supplemental Minority	
	Number of institutions	Number of students	Number of institutions	Number of students	Number of institutions	Number of students	Number of institutions	Number of students
German	11	1,134	36	5,719	298	42,036	1	21
Slovak	4	187	4	829	40	3,207	1	110
Croatian	1	145	6	591	28	1,548	1	5
Romanian	2	150	7	498	4	441	0	0
Rusyn	0	0	0	0	2	48	0	0
Serbian	2	120	1	71	4	110	1	13
Slovenian	0	0	2	102	1	14	0	0
Greek	0	0	0	0	1	84	1	24
Bulgarian	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0
<i>Total</i>	<i>20</i>	<i>1,736</i>	<i>56</i>	<i>7,810</i>	<i>378</i>	<i>47,488</i>	<i>5</i>	<i>173</i>

Number of Minority Primary Schools (Statistical data for the 2013/2014 academic year)

Nationality	Native		Bilingual		Language Instruction		Supplemental Minority	
	Number of institutions	Number of students	Number of institutions	Number of students	Number of institutions	Number of students	Number of institutions	Number of students
German	11	1,228	34	5,502	349	42,974	1	17
Slovak	2	171	4	807	46	3,293	1	104
Croatian	0	0	9	809	28	1,340	1	5
Romanian	2	142	7	535	6	672	0	0
Rusyn	0	0	0	0	1	33	0	0
Serbian	3	103	1	76	3	100	3	24
Slovenian	0	0	2	114	4	22	0	0
Greek	0	0	0	0	1	104	1	28
Bulgarian	0	0	0	0	0	0	1	50
Polish	0	0	0	0	0	0	0	0
<i>Total</i>	<i>18</i>	<i>1,644</i>	<i>57</i>	<i>7,843</i>	<i>438</i>	<i>48,538</i>	<i>8</i>	<i>228</i>

Source: Ministry of Human Capacities

- **Minority Secondary Schools**

Paragraph 1 c):

iv) pursuant to any of the above mentioned (i)–(iii) measures applicable at least to those students, who, or where appropriate whose families so wish and the number considered is sufficient;

It is important to note with regard to ethnic minority high school levels that ethnic minority bilingual or native schools are more balanced in proportion when compared with primary schools. With regard to ethnic minority high schools the Panel of Experts has indicated that the Boyash language only take the form of language instruction. For the 2009/2010 academic year two institutions with 165 students were affected, whereas the 2008/2009 academic year showed four institutions with 317 students involved. The number of institutions providing education in the Boyash language during the 2010/2011 academic year levelled out at three institutions, the statistics for the consecutive years are as follows.

12. Table:
Institutions providing education in Boyash in the reporting period

Public Education Statistics - Boyash language 2010/2011:

Institution Type	Number of institutions	Number of students
Vocational school	1	58
Grammar School	2	217

Public Education Statistics - Boyash language 2011/2012:

Institution Type	Number of institutions	Number of students
Vocational school	1	40
Grammar School	2	200

Public Education Statistics - Boyash language 2012/2013:

Institution Type	Number of institutions	Number of students
Vocational school	1	44
Grammar School	2	217

Public Education Statistics - Boyash language 2013/2014:

Institution Type	Number of institutions	Number of students
Vocational school	1	37
Grammar School	2	529

Source: Ministry of Human Capacities

The findings concerning education in the Romany and Boyash languages are consistent with other minority languages. The law specifies the time frame and the content requirements of language education, however, this provision is determined per parental request. Regarding other minority languages the number of high schools during the reporting period are as follows. (Recording of the task units for the 2013/2014 academic year has changed in the statistical survey. Data collection for the 2013/2014 academic year has listed former details of consolidated sites of seats or member institutions as specific task units. Due to the foregoing in the 2013/2014 academic year the number of task units are higher than in previous years, therefore comparison is limited.)

13. Table: *Minority Grammar Schools in the reporting period*

Number of Minority Grammar Schools (Statistical data for the 2011/2012 academic year)

Nationality	Grammar School							
	Native		Bilingual		Language Instruction		Supplemental minority education	
	Number of institutions	Number of students	Number of institutions	Number of students	Number of institutions	Number of students	Number of institutions	Number of students
German	3	240	10	1,991	7	267	0	0
Slovak	1	42	1	57	0	0	0	0
Croatian	2	232	0	0	0	0	0	0
Romanian	1	157	0	0	0	0	0	0

Serbian	1	161	0	0	0	0	1	17
Bulgarian	0	0	0	0	0	0	1	22
Slovenian	0	0	0	0	1	21	0	0
Polish	0	0	0	0	0	0	0	0
Greek	0	0	0	0	0	0	0	0
<i>Total</i>	8	832	11	2,048	8	288	2	39

Number of Minority Grammar Schools (Statistical data for the 2012/2013 academic year)

Nationality	Grammar School							
	Native		Bilingual		Language Instruction		Supplemental Minority	
	Number of institutions	Number of students	Number of institutions	Number of students	Number of institutions	Number of students	Number of institutions	Number of students
German	1	72	10	1,969	7	228	1	11
Slovak	1	47	1	51	0	0	0	0
Croatian	0	0	2	223	0	0	0	0
Romanian	0	0	1	158	0	0	0	0
Serbian	1	193	0	0	1	9	0	0
Bulgarian	0	0	0	0	0	0	1	22
Polish	0	0	0	0	0	0	0	0
Greek	0	0	0	0	0	0	0	0
<i>Total</i>	3	312	14	2,401	8	237	2	33

Number of Minority Grammar Schools (Statistical data for the 2013/2014 academic year)

Nationality	Grammar School							
	Native		Bilingual		Language Instruction		Supplemental Minority	
	Number of institutions	Number of students	Number of institutions	Number of students	Number of institutions	Number of students	Number of institutions	Number of students
German	1	60	10	2,063	9	293		
Slovak	1	39	1	54				
Croatian	0	0	2	211				
Romanian	0	0	1	178				
Serbian	1	215					1	15
Bulgarian	0	0					1	18
Slovenian	0	0			1	13	0	0
Polish	0	0					0	0

Greek	0	0					0	0
<i>Total</i>	3	314	14	2,506	10	306	2	33

Source: Ministry of Human Capacities

- **Minority Vocational Schools**

Paragraph 1 d):

iv) pursuant to any of the above mentioned (i)–(iii) measures applicable at least to those students, who, or where appropriate whose families so wish and the number considered is sufficient;

The Panel of Experts suggests the introduction of education in the Romany and Boyash languages or language instruction for these languages in vocational secondary schools and vocational training centres, however, this instruction may only be made available in vocational or vocational secondary schools at the request of parents. It can be seen in examples where both languages are taught in vocational schools and based on the need where the Romany language has been implemented in vocational secondary schools.

In vocational and vocational secondary schools ethnic minority education has been implemented in only a few cases (German, Slovak, Romanian). Legal conditions allow that both language instruction and education in a minority language can be requested by every ethnic minority in vocational and vocational secondary schools. It is important to note that the Directive provides that vocational school education in a minority language should focus language skills on the profession targeted. Ethnic minority vocational schools and vocational secondary school statistics for the reporting period are listed in the following tables, with the exception of Roma minority education that has been outlined in detail previously at the beginning of this chapter:

14. Table:
Minority Vocational Schools and Vocational Secondary Schools in the reporting period

Vocational secondary schools (Statistical data for the 2011/2012 academic year):

Nationality	Vocational secondary school			
	Bilingual		Language Instruction	
	Number of institutions	Number of students	Number of institutions	Number of students
German	2	29	3	124
Slovenian	0	0	1	11
<i>Total</i>	2	29	4	135

Vocational Schools (Statistical data for the 2011/2012 academic year)

Nationality	Vocational school			
	Bilingual		Language Instruction	
	Number of institutions	Number of students	Number of institutions	Number of students
Slovenian	0	0	1	6
<i>Total</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>6</i>

Vocational secondary schools (Statistical data for the 2012/2013 academic year):

Nationality	Vocational secondary school			
	Bilingual		Language Instruction	
	Number of institutions	Number of students	Number of institutions	Number of students
German	1	7	5	208
Slovenian	0	0	1	14
<i>Total</i>	<i>1</i>	<i>7</i>	<i>6</i>	<i>222</i>

Vocational Schools (Statistical data for the 2012/2013 academic year)

Nationality	Vocational school			
	Bilingual		Language Instruction	
	Number of institutions	Number of students	Number of institutions	Number of students
Slovenian	0	0	1	6
<i>Total</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>6</i>

Vocational secondary schools (Statistical data for the 2013/2014 academic year):

Nationality	Vocational secondary school			
	Bilingual		Language Instruction	
	Number of institutions	Number of students	Number of institutions	Number of students
German	1	64	4	116
Slovenian	0	0	1	7
<i>Total</i>	<i>1</i>	<i>64</i>	<i>5</i>	<i>123</i>

Vocational Schools (Statistical data for the 2013/2014 academic year)

Nationality	Vocational school			
	Bilingual		Language Instruction	
	Number of institutions	Number of students	Number of institutions	Number of students
German	0	0	1	101
Polish	0	0	1	9
<i>Total</i>	<i>0</i>	<i>0</i>	<i>2</i>	<i>110</i>

Source: Ministry of Human Capacities

Under the provision of Act CLXXXVII of 2011 on vocational training there was released Government Decree 150/2012 (VII 6) on the National Qualifications Register and its amendments (hereinafter: new NQR) with regard to secondary level medical training, due to its structural related qualifications sociological and Romology skills training content will be incorporated in the framework of professional and examination requirements for the specific qualification.

In the No. 1 vocational medical school for the healthcare sector, school based vocational training is mandatory under the curriculum framework identified as 11110-12 Health Basics professional requirements module, wherein the mandatory content appears as health sector qualifications for the care of patients from a different cultural background along with the acceptance of their distinctions and within the framework of communication topics "Forms of contact and variations among other cultures, communication with Roma patients". Under no. 11221-12 designated as "Basic Care" professional requirements module and within the framework of this topic which appears as a nursing care education subject, while providing healthcare services moral accessibility and non-discrimination is of utmost importance.

Healthcare sector class 1 basic professions, which include, nurse practitioner, infant and child care, medical assistant, spa and sports massage therapist, pharmacy assistant, dental assistant, clinical laboratory assistant, emergency nurse practitioner, orderly, histological assistant and imaging diagnostic, nuclear and radiation therapy assistant, all of these professions have been taught within the classroom curriculum with professional knowledge with the above mentioned skills. The above detailed skills for training nursing assistants and health promotion aides are outlined and part of professional requirements modules 11214-12 designated as basic health professional, 11492-12 designated as healthcare and health promotion aide work and 11491-12 designated as communication and interaction with the aid worker.

- **Minority Higher Education**

Paragraph 1 e):

iii) if the role of the state in higher education institutions in the system of relations does not allow the application of paragraphs (i) and (ii) then it should encourage

and/or allow provisions for university or other institutions of higher education in regional or minority languages, or create the conditions for these languages to be taught as subjects at university or other higher education centres;

As was stated in earlier reports, in the past Hungary has not created independent ethnic minority institutions for higher learning, the reason for this is not that there is no legal legislation for it, but the small number of minorities and their dispersed locations. Higher education institutions continue to provide teacher training for ethnic minority languages and literature with the exception of Armenian and Rusyn.

Related to the training of *healthcare workers*, in the field of *Romology education*, there has been progress and positive changes, and at the same time a contribution to the improvement of commitments in Article 13 (2) c) of the Language Charter.

In the fields of medical and healthcare science it can be stated that Romology education appears as part of social science and in the course of socialization in higher education and training. Each higher education institution can determine whether to include such training, in what form and in what amount. In the Semmelweis University Faculty of Medicine and Faculty of Health Sciences, and the University of Miskolc Faculty of Health Sciences Romology education is available, at the Semmelweis University Faculty of Medicine Romology expertise constitutes part of the course subject entitled, "Communication with Gypsy (Roma) patients".

With regard to ethnic minority higher education more detailed information can be found in the country report in the Appendix Annex 2: Detailed data regarding higher education can be found in table form.

- **Minority adult education**

Paragraph 1 f):

iii) if the public authorities have no direct power with respect to adult education, they can favour and/or encourage the use of these languages in adult education and in further education;

Legislative changes in the system of adult education

Act LXXVII of 2013 on adult education entered into force 1 July 2013, which fundamentally defines the rules for adult training taking place outside the formal school system. The new law extends to language training, including training in minority languages. In the previous legislation institutional registration which was mandatory and the voluntary accreditation system has been eliminated, to continue training pursuant to the Act a licence must be obtained for specific areas taking into account those areas receiving support. The authorization for training applications given by the National Labour Office will be considered under the framework of administrative proceedings and it will issue the authorization for training if it is in compliance with the criteria.

Acceptance of the licence application terms is determined by a government decree [Government decree 393 of 2013 (XI 12) based on the detailed rules regarding the licensing procedure and system of requirements for conducting adult training, record keeping of institutions conducting adult training, and control of institutions conducting adult training].

The government decree stipulates the rules and design of the training programme, the required personnel and equipment criteria, the rules for collateral property and determines the range of documents necessary for the implementation of the training. This legislation provides regular monitoring of institutions.

With respect to language training, when the target in general is language exam preparation training, proper authorisation is required; furthermore, any other supported language courses are subject to authorisation as well. To apply for an application for authorisation a language training programme must be submitted that is in agreement with the centrally approved programme requirements. Language knowledge and use of the language are clearly defined and realized at the interdependent level, most of the relevant regulatory requirements regarding the language programme should be modular and the design of the modules should accommodate the language training output requirements. Pursuant to relevant regulations according to the Adult Education Act [The Ministry of National Economy Decree 16/2014 (IV 4) on the registration requirements for adult education programmes and its rules and procedures as well as requirements for language training completion certificates] that individually regulates on-site and distance learning, determines the minimum and maximum hours of language training as set out in the European Council Common European Framework of Reference (hereinafter: CEFR) according to the level of training. It also provides for a minimum and maximum number of modules within each CEFR level, which limits the possibilities of modules and the breakdown of the language programme requirements and thus the number of various language programme requirement designs, but allows language training institutions during the preparation of language training programs with respect to a language to choose from several language programme requirements.

If language training is not specifically directed to the goal of achieving a CEFR level of knowledge, does not receive any state or EU support, neither VAT allowance the training can be continued under the general rules of the open market. In such cases the trainers must only apply the rules for reporting statistical information or data handling under the Adult Education Act.

Among issues raised by the Panel of Experts under the Language Charter regarding the topic of further teacher training we wish to note that in the current training system for minority languages several accredited training programmes are available, but no doubt there are ethnic groups for which such training is not yet available. As was already mentioned in connection with the EU supported textbook improvement programme (SROP 3.4.1 on minority student education and training assistance) it should be noted that opportunity is given to the applicant, in addition to other support, to develop further teacher training programmes, and such development is in progress. It is also important to indicate with regard to further training that assistance is necessary from the mother country, therefore we strive to provide opportunities using a bilateral inter-ministerial working plan to receive training from the mother country. Such programmes are implemented in German, Croatian, Slovenian and Slovak. Such a plan was also conceived for the Romanian language, but according to our information the Romanian party provides further teacher training opportunities in direct cooperation with the schools. In addition to the above, the Assistant Secretary of State to the National and Civil Society Relations supports by public tender the realization of mother country ethnic minority further teacher training. Pursuant to Government Decree 277/1997 (XII 22) on in-service teacher training, the professional teacher examination as well as those involved in continuous training and their benefits, the decree allows mother country further teacher training to be included among the requirements for continuous teacher training.

Minority language education is particularly for implementing cultural and heritage purposes, therefore labour market driven non-formal adult education is not a priority. At the same time, operational programmes for the development of language skills do not exclude the development of minority languages as foreign languages and, of course, relevant institutions can receive state or EU funds for the above mentioned purposes implemented under the framework of minority language adult education programmes. The register for adult education institutions which closed on 31 August 2013, shows 57 Lovari, 36 Croatian, 2,321 German, 40 Romanian, 29 Serbian, 30 Slovak and 13 Slovenian institutions provide training in these languages. According to data from the National Statistical Data Collection Programme (NSDCP) the number of adults participating in language education were as follows:

15. Table: Adults participating in minority language education

	2012	2013
Lovari	9	14
Croatian	18	30
German	13,403	33,729
Romanian	71	59
Serbian	50	31
Slovak	7	14
Slovenian	2	2

Source: National Statistical Data Collection Programme

A specific example is the SROP 2.1.2 programme for language training, especially for minority languages, under which the applicants, students who are not in school or do not have college student status can receive support for learning any living foreign language. The program was implemented in coordination with the Office of Public Administration and Justice. Among the listed languages, in particular, German language courses received a high participation rate in the programme (2,504 people), being not only a minority language, but also of great practical value as a world language, although participants have also benefited from Romanian and Serbian language courses.

- **Minority History and Culture**

Paragraph 1 g):

measures are taken in order to ensure the education of the history and culture of the minority language;

In addition to language teaching, through the teaching of ethnic ethnography helps the particular minority community students to acquire the essential elements of their own history and culture. Prior to the reporting period as a result of a new national curriculum, with the consent of the national minority municipal governments, the documents determining the ethnic minority education and training, especially for minority kindergarten education and minority school education and training policies, as well as the national curriculum for ethnic linguistic and ethnography have been restructured. The time allocated for ethnic ethnography study and for teaching native language in ethnic minority language teaching schools has changed. The ethnography of the upper and lower grades uniformly was established in 1 hour

per week, the possibility of integrated education was eliminated, and the teaching of this subject is done in the native language, with the exception of Roma minority. In schools that teach minority languages the time frame for teaching the mother tongue in addition to German is also available for Slovenian, Croatian, Romanian, Slovak and Serbian minority, and uniformly set out in the legislation as 5 hours per week. The time allocated for the education of the Romany and Boyash languages has been raised from two to three hours per week and the possibility to join the entire time frame has been terminated. The National Roma Municipal Government has agreed with this change indicating that, though it would consider it a necessity, but due to limited specialist language teachers does not allow raising the required hours, therefore they agree to a gradual raise.

Paragraph 1 h):

provide for the educators basic and further training necessary to achieve points from among paragraphs a)- g) accepted by the Party;

In the period under review the number of minority teacher training places for kindergarten teachers, educators and teachers is unchanged, however the general problem is in the low number of students and in the continual reduction of such. In Hungary the institutional conditions for minority teacher training are provided, the minority public educational institutions define and indicate the number of higher education candidates from which the higher education institutes can choose from. The situation indicated by the Fundamental Rights, that low population ethnic groups typically only have 1-2 public educational institutions. In Hungary therefore in these ethnic fields it would be difficult to justify ethnic minority teacher training. In past decades the establishment and operation of training locations matched the geographical distribution of the ethnic population. In teacher training and lower grades teacher training we have strived to operate more training locations. To maintain higher education quality teacher training in the future it may be justified to ensure quality teacher training to centralize the teacher training locations. Act CCIV of 2011 on national higher education came into effect on 1 September 2012 (hereinafter: Higher Education Act), it provides the state responsibility in higher education for minority teacher training as follows. Section 103 (5)–(8) states:

"(5) A higher education institution may provide national or ethnic minority teacher training as stated in its founding charter, such training shall be organised for applicants who meet the entry requirements.

(6) The proof of belonging to a national or ethnic minority is the high school GSCE graduation exam in the minority language.

(7) The language of the minority concerned shall be taught throughout the whole length of the programme in national or ethnic minority teacher training.

(8) National or ethnic minority teacher training shall be considered a programme with a small headcount for funding purposes."

Pursuant to Section 41 (1) d) of the Higher Education Act, to ensure equal opportunities for ethnic minorities the Hungarian government provides partial grants for a number of students by the determination of the entrance examination conditions. During the reporting period, as a result of Government decisions on admission, the framework to access higher education has considerably changed, the enrolment options for minority teacher training however remained unchanged.

Higher education institutions can decide during the admission procedure the publishing of the training courses. The possibility was provided to participate in the minority training courses for continued learning, however the number of applicants is very low. During the admission process in ethnic studies majors it is possible to establish an independent point requirement. Nevertheless, it is very difficult to reach the number needed to begin such a major. In higher education, several steps have been taken with the goal of increasing the number of applicants.

The framework of higher education admissions has been modified on the basis of the Higher Education Act. In the case of applications for a higher education vocational qualification, Bachelor, Master and undivided long programme, the institution determines admission on the basis of the candidates performance, the maximum capacity of students in the institution, the student capacity of the course major and the order of applications submitted by the candidates, with the exception of the Master's degree which is decided based on uniform nationwide ranking. The Higher Education Act gives powers to the Minister of Education to annually determine the number of scholarships available in higher education institutions for different majors and the minimum score required for admission.

All those who achieve the minimum points required for admission based on performance during public school education may be enrolled in an ethnic study major. Thus those choosing minority teacher training that requires low points for admission have a good chance to be accepted. However, in order to ensure quality the minimum point limit continues to rise according to the regulations in force.

To stimulate applications to higher education after high school studies Government Decree 423/2012 (XII 29) on the admission procedure has been modified. Introducing a new incentive component of the admissions process for students taking high school GSCE graduation exams in minority secondary schools in Hungary, they can receive 20 extra points for university admission if they apply for the same minority teacher training major as the language of the exam.

As the Higher Education Act came into force it changed the teacher training system and structure. Students beginning their initial studies in split training continue their Master's degree studies in a disciplinary direction and not toward a teacher training Master's degree. Minority teacher training has become an undivided long programme, so students with a high school GSCE graduation exam must decide at the beginning of their higher education to take minority teacher training.

Undivided training started in 2013, the downside is a long double major training that demands five years, so the one participating can only start to practise their profession after five years, on the other hand in addition to providing better opportunities for teacher competency training it supplements it with language skills. Until 2016, it is still possible for those who had started their split training in 2007, to pursue their master's degree program in minority teacher training. However, higher education institutions have no control over the increase in the number of candidates.

Steps have been taken in the field of public education in order to recognize the work of teachers, in conjunction with government decisions taken to increase the prestige of the teaching profession to ensure the number and quality of those choosing teacher training, to this end the Ministry of Education introduced a new incentive programme. The government founded the Klebelsberg Training Scholarship in order to ensure a steady supply

of quality teachers for the public education system. The Ministry of Education would like to encourage those secondary school graduating students planning to choose teacher studies, even before their application decision. It is also available to minority teacher education students.

In terms of providing training it is a challenge for higher education institutions to ensure the conditions of quality training by providing faculty background the teaching staff with adequate scientific degrees, and in such a case, when training cannot be started due to the lack of applications, to provide continuous employment. In recent years the Minister of Education considered it a high priority to support the starting and maintaining of majors with small numbers. From the 2006/2007 academic year minority training continuously receives priority support because of changes in the financial situation integrated in the support for higher education institutions providing ethnic minority training.

The 2011 budget received 138,800,000 HUF, the 2012 budget 123,800,000 HUF, the 2013 budget 123,800,000 HUF, the 2014 budget 160,940,000 HUF as (state and non-state) additional funding built into higher education institutions budget for the development of minority training, in addition to the special support provided for majors with small numbers. Another option is the *Bursa Hungarica Higher Education Municipal Government Scholarship*. The minority municipal government may decide to accede into the scholarship whereby contributing along with means-tested welfare benefits to stimulate the student's higher education studies.

The education of the Boyash and Romany languages appears in training of kindergarten teachers who are involved in pre-school education, training of teachers who are involved in the initial stages of schooling, as well as primary and secondary school teacher training programmes. In teacher and kindergarten teacher training in addition to general pedagogical and methodological knowledge, specialization in Gypsy/Roma minority literacy fields provides a separate qualification. In teacher and kindergarten teacher training from this year on the language requirement was amended. Completion of Gypsy/Roma specialization simultaneously ensures fulfilment of requirements for the intermediate language examination.

In higher education both disciplinary training and separate teacher training courses are found. To receive a Romology undergraduate degree an intermediate (B2) complex-type state recognized language exam is required to receive the diploma or an equivalent graduation certificate or diploma. As defined in the Romology Masters degree programme, of the two recognized Gypsy languages (Romany and Boyash) knowledge of at least one to the advanced level (both oral and written level), and knowledge of either Romany or Boyash lexically, grammatically, dialectally and its research methodology is required during the course. For a masters degree a foreign language intermediate (B2) complex-type state recognized language exam that is different from the language major and for the Boyash or Romany language an intermediate (B2) complex-type state recognized language exam or an equivalent graduation certificate or diploma is required.

In both split and undivided training a Romology teacher major was established. In both teacher trainings there are these independent majors: Romany language and culture, and Boyash language and culture. Teacher training majors training and output requirements are governed by decrees [Ministry of Education Decree 15/2006 (IV 30) on Bachelor and Master's education and output requirements, Ministry of Human Capacities Decree 8/2013 (I 30) on common requirements for teacher training and education and output requirements for

some teacher majors]. Higher education institutions provide a life-long learning opportunity for those already in the workforce that offers further training and in its basic form grants a diploma, this however does not alter the higher education level as it is established as a vocational training course within the higher education institutional competence. Specialized training courses published by higher education institutions set out in Annex 4.

The first phase of project SROP 4.1.2.-08/1/B began in 2009, for the development of regional service and research centres for teacher training institutions and the second phase was recently launched. To assist teacher training professional content development at the beginner level starts with Roma culture and, particularly in the region of northern Hungary, where schools and teachers manage a large number of disadvantaged and multi-disadvantaged students a specialized further training modernising and expanding the education services portfolio and facilitating connectivity at the national and international standard. The objective of the Disadvantaged and School Apprenticeship Workshop includes assisting troubled schools at the faculty level by promoting a pedagogical culture change (Pathfinder Programme), the development of the related curriculum and the shaping and testing of detailed required methodology.

According to the legislation in force, these languages should be taught by teachers with the appropriate level of teacher training and a language exam in the target language. In Hungary a state recognized language certification system is in place that provides language training up to the sixth level with appropriate exam at the recommendation of the European Council Common European Framework of Reference. The following tables summarize the number of minority language exams in the reporting period.

16. Table: *Minority language certificates*

2013		2012	
	Total		Total
Gypsy (Boyash)	23	Gypsy (Boyash)	28
Gypsy (Lovari)	945	Gypsy (Lovari)	1,284
Croatian	119	Croatian	137
German	28,530	German	32,324
Serbian	46	Serbian	92
Slovak	160	Slovak	239
Slovenian	4	Slovenian	5
Ukrainian	1	Ukrainian	0
Total:	29,841	Total:	34,125

Source: Ministry of Human Capacities

It can be seen that the exam system also exists in Boyash and Lovari in Hungary. In 2012, a total of 1,312 people took the language exam in these languages. In 2013, 968 people. In connection with the language exam system there are endeavours to expand the terms of the operation of the national language examination.

Paragraph 1 i):

establish a supervisory body/bodies for the creation and development of measures to assist in regional or minority language teaching, monitoring the achieved progress and preparation and publishing of periodic reports.

In Hungary higher education provides training for ethnic minorities, this includes kindergartens teachers, teachers of minority languages and other teachers in already existing training facilities. One of the most important conditions in teaching the languages spoken by Roma is to ensure adequately qualified teachers. According to the legislation in force, these languages should be taught by teachers with the appropriate level of teacher training and a language exam in the target language. It remains an important task to increase the number of teachers that instruct in the Romany and Boyash language. The educational legislative environment provides uniform controls with respect to every minority. Depending on the number of parental requests ethnic minority education should be organized, to which higher education can contribute by providing the necessary personnel. According to the Nationality Act it is the job of the State to train minority teachers. To ensure the personnel conditions of public educational institutions higher education can contribute by teacher education and training. Due to small numbers there is no teacher training for Armenians, Rusyns, Bulgarians, Greeks, Slovenians, Ukrainians and Poles. There is no kindergarten teacher training in Rusyn, Bulgarian, Greek, Polish, Armenian and Ukrainian.

On several occasions in Hungary there were Ombudsman's investigations in the field of education and training. The Ombudsman assessment of the situation in minority kindergarten education was completed in March 2011, a parallel assessment of the fundamental rights commissioner analysing the situation of minority primary school education and training was completed in October 2011. The assessment of minority higher education was completed in December 2011. The Commissioner for Fundamental Rights carried out a further assessment in 2012 in minority secondary schools as part of a series on the realisation of rights to minority language use and education. The report is an amendment, the fourth part of an assessment that began in 2010, that gives a comprehensive analysis, a complete presentation of the ethnic minority public and higher education. The basic aim of the minority secondary school assessment is to provide objective insight into the actual state of domestic minority secondary school education, how the actual circumstances meet with legislative requirements and how legal expectations can be applied in practise on the right to minority language use and education. Another principal aim of the assessment was to facilitate the work of heads and sponsors of institutions, legislators and practitioners involved in minority secondary school education, by publishing the results and by formulating recommendations for improvement. Implore support for the conditions of minority teacher training to make it more attractive. Taking into account the Ombudsman recommendation, Ukrainian and Rusyn language examination system accreditation has since taken place. The exam can be published. In May 2013 a decision was made regarding the Polish and Bulgarian language accreditation application.

As we indicated earlier, restructuring of public education is under progress and the ethnic minority education is part of this restructuring. As part of this process the measurement and evaluation system will also be restructured under which, among other things, the detailed rules of measurement and evaluation will also be developed for the teaching of minority languages. The above mentioned will be suitable to uncover deficiencies and also establish measures for eradication of such, in addition to monitoring progress. It is also important to note that national minority governments, as strategic government partners, under

administrative consultation have been given the opportunity to comment on drafted legislation concerning minorities prior to the drafting of the law.

The above mentioned procedures ensure, in addition to daily administration relations, the institutional possibility to realize minority opinions before decisions are taken or conceived regarding various measures, changes in legislation and planning tasks within state administration.

Paragraph 2:

With respect to education in districts which have not been constituted as using a regional or minority language, if justified by the number of persons using a minority or regional language the Parties undertake to allow, encourage or provide minority or regional language education or the teaching of such languages at all appropriate educational levels.

As was previously discussed, the *supplementary minority education* format is even provided for those communities in scattered regions with low population numbers as part of the Hungarian public education system at the same level of excellence to organize education in their mother tongue.

Article 9 – Justice

Pursuant to Section 12 (1) a) of the Nationality Act "persons belonging to ethnic minorities have the right to freely use their mother tongue both orally and in writing, have the right to awareness of their history, culture and traditions, to nurture and augment as well as transmit these" in all areas of life, including the various sectors of the judiciary system (court, prosecutor's office). Procedural Laws provide for the use of the mother tongue in civil and criminal as well as administrative proceedings.

As was mentioned earlier in this and previous reports, individuals and communities using minority languages can be found throughout the country, so both individuals living in the diaspora as well as communities have the same access to special rights.

Paragraph 1 a):

In those judicial districts where there is an appropriate number of persons speaking regional or minority languages the use of the following measures is justified, the Parties in accordance with the status of each language, and on the condition that the judge does not consider the exploitation of these opportunities provided by the following points as hampering the proper administration of justice, the Parties agree

a) in criminal proceedings:

(ii) to guarantee the accused the right to use their own regional or minority language,

(iii) ensures that the motions, oral or written evidence shall not be considered inadmissible solely because they are in a regional or minority language

(iv) upon request documents related to the judicial proceedings may be issued in a regional or minority language and, if necessary the use of interpreters or translators in a way that does not cause extra expense to the person of interest.

Law XIX of 1998 on criminal proceedings provides the basic principles to the right of the use of languages [Section 9 (1)-(3)]. As a general rule the language of criminal proceedings is Hungarian. However, the principle of using the mother tongue is a guarantee of equality before the law, which is part of every constitutional criminal proceeding. Anyone who is the subject of criminal proceedings is entitled to the right to use their mother tongue irrespective of their nationality. (Based on an international agreement promulgated by law and its defined scope, everyone can use their mother tongue, regional or minority language or if the person is not familiar with the Hungarian language, another language indicated as known in criminal proceedings, both oral and written. [Section 9 (2)]. Based on this rule even when litigants know the official language of the proceedings they can use their actual mother tongue or any other language, although different from the official. As regards language knowledge and its use a statement by the person concerned shall prevail, the authority is not responsible to prove this special evidence. The practice has developed that even with a lack of language knowledge a statement of the person concerned must be accepted, who theoretically is a native Hungarian, but permanently living in a foreign language environment, and thus exhibits problems with understanding and expressing himself. The use of an interpreter is required during foreign-language testimony or other proceedings. Under the law on Criminal Proceedings the translation of the decision and of other official documents to be served under this Act, the court, prosecutor or investigating authority who determines the decision must ensure the issuance of these official documents [Section 9 (3)]).

Pursuant to Article XXIX of the Fundamental Law "minorities living in Hungary have the right to use their mother tongue". As was mentioned earlier in the country report for minorities living in Hungary the concept of the mother tongue is not necessarily the same as the concept of minority language. Pursuant to Act XL of 1999 on the promulgation of the European Charter for Regional or Minority Languages established in Strasbourg on 5 November 1992, Hungary has agreed to ensure during criminal proceedings the rights set out in Article 9 (1) a) ii), iii) and iv) for Croatian, German, Romanian, Serbian, Slovak, Slovenian, Romany and Boyash regional and minority languages. The law on Criminal Proceedings grants the right to the use of minority languages from 1 July 2003 in accordance with the provisions of the Language Charter (Romany and Boyash languages from 28 June 2008 onward); pursuant to an international agreement promulgated within its scope as of 1 January 2012 "minority language" will now be replaced with "nationality language" in the Fundamental Law in the context of word usage. Pursuant to the law on Criminal Proceedings it is mandatory to use an interpreter during foreign language testimony or for any other criminal proceedings.

Pursuant to Section 9 (3) of the law on Criminal Proceedings participants in the proceedings entitled to learn the contents of documents, decisions, etc. are entitled to receive such in the foreign language used during the proceedings. The obtaining of the translation shall be ensured by the decision maker, the authority issuing the document or by the courts. This is also relevant if, after issuing the document, a different authority or court takes over the case. The person concerned may decline the translation of the document by means of a declaration. Pursuant to the law on criminal proceedings which specially provides for the accused the indictment or the relevant part of the decision is to be served in the language

used during the proceedings [Sections 219 (3) and 262 (6)]. Although the law requires only the translation of the relevant parts of a document, in many cases actually the entire document is delivered in the nationality language. In the case when there are multiple defendants, especially at different formations of joint crime, since it is part of the preparation for defence, it is necessary to know the acting role of the co-defendant as well. Translation and interpretation costs are a criminal expense that falls on the state if those charges occur in connection with the accused who does not know Hungarian.

According to the information of the Prisons National Headquarters discretion used during placing of inmates is largely determined by the development of behaviour during pre-trial detention and during the term of imprisonment. In addition to the existing legislation and local institutional endowments the successful way to solve the task is influenced by several factors. It should be also taken into account the isolation of people who belong to the same nationality and who have committed the same crime, as regards potential conflicts that have emerged during the criminal proceedings, of the possibility of placing another detained inmate in the same vicinity who has the same mother tongue or other related language and who also speaks Hungarian, as well as to their religious affiliation and the related diet and other customs. In relation to the prison system in order to learn any language, including also nationality languages (Bulgarian, Greek, Croatian, Polish, German, Armenian, Roma, Romanian, Rusyn, Serbian, Slovak, Slovenian, Ukrainian) by exercising the employer's right the institution may support with a study contract being concluded with an individual member of staff based on their submitted application. A uniform, prison organization-wide nationality language learning support system does not exist.

Paragraph 1 b):

b) in civil proceedings:

(ii) it allows that whenever a litigant must appear in person before the court they may use their regional or minority language without the incurring of additional expense,

(ii) it allows the submission of the regional or minority language documents and evidence, if necessary with the help of interpreters and translations.

Paragraph 1 c):

in proceedings before the competent administrative courts:

(ii) it allows that whenever a litigant must appear in person before the court they may use their regional or minority language without the incurring of additional expense, and/or

(ii) it allows the submission of the regional or minority language documents and evidence, if necessary with the help of interpreters and translations.

Section 9 (1) of the Administrative Proceedings Act specifies that the official language used at administrative proceedings is Hungarian, but that does not prevent in some cases the use of other languages. Section 4 (1) however provides that the client has the right to use their mother tongue during the proceedings. In the terms of the request it should be particularly highlighted that the law specifically highlights the use of minority languages [Section 9 (3)]. The provisions of the Act referred to, of course, also implicitly apply in the conduct of administrative procedures within the police jurisdiction.

Pursuant to the Act Section 9 (3) persons acting on behalf of the minority organization, as well as the natural person subject to the law on the rights of minorities, can use the native language at the administrative authority. Decisions made in Hungarian on an application submitted in the minority language, upon request, should be translated to the language used by the applicant. Based on these commitments set out in Article 10 (1)-(2) of the Language Charter and according to information provided by the capital and county government agencies (hereinafter: government agencies) implemented at a practical level as well.

Besides the above it should be noted that Section 36 of the Act II of 2012 on infringement, infringement proceedings and the infringement filing system also provides for the use of languages, and Section 67 provides for mobilization of an interpreter in case of need. Section 82/E (5) contains provisions as regards the language of the mediation proceedings, and according to this provisions relating to the infringement proceedings also govern the mediation proceedings. Section 82/K also specifies that the state shall bear the cost incurred in connection with a person subject to the proceedings who does not know Hungarian and used its regional or minority language during proceedings. The law specifically states under the determination of infringement costs, that the state should bear the cost of an interpreter, if the person subject to the proceedings does not know Hungarian.

According to the information given by the Immigration and Naturalization Office, their responsibilities fundamentally are not affected by the commitments set out in Article 2 of the Charter. However, during the proceedings clients are free to use their mother tongue, nationality language and in exceptional cases, an intermediary language pursuant to Article XV (2) of the Fundamental Law as well as of the Administrative Proceedings Act under 'Language Use'. In proceedings set out in the above interpreter selection is based on an interpreters list which is updated monthly, and thereby is available in Bulgarian, Greek, Croatian, Polish, German, Armenian, Romanian, Serbian, Slovak, Slovenian and Ukrainian minority languages.

Article 10 – Administrative Authorities and Civil Service Bodies

Following the urges of the Panel of Experts the implementation of the obligations under Article 10 of the Charter organizational measures for the establishment of capital and county government offices took place on 1 January 2011. From 1 January 2012 government agencies exercise judicial supervisory powers over the municipal governments, instead of the former legal control. In this context as specified by law in order to ensure that people can use regional or minority languages before the municipal authorities, the government can take actions with effective compliance management tools.

It is not difficult to inform people who speak German with systematic and thorough information by the government offices and the district offices. This is because the German minority in Hungary in proportion is the second largest after the Gypsy, on the other hand even among non-German nationality citizens popular German language knowledge results that in each government office there are government officials who speak German. In terms of nationalities and organizational measures as their geographical scope, the Croatian minority local and county municipal governments are only active in 11 government agencies jurisdiction, since the Croatian minority did not create a national municipal government in

every county. In the counties where a Croatian minority is present, Croatian language speakers receive systematic and thorough information about their linguistic rights that relate to the administrative authorities, thus in the majority of those government agencies concerned government officials who speak Croatian are available.

Overall, after the 2014 nationality municipal government elections in conjunction with the 2011 census data, the language rights of the nationalities are expanding in municipalities, where the ratio of such population reaches 10 or 20 per cent². In municipalities where the ratio of an ethnic minority reaches *ten per cent*, according to census records, at the request of the relevant local nationality municipal government, compulsorily nationality language forms are displayed, municipal government regulations, signs of public agencies and signs of agencies carrying out public service, place and street names should appear in the language of the nationality, and if the government provides media services they should give more air time to nationality language programs, or column spaces for articles. In municipalities where the ratio of an ethnic minority reaches *twenty per cent*, according to census records, at the request of the relevant local nationality municipal government, upon filling vacancies for capacities of local public officers, public servants, notaries and bailiffs – while maintaining general professional requirements – the employment of persons speaking the native language of the nationality in question should be ensured. In addition, at the request of the relevant local nationality municipal government, the representative body shall take the minutes and draft their decisions in addition to Hungarian, in the languages of the nationality also.

Paragraph 1 a):

In such administrative districts of the state where there is an appropriate number of persons speaking regional or minority languages thus the following measures are justified, the Parties in accordance with the status of each language to the extent that is reasonably possible, agree

a) (iv) to ensure that people using regional or minority languages are able to submit written and oral requests in those languages,

(v) to ensure that people using regional or minority languages, legally submit these documents in these languages;

Regarding the use of the Romany language it is absolutely necessary to note that the Romany people generally only use their language among themselves, however in office settings they do not require the use of their language. Beginning from 1 July 2013 several government agencies and regional offices employ Gypsy rapporteurs whose mission is to act as mediators between officials and clients during proceedings, and they also give further information regarding opportunities open to the gypsy community, thus they can liaise with members of these communities either in the Boyash or Romany language.

Pursuant to Section 9 (3) of the Administrative Proceedings Act, persons acting on behalf of the minority organization, as well as the natural person subject to the law on the rights of minorities, can use his native language at the administrative authority. Decisions made in Hungarian on an application submitted in the minority language, upon request, should be translated to the language used by the applicant. On this basis, people who speak Croatian, German, Romanian, Serbian, Slovak or Slovenian languages may legally submit nationality

² These provisions of the Nationality Act came into force in 2014, on the day when general nationality municipal government elections were set.

language document as well, and the same applies, of course, to Boyash and Romany language documents.

Paragraph 1 c):

allow that the administrative authorities prepare documents in regional or minority languages.

In response to the urging of the Panel of Experts and based on the professional field plans in the future they give greater attention to support the possibility of legal preparation of Croatian, German, Romanian, Serbian, Slovak, Slovenian language documents. On the basis of consistent reports from government agencies there were no identified needs for preparation of Boyash and Romany documents from these nationality language users.

Paragraph 2 b):

As regards those local and regional authorities in whose territory there is an appropriate number of persons speaking regional or minority languages thus the following measures are justified, the Parties agree to allow and/or encourage:

b) for those using regional or minority languages to have the opportunity to be able to submit oral or written requests in these languages;

Submission of oral or written requests by the nationality language speakers in their own languages the Act on the general rules of public administration authority procedures and services provides legal opportunities, information and assistance provided by the authorities in addition to this is not impeded by government or district offices, thanks to the government officials good command of the nationality languages and to interpretations. According to the information of the government agencies there was a very low demand for this nationwide in the period under review.

Paragraph 2 e):

that regional bodies during their Assembly debates use their regional or minority languages, but this does not preclude the use of the official state language(s);

Paragraph 2 f):

that local bodies during their Assembly debates use their regional or minority languages, but this does not preclude the use of the official state language(s);

The Nationality Act provides that in the representative body of local municipal government representatives of the nationality may also use their mother tongue. If the speech was only given in one of the nationality languages, the Hungarian translation of the speech or its abstract should be attached to the minutes of the meeting [Section 5 (4)].

Paragraph 2 g):

the use or adoption of the traditional or correct forms of place-names on the regional or minority languages, if necessary to use it together with the names in the official language(s).

The Nationality Act clarifies that in municipalities where the ratio of an ethnic minority reaches ten per cent, according to census records, the local municipal government at the request of the relevant local nationality municipal government operating in its area of jurisdiction is required to ensure that signs indicating place and street names in addition to Hungarian wording and writing will also be displayed in the traditional ethnic naming in the mother tongue of the nationality, in the absence of such a sign should be made in the same content and form as the Hungarian that can be read in the mother tongue of the nationality [Section 6 (1) d), in force since the setting of the date of the nationality municipal government elections]. In addition, we consider it important to emphasize that for decades it was the practice, even before the Minority Act of 1993, according to the decision of the competent local municipal government, that in addition to Hungarian municipality names that nationality names can also be used. This also applies to any other topographical names.

Paragraph 3 c):

Regarding public services provided by administrative authorities or other persons acting on their behalf, the Contracting Parties, in regions where regional or minority languages are in use in accordance with the status of each language to the extent that is reasonably possible, agree to

c) allow users of regional or minority languages to submit their requests in these languages.

Section 9 (3) of the Administrative Proceedings Act allows for those speaking Boyash or Romany languages to submit their request in Boyash or Romany, and the same is provided for those who speak Croatian, German, Romanian, Serbian, Slovak, Slovenian languages. Legal options are provided pursuant to the already mentioned Section 9 (3) of the Administrative Proceedings Act for the verbal and written use of Polish and Rusyn languages. In practice, government agencies and district offices should handle requests submitted in Polish and Rusyn languages (if there would have been any examples for this) the same way as they handle requests in any other nationality language.

Paragraph 4 a):

The implementation of the provisions of Paragraphs 1, 2 and 3 which are also adopted, the Parties agree to take one or more of the following measures:

a) any necessary translation or interpretation;

In order to implement the measures contained in Article 10 (4) of the Language Charter, government agencies in any case are prepared to make arrangements for the translation and interpretation if the need arises. Government agencies and district offices are prepared if the need arises to use translation and interpretation in the handling of official cases. A total of two government agencies (Budapest Metropolitan Government Office, and Pest County Government Office) reported that it was necessary to use a translator or interpreter, the other government agency in the reporting period in connection with claims had no such experience. Budapest Metropolitan Government Office stated that from among the nationality languages interpretation and translation for the Romanian language was the most frequent.

Paragraph 4 c):

to satisfy the needs to the extent that is reasonably possible, which are aimed to appoint such civil servants who have a good command of a nationality language in regions where regional or minority languages are in use.

A large number of government officials are working in various government agencies and district offices in the country, who speak a nationality language, including Boyash and Romany, as well as Croatian, German, Romanian, Serbian, Slovak, Slovenian, since some of the government officials are from among the local nationality residents. The government agencies endeavour to appoint government officials who are familiar with Boyash or Romany (or any other nationality) languages in areas where a significant number of nationalities live. Assistance given as well as verbal administration in these languages are appropriate based on the feedback.

Paragraph 5:

The Parties agree to allow the use and giving of regional or minority language family names at the request of the concerned.

Section 30 (2) of Government Decree 168/1999 (XI 24) on issuing and registration of the national identity cards contains provision concerning the commitments set out in Article 10 (5) of the Language Charter. Accordingly citizens belonging to an ethnic minority, their first and last name shall be recorded in both languages in their national identity card as per their birth certificate. This provision allows the use of their surname and given name in the regional or minority languages, for those whose birth certificate is bilingual. Pursuant to Section 30/A (1) of Legislative Decree 17 of 1982 on birth registers, marriage procedures and name bearing, persons belonging to a national ethnic minority can give their child a given name that is appropriate with their nationality, and can request to change their own given name to a corresponding nationality name, furthermore they have the right to register their surname and given names according to the rules of their native language in the birth certificate, further pursuant to paragraph (4) at the request of the concerned this birth registration should take place in both languages. The commitment based on the above at the legislative level and demand is met in practice.

Article 11 – Mass Media

The Hungarian state recognises the right of national minorities to freely express their opinions in their own language and provides access to mass media for ethnic communities. In Hungary laws ensuring the running and operation of the national media: public media service operates for the conservation and enhancement of ethnic communities, nurturing and enriching their mother tongue and culture in order to satisfy their cultural needs. Public service broadcasters also produce and broadcast ethnic-themed versatile and authentic presentations about the life of nationality communities in Hungarian language broadcasts.

Public service broadcasters regularly provide radio and television programs for each of the 13 indigenous nationality languages in their mother tongue. During the reporting period, as a result of public media integration, a unified editorial office worked in the preparation of radio and television programs. The MR4 independent radio station broadcasting throughout the day assists the nationalities in Hungary to cultivate their mother tongue, culture and identity, to

maintain their ethnic cohesion, and also offers a diverse approach to ties with the majority nation and issues of everyday integration. Give vent to their ethnic advocacy organizations, arts and cultural associations, religious and other communities that have given in an informal organizational fashion the self-preservation of the nationalities. Addressing the representatives of the majority nation with their Hungarian language broadcasts acquainting them with the life of nationalities in Hungary, and also giving space for dialogue not just between the majority nation and certain nationalities, but also between different nationalities living in Hungary.

Paragraph 1 a):

For the users of regional or minority languages, within the territories of these languages, and in accordance with this status of each language, to the extent that the public authorities, directly or indirectly, have power or play a role in this area, and respecting the principle of the independence and autonomy of the media, the Parties agree

a) to the extent that radio and television carry out a public service to encourage and/or facilitate the creation of at least one of the regional or minority language radio stations and one television channel,

(iii) to take appropriate steps to ensure that broadcasters should include in their programs regional or minority languages broadcasts;

The Media Service Support and Asset Management Fund (hereinafter: MSSAMF) for years in unchanged prime time prepares and transmits nationality programs. The appropriations cover the rising costs every year. The total annual cost of minority programs was approximately 1 billion HUF per year in the reporting period.

With regard to the representation of nationalities in news and magazine programs, the National Media and Infocommunications Authority Hungary (hereinafter: NMAH) program monitoring and analysis department since the second half of 2010 examines how the different social, economic, ethnic groups, Hungarians abroad, immigrants and people with disabilities appear in the news and informative programs in Hungary. When developing examination methodology the study of the social media impact of diversity by the French Supreme Audiovisual Council (CSA – Conseil Supérieur de l’Audiovisuel) served as a model. In France a general expectation in the media to respect the public (political, religious, cultural) diversity represents the origin and cultural diversity of the national community, as well as to facilitate the integration of the republic and to strengthen the sense of civic solidarity.

Examination of NMAH, due to the available resources and capacity limitations, is only extended to the news and informative programs. A quantitative content analysis has been prepared on sample broadcasts that the substances in different ways can be classified, become measurable, showing also what kind of images it conveys about different social groups. Results of the tests show which media/programs pay more attention to presentations of which social groups or in what manner, in which context the members of these groups are presented. The context may highlight the exploration showing what attitudes are used by certain broadcasters towards certain social groups, or rather what kind of image the media consumer receives on the one hand about the diversity of society, on the other hand, what place in Hungarian society each group possesses.

The analysis, beyond the basic data, processes results from the information of both an overall and a broken down by program type for specific groups of media representation of categories, a numerical data of each group members appearance, their context (which appeared in what proportion in which subjects) each group appearance ratio in comparison with other groups. It also gives an answer to the fundamental questions of how each group appearance represents their position in society. Shows whether they are visible or they remain invisible, is it a versatile presentation and reflects the diversity within each group, or the appearance based on the majority of topics are stereotyped, homogenized in the image they are represented in? The study included the following media providers and their programs: MTV1: News (evening), Morning, Evening; Duna TV: News, Public Voice; MR1 180 minutes, Noon Chronicles, Evening Chronicles, Bumper; TV2: Facts, Mocha; RTL Klub: News; Class FM: News; ATV: News, Straight Talk; Hír TV: News 21, Play-off (and from May on Hungary Live); Echo TV: News. The above mentioned programmes were studied at every broadcasting. In 2013 the appearance of minority participants was 2.7 percent, which is almost the same as found in the previous year. Members of this group still appeared mostly in public service programs at the highest rate (3.8% previously 3.6%). There was a significant change compared to the past in the proportion of Roma appearances among the different minorities which in 2013 rose by almost one-fifth (from 30.6% to 35.5%) compared to the previous year.

The national programs from time to time present themes for children or about them, but MSSAMF currently does not have a separate Croatian, German, Romanian, Serbian, Slovak, Slovenian children's show. In the case of internationally known cartoons or any other formats would lead to Royalty issues, if Hungary would make also available such programs in languages of other media markets. The public radio Boyash language programs can be heard twice a week in a half-hour section on the MR4 station. The broadcast called *Three Voices* is partially in the Boyash language (magazine program in Hungarian, Lovari and Boyash). The program primarily presents biographies, current cultural events, archival research, fairy tales, legendary musician, customs and traditions. Broadcast: Every day from Monday to Friday at 12.03-13.00 on the Ethnic Hungarian Radio broadcasts (MR4).

Radio Monošter owned by the National Slovenian Municipal Government plays a key role in the Slovenian ethnic media sphere, a community radio station that has operated for several years. As of 1 January 2012, its airtime changed from 8 hours a week to 4 hours a day and state resources are also available for necessary budgetary resources of its operation.

As regards the launching of a Romany independent station, the stand of the National Roma Municipal Government is that to start-up and operate such a scale enterprise requires significant financial investment for which there is a need to find the right source to cover it, the only way to successfully operate it is to select, put together and provide continuous employment for a highly qualified team of experts. According to information from MSSAMF there has been no official demand put forward (no official request) to initiate Romany language channels.

- **Programmes of the Hungarian Radio for national minorities**

Paragraph 1 b):

ii) to encourage and/or facilitate the broadcasting of radio programmes in the regional or minority languages on a regular basis;

When minority programmes of Hungarian Radio are considered, the theme of broadcasts for large minorities (2 hours every day) is identical, while the theme for smaller minorities is different, since listeners are addressed in 30 minutes. The times of broadcasting on Hungarian Radio for individual national minorities are the following:

The *Jelenlét Roma Kulturális Magazin* (Presence of Roma Cultural Magazine) in the *Gypsy* language offers colourful reports, portraits and previews with the players of Roma cultural life on a weekly basis. The aim of the Presence of Roma Cultural Magazine is to introduce the diversity of Roma culture and contribute to Hungarian intellectual and cultural life. (Broadcast: Sundays 17.06 to 17.30, Kossuth Rádió)

The *Három szólamra* (Gypsy broadcast) is a programme on the Nationality Programme of the Hungarian Radio providing insight into paths of lives, current cultural events, research into the archives, tales, musical legends, customs and traditions. (Broadcast: from Monday to Friday every day 12.03 to 13.00)

The *Croatian* language radio programme offers information and reports from the life of Croats living in Hungary with fresh news, updates, reports on events from the life of the Croatian national minority. (Broadcast: daily 8.00 to 10.00)

The *German* language magazine programme includes fresh news, information, updates and reports on events from the life of the German national minority with numerous modern and traditional music in German. (Broadcast: every day 10.00 to 12.00)

Programmes in *Romanian* have been broadcast since 1980 to interested listeners. The daily two-hour-long programmes produced in the Szeged Studio of the Hungarian Radio give news on community events, and also keep track of noteworthy events in the motherland. Furthermore, the programme entitled "On the wavelength of Europe" has been broadcast every second week for more than one and a half decades, which is edited in cooperation with colleagues in Timișoara in two languages. (Broadcast: every day 16.00 to 18.00)

The programme in *Serbian* is mainly related to everyday life, culture and traditions of Serbs living in Hungary, and aims to provide information and entertainment to members of the national minority, hence the programme has an important mission. The magazine programme follows important moments of everyday life and festivities of the Serbian national minority, and wishes to give objective information on the social policy issues as well as religious, educational and cultural matters of Serbs in Hungary. The structure of the programme includes reports on cultural events in the motherland that are considered important for Serbs in Hungary. The phrase "Na talasima Evrope", that is, "On the wavelength of Europe" is uttered once every month in the programme, which is a Serbian cross-border Euro-regional programme made by the Serbian colleagues of the Subotica, Timișoara and Pécs Radio. The Serbian Informative Musical magazine is broadcast every day, and entertains its listeners with an on-demand programme on Saturdays and Sundays. (Broadcast: every day 14.00 to 16.00)

The *Slovak* language radio programme offers information and reports from the life of Slovaks living in Hungary with fresh news, updates, reports on events from the life of the Slovak national minority for two hours every day. (Broadcast: every day 18.00 to 20.00)

The *Slovenian* magazine of the Hungarian Radio is broadcast for 30 minutes every week. (Broadcast: Monday 13.00 – 13.30; replay: Wednesday 01.00 – 01.30) The programme gives reports on the following topics:

- how migrants preserve their mother tongue and identity in the Hungarian environment
- memoirs of time spent in the home village
- memoirs of the reasons for and way of migrating as well as integration into a new environment
- talks with Slovenians living in neighbouring Muravidék (Prekmurje), who have Slovenian relatives and friends in Hungary
- education, culture, ethnography, updates

In addition to the above, there are programmes for all national minorities among which *Gyöngyszemek* ("Pieces of Pearl") is a selection from the literature of various national minorities presented by Hungarian actors. (Broadcast: 13.55 – 14.00 Sunday; replay: 01.55 – 02.00 Tuesday) Another magazine programme in Hungarian dealing with nationality topics is *"Egy hazában"* ("In one homeland") is broadcast on Sundays between 13.00 – 13.55, replay: Tuesdays between 01.00 – 01.55. (The magazine programme has been broadcast on MR Kossuth Radio as well since 2014. Broadcast: Sunday 23.04 – 24.00; replay: Saturday 04.00 – 04.55) The programme *Nemzetiségeink zenéi* ("The Music of our National Minorities") (60') introduces the musical culture of different national minorities every weekday. (Broadcast: Monday, Tuesday, Wednesday, Thursday, Friday 13.30 – 14.00; replay: Wednesday, Friday, Saturday, Sunday 01.30 – 02.00) The programme *Nemzetiségeink zenéi* (60') presents the musical culture of seven smaller national minorities (Bulgarian, Greek, Polish, Armenian, Rusyn, Slovenian and Ukrainian) on Sundays, and Gypsy music on Sundays. Broadcast: Saturday, Sunday 12.00 – 13.00; replay: Monday 00.00 – 01.00) Finally, the programme *Nemzetiségeink ünnepei* ("Festivities of our National Minorities") is a historical and cultural magazine related to the national festivities and important anniversaries of national minorities for 30 minutes. The time of broadcast depends on the festivities, broadcast: 13.30 – 14.00; replay 2 days later: 01.30 – 02.00)

Applications for funds may be submitted for tenders invited with relation to the production of radio news programmes, magazines for public interest or thematic magazines for linear radio media service providers with a Hungarian local or district media service provision authorization under an official agreement or registration (RADIOALLANDO) by the Media Council of the National Media and Infocommunications Authority, or with relation to the production of television magazines, television news programmes and cultural magazines for linear audiovisual (television) media service providers with a Hungarian local or district media service provision authorization under an official agreement or registration (TVALLANDO). Only the Slovenian Radio applied for and was awarded a grant to date:

- RADIOALLANDO2011 – round 3: 2,107,000 HUF
- RADIOALLANDO2012 – round 4: 2,112,048 HUF
- RADIOALLANDO2013 – round 4: 2,114,400 HUF

No applications for funding were received for Boyash, Croatian, German, Romanian, Romany and Slovak language private radio programmes.

- **Programmes of the Hungarian Television for national minorities**

Paragraph 1 c):

ii) to encourage and/or facilitate the broadcasting of television programmes in the regional or minority languages on a regular basis.

Programmes for national minorities have been broadcast for more than 35 years on the Hungarian Television. In 1978 German and Serbo-Croatian programmes (in Pécs) were followed by Romanian and Slovak programmes, then since 1992 programmes for Roma people have been broadcast. The programme *Rondó* launched in 1994. The programmes provide insight into the everyday life of several national minorities and presented their culture, history, current news and events. *Rondó* considers the life of six national minorities: Bulgarian, Greek, Polish, Armenian, Rusyn and Ukrainian. The Panel of Experts indicated that the proportion of these minority programmes broadcast in minority languages is unclear based on the previous country report. Generally, the programmes are broadcast in the language of the given national minority. It is important to note with regard to the question of the Panel of Experts that MSSAMF is broadcasting television contents in Boyash language: The Roma programmes (P'amende, Roma magazin, Életkerék) of the public media are alternately in ***Boyash and Romany languages***. No applications for funding were received for producing private television programmes in ***German***. The Hungarian Evangelical Church submitted an application in 2013 to MSSAMF in order to raise funding for producing the Hungarian and German dubbing of a cartoon on the life of Martin Luther. MSSAMF provided the requested funding and production is currently in progress. Although programmes were produced with an external ***Ukrainian*** mother tongue colleague, in March 2014 this colleague became an internal employee of MSSAMF.

According to data from Nielsen Médiakutató Kft. recorded between 1 January 2012 and 31 January 2014, among nationwide broadcasters only public service channels, that is, Duna TV, M1, M2 (meaning two programmes) and Duna World were broadcasting programmes for national minorities in more than 740 hours (744.15.05). The viewing figures were low, programmes had 30 thousand viewers on average, however, on 11 occasions M1 achieved an audience of over 150 thousand, but the Roma magazine had the highest number of viewers (218 thousand) at noon on 29 July 2013. The following programmes were shown between 1 January and 31 January 2014:

- Roma magazine
- Domovina (magazine for the Slovak national minority)
- Unser Bildschirm (magazine for the German national minority)
- Srpski Ekran (magazine for the Serbian national minority)
- Hrvatska kronika (magazine for the Croatian national minority)
- Ecranul Nostru (magazine for the Romanian national minority)
- Slovenski Utrinki (magazine for the Slovenian national minority)
- Rondó (magazine for national minorities)
- Életkerék (Roma magazine)
- Cigányutak (Roma integration programme)

The following table gives the figures of minimum daily air time planned during the reporting period for the satisfaction of the needs of national minorities by local media service providers for the year 2014:

17. Table:
Minimum daily air time planned for the satisfaction of the needs of national minorities

Settlement	Quantity of media services	Minimum daily air time (all service providers)	
		hours	minutes
Ács	1	5	50
Ajka	1	0	12
Arló	1	0	40
Baja	3	2	20
Balassagyarmat	1	0	14
Bátonyterenye	1	0	15
Biatorbágy	1	10	20
Bicske	1	1	0
Biharnagybajom	1	0	30
Bogács	1	0	5
Budakeszi	1	0	5
Budapest	16	28	37
Csorna	1	0	10
Dabas	1	0	48
Debrecen	1	0	1
Decs	1	0	10
Devecser	1	1	0
Dunakeszi	1	4	0
Dunaújváros	1	6	3
Eger	1	0	10
Elek	1	1	10
Encs	1	0	10
Enying	1	0	2
Esztergom-Kertváros	2	0	32
Érd	1	1	0
Felsőzsolca	1	0	15
Fertőszéplak	1	0	30
Fót	2	0	58
Füzesgyarmat	2	0	40
Gyömrő	1	0	10
Gyula	1	2	40
Hajdúsámson	1		30
Hajdúszoboszló	1	0	40
Hajós	1	1	0
Hatvan	1	0	1
Herend	1	0	30
Hőgyész	1	1	0
Karcag	1	0	10

Kazincbarcika	2	1	12
Kerepes	1	0	43
Kiskunhalas	1	0	7
Kisújszállás	1	1	
Kocsord	1	4	0
Komárom	1	2	0
Kótaj	1	2	0
Kozármisleny	1	0	20
Körmend	1	1	30
Ládbesenyő	1	1	0
Lébény	1	0	5
Lengyeltóti	1	0	5
Lenti	1	0	30
Marcali	1	0	15
Máriaalom	1	1	30
Mátészalka	2	2	10
Mezőkövesd	1	0	3
Mezőtúr	2	1	48
Mosonmagyaróvár	1	0	3
Mór	1	0	15
Nagyatád	1	0	1
Nagydorog	1	1	0
Nagykálló	1	0	28
Nagykanizsa	1	0	2
Ópályi	1	0	16
Orosháza	1	0	8
Ócsény	1	1	0
Pacsá	1	1	0
Pásztó	1	1	
Pécs	1	0	15
Pécsvárad	1	3	0
Pétervására	1	0	1
Pilisvörösvár	1	2	
Polgár	1	0	8
Pusztavám	1	5	0
Putnok	1	5	0
Rakamaz	1	0	40
Rétság	1	0	10
Sárbogárd	1	1	
Simontornya	1	0	20
Solymár	1	0	36
Sümege	2	0	12
Szabadszállás	1	0	30
Szarvas	3	3	0
Szarvaskő	1		20

Szeged	1	0	10
Szeghalom	3	2	10
Szekszárd	1	0	10
Szentendre	2	0	44
Szentgotthárd	1	0	30
Szerencs	1	1	0
Sziksó	2	5	
Szombathely	1	1	0
Tab	1	0	10
Tahitótfalu	1	0	43
Tapolca	2	0	30
Tarcal	1	1	0
Tarján	1	1	0
Tata	2	5	00
Téglás	1	3	30
Tiszafüred	1	0	20
Tiszafüred-Örvény	1	0	5
Tiszavasvári	1	0	30
Tompa	1	1	0
Tótvázsony	1	1	0
Túrkeve	1	0	14
Újhartyán	1	4	0
Vámospércs	1	0	10
Veszprém	2	0	41
Vértesszőlős	1	0	30
Zalalövő	1	2	20
Zalaszentgrót	1	0	4
Zamárdi	1	0	10
Total:			155.87 hours
Average:			1.075 hours

Source: Based on NMHH data

Similarly for communities of national minorities, public service television programmes also put special emphasis on the preservation of the mother tongue, which is reflected in the programmes themselves, since reports in minority languages are made with Hungarian subtitles. If the report is in a language that is neither Hungarian, nor a minority language, the programme is provided with dubbing in the minority language (and with Hungarian subtitles). On the radio, Hungarian reports are dubbed with an audio commentary in the minority language.

The broadcasting rights of television programmes for national minorities were obtained by another media service provider, Vértessomló Közművelődéséért Egyesület. The civil organization operating at the settlement in Komárom-Esztergom county undertook to produce a television programme for the German population of Vértessomló. The 2-hour-long Hungarian and German programme is broadcast every week and is available on the local cable network.

- **Nationality newspapers and other media**

Paragraph 1 d):

to encourage and/or facilitate the production and distribution of audio and audiovisual works in the regional or minority languages;

The National Croatian Municipal Government established and operates an online radio bearing the name Croatica Radio. Serbs living in Hungary also have the opportunity to listen to an online radio broadcast: Radio Srb was founded by the Serbian National Municipal Government, the radio is available 24 hours a day.

The state budget provides funding for the publication of journals for national minorities in their own language. The budget provided funding for the publication of country-wide journals of national minorities in their own language. From 2011, public support for minority Journals are incorporated into the national budget of the minority municipal governments, in this way certain media outlets have access to direct budget support without tender. Continuous funding is provided for one central weekly journal for some national minorities, and two mother tongue journals were funded for the Bulgarian, Polish and Romanian communities respectively, while the publication of five journals is ensured for the Gypsy people. Besides the mother tongue journals of national minorities, state funding was granted to the inter-ethnic journal, Barátság ("Friendship").

Where the Roma community is concerned, there are several mediums (printed and online) considering the Roma and Roma topics and issues as well as publishing articles in the mother tongue (e.g. Glinda Roma Gyermekek és Ifjúsági Magazin). The journal of the National Roma Municipal Government is Európai Út ("European Path") published on a monthly basis and providing information of public interest in a wide range of topics. The medium has been focusing on ensuring the opportunities of development with further training, participation in conferences and other professional forums for journalists and editors of the magazine.

Paragraph 1 f):

(i) to cover the additional costs of those media which use regional or minority languages, wherever the law provides for financial assistance in general for the media; or

(ii) to apply existing measures for financial assistance also for audiovisual productions in the regional or minority languages;

Roma public service programmes are produced in Romany and Boyash languages with varying degrees of presentation, hence no precise funds spent on either one can be defined. Spendings cover the increasing costs that measured an approximate annual 200-250 million HUF for Roma programmes in the assessed period. Croatian, German, Romanian, Serbian and Slovak programmes are internally produced contents of MSSAMF. All personal and material requirements are met by MSSAMF for their production. Exceptionally for Slovenian programmes the editors are internal employees, while the material capacities are provided by an external partner.

Paragraph 1 g):

to support the training of journalists and other staff for media using regional or minority languages.

Both Magyar Televízió Zrt. and Magyar Rádió Zrt. were cooperating partners in the so called "Roma trainee" program. The invited programs received three young professionals for each of the two media providers. Both programs set a fixed period employment obligation for the employees after the traineeships lapsed, which were fulfilled. Following the legal succession on 1 January 2011, a significant portion of employees were transferred to MSSAMF through restructuring. Currently three of the trainees from the programme are employed at MSSAMF, now outside the program, since the obligatory employment period after traineeships has lapsed.

MSSAMF established the Public Service Media Academy in 2011 for the training and further training of its colleagues, which is an institute of key importance in the training of MSSAMF's prospective and existing employees. In the course of both the trainings for prospective employees (particularly in cooperation with universities) and the internal further training the syllabus includes the depiction of anti-discrimination, protection of minorities, tolerance and certain vulnerable groups. In addition, MSSAMF supports the participation of its colleagues at relevant further trainings and workshops organized by international partner institutions and organizations. Other than these, MSSAMF envisages no training dedicated to the topic of national minorities.

Moreover, it is important to note that the colleagues of the MSSAMF's head editorial staff of national minorities have links with national minorities and relevant language knowledge, which is indispensable for communication with audiences and for producing programmes. For certain programmes, e.g. Rondó magazine for national minorities, encompassing multiple national minorities, there is no colleague with a mother tongue appropriate for the programme in all areas, hence external colleagues are involved in the production in cooperation with minority municipal governments and communities.

The weekly journal for Serbians, "Sprske nedeljne novine" organized a three-day-long further training in October 2012 and October 2013, primarily for journalists of the editorial staff, but also for anyone interested. Serbian presenters also took part in the training, giving an introduction into the specificities of printed media, from the basics to various genres of print media. Both trainings were organized by the editorial staff of "Sprske nedeljne novine", while the trainings were funded by the budget of the journal. The National Slovenian Municipal Government reported that the majority of Slovenian journalists living in Hungary have a degree earned in Slovenia and possess many years of experience in journalism. The senior colleagues continually hand over their experiences in practise to the younger generation. Journalists use the Hungarian dialect of Slovenian and standard Slovenian in the Slovenian press. The written standard of the local dialect is used on a consensual basis. Writings in standard Slovenian in the printed press are proofread by a Slovenian language teacher in the motherland.

Similarly, the employees of the editorial staff at the Slovak minority weekly journal Ludové noviny ("People's Journal") are professionals with a degree in their mother tongue, while external colleagues are mainly teachers, many of whom are Slovak guest instructors or other highly qualified professionals. Members of the editorial staff took part in further training sessions, e.g. accredited desktop publishing and Adobe In Design trainings. The World

Association of Slovaks Abroad, registered as a civic organization in Bratislava and encompassing 80 associations and whose deputy chairman is the president of the National Slovak Municipal Government, organized so called "Info trips" in Slovakia for the colleagues of the Slovak media abroad in cooperation with the Municipal Government of Zsolna on multiple occasions. One colleague from the weekly journal *Ľudové noviny* and one from the Slovak editorial staff of the Hungarian Radio as well as two journalists from the editorial staff of the Slovak television took part in the first professional meeting in 2011 with a cameraman. The Managing Directors of MSSAMF and the Slovak Radio and Television signed a cooperation agreement in summer 2013 to ensure, among others, the mutual support of their editorial staffs of national minorities. Accordingly, journalists from the Slovak radio and television of Hungary, whose work and organization virtually fused the two media in the city of Szeged, are provided with opportunities for further training and exchange of programmes in Slovakia.

Article 12 – Cultural activities and cultural facilities

The culture of national minorities in Hungary constitutes part of the motherland's (native language country) culture through their roots, contemporary links, events in the past and in the present influencing developments today as well as the language. However, the culture of national minorities are highly influenced by the events and processes occurring in the majority culture of Hungary, and the values of minority culture enrich the entire culture of Hungary. This twofold connection of minority culture could facilitate the dialogue and cooperation between cultures of nations. Minority culture is often considered traditional (consequently as a non-urban, countryside entity incapable of any development), and community education of national minorities are all too often deemed equal with the preservation of traditions. By contrast, while a community is living and functioning, it will create and "produce" its own culture that changes together with its lifestyle. Accordingly, cultures of national minorities cannot be considered discredited, non-living cultures.

Paragraph 1 a):

With regard to cultural activities and facilities, especially libraries, video libraries, cultural centres, museums, archives, academies, theatres and cinemas, as well as literary works and film production, vernacular forms of cultural expression, festivals and the culture industries, including inter alia with the use of new technologies, the Parties undertake, within the territory in which such languages are used and to the extent that the public authorities are competent, the power or play a role in this field:

a) to encourage types of expression and initiatives specific to regional or minority languages and promote the different means of access to works produced in these languages;

- **Supply of libraries, publishing**

The National Roma Library, Archives and Document Storage has been operating since 2005, which is a public technical library collecting and making publications and other documents on minority rights, Gypsy demography, quality of life, health care, education, local governments,

identity, politics, history, language and origins, researchable by highly focusing on Gypsy literature, ethnography, archives and academic literature on the Roma people.

In addition to institutes operated by the Roma organization, public libraries provide library capacities to members of national minorities as follows: Pursuant to Act CXL of 1997 on the Protection of Cultural Goods, Museum Institutions, Public Library Services and Cultural Education

(hereinafter: Culture Act) and the provisions of the Minorities Act, the National Library of Foreign Literature (hereinafter: NLFL) is a public library and the national technical library on minorities and ethnicities with the main task of coordinating the supply of minority libraries in Hungary. This covers a wide range of activities that are fulfilled by linguistic rapporteurs.

The National Library of Foreign Literature collects and makes available literary works written in the 13 officially recognized minority languages of Hungary. The complete collection has nearly 400,000 documents. Twenty-five per cent is comprised of books, journals, audiovisual or musical documents in minority languages. The largest volume of minority languages in the collection is German (36 thousand) (due to its role as a lingua franca) followed by Polish (8357), Romanian (4697), Slovak (4396) and Serbian (3019) collections. The collections pertaining to other languages are smaller. This depends on the size of national minorities and user needs, and in the case of Rusyn, Romany and Boyash languages, the number of documents published. The collection is being continually and methodically extended. Its sources include the national framework of books provided by the Ministry of Human Capacities as well as tenders and books donated by minority organizations. In order to satisfy changing reader needs, the movement and modification (extension, removal) of the collection is continuous. The collection of minority languages is a permanent and fully available foundation of education in the mother tongue.

In the case of the Romany language, it is worth noting that the NLFL procures the works published in the language, collects the periodicals and language books published by the minority in Hungarian and Romany as well as technical literature on the minority published in Hungarian or other languages with the aim of preserving identity. As the coordinating institution of the countrywide supply of national minority documents, the library strives to make the entirety of technical literature on the national minority, the literary works of minority authors and materials aiding language learning in 19 county libraries and the Ervin Szabó Library in Budapest. Two hundred nine documents in the Gypsy language or on related issues were procured in 2012, while this figure was 124 in 2013.

The NLFL searches for works published by national minority organizations and national minority municipal governments falling outside the channels of official publishing and brings these into the library system and making them available for readers (e.g. publications of the Gypsy Society of Arts and Sciences). The exploration of documents purchased by the NLFL at a high professional standard facilitates the preservation of the mother tongue culture and identity of readers as well as the extension of knowledge and skills in a given language. The library accommodates the previews of minority publications, carries out shared literary programs from its own resources or funding won through tendering and facilitates the understanding of the culture of national minorities by the organization of exhibitions.

The process of supplying documents on national minorities has been coordinated by NLFL since 2000. Nineteen county libraries and the Ervin Szabó Library of Budapest are participating in the process. The colleagues of the Collection and minorities department

publish recommendation lists on the books offered in the 13 language areas. These recommendation lists are made in cooperation with partner libraries with the indication of custom requirements. Partner libraries order from this collection of books, but it is also possible to purchase them individually. The ordered books are procured and delivered by NLFL to the ordering libraries. The supply of minority documents ensures access to education in minority languages, literature and other mother tongue documents for national minorities. In the last two years a budget for country-wide document supply was an annual 6 million HUF.

In 2012, recommendation lists were prepared for the 19 county libraries and the Ervin Szabó Library of Budapest in 11 minority languages (Bulgarian, Greek, Gypsy, Croatian, Polish, German, Romanian, Serbian, Slovak, Slovenian and Armenian). The number of recommended documents was 751, out of which 16 libraries ordered a total of 890 documents. Of these 829 copies were received in the value of 2,508,300 HUF. Three libraries decided in favour of individual purchasing, there was one library that did not use the budget provided, 8 libraries used both options for purchasing, that is, they ordered from the recommendation lists of NLFL and individually. County libraries purchased a total of 665 documents worth 1,420,369 HUF. In this year, each library was obligated to spend 20,000 HUF on books related to the Roma community. County libraries procured 209 documents in the Gypsy language or on related issues, including individual purchasing. A total of 444 documents were purchased by NLFL into its own collection, worth 1,860,263 HUF.

In 2013, 5,440,000 HUF was available from the planned budget of 6 million HUF for the country-wide supply of documents related to national minorities. The NLFL spent 1,549,744 HUF out of the above sum for the extension of its collection on national minorities. Four hundred twenty-three documents were procured, the most up-to-date works of minority literature and technical literature. Recommendation lists were prepared for the 19 county libraries and the Ervin Szabó Library of Budapest in 11 minority languages (Bulgarian, Greek, Gypsy, Croatian, Polish, German, Romanian, Serbian, Slovak, Slovenian and Rusyn). A recommendation list consisting of a total 738 documents was prepared for partner libraries sorted by languages, from which 17 libraries ordered 1,049 copies. Of which 1,042 copies were received in the value of 3,140,914 HUF. 1 partner library purchased a total of 99 documents on its own in the value of 227,499 HUF. This year, each library was obligated to spend 20,000 HUF on books related to the Roma community. County libraries used this budget and ordered books related to the Gypsy community in excess of this leading to a total of 124 documents purchased in the Gypsy language or on related issues.

In the framework of the supply of documents related to national minorities, a recommendation list for Romany and Boyash language publications was also prepared. In 2013, a highly important and recently published volume of the Roma minority, 'Régi cigány szótárak és folklór szövegek I-III.' (Old Gypsy Dictionaries and Folklore texts, vol. I-III) was added to the collection of all county libraries and the Ervin Szabó Library of Budapest.

Books written in the languages of national minorities are typically published by publishers of organizations of national minorities and national municipal governments.

The 125-year-old *Hungarian Ethnographical Society* is publishing its series of essays and studies entitled *A magyarországi nemzetiségek néprajza* ("Ethnography of national minorities in Hungary"). The highly prestigious academic civic organization of the country laid down at its founding in 1889 its aim to "study the peoples of the Hungarian state and historical Hungary in the past and present, and promote brotherhood and a sense of common origins

between the peoples living in our country through mutual understanding". According to our current knowledge, as a unique initiative in Eastern Europe the series of papers has been published in the mother tongue of national minorities and/or in Hungarian since 1975. The above mentioned volumes of essays and studies provide an exceptional opportunity for publishing to research workshops, universities and the professionals in the motherlands of national minorities, which volumes are not only accommodated in the collection of the specific communities in Hungary, but also in the libraries of parent states and prestigious libraries around the globe. Two to four ethnographic volumes on national minorities were published in the reporting period.

- **Museums, collections, archives**

Independent cultural or complex (cultural in part) institutes have an increasing share within the system of institutions of national minority municipal governments. The state ensures their funding by integrating into the annual budget of the given minority government.

The heritage of national minorities are collected by the Hungarian Museum of Ethnography as well as the Open-air Ethnographic Museum, numerous collections of the church and museums operated by specific settlements. Since all counties have or had a minority population, all city museums with a county scope should discharge duties related to national minorities. Accordingly, the Mihály Munkácsy Museum of Békéscsaba has ethnographic material that is e.g. one-third Slovak, but also contains a remarkable Romanian and Serbian collection. The ethnographic collection of the Veszprém Museum is in one-fourth German, while two-fifths of the collection kept in Szekszárd Museum is related to national minorities (German, Slovak, Gypsy and Serbian). The Open-air Ethnographic Museum of Szentendre showcases various German, Croatian, Slovak, Gypsy, Rusyn and Greek buildings, objects and documents, and minority folklore programs are organized on several occasions every year. Other open-air museums throughout the country extend their collection to the material culture of further national minorities. The supervisory body of museology continuously assesses the professional activities and operation of museums within its competence.

"Smaller institutes" presenting the cultural heritage of national minorities also play a significant role. The small museum collections in Hungary, that is, traditional houses, collections of local history, church history and institution history, traditional rooms and village museums, are building blocks of the local cultural life of regions and settlements. Regardless of their operators, owners or legal statues, these institutions demonstrate the preserving force of folk and community culture and an attachment to local community life. The institution is an objective form of collective memory, it showcases the preserved folk culture of a region/village and its material heritage, and is an important area for conserving traditions. The building and furniture show the way of life in the past and help us understand the history and lifestyle of a community as well as the cognitive elements of their sense of identity. As a result, the exhibition areas called folklore houses have a key role in preserving and passing on the identity of national minorities in Hungary. The number of folklore houses in Hungary is high in comparison with Europe, and such houses are typically operated by a municipal government, civic organization or a private individual. Approximately one-fourth pertain to a national minority. More than half of these are institutions coordinated by the Budaörs Heimatmuseum showcasing German material, and around 25 percent present Slovak content. Naturally, there are showrooms with Croatian, Romanian, Serbian, Slovenian, Roma material and that of smaller minority communities (Polish, Rusyn, Ukrainian, Armenian).

Their operators are generally local governments and local minority governments. Their operation is guided by the state by the assistance of the supervisory body of museology and provides funding through tendering. Such "small institutions" presenting Roma/Gypsy culture are the Roma Folklore House in Hodász and Kamil Erdős Gypsy Museum. The National Roma Museum Collection and Gallery has a collection of works by Roma artists and organizes periodical exhibitions and temporary galleries to provide insight into Gypsy culture for those interested.

It should be emphasized that there is no impediment for a national minority municipal government to establish a public archive if legal requirements are met. The National minority municipal government, as a public service body, is entitled to establish a public archive for the preservation of documents older than 15 years in accordance with Section 21 of Act LXVI of 1995 on the Protection of Public Documents, Public Archives, Private Archive Materials (hereinafter: Archives Act). In the case of such intentions the founder shall ensure that conditions regarding the operation of the archive, set out in Section 15 (2) of the Archives Act, are met.

- **Theatres of national minorities**

Paragraph 1 b):

to promote different means of access in other languages to works produced in regional or minority languages by aiding and developing translation, dubbing, post-synchronisation and subtitling activities;

Paragraph 1 c):

to promote access in regional or minority languages to works produced in other languages by aiding and developing translation, dubbing, post-synchronisation and subtitling activities;

Considering their special position within the performer-artist area of activity, the State Secretariat responsible for Culture of MHC defines and separates theatres for national minorities in tendering constructions relating to performing-artistic organisations as a closed group of applicants, in order to ensure that assessors of tenders and policy makers consider such applicants in tenders based on their social role rather than their professional performance (forcing them into a competitive situation with other theatres). This positive discrimination makes it possible that such theatres for national minorities are ranked against each other (as organisations discharging a special public duty) and not on the basis of professional aspects.

The total awarded funding in 2012 was 68 million HUF, while it was 100.75 million HUF in 2013. The full tender budget was 101 million HUF in 2014, and applications for tenders made up 163 million HUF. The circle of minority theatres applying for funding is relatively permanent, with a new applicant this year: Romanian Cultural Public Benefit Fund in Hungary "for a professional theatre". The full circle of applicants:

- Panna Cinka Gypsy Theatre Fund,
- Croatian Theatre of Pécs,
- „Magyarországi Szerb Színház” Nonprofit Közhasznú Kft.,
- Vertigo Theatre of the National Slovak Municipal Government,

- Romano Teatro Cultural Association,
- Karaván Artistic Fund,
- The Snow Queen Association,
- Cervinus Teátrum Művészeti Szolgáltató Közhasznú Nonprofit Kft,
- Alternative Artistic Fund.

In the spirit of the Preamble to Emtv., the aim of the management of the cultural sector is to support the artistic life of national minorities in Hungary, however, under Section 1 (1) a) of Emtv., it shall also ensure the freedom of artistic work. The artistic autonomy of minority theatres includes choosing the language in which the theatrical plays will be presented. Croatian, Serbian and Slovak companies typically play in their mother tongue, and have a small number of performances in Hungarian. The applying organisations do not provide information on whether their performances will be shown in Boyash or Romany languages, but the set of criteria for assessing the tender gives preference to those that have an intensive relationship with the minority language community. According to information provided by Gypsy theatres, in certain performances of the Panna Cinka and Esztrád Theatres, segments (sections of dialogues and songs) are played in the Romany language if necessary. Similarly, the plays of the Karaván Company also have segments in Boyash and Romany, but they have no exclusive Boyash or Romany performances, because they play for audiences with various mother tongues. (Nearly three years ago the Panna Cinka Theatre had a Romany language performance in co-production with Serbian theatres, which was based on Federico Garcia Lorca's Blood Wedding, but due to high costs and lack of interest, this is no longer among the regular performances of the company.)

Artists speaking Boyash and Romany are working in performer-artistic organisations that have members from the Association of Minority Theatres, that is in turn a member of the Hungarian Theatrical Society. The Theatrical Society delegates members to the Negotiating Council of National Performers-Artists. Their representation is ensured in this manner. It can be said in general that the relatively small number of performances in Boyash and Romany are not due to the lack of support from the cultural sector, but current ratios result from the demand and artistic concept.

There is no support dedicated for the translation and dubbing of films, the costs of translating film productions played at the popular minority film weeks and festivals are borne by the producers themselves. Dubbing is rare due to its high cost-demand.

- **Other areas of national minority culture**

Paragraph 1 d):

to ensure that the bodies responsible for organising or supporting cultural activities of various kinds make appropriate allowance for incorporating the knowledge and use of regional or minority languages and cultures in the undertakings which they initiate or for which they provide backing;

The National Library of Foreign Literature has a Roma language expert employee. The institute has outstanding relations with other Gypsy cultural organisations. Among others, with the Gypsy Academic and Artistic Society, the Circle of Friends for the Promotion of the Hodász Gypsy Folklore House, the Panna Cinka Gypsy Theatre and the Romano Glaszo

Gypsy Association. The institution serves as a venue for events and requests their partnership in its own tender applications. Its priority programs in the period were the following:

- The meetings of the Circle of Friends for the Promotion of the Hodász Roma Folklore House were hosted by the NLFL on a monthly basis between October 2011 and May 2012.
- The NLFL was also at the exhibition of one of the most recognised creators of Gypsy fine art in the 20th century, János Balázs, it took place between 16 January and 14 March 2013, which was an introduction into the literary works of János Balázs as well, since the exhibition material was part of unknown volumes that came into the possession of the Nógrád County Historical Museum in 2010.
- As part of a presentation series on tradition and folklore relating to folk-tales, a presentation considering the folk-tale traditions of the Gypsy was held in connection with the Day of National Minorities on 11 December 2013. Gypsy folk-tales preserve the traditions of other peoples and the treasures hidden in these tales bear the marks of all cultures the Gypsy people have come into connection with in the course of their history.

The Day of Roma culture was celebrated at the first weekend of April 2013. As part of this occasion the State Secretariat responsible for Social Integration of MHC organised the Cigánykerék Roma Values Festival as an attempt to make it a traditional event. At the Budapest venue, the participants could gain insight into the diversity and uniqueness of Gypsy culture, since the traditions of the Roma, just as the traditions of other national minorities enrich our common cultural heritage.

The implementation of this important program will only be in 2014, but the tender that was won and made this program series possible, is the achievement of 2013.

A 5-part educational presentation series entitled "meglelni jászolnyi hazát", Gypsy literature in Hungary, was launched by the National Library of Foreign Literature between 15 January and 14 May 2014.

As a background to the reporting period with regard to cultural developments, it should be mentioned that Article 8 of the Framework Agreement concluded between the Government and the National Roma Municipal Government stipulates that "the Government provides the conditions of making the value of Roma traditions and culture more familiar for the majority of society, and to this end, the NRMG and the Government envisages the joint establishment of a Roma Cultural Centre meeting European standards." Based on this, the preparation of code number SIOP-1.2.6 commenced and was headed by the State Secretariat responsible for Social Integration of MHC, though, considering that it is a cultural institution, the cultural division will also take part in the development of the tender content. As a result, following the reporting period discussed in this Country Report, the tender SIOP-1.2.6-14/1 - "Development of the Infrastructural conditions of the Multifunctional Minority – Roma Methodological, Educational and Cultural Centre", was invited on 25 February 2014.

Paragraph 1 g):

to encourage and/or facilitate the creation of a body or bodies responsible for collecting, keeping a copy of and presenting or publishing works produced in the regional or minority languages;

The tenders falling within the competence of the cultural division involves minority language use in a much wider aspect, primarily in relation to the preservation and exploration of traditions that includes language use as well. Minority culture and minority language use are considered horizontal factors.

As regards libraries the Act on Culture rules that all entities have the right to use public library services, including members of ethnic minorities. The exercise of the right to library use is provided for by the library services system. Any public library has to meet the prerequisite of being available for use by everyone, including those belonging to ethnic minorities. County libraries are in charge of providing library services and organizing them for citizens belonging to the county's different ethnic minorities, where the above are executed as a state responsibility for the whole of the county. Pursuant to Section 60 (1) c) of the Act on Culture, the support given to minority library services is a central service enhancing the operation and improvement of the public library services system. As mentioned previously, in accordance with Section 41 (1) of the Nationality Act, mother tongue-based library services for ethnic minorities is coordinated by the NLFL, while services are provided through the public library services of NLFL, the county libraries and of Budapest Szabó Ervin Library. However, there is no restriction for any ethnic minority organization to establish and operate their own library, a supporting example of this is the National Roma Library and Archives. The overall ethnic minority stock (including those other than the Gypsy community) counts a total of 257,067 items in country libraries.

As regards the archives sector, the national minority local authority, which otherwise has established the public archives, has to agree to employ at least one person with higher education and with experience as a file clerk, and to provide for appropriate document maintenance and searchability conditions in due time (e.g. lockable archive store room meeting document safety requirements, purchase of acid-free document storage boxes, operation of a search room).

In the case of the museum sector, with regard to the fact that collections and regional houses for ethnic cultures also operate as authorized museum institutions, such institutions are entitled to public funds that are available to all museum institutions. Among such funds, priority is given to European Union tenders (Social Renewal Operational Programme – SROP, Social Infrastructure Operational Programme – SIOP) and to the tenders of the Public Collection College of the National Cultural Fund, in addition, resources for the technical support of museums maintained by the local authorities are granted special attention.

Pursuant to Act CLII of 2012 amending Act CXL of 1997 concerning museums, public libraries and public education, the cultural sector has introduced a new definition to facilitate and promote law interpretation and law enforcement, by the introduction of the term of minority basis institutions [Section 39 (4)]. As per the definition, a minority basis institution is a museum institution with core activities including minority services, or it is an institution the stock of which has 25 percent cultural assets related to the ethnic minority or to minority language. It should be emphasized that the amendment did not introduce the concept of a minority basis museum, rather the regulation aimed to purposefully involve museum exhibition sites and collections of public interest as well (e.g. with regard to the Slovenian minority collection in Szentgotthárd).

The minister for culture may qualify the museum institution as a minority basis institute through a specific authorization procedure for operation, upon dedicated request. The

previous years have already seen a demand for the regulation of this category, and the term itself was several times referred to, particularly in connection with the Kanizsai Dorottya Museum in Mohács (Croatian, Serbian and Slovenian materials), the German Minority Museum belonging to the Kuny Domokos Museum in Tata, and the Munkácsy Mihály Museum dealing with Slovak and Romanian materials, although the definition itself did not exist at that time. The amendment and the introduction of the legal category for minority basis institutions were meant to eliminate this gap.

Since the coming into force of the amendment as of 1 January 2013, four local authorities have proposed the qualification, by the minister, of the museum institution they have maintained as a minority basis institution (the German Türr István Museum in Baja, the Slovenian Pável Ágoston Slovenian Minority Collection, and the Kanizsai Dorottya Museum for the Croatian community).

In the past years the national minority local authorities have established several institutions that among others are responsible for the collection of items of museum value and the technical maintenance thereof. The following function as a national local authority institution:

- the institute registered under the name Christian Collection of Croats in Hungary, founded by the national Croatian local authority, Peresznye, Vas County
- the National Roma Library and Archives
- the National Roma Public Interest Museal Collection and Exhibition Hall
- the Museum and Archives of Ethnic Poles in Hungary
- the Museum Collection of Public Interest and Exhibition Hall of Rusyns in Hungary
- Library of Rusyns in Hungary
- the Slovak Documentation Centre
- the professional organization of Slovak regional houses, Legatum Kft. and
- the Kühár Memory House (Slovenian regional house).

The state ensures their funding by integrating into the annual budget of the given minority government.

The minority activities within the scope of responsibilities of the public education sector are executed by the two MHC background institutions, namely the *Nemzeti Művelődési Intézet* (National Institute of Education) (whose legal entity until November 2012 was the "Magyar Művelődési Intézet és Képzőművészeti Lektorátus" (Hungarian Institute of Education and Lectorate of Applied Arts), to be succeeded until 31 March 2013 by the *Nemzeti Közművelődési és Közgyűjteményi Intézet* (National Institute of Public Education and Public Collections) and the *Hagyományok Háza* (House of Traditions). The National Institute for Education (hereinafter: NIE) is in charge, among others, of the liaison between the national cultural organizations and institutions of the Hungarian ethnic minorities and those of the majority community, and its tasks also cover active engagement in the international responsibilities of these sectors. With the involvement of the cultural experts of Hungarian ethnic minorities, in 2004 the institute set up the so-called *Minority Cultures Expert Panel* for the more efficient development and enforcement of the minorities cultural autonomy and for a better implementation of community education, this panel is still operated by NIE as a legal successor. Community education has remained a key element of Hungarian minority cultures up to date, deeply affecting ethnic minority communities, their existence and the preservation of their own identity and language. Based on their own initiative, between 2010 and 2012 NIE and the Minority Cultures Expert Panel developed the so-called *Education Strategy for*

Minority Communities, embracing several government cycles, for the period of 2010-2015. Ethnic minority cultural experts, minority institutions and the heads of local authorities were but a few who participated in the compilation of the material. The document has also been used for the drawing up of the ethnic minority strategy at the government level.

Since 2006 the Minority Gala, which has already been described, is annually organized by NIE in relation to *Minority Gala*. Amateur artists and creative communities introduce their culture at the Gala in their own mother tongue. The Prize "Pro Cultura Minoritatum" is awarded to individuals and organizations who have highly contributed through their work to the education of the various communities. "Minority Gala" is also an event-related, multilingual, representative and informative publication, in which the welcome speech and the program of the evening is complemented by the acknowledgement of the awardees' achievement, together with a short introduction of the performing artists and groups. Acknowledgements and information material are available both in Hungarian and in the ethnic minority's language. On the day of the event, each participant (invited guest, performer and awardee) is presented with a richly illustrated publication, full of photos.

As could be read in our previous country report, the *dance house movement* evolved in Hungary in the 1970s creating a social form of entertainment where traditional folk dance got off the stage to appear on the dance floor. Thus dance as such got back its original function, either taken from the perspective of the 20th or 21st centuries, or from the aspects of time and spatial constraints in a city. Archived documents of long forgotten authentic dances were dusted off and newly collected dances were widely taught, making them popular within and outside today's country borders, including western Europe and South America. It is a distinctive feature of traditions that, irrespective of what ethnic minority they belong to, youngsters are just as open to any folk tradition of nations and people living in the country of Hungary as to Hungarian traditions. Thus the same positive attitude toward folk traditions can be perceived when minorities and majority communities are enjoying Croatian, Serbian, Macedonian, Greek, Romanian, Bulgarian, German, Slovak and Gypsy dances together at these events, in the meantime practising the 1100 year-old tolerance in Hungary and learning about each other's culture.

Paragraph 3

The Parties undertake to ensure that regional or minority languages as well as the culture they convey, are given sufficient focus in their culture policy.

With regard to foreign cultural policy, we find it essential to highlight that, in harmony with the government's principles and strategies for foreign affairs as well as ethnic minority and domestic policies, special attention is given to ethnic minority languages, which have been given priority in the cultural policy. Furthermore, the cultures related to these languages, the strengthening of the various Hungarian ethnic minorities' connection to their homeland, the maintenance and preservation or enrichment of the minorities' linguistic and cultural sense of identity as well as their historical traditions are also considered to be highly significant. Furthermore, the cultures related to these languages, the strengthening of the various Hungarian ethnic minorities' connection to their homeland, the maintenance and preservation or enrichment of the minorities' linguistic and cultural sense of identity as well as their historical traditions are also considered to be highly significant. The reporting period as of 2012 had the following minority and intergovernmental inter ministerial mixed commission sessions (also attended by a representative of the cultural sector) and other mixed commission sessions for cultural and press related issues:

- Ljubljana, 26 September 2012: Mixed Commission for Hungarian-Slovenian Minorities (hereinafter: MCM);
- Budapest, 7 November 2012: Hungarian-Slovak MCM;
- Budapest, 28 November 2012: Hungarian-Croatian MCM;
- Budapest, 30 November 2012: Croatian-Hungarian Intergovernmental Joint Commission;
- Szentgotthárd, 2 October 2013.: Hungarian-Slovenian MCM;
- Pécs, 14 October 2013: Permanent Sub-Committee for the Hungarian-German Mixed Commission for Culture. (Pursuant to the Hungarian-German mutual agreement on the facilitation of the educational, cultural and religious life of the German minority in Hungary, along with the teaching of German as a foreign language);
- Zagreb, 18 December 2013.: Croatian-Hungarian Intergovernmental Joint Commission;
- Bratislava, 11 December 2013: Hungarian-Slovak MCM;
- Bratislava, 22 November 2012: Hungarian-Slovak Mixed Commission for Culture and Press-related issues. (Mixed commission sessions for culture and press-related issues are coordinated and organized by the various ministerial departments responsible for culture. Its basic objective is to promote bilateral relations, parallel to the improvement of cultural relations necessary for Hungarian and Slovak ethnic minorities in Hungary to exercise their rights, along with support to strengthen and maintain their linguistic, cultural traditions and their sense of identity, or the adoption of various related recommendations and proposals.)

Besides the intergovernmental mixed commissions, international agreements also affect Hungary's cultural policy abroad. Such include the previously signed, yet not effective, inter ministerial work plans for cooperation, the Hungarian-Croatian cultural cooperation programme for 2011-2014 and the Hungarian-Slovak cultural cooperation programme for 2011-2014. Additional inter ministerial agreements are subject to discussion, which provide for the execution conditions for the implementation of initiatives or concrete programmes ready to be derived from already signed intergovernmental conventions.

Even in the programmes of foreign cultural institutions Hungary is committed to draw attention to artists of Hungarian ethnic minorities and their cultural merits.

Article 13 – Economic and social life

The situation of ethnic minorities living in Hungary matches, to a large extent, that of the majority community, due to their internal and external economic and social environment. Among ethnic minority communities, however, based on the sensitivity and unique nature of the Gypsy situation in Hungary, it should inevitably be stressed that the Government has given priority, in its policy, to the facilitation of the inclusion of those stricken by poverty (including the Roma) and have given it a higher level position in the government hierarchy. By the setting up of the independent *State Secretary for Social Inclusion* under the human summit ministry in 2010, it has created a tool for the above inclusion objective, which is planned to be accomplished through various programmes aimed at economic and social improvement. One of the items supporting this goal is the Inclusion Strategy already

described in the country report. The Hungarian government has had a prominent role in and significantly contributed to the idea that the improvement of Gypsy conditions and the decrease in the number of those living in poverty become not only a national matter but one of Europe too. Besides the above, it should be emphasized that support even to programmes in ethnic minority languages has been maintained and kept steady, albeit that the impacts of the economic crisis have also been felt in Hungary. Similar to other organizations in the country of Hungary, ethnic minority organizations can definitely make profits from the execution of their responsibilities and business activities.

Paragraph 2 c):

With regard to economic and social activities, the Parties undertake, in so far as the public authorities are competent, within the territory in which the regional or minority languages are used, and as far as this is reasonably possible:

c) to ensure that social care facilities such as hospitals, retirement homes and hostels offer the possibility of receiving and treating in their own language persons using a regional or minority language who are in need of care on grounds of ill-health, old age or for other reasons;

Even though the majority of the Gypsy in Hungary have Hungarian as their mother tongue, the commitments set out in Article 2 (2) of Act XLIII of 2008 on the extension of the European Charter for Regional or Minority Languages to Romany and Boyash languages as a liability committed to in the European Charter, Hungary undertook to fulfil the obligations under Article 13 (2) of the Language Charter. This extension of the Language Charter with regard to people speaking Gypsy languages sets obligations for the Government with significant room for movement. It requires among others that health care providers ensure the reception and treatment of people speaking Gypsy languages in their own language within reasonable limits. Currently, there is no regulation in Hungary requiring such language guarantees in a systematic manner. However, Section 13 (8) of Act CLIV of 1997 on health includes adequate guarantees not only with regard to people speaking a specific minority language, and not exclusively in relation to inpatient health care.

The above mentioned provision sets out that "(...) patients have a right to receive information in an understandable way in consideration of their age, education, knowledge, state of mind, and that an interpreter or a sign language interpreter shall be provided, if necessary and if applicable." Therefore, it can be established that the relevant language use should be provided in the course of patient care by health care providers. Accordingly, separate legislation is not considered justified, particularly in light of the fact that we have no knowledge regarding the application of the provision in practice. The aim of Article 13 (2) of the Language Charter is to improve communication between affected patients and health care providers. In a wider perspective, this goal is to be attained partially by improving the education of Romology related to the training of health care workers, specified in detail in the section on education.

Equal access to health care services for everyone is set as an objective in the Act on health care, namely that access to health care services shall contribute to equal opportunities of the members of society; equal opportunities shall be applied in the field of using health care services. The Act on equal treatment and the promotion of equal opportunities imposes the requirement of equal treatment upon those providing health care in the course of their procedures and measures. Among measures taken in the area of equal access and equal opportunities, the National Social Renewal Strategy should be emphasized, since it sets the

objectives of improving the health state of the Roma and improving their access to health care services in general.

Although the fulfilment of commitments assumed in the Language Charter is only ensured in a special manner, long-term processes contributing to the wider application of language use specified in the commitments have begun. Such will be the effect of more and more medical professionals coming from the Roma population in the future. This is promoted by e.g. programmes supporting medical students and health care education.

Article 14 – Cross-border exchange programmes

The Parties undertake:

a) to apply existing bilateral and multilateral agreements which bind them with the States in which the same language is used in an identical or similar form, or if necessary to seek to conclude such agreements, in such a way as to promote contacts between the users of the same language in the States concerned in the fields of culture, education, information, vocational training and permanent education;

b) for the benefit of regional or minority languages, to facilitate and/or promote co-operation across borders, in particular between regional or local authorities in whose territory the same language is used in an identical or similar form.

The international and motherland relations of minorities have been presented in the above chapters of the Country Report. Exchange programmes with the communities of the motherland and bilateral conventions on the protection of minorities cannot be interpreted in relation to Boyash and Romany languages asked by the Panel of Experts, due to the special situation of these national minorities, since there is no motherland as opposed to other national minorities.

Meanwhile, Hungary has signed a series of bilateral conventions on the protection of minorities with the motherlands of national minorities, and on the basis of that ***mixed committees of minorities*** were established and are operated as shown in the previous chapters of the County Report.

Poland, Czech Republic, Slovakia and Hungary have founded the ***Visegrad Group*** (V4) for strengthening cultural and spiritual values and shared roots as well as the stability of the Central European region. Their tenders provide an opportunity to conduct programmes for strengthening the identity of minorities. The presidency tasks of cooperation are fulfilled by Hungary as of July 2013 at the end of the reporting period.

Not only in relation to Germans, but also with minorities from neighbouring countries, the ***cultural, educational and academic conventions*** and work schemes regularly renewed on their basis include plenty of opportunities serving the interests of national minorities living on both sides of the border. In practise these are satisfactory, and in many situations work especially well. Numerous examples could be mentioned for agreements, work schemes and partnerships between regions, counties, settlements, institutions and organisations. Since there is no central record on these, ad hoc, typical examples will be listed in the Appendix.

Cultural life was affected when at the 8th session of the Croatian-Hungarian Intergovernmental Joint Commission (Zagreb, 18 December 2013), Hungary recommended that cooperation in the field of amateur cultural and artistic activities be recorded, developed, extended and supported (Section 9 (3) b) of the Protocol), and the cooperation agreement between the National Institute for Education and the Croatian Cultural Sabor signed in 2003 be re-negotiated (Section 9 (3) d) of the Protocol). The legal successor of the National Institute for Education, contacted the Croatian Cultural Sabor in 2013, and the conclusion of a new agreement is expected in 2014.

Numerous settlements have been established and are continuously tending to their **twin town** and partner town relations with mutual invitations. International relations and cultural introduction are carried out in relation to the Roma minority as well, where the participants of the twin town festival included the local Gypsy and Slovak community to present their folklore in the spirit of diversity. Gypsy artists are regularly included in the repertoire of Hungarian cultural institutes in foreign countries.

APPENDIX

1. Annex: Good practices and relevant initiatives

We hereby present some further good practices, implementations of commitments and specific examples in relation to the fields covered in the country report, accomplished within various counties and administrative areas, in connection with the Hungarian commitments of the Language Charter.

Article 8 – Education:

- Social Renewal Operative Programme Project No: SROP-3.4.1.A-11/1-2012-0007, called '*Competency-based teaching material development II, and the care of the Roma culture and language*': The submitted and approved project plan was prepared for the proposal called Supporting the ethnic students' treatment and education Section II., in the Social Renewal Operative Programme. The National Roma Municipal Government as the Lead Partner implements the project, and the Tiszapüspöki Elementary School takes part as a consortium partner. Supporting the ethnic students' treatment and education has been realized in the preceding Section I as well where course books and workbooks in Romany and Boyash languages (for classes 1 and 2) and training materials in Gypsy Ethnography (for classes of 1-4) have been published. The training materials are well-developed, of high quality, and they are used by the schools countrywide. The direct and expected results are as follows:
 - The number of the developed course books and workbooks: 11
 - The number of Kindergarten training materials (songbook): 1
 - Audio book: 1
 - The number of digital training programmes: 3 (digital audio, picture dictionary in Boyash and Lovari, and a DVD-series in Ethnography)
- Further good practices regarding education within the *specialized studies* include further training which provides opportunities to study subjects in their languages in higher education, and offer the active professionals further special studies in ethnic culture, country information and ethnography.
- *National Roma Municipal Government Language Centre at Tiszapüspöki*: The new Language Examination Centre for Romany (Lovari) at Tiszapüspöki Elementary School, maintained by the National Roma Municipal Government, is result of positive cooperation between the National Roma Municipal Government and the Centre for Advanced Language Learning at Eötvös Loránd University. The National Roma Municipal Government established the institutional background and personal conditions for the examination in the Romany (Lovari) language, bearing in mind the ultimate goal to increase the numbers of students studying Romany (Lovari) and of those taking exams, just like to raise the social prestige of the language.
- From the point of view of Slovenian language use, it is a significant result that bilingual education was introduced *in each class of the elementary schools* at Felsőszölnök and Apátistvánfalva, between 2012 and 2014. The teachers of Hungarian

nationality teaching special subjects have been going to Slovenian language courses so that they can take a language exam in 2015, and teach their subject in Slovenian afterwards.

- The National Slovak Municipal Government highlights that within the reporting period the *mandatory amount of language lessons in the schools providing ethnic languages grew by one and a half times*, which can offer an opportunity to pass the elementary or intermediate language exam becoming an important motivational factor: on the basis of the new Public Education Law, the mandatory number of Slovak lessons must be increased from four to five a week in the timetable, and one more lesson must be held in Slovak ethnography. In addition, to improve the situation of the insufficiency of the national training material supply, after the completion of the first period of the European project in the Social Renewal Operational Programme (SROP), the consortium of the National Slovak Municipal Government and its school in Békéscsaba is to implement a project of 184.5 million HUF, six times the amount available in the first period. With its implementation, the new training materials in ethnography can also become available to the higher classes of the Slovak secondary-schools, and sixty additional books, workbooks and electronic educational aids will be at the disposal of the Slovak national schools.

Article 10 – Administrative Authorities and Public Bodies:

- Applying the option offered by the Ethnic Law, the Slovak Municipal Government in Szeged prepares bilingual minutes and sends it to the Department for Legitimacy Surveillance, Government Office of Csongrád County.
- To facilitate the administrative work provided for the Roma population, on the basis of cooperation with the National Roma Municipal Government, Roma administrators have been employed at the County Offices since 1 July 2013. These administrators act as mediators between officials and clients, and they also give further information regarding opportunities open for Roma people, thus they can speak in Boyash or Romany. When necessary (e.g. in the event of a Roma client being refused), the Roma official can support the Roma client in administration so that with the approval of the Office Head of the administrative area, they officially make a visit to the Roma's permanent or temporary place of residence. The Roma officials' work and support are welcome by the Roma people, and no language barrier exists between the parties.
- Most of the Slovenian Minority in Hungary live in Szentgotthárd and in the surrounding six villages (Alsószölnök, Felsőszölnök, Szakonyfalu, Apátistvánfalva, Orfalu and Kétyölgy). Officials of Slovenian nationality can be found everywhere in local administration, at the Common Local Municipalities, and they can inform and support the elderly in their mother tongue.
- A foreign language database was established in the District Municipalities of the Budapest City Government Office in October 2013, the help of which translation can be provided by the registered persons speaking foreign, regional or minority languages in the administrative area.
- As a result of the software development carried out by The National Transport Authority, the operating body of transport surveillance of the government offices, the computer-based theory test of the driving licence examination can be completed in

foreign languages at numerous governmental transport offices. As a first step, as from March 2012, the exam on 'The Basics of Transport' in category 'B' can be completed in the Romanian language, and as from February 2013 the exams in categories 'A' and 'B' can also be taken in German. On the basis of this development, exams to obtain the driving licence for a motorcycle or a car can be taken in several minority languages.

- A further good practice is the professional forum in education that is about the educational situation of ethnic minorities in Békés County, organized by the Education Department of the Government Office in Békés County and the Commissioner's Office for Fundamental Rights. In the forum, the Deputy Commissioner in charge of ethnicity rights protection, the Head of the School Admission District in Békéscsaba, of the Klebelsberg Institution Support Centre, and the Head of the Department for Education provided information for the directors of the institutions, the professionals of the minority municipalities, the employees of the school admission districts and the officials of the Department for Education of the Government Office, who work in the field of nationality education in the county. The forum was closed with a professional dispute, where the heads of affected institutions shared their practical issues and experiences with the employees of the office.
- According to Government Decree 168/1999 (XI 24) on the issue and registration of the national identity card, the surname and the given names of the ethnic citizen must be registered in both languages as per their birth certificate. It has recently occurred that in the case of four identity cards issued by the Office of the Tata Administration Area, the citizen's name has been registered in the nationality language too.
- The Budapest City Government Office and the Judicial Service of the Komárom-Esztergom County Government Office use blanks in nationality/foreign languages (German) officially recognised in Hungary.
- In 2008, the predecessor of the Judicial Service of the Komárom-Esztergom County Government Office made a cooperation agreement with the Oroszlány Gypsy Minority Municipal Government, which defined that the Judicial Service Department would provide outsourced services at the premises of the Minority Municipal Government between 09.00 and 12.00 hours a.m. on the first Friday of each month. In the framework of the agreement, the Minority Municipal Government has provided that an official or a colleague speaking the ethnic language can also be present to support the client.
- In Zala County and the newly opened government offices of the administrative areas, the officials can speak foreign languages, and special help desk dictionaries have also been compiled in English, German and Hungarian to help the officials' daily work. Zala County Government Office plans to prepare a special dictionary and other prospectus in relation to minority rights in Croatian, also available at the offices.
- On the basis of the task no. VI 15 of the Action Plan to be implemented between 2012 and 2014, in the framework of the National Social Inclusion Strategy, all information in relation to the work of Victim Assistance must be available in all minority languages, officially recognised in Hungary and listed on the web page <http://www.kih.gov.hu/>. At present, information materials are available on the web page of the Ministry of Public Administration and Justice (see:

<http://kih.gov.hu/information-in-other-language>) in each minority/foreign languages: German, Slovenian, Polish, Serbian, Croatian, Lovari, Boyash, Bulgarian, Romanian and Rusyn, Ukrainian, Armenian, Slovak and Greek.

Article 11 – Means of mass media: national media information (transmission times on Hungarian Radio) in languages which Hungary did not include in the Language Charter:

- The programme in *Bulgarian* is broadcast in half an hour per week and informs the Bulgarians in Hungary about the most important Bulgarian and local events, considers the traditional and orthodox public holidays, makes reports and interviews with the Bulgarians in Hungary, in the motherland and in cross-border. In cooperation with the Bulgarian National Radio called 'Radio Bulgaria', it broadcasts a lot of interesting information, mainly about the lives of cross-border Bulgarians, and the outstanding persons of the Bulgarian culture and society. The programme exclusively broadcasts Bulgarian music, most of which is in modern styles, but classical and orthodox music can also be heard at times. Certainly, several kinds of Bulgarian folk music are also on air, primarily authentic, ethno and jazz adaptations. (Broadcast: Wednesday 13.00 – 13.30; replay: Friday 01.00 – 01.30)
- The programme in *Greek* is broadcast in half an hour per week and informs the listeners about important events occurring in the lives of the Greeks in Hungary and of the motherland. Since the beginning of the programme, the editorial has paid special attention to the spreading of Greek culture and the care of the language. (Broadcast: Thursday 13.00 – 13.30; replay: Saturday 01.00 – 01.30)
- The programme in *Polish* primarily deals with the Polish community in Hungary, taking care of current issues, such as laws, education, cultural festivals, introduction of Polish people, books, traditions, religious holidays, Polish cross-border diaspora, etc. (Broadcast: Saturday 13.30 – 14.00; replay: Monday 01.30 – 02.00)
- The most specific issues of the Armenian programme are the laws, education, cultural festivals, introduction of the persons of *Armenian* origin, books, traditions, religious festivals. Reports on Armenians living in the diaspora can also be frequently heard as three times more Armenians live cross-border than in Armenia. (Broadcast: Saturday 13.00 – 13.30; replay: Monday 01.00 – 01.30)
- The radio programme in *Rusyn* provides information on the events of the Rusyn Municipal Government, with special attention to the work of the national Municipal Government, frequent memoirs of Rusyn religious festivals, reports on remarkable people, cultural programmes (new books, CDs, exhibitions, etc.), and news about the people living cross-border, and the most important musical events. (Broadcast: Tuesday 13.00 – 13.30; replay: Thursday 01.00 – 01.30)
- The profile of the programme in *Ukrainian* is news and music; besides the introduction of the lives of the local Ukrainian community and the work of civil society organizations in Hungary, it offers interviews and reports about current events. It does not leave out any news on Ukraine, and it gives a special section to the Ukrainian history, ethnography, literature and poetry. The broadcast is generally informative and educational, and does not intend to move towards entertainment. It broadcasts mainly serious pieces of information, research results, poems and prose,

and music relevant to the topic. (Broadcast: Friday 13.00 – 13.30; replay: Sunday 01.00 – 01.30)

Article 12 – Cultural activities and cultural facilities:

- The county offices of the National Institute for Education organize national events. In 2013 Békés and Zala counties provided events to present Slovak, Romanian, Roma, Serbian, Polish, German and Slovenian culture. (The Association for Mure Croats was also involved in the latter, in a partnership with Društvo Horvata kre Mure. In the Croatian programme Jelena Tisaj, an ethnographer and choreographer from Croatia, introduced several regional folk dances to the representatives of the villages, who can teach the dances to their groups later on.)
- The Heritage House as a national institution carries out research, protects and spreads the folklore of the Carpathian-basin, it is also a priority to collect, archive, introduce and spread the folklore of the nationalities living in Hungary. The method of the Hungarian dance houses based on the performances of the Hungarian State Folk Ensemble being part of the House, and spread over to the folklores of the nationalities has been acknowledged as a good practice by the international register, which is in line with the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage; it is always authentic material. The archive of the Heritage House contains a large number of ethnic and national materials, the registration of which is in the relevant language; however, the institution works on creating a multi-lingual database as well. (The materials in Romanian are already available under (<http://folkloredb.hu/fdb/index.php>))
- Public Collection field – nationalities’ database: It is a continuous task to build up the Nationalities Collection at the National Library of Foreign Literature (NLFL), which covers special literature in relation to the minorities, mostly in the framework of documents created in minority languages. It is an important source of information which helps the research work and overall orientation regarding minorities. At present the database contains 120 thousand records. It is available 24 hours, refreshed on a daily basis, and can be reached at the following web page <http://opac.oik.hu/monguz/index.jsp?page=search>.
- Nationalities Collection sub-portal: The NLFL has made the Nationalities sub-portal available on its web page since 2011, which project was funded by the EU programme ‘SROP-3.2.4/08/1-KMR’. On the sub-portal of the nationalities, the information about the library is available in 13 minority languages recognised in Hungary. There is an online service ‘Ask the librarian in your mother tongue’ which offers help in 9 minority languages (Bulgarian, Greek, Croatian, Polish, German, Romanian, Serbian, Slovak and Slovenian). Under ‘Publications’ we often inform the visitor about the latest publications of our collections. Under ‘News’, news about the nationalities can be found. The ‘Activities’ section provides information about the NLFL’s events of nationalities. All these offer a further opportunity for the minorities to use their mother tongue.
- In the areas with Slovenian minority, bilingual cultural programmes are organized, where the whole village participates. In addition, festivals are visited from all the surrounding villages. The ‘common programmes’ of the generations can contribute to the opportunity that the elderly teach the archaic dialects to the young, and the young

can enrich the vocabulary of the elderly with literary Slovenian words. Such ‘common programmes’ can act as workshops for traditional and cultural events.

- In the period of 2012 and 2014, the implementation of two EU-projects also began as an initiative of the Slovenian community. In the framework of the project called ‘*Neighbour to neighbour*’, the craft house built in Orfalu, the renewed community centre in Felsőszölnök and the Slovenian country house made from the old rectory, all supporting the language practice during the workshops. In the Pável Ágoston Local History and Slovenian Nationalities Collection in Szentgotthárd – within the project called ‘*The living countryside*’ – the children can learn not only traditional culture but their dialects and literature too in the bilingual museum pedagogy workshops. They can develop their vocabulary in a playful way.
- The nationality linguistic events: The NLFL organizes more than 100 events a year. Among the programmes, those held in the mother tongue of the 13 nationalities recognised in Hungary play an important role. These include book presentations, exhibitions, reader evening, etc. In the past two years, NLFL has held the programmes below, which partly or completely introduced the language of the nationalities:
 - 03-04-2012 – 20-04-2012 Armenian codex, Armenian motives in children’s works of art
 - 2012-09-24 Vujicsics Sztoján Memorial Eve – on the occasion of the 10th anniversary death of the outstanding Serbian writer and poet in Hungary
 - 30-10-2012 – 29-11-2012 ‘Everything passes away’ exhibition (of Papageorgiu Szteliosz Greek graphic artist)
 - 16-01-2013 – 15-03-2012 ‘My outlooks into the world’ – János Balázs (1905 - 1977), the life work exhibition of one of the most remarkable Gypsy painter and poet
 - 06-03-2013 Friendly afternoon – the literary evening of the cultural and public journal ‘Friendship (Barátság)’ introducing nationalities
 - 2013-06-05 Rusyn publications in Hungary (the introduction of Rusyn publications and the Rusyn Almanac, 2012)
 - 30-09-2013 The Day of the Folktale – Slovak folktale eve
 - 27-11-2013 – 31-01-2014 Winter along the Galga – Mrs Berényi Lami Mónika, glass painting exhibition of the Slovak artist
 - 11-12-2013 Nations – tales – storytellers: Gypsy folk tales
 - 12-12-2013 Museum mirror – book presentation (The book gives a selection of the publications out of the fifteen years of The Polish Museum and Archives in Hungary.)
 - 16-12-2013 Fenczik Eugén memorial conference (memorial conference in honour of the famous Rusyn awakening.)
 - 15-01-2014 ‘finding the crib-sized homeland’ – Gypsy literature in Hungary 1. (lecture series in literary history)
- In collaboration with the Hungarian Academy of Sciences, the Research Centre for Multilingualism in the Research Institute for Linguistics of the Hungarian Academy of

Sciences and British Council Hungary, the Culture Sub-Committee of the UNESCO Committee for Hungary organized an international conference "*Possibilities and Limitations of Cultural and Linguistic Diversity in the Carpathian Basin*" at the Hungarian Academy of Sciences on 21 February 2013, the International Mother Tongue Day, with the participation of 35 national and foreign scientists. This was the first linguistic conference where scientific representatives from all the languages spoken in the Carpathian basin investigated certain issues that stem from the sometimes majority and sometimes minority use of specific languages. The highly successful and widely acknowledged conference was organized with the financial support of the Ministry of Human Capacities and British Council. The programme will continue in 2014.

Article 13 – Economic and social life (health)

- The government act for the implementation period of 2012-2014 in the framework of the National Social Renewal Strategy emphasizes the reduction of the disproportion of primary health care. Numerous programmes have begun to implement the tasks included in the action plans, in which Roma population gains priority when it comes to having an equal opportunity especially in primary health care. This is further supported by the development of the health communication project funded by SROP, and by the implementation of the primary health care model focusing on the prevention and care of people suffering from chronic disease, with a community-orientation and the involvement of local – especially Roma – communities, funded by the Swiss-Hungarian Cooperation Programme. Accordingly, the addressing of the Roma community is done by persons coming from and deeply integrated in the Roma community, not different from them in any way (Roma mother-child health programme, Roma assistant health inspector, Roma responsibility for health education):
 - Roma mother-child health programme

Held on a monthly basis in villages belonging to the participating practices, Roma mothers are addressed in the form of Roma mother-child club activities. The workshops are thematic, each of them presents a subject-matter of public interest, giving demonstrations and direct experiences. To support the understanding of the content, sixteen different, short brochures are available, with 3,000 copies of each.
 - The education of the Roma assistant health inspectors

The addressing of the Roma community is the most effective if it is done by persons coming from and deeply integrated in the Roma community, not different from them in any way. This also means that the Roma assistant health inspectors have a responsibility only for their close environment, thus their activities are closely related to the praxis itself (not to the praxis community). The programme is provided into several parts, for altogether 48 persons. The training is based on the training programme developed by the National Primary Health Care Institution, and targets at reaching equality in health; also, it facilitates the acquiring of a health-conscious and health preventive behaviour.
 - Roma responsibility for health education

The aim of the training is to train a functioning healthcare support team, whose members can independently solve health improvement tasks in their settlements or residential areas. Thus, they can contribute positively to the strengthening of the learning abilities of the disadvantaged, to the improvement of their chances in life, and positive changes in their quality of life. The trained persons will be able to speak to all three generations within their community.

Article 14 – Cross-border exchange programmes

- On the basis of the minutes prepared at the meeting of the *Hungarian – Saxon Forum* (Budapest, 2008), it is in both parties' interests to strengthen the existing school partnerships by the submission of the proposal for the linguistic teacher assistant programme, in Hungarian Comenius. The partnership outside the school includes joint work among the folk high schools and different associations (e.g. amateur art fields), and the strengthening of the partnership among the associations. Discussions include the mutual consultancies and the exchanges of experiences and information in education and legal matters (*best practice*), and in relation to the impacts of the deployment of the Bologna process, trainer's training, and the establishment of regional and beyond networks.
- As per the minutes taken at the meeting of the *Hungarian – Slovak Joint Committee for Education, Sport and Youth* (Révkomárom, 2012), the parties agreed to the promotion of Slovak language training in Hungary and its usage in the education system.

2. Annex: Details on higher education

1.) The list of minority specialisations in teacher further training published between 2012 and 2014 (teacher training):

2012						
Specialised further training	Training Field	Settlement	Language	Educ. level	Min.	Max.
					Number	
Kindergarten teachers training undergraduate program - Gypsy-Roma minority kindergarten teacher specialization	Teacher Training	Budapest	Hungarian	T	5	10
Kindergarten teachers training undergraduate program - German minority kindergarten teacher specialisation	Teacher Training	Budapest	Hungarian	T	10	10
Teachers training undergraduate program - German minority teacher specialisation	Teacher Training	Budapest	Hungarian	T	12	15
Teachers training undergraduate program - Gypsy-Roma minority teacher specialization	Teacher Training	Budapest	Hungarian	T	5	10
Modern methodological culture of the German minority and bilingual school education and training	Teacher Training	Baja	Hungarian	T	15	45
Modern methodological culture of the German minority and bilingual kindergarten	Teacher Training	Baja	Hungarian	T	15	45
Kindergarten teachers training undergraduate program - German minority kindergarten teacher specialisation	Teacher Training	Baja	Hungarian	T	15	45
Teachers training undergraduate program - German minority teacher specialisation	Teacher Training	Baja	Hungarian	T	15	45
German minority education officer	Teacher Training	Budapest	German	T	15	20
Kindergarten teachers training undergraduate program - German minority kindergarten teacher specialisation	Teacher Training	Budapest	Hungarian	T	15	20
Teachers training undergraduate program - German minority teacher specialisation	Teacher Training	Budapest	Hungarian	T	15	20
German minority kindergarten teacher	Teacher Training	Sopron	Hungarian	T	15	20
Teachers training undergraduate program - German minority teacher specialisation	Teacher Training	Esztergom	Hungarian	T	15	30
Preschool bilingual German minority	Teacher Training	Szekszárd	Hungarian	T	15	25
Teachers training undergraduate program - German minority teacher specialisation	Teacher Training	Szekszárd	Hungarian	T	15	25

2013							
Faculty	Specialised further training	Training Field	Settlement	Language	Educ. level	Min.	Max.
						Number	
Apor Vilmos Catholic College	Initial kindergarten teachers training major - German minority kindergarten teacher	Teacher Training	Vác	Hungarian	T	12	15
Apor Vilmos Catholic College	Teachers training undergraduate program - German minority teacher specialisation	Teacher Training	Vác	Hungarian	T	12	20
Eötvös József College of Educational Sciences	Initial kindergarten teachers training major - German national minority kindergarten teacher Specialisation	Teacher Training	Baja	Hungarian	T	15	45
Eötvös József College of Educational Sciences	Kindergarten teachers training undergraduate program - Croatian minority kindergarten teacher Specialisation	Teacher Training	Baja	Hungarian	T	15	45
Eötvös József College of Educational Sciences	Kindergarten teachers training undergraduate program - German minority kindergarten teacher Specialisation	Teacher Training	Baja	Hungarian	T	15	45
Eötvös József College of Educational Sciences	Teachers training undergraduate program - Croatian minority teacher specialisation	Teacher Training	Baja	Hungarian	T	15	45
Eötvös József College of Educational Sciences	Teachers training undergraduate program - German minority teacher specialisation	Teacher Training	Baja	Hungarian	T	15	45
Eötvös Loránd University of Sciences Humanities Faculty	German minority education officer	Teacher Training	BP	German	T	10	15
Eötvös Loránd University of Sciences Faculty of teacher and kindergarten teacher training	Kindergarten teachers training undergraduate program - German minority kindergarten teacher Specialisation	Teacher Training	BP	Hungarian	T	22	22
Eötvös Loránd University of Sciences Faculty of teacher and kindergarten teacher training	Teachers training undergraduate program - German minority teacher specialisation	Teacher Training	BP	Hungarian	T	22	22

University of Western Hungary Benedek E. Ped. Faculty	German minority kindergarten teacher	Teacher Training	Sopron	Hungarian	T	15	20
Pázmány Péter Catholic University Faculty of Vitéz János	Kindergarten teachers training undergraduate program - German minority kindergarten teacher Specialisation	Teacher Training	Esztergom	Hungarian	T	15	30
Pázmány Péter Catholic University Faculty of Vitéz János	Kindergarten teachers training undergraduate program - Slovak minority kindergarten teacher Specialisation	Teacher Training	Esztergom	Hungarian	T	15	30
Pázmány Péter Catholic University Faculty of Vitéz János	Teachers training undergraduate program - German minority teacher specialisation	Teacher Training	Esztergom	Hungarian	T	15	30
Pázmány Péter Catholic University Faculty of Vitéz János	Teachers training undergraduate program - Slovak minority teacher specialisation	Teacher Training	Esztergom	Hungarian	T	15	30
University of Pécs Faculty of Illyés Gyula College	Preschool bilingual German minority	Teacher Training	Szekszárd	Hungarian	T	15	25
University of Pécs Faculty of Illyés Gyula College	Teachers training undergraduate program - German minority teacher specialisation	Teacher Training	Szekszárd	Hungarian	T	15	25

2014				
Institution/Faculty	Specialised further training	Training Field	Settlement	Language
Apor Vilmos Catholic College	Initial kindergarten teachers training major - German minority kindergarten teacher Specialisation	Teacher Training	Budapest	Hungarian
Apor Vilmos Catholic College	Teachers training undergraduate program - German minority teacher specialisation	Teacher Training	Budapest	Hungarian
Eötvös József College of Educational Sciences	Initial kindergarten teachers training major - Croatian minority kindergarten teacher Specialisation	Teacher Training	Baja	Hungarian
Eötvös József College of Educational Sciences	Initial kindergarten teachers training major - German minority kindergarten teacher Specialisation	Teacher Training	Baja	Hungarian
Eötvös József College of Educational Sciences	Teachers training undergraduate program - Croatian minority teacher specialisation	Teacher Training	Baja	Hungarian

Eötvös József College of Educational Sciences	Teachers training undergraduate program - German minority teacher specialisation	Teacher Training	Baja	Hungarian
Eötvös Loránd University of Sciences Humanities Faculty	German minority education officer	Teacher Training	Budapest	German
Eötvös Loránd University of Sciences Faculty of teacher and kindergarten teacher training	Initial kindergarten teachers training major - German minority kindergarten teacher Specialisation	Teacher Training	Budapest	Hungarian
Eötvös Loránd University of Sciences Faculty of teacher and kindergarten teacher training	Teachers training undergraduate program - German minority teacher specialisation	Teacher Training	Budapest	Hungarian
University of West Hungary, Benedek Elek Ped. Faculty	German minority kindergarten teacher	Teacher Training	Sopron	Hungarian
Pázmány Péter Catholic University Humanities Faculty	Initial kindergarten teachers training major - German minority kindergarten teacher Specialisation	Teacher Training	Esztergom	Hungarian
Pázmány Péter Catholic University Humanities Faculty	Teachers training undergraduate program - German minority teacher specialisation	Teacher Training	Esztergom	Hungarian
University of Pécs Faculty of Illyés Gyula College	Teachers training undergraduate program - German minority teacher specialisation	Teacher Training	Szekszárd	Hungarian
University of Western Hungary Berzsényi D. Faculty of Teacher Training	Specialised subjects in foreign/minority language	Teacher Training	Szombathely	
Faculty of Humanities, University of Pécs	Specialised subjects in foreign/minority language	Teacher Training	Pécs	
Faculty of Philology and Social Sciences, Pannon University Faculty	Specialised subjects in foreign/minority language	Teacher Training	Veszprém	

Source: Ministry of Human Capacities

2.) Development in the figures of applications and admission, and total number of participants in minority specialisations

Minority teacher training, data of the number of applications and admissions, 2012-2014																	
Nationality / Training Level / Major	Institution	2014 - scholarship		2014 - self-financing		2013 - scholarship		Admissions	2013 - self-financing		2012 - scholarship		2012 - self-financing		Admissions	Admissions	Admissions
		Applicant	Applicant	Applicant	Admissions	Applicant	Admissions		Applicant	Admissions	Applicant	Admissions					
		1. places	total	1. places	total	1. places	total		1. places	total		1. places	total		1. places	total	
Gypsy/Roma nationality, basic training																	
kindergarten teacher-Gypsy/Roma specialisation		20	51	0	10	1	5	0	0	2	0	2	4	0	1	6	0
	AVKF	0	5	0	2	1	3	0	0	1	0	0	2	0	0	1	0
	DE	20	42	0	5												
	EJF	0	1	0	1							2	2	0	0	2	0
	SZIE	0	3	0	2	0	2	0	0	1	0				1	3	0
teacher-Gypsy/Roma specialisation		4	7	0	6	3	10	0	2	7	0	0	5	0	4	6	2
	AVKF	2	3	0	4	3	8	0	1	6	0	0	3	0	0	2	0
	EJF	1	1	0	1	0	1	0				0	2	0			
	SZIE	1	3	0	1	0	1	0	1	1	0				4	4	2
master's programs																	
teacher - Romology teacher		3	5			4	8	2	0	2	0	3	6	1	0	2	0
Boyash	PTE	3	4			1	4	0	0	1	0	3	6		0	2	0
Romany	PTE	0	1			3	4	2	0	1	0						
teacher (T/D)- Romology teacher		2	2									0	2	0			
Boyash	PTE	1	1									0	2	0			
Romany	PTE	1	1														
undivided training																	
Romology teacher						0	2	0	0	1	0						
	PTE					0	2	0	0	1	0						

Croatian nationality, basic training																			
kindergarten teacher-minority Croatian specialisation		2	3	0	3	1	1	1	0	1	0	0	1	0	1	1	0		
	EJF	2	3	0	3	1	1	1	0	1	0	0	1	0	1	1	0		
teacher-minority Croatian specialisation		6	7	1	2							2	5	2	0	1	0		
	EJF	6	7	1	2							2	5	2	0	1	0		
master's programs																			
teacher - Croatian- and minority Croatian-teacher		3	7						1	1	1	5	8	6	0	1	0		
	ELTE	0	1						1	1	1	2	3	3					
	NYME											0	1	0					
	PTE	3	6									3	4	3	0	1	0		
teacher (T/D) - Croatian- and minority Croatian-teacher															1	1	1		
	NYME														1	1	1		
teacher - Croatian teacher												1	2	1	0	1	0		
	NYME											1	2	1	0	1	0		
undivided training																			
teacher of Croatian and minority Croatian language and culture		2	3	0	2														
	ELTE	1	1	0	1														
	PTK	1	2	0	1														

Minority teacher training, data of the number of applications and admissions, 2012-2014																	
		2014 - scholarship		2014 - self-financing		2013 - scholarship			2013 - self-financing			2012 - scholarship			2012 - self-financing		
		Applicant		Applicant		Applicant		Admissions	Applicant		Admissions	Applicant		Admissions	Applicant		Admissions
Nationality / Training Level / Major	Institution	1. places	total	1. places	total	1. places	total		1. places	total		1. places	total		1. places	total	
German nationality, basic training																	
kindergarten teacher-minority German specialisation		116	216	12	75	110	231	69	15	106	10	109	242	71	11	103	17
	AVKF	12	25	2	9	9	25	6	3	16	2	12	29	6	3	19	7
	EJF	18	36	7	23	11	30	7	3	9	3	13	24	10	2	14	4
	ELTE	37	69	2	18	34	75	21	1	28	0	26	74	19	0	20	2
	NYME	36	48	1	13	41	65	23	5	32	2	39	65	24	2	20	1
	PPKE											10	25	7	2	14	1
	PTE	10	30	0	8	13	31	11	1	19	1	9	25	5	1	11	1
	SZIE	3	8	0	4	2	5	1	2	2	2				1	5	1
teacher-minority German specialisation		53	120	12	51	27	80	24	11	38	10	33	115	26	4	34	6
	AVKF	2	11	1	3	1	4	0	0	1	0	3	11	3	1	4	0
	EJF	29	49	10	35	9	16	8	10	20	9	5	14	1	0	4	2
	ELTE	10	27	1	6	12	26	10	0	7	0	10	40	8	0	8	0
	PPKE	1	6	0	0	0	10	0	0	4	0	1	13	5			
	PTE	5	15	0	2	3	14	4	1	5	1	9	18	6	1	6	2
	SZIE	0	3	0	2	1	2	1							2	6	2
	SZTE	6	9	0	3	1	8	1	0	1	0	5	19	3	0	6	0
master's programs																	
teacher - German- and minority German-teacher		14	34	0	7	13	23	8	0	8	0	14	29	10	0	3	0
	ELTE	2	5	0	1	2	7	2				7	15	5	0	2	0
	PTE	10	21	0	5	7	11	3	0	5	0	5	9	3			

	SZTE	2	8	0	1	4	5	3	0	3	0	2	5	2	0	1	0
teacher (T/D)- German- and minority German-teacher		6	11	2	7	14	22	12	12	27	9	12	14	7	4	12	4
	ELTE	1	1	0	1				5	11	4	6	6	2	2	6	2
	PTE	2	5	0	2	8	13	7	5	11	4	3	5	3	1	4	1
	SZTE	3	5	2	4	6	9	5	2	5	1	3	3	2	1	2	1
undivided training																	
teacher of German and minority German language and culture		19	55	0	4	16	37	14	0	11	0						
	ELTE	8	32	0	1	10	19	11	0	6	0						
	PTE	8	17	0	2	0	5	0	0	3	0						
	SZTE	3	6	0	1	6	13	3	0	2	0						

Minority teacher training, data of the number of applications and admissions, 2012-2014																	
Nationality / Training Level / Major	Institution	2014 - scholarship		2014 - self-financing		2013 - scholarship		2013 - self-financing		2012 - scholarship		2012 - self-financing					
		Applicant		Applicant		Applicant		Admissions	Applicant		Admissions	Applicant		Admissions	Applicant		Admissions
		1. places	total	1. places	total	1. places	total		1. places	total		1. places	total		1. places	total	
Romanian nationality, basic training																	
kindergarten teacher-minority Romanian specialisation		5	6	1	6	1	2	1	3	4	1				0	1	0
	SZIE	5	6	1	6	1	2	1	3	4	1				0	1	0
teacher-minority Romanian specialisation		4	7	0	2	2	3	3	0	3	1	0	1	0	1	2	0
	SZIE	3	6	0	2	2	3	3	0	3	1				1	2	0
	SZTE	1	1									0	1	0			

master's programs																	
teacher - Romanian- and minority Romanian-teacher		1	1			1	1	0									
	ELTE	1	1														
	SZTE					1	1	0									
teacher (T/D) - Romanian- and minority Romanian-teacher												4	4	4			
	SZTE											4	4	4			
undivided training																	
teacher of Romanian and minority Romanian language and culture						0	1	0									
	ELTE					0	1	0									
Serbian nationality, basic training																	
kindergarten teacher-minority Serbian specialisation		1	2	0	2	2	3	2	0	1	0	1	1	0	0	1	0
	ELTE	1	2	0	2	2	3	2	0	1	0	1	1	0	0	1	0
teacher-minority Serbian specialisation		1	1	0	1	1	6	1									
	ELTE	1	1	0	1	1	6	1									
master's programs																	
teacher - Serbian- and minority Serbian-teacher		2	2	0	1							1	1	1			
	ELTE	1	1	0	0												
	SZTE	1	1	0	1							1	1	1			
teacher (T/D)- Serbian- and minority Serbian-teacher									1	1	1						
	ELTE								1	1	1						
undivided training																	
teacher of Serbian and minority Serbian language and culture		3	4	0	1	1	2	1									
	ELTE	1	1	0	1												
	SZTE	2	3	0	0	1	2	1									

Minority teacher training, data of the number of applications and admissions, 2012-2014																	
Nationality / Training Level / Major	Institution	2014 - scholarship		2014 - self-financing		2013 - scholarship			2013 - self-financing			2012 - scholarship			2012 - self-financing		
		Applicant		Applicant		Applicant	Admissions		Applicant	Admissions		Applicant	Admissions		Applicant	Admissions	
		1. places	total	1. places	total	1. places	total		1. places	total		1. places	total		1. places	total	
Slovak nationality, basic training																	
kindergarten teacher - minority Slovak specialisation		0	1						0	1	0	4	8	0			
	PPKE											4	8	0			
	SZIE	0	1						0	1	0						
teacher-minority Slovak specialisation		0	1			2	2	1	0	1	0	0	1	0	3	3	0
	PPKE											0	1	0	1	1	0
	SZIE	0	1			2	2	1	0	1	0				2	2	0
master's programs																	
teacher - Slovak- and minority Slovak-teacher						0	1	0				1	3	0			
	ELTE					0	1	0				1	3	0			
teacher (T/D) - Slovak- and minority Slovak-teacher						1	1	1				3	3	3	1	2	0
	SZTE					1	1	1				3	3	3	1	2	0
undivided training																	
teacher of Slovak language and minority Slovak language and culture		1	5			2	2	1	0	1	0						
	ELTE	1	4			1	1	0									
	SZTE	0	1			1	1	1	0	1	0						

Slovenian nationality, basic training																		
teacher - Slovenian- and minority Slovenian-teacher						1	1	1										
	NYME					1	1	1										
teacher - teacher of Slovenian language			1	2		0	1	0										
	NYME		1	2		0	1	0										
undivided training																		
teacher of Slovenian and minority Slovenian language and culture			0	1		1	1	1										
	ELTE		0	1		1	1	1										
Explanation: The master teacher's faculties designated (T/D) indicate supplementary training courses for graduate teachers (2 or 3 semesters long).																		
Note: The application data for 2014 corresponds to the general tertiary education admission procedure while the data corresponding to earlier years applies to the entire year.																		
Institutions:	AVKF	Apor Vilmos Catholic College																
	DE	University of Debrecen																
	EJF	Eötvös József College																
	ELTE	Eötvös Loránd University of Sciences																
	NYME	University-of Western Hungary																
	PPKE	Pázmány Péter Catholic University																
	PTE	University of Pécs																
	SZIE	Szent István University																
	SZTE	University of Szeged																

Source: Ministry of Human Capacities

3.) Number of participants in minority teacher training:

Number of participants in minority teacher training, in 2012						
2012/2013 academic year (status as of October 2012)						
Nationality	Major	Short name of the Institution	basic training		master's programs	
			Total number of students in all grades	with scholarship or state-supported	Total number of students in all grades	with scholarship or state-supported
Gypsy/Roma	Kindergarten teacher (Gypsy/Roma)	AVKF	1	1		
Gypsy/Roma	Kindergarten teacher (Gypsy/Roma)	EJF	3	3		
Gypsy/Roma	Kindergarten teacher (Gypsy/Roma)	SZIE	2	1		
Gypsy/Roma	Teacher - Romology teacher	PTE			6	
Gypsy/Roma	Teacher (Gypsy/Roma)	AVKF	6	3		
Gypsy/Roma	Teacher (Gypsy/Roma)	EJF	3	3		
Gypsy/Roma	Teacher (Gypsy/Roma)	SZIE	8	5		
Croatian	Kindergarten teacher (minority Croatian)	EJF	5	2		
Croatian	Teacher - Croatian- and minority Croatian-teacher	ELTE			2	
Croatian	Teacher - Croatian- and minority Croatian-teacher	NYME			1	
Croatian	Teacher - Croatian- and minority Croatian-teacher	PTE			8	
Croatian	Teacher - Croatian teacher	NYME			1	
Croatian	Teacher (minority Croatian)	EJF	7	7		
German	Kindergarten teacher (German minority)	AVKF	30	18		
German	Kindergarten teacher (German minority)	EJF	39	27		
German	Kindergarten teacher (German minority)	ELTE	51	47		
German	Kindergarten teacher (German minority)	NYME	67	56		
German	Kindergarten teacher (German minority)	PTE	24	21		
German	Kindergarten teacher (German minority)	SZIE	19	5		
German	Teacher - German- and minority German-teacher	ELTE			18	16
German	Teacher - German- and minority German-teacher	PTE			23	19
German	Teacher - German- and minority German-teacher	SZTE			6	

German	Teacher (German minority)	AVKF	10	8		
German	Teacher (German minority)	EJF	10	5		
German	Teacher (German minority)	ELTE	41	37		
German	Teacher (German minority)	PPKE	9	8		
German	Teacher (German minority)	PTE	12	10		
German	Teacher (German minority)	SZIE	14	8		
German	Teacher (German minority)	SZTE	10	9		
Romanian	Kindergarten teacher (minority Romanian)	SZIE	7	5		
Romanian	Teacher - Romanian- and minority Romanian-teacher	SZTE			9	
Romanian	Teacher (minority Romanian)	SZIE	20	6		
Serbian	Kindergarten teacher (minority Serbian)	ELTE	1	0		
Serbian	Teacher - Serbian- and minority Serbian-teacher	SZTE			1	
Slovak	Kindergarten teacher (minority Slovak)	SZIE	21	1		
Slovak	Teacher - Slovak- and minority Slovak-teacher	SZTE			7	
Slovak	Teacher (Slovak minority)	PPKE	1	1		
Slovak	Teacher (Slovak minority)	SZIE	3	0		
Slovenian	Teacher - teacher of Slovenian language	NYME			2	
Total			424	297	84	73

Data source: Tertiary education statistical data compilation, 2012

Number of participants in minority teacher training, in 2013								
2013/2014 academic year (status as of October 2013)								
Nationality	Major	Short name of the Institution	basic training		master's programs		undivided training	
			Total number of students in all grades	with scholarship or state-supported	Total number of students in all grades	with scholarship or state-supported	Total number of students in all grades	with scholarship or state-supported
Gypsy-Roma	Kindergarten teacher - minority kindergarten teacher (Gypsy-Roma)	EJF	2	2				
Gypsy-Roma	Kindergarten teacher - minority kindergarten teacher (Gypsy-Roma)	SZIE	1	0				
Gypsy-Roma	Teacher - Romology teacher (Romany language and culture) (5 semesters)	PTE			5	4		
Gypsy-Roma	Teacher - minority teacher (Gypsy-Roma)	AVKF	4	2				
Gypsy-Roma	Teacher - minority teacher (Gypsy-Roma)	SZIE	3	2				
Croatian	Kindergarten teacher - minority kindergarten teacher (Croatian)	EJF	5	3				
Croatian	Teacher - minority teacher (Croatian)	EJF	6	6				
Croatian	Teacher - Croatian- and minority Croatian-teacher (5 semesters)	PTE			7	6		
German	Undivided teacher training - teacher of German and minority German language and culture (10 semesters)	ELTE					6	6
German	Undivided teacher training - teacher of German and minority German language and culture (11 semesters)	ELTE					2	2
German	Undivided teacher training - teacher of German and minority German language and culture (12 semesters)	SZTE					1	1
German	Undivided teacher training - teacher of German language and culture (10 semesters)	ELTE					3	3
German	Undivided teacher training - teacher of German language and culture (10 semesters)	KRE					10	9
German	Undivided teacher training - teacher of German language and culture (10 semesters)	ME					4	4
German	Undivided teacher training - teacher of German language and culture (10 semesters)	PPKE					7	7
German	Undivided teacher training - teacher of German language and culture (10 semesters)	PTE					4	4

German	Kindergarten teacher - minority kindergarten teacher (German)	AVKF	30	21				
German	Kindergarten teacher - minority kindergarten teacher (German)	EJF	34	26				
German	Kindergarten teacher - minority kindergarten teacher (German)	ELTE	58	56				
German	Kindergarten teacher - minority kindergarten teacher (German)	NYME	74	67				
German	Kindergarten teacher - minority kindergarten teacher (German)	PPKE	12	11				
German	Kindergarten teacher - minority kindergarten teacher (German)	SZIE	19	8				
German	Teacher - German- and minority German-teacher (2 semesters)	ELTE			3	0		
German	Teacher - German- and minority German-teacher (2 semesters)	PTE			8	7		
German	Teacher - German- and minority German-teacher (2 semesters)	SZTE			6	5		
German	Teacher - German- and minority German-teacher (3 semesters)	ELTE			3	0		
German	Teacher - German- and minority German-teacher (5 semesters)	PTE			18	12		
German	Teacher - German- and minority German-teacher (5 semesters)	SZTE			4	4		
German	Teacher - minority teacher (German)	AVKF	10	6				
German	Teacher - minority teacher (German)	EJF	24	11				
German	Teacher - minority teacher (German)	ELTE	37	36				
German	Teacher - minority teacher (German)	PPKE	8	7				
German	Teacher - minority teacher (German)	SZIE	16	8				
German	Teacher - minority teacher (German)	SZTE	7	7				
Romanian	Kindergarten teacher - minority kindergarten teacher (Romanian)	SZIE	5	4				
Romanian	Teacher - Romanian- and minority Romanian-teacher (3 semesters)	SZTE			1	1		
Romanian	Teacher - Romanian- and minority Romanian-teacher (5 semesters)	ELTE			1	1		
Romanian	Teacher - minority teacher (Romanian)	SZIE	18	8				
Serbian	Kindergarten teacher - minority kindergarten teacher (Serbian)	ELTE	2	2				

Serbian	Teacher - Serbian- and minority Serbian-teacher (2 semesters)	ELTE			1	0		
Serbian	Teacher - Serbian- and minority Serbian-teacher (5 semesters)	ELTE			1	1		
Serbian	Teacher - Serbian- and minority Serbian-teacher (5 semesters)	SZTE			1	1		
Serbian	Teacher - minority teacher (Serbian)	ELTE	1	1				
Slovak	Undivided teacher training - teacher of Slovak language and minority Slovak language and culture (12 semesters)	SZTE					1	1
Slovak	Kindergarten teacher - minority kindergarten teacher (Slovak)	SZIE	8	0				
Slovak	Teacher - Slovak- and minority Slovak-teacher (2 semesters)	SZTE			1	1		
Slovak	Teacher - Slovak- and minority Slovak-teacher (5 semesters)	ELTE			3	3		
Slovak	Teacher - Slovak- and minority Slovak-teacher (5 semesters)	SZTE			3	2		
Slovak	Teacher - minority teacher (Slovak)	SZIE	4	2				
Slovenian	Teacher - Slovenian- and minority Slovenian-teacher (5 semesters)	NYME			1	1		
Slovenian	Teacher - teacher of Slovenian language (5 semesters)	NYME			1	1		
Total			388	296	68	50	38	37

Source: Ministry of Human Capacities

4.) Specialised further training in the reporting period:

Vocational training offered in 2012

Institution code	Name of the institution	Name of training
AVKF	Apor Vilmos Catholic College	basic kindergarten teachers training faculty - German minority kindergarten teacher specialisation
AVKF	Apor Vilmos Catholic College	basic kindergarten teachers training faculty ? Gypsy/Roma minority kindergarten teacher specialisation
AVKF	Apor Vilmos Catholic College	Roma social studies
AVKF	Apor Vilmos Catholic College	teacher in the art of Roma social studies-preparation for State exam
AVKF	Apor Vilmos Catholic College	basic teachers training faculty - Gypsy/Roman minority teacher specialisation
AVKF	Apor Vilmos Catholic College	basic teachers training faculty - German minority teacher specialisation
BCE-KIK	Budapest Corvinus University Faculty of-Public Administration	management of equal opportunities and minority protection
DE-BTK	Faculty of Humanities, University of Debrecen	German language officer and translator
DE-BTK	Faculty of Humanities, University of Debrecen	German communications- and information technology
DE-GYFK	Faculty of Child and Adult Education, University of Debrecen	Roma cultural development
DE-MÉK	Agricultural, Food and Environmental Sciences, University of Debrecen Faculty	German-Hungarian agricultural translator
DE-TTK	Faculty of Natural Sciences and Technology, University of Debrecen	German-Hungarian Natural Sciences translator
EJF-P	Faculty of Pedagogy, Eötvös József College	modern methodological culture of the-German minority and bilingual school education
EJF-P	Faculty of Pedagogy, Eötvös József College	modern methodological culture of the German minority and bilingual kindergarten
EJF-P	Faculty of Pedagogy, Eötvös József College	Romany language- national culture
EJF-P	Faculty of Pedagogy, Eötvös József College	basic kindergarten teachers training faculty - German minority kindergarten teacher specialisation
EJF-P	Faculty of Pedagogy, Eötvös József College	basic teachers training faculty - German minority teacher specialisation
ELTE-BTK	Faculty of Humanities, Eötvös Loránd University of Sciences	German as a first and second language, teaching professional competence development
ELTE-BTK	Faculty of Humanities, Eötvös Loránd University of Sciences	German minority education officer
ELTE-BTK	Faculty of Humanities, Eötvös Loránd University of Sciences	German educational and cultural officer
ELTE-TÓK	Faculty of teachers and kindergarten teachers, Eötvös Loránd University of Sciences	basic kindergarten teachers training faculty - German minority kindergarten teacher specialisation
ELTE-TÓK	Faculty of teachers and kindergarten teachers, Eötvös Loránd University of Sciences	kindergarten teacher, physiotherapy teacher
ELTE-TÓK	Faculty of teachers and kindergarten teachers, Eötvös Loránd University of Sciences	basic teachers training faculty - German minority teacher specialisation
KE-PK	University of Kaposvár, Faculty of Pedagogy	kindergarten teacher, physiotherapy teacher
CEU	Central European University	minority expert

KF-TFK	Faculty of Teacher Training, Kecskemét College	German-speaking babysitter and child care
KRE-TFK	Faculty of Teacher Training, Károli Gáspár Reformed University	German-speaking babysitter and child care
KRE-TFK	Faculty of Teacher Training, Károli Gáspár Reformed University	German-speaking babysitter and child care
ME-BTK	Faculty of Humanities, University of Miskolc	German economic and business professional language teacher
ME-BTK	Faculty of Humanities, University of Miskolc	Roma social studies
NYF-BTK	College of Nyíregyháza, Faculty of Arts	kindergarten- and primary school foreign language communicator
NYME-AK	Faculty of Apáczai Csere János, University of Western Hungary	Roma social studies
NYME-AK	Faculty of Apáczai Csere János, University of Western Hungary	teacher in the art of Roma social studies-preparation for State exam
NYME-BPK	Benedek Elek Faculty of Pedagogy, University of Western Hungary	German minority kindergarten teacher
NYME-BPK	Benedek Elek Faculty of Pedagogy, University of Western Hungary	German-speaking babysitter and child care
NYME-BPK	Benedek Elek Faculty of Pedagogy, University of Western Hungary	kindergarten Hungarian-German bilingualism
PE-MFTK	Faculty of Philology and Social Sciences, Pannon University	German minority language, literature and culture
PE-MFTK	Faculty of Philology and Social Sciences, Pannon University	German-Hungarian-Austrian cultural relations
PPKE-VJK	Faculty of Vitéz János, Pázmány Péter Catholic University	basic teachers training faculty - German minority teacher specialisation
PTE-ÁJK	Faculty of Law, University of Pécs	cultural and minority law expert lawyer
PTE-ÁJK	Faculty of Law, University of Pécs	cultural and minority policy
PTE-ETK	Faculty of Health Sciences, University of Pécs	ethnic minority health promotion officer
PTE-IFK	Faculty of Illyés Gyula College, University of Pécs	preschool bilingual German minority
PTE-IFK	Faculty of Illyés Gyula College, University of Pécs	basic teachers training faculty - German minority teacher specialisation
SZIE-GTK	Faculty of Economics and Social Sciences, Szent István University	Minority-equal opportunities counsellor
SZTE-ÁJK	Faculty of Law, Szeged University of Sciences	German legal and professional translation law specialist
SZTE-ÁJK	Faculty of Law, Szeged University of Sciences	German legal and professional translation law consultant
SZTE-JGYPK	Juhász Gyula Teacher Training Faculty, Szeged University of Sciences	health development minority coordinator
SZTE-JGYPK	Juhász Gyula Teacher Training Faculty, Szeged University of Sciences	health development minority coordinator pedagogue-preparation for state exam

Source: Ministry of Human Capacities

Vocational training offered in 2013

Institution code	Institution name	Name of specialised further training
AVKF	Apor Vilmos Catholic College	basic kindergarten teachers training faculty - German minority kindergarten teacher specialisation
AVKF	Apor Vilmos Catholic College	Roma social studies
AVKF	Apor Vilmos Catholic College	teacher in the art of Roma social studies-preparation for State exam
AVKF	Apor Vilmos Catholic College	basic teachers training faculty - German minority teacher specialisation
DE-BTK	Faculty of Humanities, University of Debrecen	German language officer and translator
DE-BTK	Faculty of Humanities, University of Debrecen	German communications and information technology
DE-GYFK	Faculty of Child and Adult Education, University of Debrecen	Roma cultural development
DE-MÉK	Agricultural, Food and Environmental Sciences, University of Debrecen Faculty	German-Hungarian agricultural translator
DE-TTK	Faculty of Natural Sciences and Technology, University of Debrecen	German-Hungarian Natural Sciences translator
EJF-NTK	Eötvös József College of Educational Sciences	basic kindergarten teachers training faculty - Croatian minority kindergarten teacher specialisation
EJF-NTK	Eötvös József College of Educational Sciences	basic kindergarten teachers training faculty - German minority kindergarten teacher specialisation
EJF-NTK	Eötvös József College of Educational Sciences	basic teachers training faculty - German minority teacher specialisation
EJF-NTK	Eötvös József College of Educational Sciences	basic teachers training faculty - Croatian minority teacher specialisation
EKF-TKTK	Faculty of Teacher Training and Technology Skills, Eszterházy Károly College	specialist facilitating ethnic-minority communities social integration
ELTE-BTK	Faculty of Humanities, Eötvös Loránd University of Sciences	German as a first and second language, teaching professional competence development
ELTE-BTK	Faculty of Humanities, Eötvös Loránd University of Sciences	German minority education officer
ELTE-BTK	Faculty of Humanities, Eötvös Loránd University of Sciences	German educational and cultural officer
ELTE-BTK	Faculty of Humanities, Eötvös Loránd University of Sciences	professional translator and interpreter (Slavic and Baltic languages)
ELTE-TÓK	Faculty of teachers and kindergarten teachers, Eötvös Loránd University of Sciences	basic kindergarten teachers training faculty - German minority kindergarten teacher specialisation
ELTE-TÓK	Faculty of teachers and kindergarten teachers, Eötvös Loránd University of Sciences	basic teachers training faculty - German minority teacher specialisation
CEU	Central European University	minority expert
KF-TFK	Faculty of Teacher Training, Kecskemét College	German-speaking babysitter and child care
KRE-BTK	Faculty of Humanities, Károli Gáspár Reformed University	arts, church, legal, economic, technical, European Union and social sciences professional translator and literary translator in two foreign languages (languages available: English, French, Dutch, Japanese, Chinese and German)
KRE-BTK	Faculty of Humanities, Károli Gáspár Reformed University	professional translator and literary translator for arts, church, legal, economic, technical, European Union and social sciences (languages available: English, French, Dutch, Japanese, Chinese and German)

KRE-TFK	Faculty of Teacher Training, Károli Gáspár Reformed University	German-speaking babysitter and child care
KRE-TFK	Faculty of Teacher Training, Károli Gáspár Reformed University	German-speaking babysitter and child care
ME-BTK	Faculty of Humanities, University of Miskolc	Minority-equal opportunities counsellor
ME-BTK	Faculty of Humanities, University of Miskolc	German economic and business professional language teacher
ME-BTK	Faculty of Humanities, University of Miskolc	Roma social studies
NYF-PKK	College of Nyíregyháza, Faculty of Pedagogy	teacher in the art of Roma social studies-preparation for State exam
NYME-AK	Faculty of Apáczai Csere János, University of Western Hungary	Roma social studies
NYME-AK	Faculty of Apáczai Csere János, University of Western Hungary	teacher in the art of Roma social studies-preparation for State exam
NYME-BPK	Benedek Elek Faculty of Pedagogy, University of Western Hungary	German minority kindergarten teacher
NYME-BPK	Benedek Elek Faculty of Pedagogy, University of Western Hungary	German language in kindergarten
NYME-BPK	Benedek Elek Faculty of Pedagogy, University of Western Hungary	German-speaking babysitter and child care
NYME-BPK	Benedek Elek Faculty of Pedagogy, University of Western Hungary	kindergarten Hungarian-German bilingualism
PE-MFTK	Faculty of Philology and Social Sciences, Pannon University	German minority language, literature and culture
PE-MFTK	Faculty of Philology and Social Sciences, Pannon University	German-Hungarian-Austrian cultural relations
PPKE-VJK	Faculty of Vitéz János, Pázmány Péter Catholic University	basic kindergarten teachers training faculty - German minority kindergarten teacher specialisation
PPKE-VJK	Faculty of Vitéz János, Pázmány Péter Catholic University	basic kindergarten teachers training faculty - Slovak minority kindergarten teacher specialisation
PPKE-VJK	Faculty of Vitéz János, Pázmány Péter Catholic University	basic teachers training faculty - German minority teacher specialisation
PPKE-VJK	Faculty of Vitéz János, Pázmány Péter Catholic University	basic teachers training faculty - Slovak minority teacher specialisation
PTE-ETK	Faculty of Health Sciences, University of Pécs	ethnic minority health promotion officer
PTE-IGYK	Faculty of Illyés Gyula, University of Pécs	German-speaking babysitter and child care
PTE-IGYK	Faculty of Illyés Gyula, University of Pécs	preschool bilingual German minority
PTE-IGYK	Faculty of Illyés Gyula, University of Pécs	basic teachers training faculty - German minority teacher specialisation
SZIE-GTK	Faculty of Economics and Social Sciences, Szent István University	Gypsy nationality studies
SZIE-GTK	Faculty of Economics and Social Sciences, Szent István University	Minority-equal opportunities counsellor
SZTE-ÁJK	Faculty of Law, Szeged University of Sciences	German legal and professional translation law specialist
SZTE-ÁJK	Faculty of Law, Szeged University of Sciences	German legal and professional translation law consultant

Source: Ministry of Human Capacities

Vocational training offered in 2014

Institution code	Institution name	Name of training
AVKF	Apor Vilmos Catholic College	basic kindergarten teachers training faculty - German minority kindergarten teacher specialisation
AVKF	Apor Vilmos Catholic College	basic teachers training faculty - German minority teacher specialisation
DE-BTK	Faculty of Humanities, University of Debrecen	Central European-Desk Officer in German
DE-BTK	Faculty of Humanities, University of Debrecen	Central European-Desk Officer in German
DE-BTK	Faculty of Humanities, University of Debrecen	German language officer and translator
DE-BTK	Faculty of Humanities, University of Debrecen	German communications and information technology
DE-GYFK	Faculty of Child and Adult Education, University of Debrecen	Roma cultural development
DE-TTK	Faculty of Natural Sciences and Technology, University of Debrecen	German-Hungarian Natural Sciences translator
EJF-NTK	Eötvös József College of Educational Sciences	basic kindergarten teachers training faculty - Croatian minority kindergarten teacher specialisation
EJF-NTK	Eötvös József College of Educational Sciences	basic kindergarten teachers training faculty - German minority kindergarten teacher specialisation
EJF-NTK	Eötvös József College of Educational Sciences	basic teachers training faculty - Croatian minority teacher specialisation
EJF-NTK	Eötvös József College of Educational Sciences	basic teachers training faculty - German minority teacher specialisation
EKF-TKTK	Faculty of Teacher Training and Technology Skills, Eszterházy Károly College	specialist facilitating ethnic-minority communities social integration
ELTE-BTK	Faculty of Humanities, Eötvös Loránd University of Sciences	German minority education officer
ELTE-TÓK	Faculty of teachers and kindergarten teachers, Eötvös Loránd University of Sciences	basic kindergarten teachers training faculty - German minority kindergarten teacher specialisation
ELTE-TÓK	Faculty of teachers and kindergarten teachers, Eötvös Loránd University of Sciences	basic teachers training faculty - German minority teacher specialisation
CEU	Central European University	minority expert
KF-TFK	Faculty of Teacher Training, Kecskemét College	German-speaking babysitter and child care
KRE-BTK	Faculty of Humanities, Károli Gáspár Reformed University	professional translator and literary translator for arts, church, legal, economic, technical, European Union and social sciences in two foreign languages (languages available: English, French, Dutch, Japanese, Chinese and German)
KRE-BTK	Faculty of Humanities, Károli Gáspár Reformed University	special translator and translator for arts, church, legal, economic, technical, European Union and social sciences (languages available: English, French, Dutch, Japanese, Chinese and German)
KRE-TFK	Faculty of Teacher Training, Károli Gáspár Reformed University	German-speaking babysitter and child care
KRE-TFK	Faculty of Teacher Training, Károli Gáspár Reformed University	German-speaking babysitter and child care
ME-BTK	Faculty of Humanities, University of Miskolc	German economic and business professional language teacher
ME-BTK	Faculty of Humanities, University of Miskolc	Roma social studies

ME-BTK	Faculty of Humanities, University of Miskolc	Minority-equal opportunities counsellor (social sciences training area)
NYF	College of Nyíregyháza	teacher in the art of Roma social studies-preparation for State exam
NYME-AK	Faculty of Apáczai Csere János, University of Western Hungary	Roma social studies
NYME-AK	Faculty of Apáczai Csere János, University of Western Hungary	teacher in the art of Roma social studies-preparation for State exam
NYME-BPK	Benedek Elek Faculty of Pedagogy, University of Western Hungary	German minority kindergarten teacher
NYME-BPK	Benedek Elek Faculty of Pedagogy, University of Western Hungary	German language in kindergarten
NYME-BPK	Benedek Elek Faculty of Pedagogy, University of Western Hungary	German-speaking babysitter and child care
NYME-BPK	Benedek Elek Faculty of Pedagogy, University of Western Hungary	kindergarten Hungarian-German bilingualism
PE-MFTK	Faculty of Philology and Social Sciences, Pannon University	German minority language, literature and culture
PE-MFTK	Faculty of Philology and Social Sciences, Pannon University	German-Hungarian-Austrian cultural relations
PPKE-BTK	Faculty of Humanities and Social Sciences, Pázmány Péter Catholic University	basic kindergarten teachers training faculty - German minority kindergarten teacher specialisation
PPKE-BTK	Faculty of Humanities and Social Sciences, Pázmány Péter Catholic University	basic teachers training faculty - German minority teacher specialisation
PTE-IGYK	Faculty of Illyés Gyula, University of Pécs	basic teachers training faculty - German minority teacher specialisation
PTE-TTK	University of Pécs Faculty of Sciences	Balkan studies
SZF	College of Szolnok	Roma entrepreneurial and communication consultant
SZIE-ABPK	Szent István University Faculty of Applied Arts and Pedagogy	bilingual language teacher (German), preparation for pedagogy state exam
SZIE-GAEK	Faculty of Economics, Agriculture- and Health Sciences, Szent István University	regional economic consultant Hungarian-Romanian faculty
SZTE-ÁJK	Faculty of Law, Szeged University of Sciences	German legal and professional translation law specialist
SZTE-ÁJK	Faculty of Law, Szeged University of Sciences	German legal and professional translation law consultant

Source: Ministry of Human Capacities