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EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES

Information Document
on the implementation of the
Recommendations for Immediate Action
based on the 7th monitoring cycle

Submitted by Hungary
on 28 February 2020

Interim report – European Charter for Regional or Minority Languages
Information on the implementation of the recommendations for immediate action

Though the Committee of Ministers did not formulate any specific recommendations for immediate action in its Recommendation CM/RecChL(2019)4 at the end of the most recent, 7th cycle of Hungary, we briefly present the situation of recommendations for immediate action from the Committee of Experts' Evaluation report below.

Public education, higher education

The Committee of Experts urges the further extension of nationality education and teacher training on all levels of education with regard to almost all nationalities. Previous reports have explained in detail that participation in nationality education is voluntary in Hungary; it is realized based on the needs of parents belonging to the nationality in concern, and the form of nationality education ensured to their children also depends on the parents' decision. Legislation provides that nationality kindergarten or school education must be organized obligatorily at the request of at least eight children (parents). In the case of schools, at a pupil number lower than this, supplementary nationality education must be ensured. Thus within the system of nationality education developed in Hungary, the formulation of needs is the task of the nationality citizens and nationality communities, while ensuring the conditions is the task of the state. Recent changes are presented in the following.

As indicated previously, representatives of the **Armenians** and the **Ukrainians** inquired about the organization of nationality education. Professional information has been provided on the establishment of a public education institution; however, no initiative has been taken by the Armenian nationality since then. As for the Ukrainians, the Ukrainian nationality advocate of the Hungarian National Assembly has requested information and has indicated the intention of organizing Ukrainian nationality school education. Concrete initiative has not been taken by the Ukrainian nationality either, but it is expected, according to information from the nationality advocate, that they will be able to organize and launch it by September 2021 at the latest.

The recommendations urge, with regard to the **Greek** and the Poles, the promotion of Greek and Polish kindergarten education. Both nationalities, as indicated in the periodic report as well, ensure supplementary nationality school education. They jointly initiated the launch of a kindergarten group that helps school enrolment in their supplementary school. In line with this, the Parliamentary Committee of Nationalities Living in Hungary prepared a proposal within the framework of the planned amendment of Act CLXXIX of 2011 on the rights of Nationalities (hereinafter: Nationalities Act) for the sake of legal conditions required for launching these kindergarten groups. The proposal was also supported by the Ministry of Human Capacities, the ministry in charge of public education. The next periodic report is planned to report concrete results already.

In 2019, the University of Debrecen – besides the University of Pécs – also announced a bachelor's degree in **Romology**, to which the number of admissions has increased from the general single-digit admission data of past years to 31 persons.

Based on Act CCIV of 2011 on national higher education (hereinafter: Higher Education Act), the **system** and structure **of teacher training** was modified as of 2013. Previously the students

starting their studies within a divided training rather continued their Master degree studies in a disciplinary training direction and students were less likely to choose the Master programme of teacher training. The goal of educational administration is that when entering higher education, for the sake of increasing the adequate prestige and recognition of teaching as a profession, the young people with the best ability and knowledge choose the teacher training programme already at admission.

Nationality teacher training became, with the assistance of relevant Hungarian professional and legal bodies, an undivided (one-tier), double major programme in which the young person – having accomplished the secondary school leaving exam – decides (chooses) the nationality teacher training programme at the beginning of their higher education training. Nationality teacher training programmes can be announced as double major programmes together with programmes that ensure a new generation of teachers of subjects taught in a high number of courses within the subject system in public education.

In the case of **application** to Bachelor's, Master's degree, and undivided, one-tier programmes in higher education, the higher education institution decides on admission based on – with the exception of the Master's programme – a uniform national ranking, taking into consideration the candidates' performance, the student capacity of the major from the maximum number of students determined for the given institution, and the order of preferred application indicated by the applicants. The Higher Education Act provides authority to the minister responsible for education to determine each year the number of scholarships available at majors at higher education institution, as well as the minimum score required for admission. A specific element of the admission process is that those having passed a secondary school leaving exam of a nationality language at a nationality secondary school in Hungary are entitled to 20 additional scores (points), given that they are applying for a nationality teacher training major of the same language (of the secondary school leaving exam)¹.

Measures have also been taken to improve the supply of nationality teachers and teacher training in the recent period. In order to support the attraction of the teacher career and the completion of the training, several forms of financial support are available for those participating in nationality teacher training. The **Klebelsberg Training Scholarship**, established in 2013 to ensure a new generation of teachers, is a scholarship that supports the higher education studies of those participating in undivided (one-tier) teacher training (nationality teacher training) programmes. As of 2020, those participating in nationality primary school teacher training may also apply. As of 2018, the scholarship-like cost-of-living allowance of **teacher candidates in their training** – a one year long continuous training within the teacher training programme that counts as exceptionally long in higher education – was made possible.

The Parliamentary Committee of Nationalities Living in Hungary, with the support of the Hungarian Government, elaborated a nationality **kindergarten development programme** in 2017, which was extended to nationality primary and secondary school teachers as well in 2018. The goal of the programme was to increase the number of young people choosing a nationality teacher career and the quality of nationality teacher training, as well as to make language training more effective, to retain nationality teachers in their professional field, and to improve the esteem of their profession. This programme includes a significant increase in nationality allowance, which helps to retain and motivate teachers working in their professional

¹ See Government Decree 423/2012. on the admission procedure for higher education, Section 20. (4)

field; a scholarship for students participating in nationality teacher training; and support based on tenders that aim at the improvement of the quality of nationality teacher training.

The amount of **nationality allowance** (bonus) increased from 10% to 15% of the basic salary in 2018, to 30% in 2019, and to 40% in 2020. Up to 2020, only the teachers who did education work in their nationality mother tongue in at least 50% of their worktime spent with education were entitled to the nationality allowance. In their case the amount of the nationality allowance gradually increased fourfold. As of 2020, on the proposal of the Parliamentary Committee, teachers who had not received a nationality allowance previously but do education work in nationality mother tongue work in under 50% of their worktime can also receive a lower level, differentiated nationality allowance. If the use of language is between 20-50%, teachers are entitled to 25% of the basic salary; if it is below 20%, teachers are entitled to 10% of the basic salary.

Within the framework of the **Nationality Kindergarten Teacher Study Scholarship Programme**, 87 first-year student nationality kindergarten teachers were granted a total of 41.6 million HUF scholarships (20.8 million HUF per semester) at the start of the programme, in the academic year 2018/2019. As of the first semester of the academic year 2019/2020, application was already available for the 1st-3rd year nationality kindergarten teacher students and for the 1st year nationality primary and secondary school teacher students, the total amount of scholarship they were granted is 78.6 million HUF.

Number of valid applications, 2019/2020 Semester I

Nationality	Nationality primary school teacher*	Nationality secondary school teacher**	Nationality kindergarten teacher			Total:
	<i>1st year</i>	<i>1st year</i>	<i>1st year</i>	<i>2nd year</i>	<i>3rd year</i>	
Croatian	7	1	6	1	0	15
German	26	28	82	71	37	244
Roma	1	1	11	6	5	24
Romanian	3	5	2	5	4	19
Slovak	2	1	4	5	2	14
Serb	1	0	0	0	0	1
Total:	40	36	105	88	48	317
			241			

Note: *1st-4th grade ** 5th-12th grade

The third element of the programme is the **targeted support of nationality teacher training**. The support could be used by eight higher education institutions providing nationality kindergarten teacher training in 2019, the total support of 100 million HUF helped to fulfil the tasks serving the quality improvement of nationality kindergarten teacher training. As of 2020, higher education institutions providing nationality primary and secondary school teacher training are also eligible for the support. The support of higher education institutions providing nationality kindergarten teacher training is included in the table below:

Beneficiary	Support (HUF)
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Apor Vilmos Catholic College	6 200 000
University of Debrecen	12 300 000
Gál Ferenc College	11 200 000
Eötvös József College	13 700 000
Eötvös Lóránd University	19 100 000
University of Pécs	9 500 000
Pázmány Péter Catholic University	7 000 000
University of Sopron	21 000 000
Total:	100 000 000

The professional administration of higher education is going to consider both teacher recruitment opportunities and the ensuring of the conditions required as efficiently as possible as a priority in its future proceedings.

Nationality media

The Media Service Support and Asset Management Fund (hereinafter: MTVA) and the Duna Media Service Provider Non-Profit Private Limited Company pay special attention to the fulfilment of their obligations under the Nationalities Act. The main goal of nationality programmes and programme elements defined by law coincides with one of the missions of the public media: to stop the loss of nationalities' languages, to save a mother tongue and the special culture linked to it, and to promote the preservation of identity. In the light of this, the public media ensures, according to paragraph 45. b) of the Nationalities Act, that nationality public service programmes be published, if possible, in a way and timing that is accessible for the majority of members of the community in concern, so that the service would be available in all the relevant regions populated by the given nationality.

The **Boyash language programmes** are part of the programmes of the Roma nationality, including:

- Boyash language: radio – 60 minutes/week (3.120 minutes/year)
- Hungarian language: radio – 420 minutes/week (21.840 minutes/year), TV – 52 minutes/week
- Lovari (Romani) language: radio – 60 minutes/week (3.120 minutes/year)

Roma television programmes are in Hungarian language, reportages in Lovari and Boyash language occur in case the interviewees speak the given language, thus the minute rates of this is ad hoc, cannot be estimated. The minute ratio of Boyash language programmes to total nationality rates:

- Boyash language: radio – 60 minutes/week (3.120 minutes/year)
- total nationality: radio – 5.040 minutes/week (262.080 minutes/year)

Daytime nationality programmes are being repeated during the night, therefore all the above minutes are to be calculated twice in order to know the actual minute data. The radio broadcasts a 60-minute programme titled “*Három szólamra*” (“*In three voices*”) for the Roma nationality 5 times a week, Monday to Friday. Within the one-hour daily transmission time of Roma programmes, 30-minute Lovári and Boyash language programmes are broadcast two times a week respectively – besides the Hungarian language Roma programmes.

The broadcast of **German nationality television programmes** started 40 years ago, in 1978 at the Hungarian Television. The German language magazine programme that is currently broadcast under the title “*Unser Bildschirm*” reports on nationality policy, events, and interesting information through reports, portraits, short films from the life of the German nationality in 26 minutes every Tuesday at 7.10 in the morning on Duna TV, and then in the afternoon at 13.45 on Duna World. The minute rates of German language programmes are: radio – 840 minutes/week (43.680 minutes/year), TV – 26 minutes/week.

As for increasing of the length of **Boyash (radio and television)** and **German (television)** language content and improving the broadcast time, the public media has to take into consideration all thirteen nationalities legally recognized in Hungary, the airtime distribution, the rearrangement or change of ratios for the benefit of one or more nationalities may harm the interests of the other nationalities. Similarly, the transformation of the broadcast time of programmes may also mean harm for interests.

Generally speaking, the web interface of MTVA,² and the webpage of the National Audio-visual Archive³ functions as a collection page for all programs that had been aired, thus the nationality programmes as well, and it provides unrestricted access at any time of the day. All programmes can be re-viewed and re-listened to on this interface, so with the active promotion and use of the pages the issue of broadcast times can be overcome and resolved in a reassuring way for all nationalities.

It must also be highlighted with regard to the questions raised that ensuring the **new generation** is difficult. The public media service has to meet certain basic expectations and principles that are key factors for authenticity, which is the most obvious indicator of any media. MTVA strives, also in the case of nationality programme creators, to employ the most competent professionals with the skills and knowledge most appropriate to the public service ethos and to that included in the Code of Public Service. This is a major challenge in many cases, while an adequate workforce is essential in order to process the events and happenings concerning the nationalities with a sufficiently authentic approach, as well as with appropriate content and scope. In the light of the above, it is essential that demand and interest is shown also on the part of the nationalities to engage and actively participate in public media – both on the side of programme creators, and of speakers, interviewees.

As for the **training of Serb staff**, MTVA’s Serb editorial staff are experienced journalists; they speak their mother tongue on a literary level. They have been working in the field for decades; their work is accompanied by prizes won at competitions and festivals. From a training point of view, it is important for all staff members to keep a closer contact with the Serbian public service media (radio, television), as well as to participate in trainings held in Serbia. The staff of the Nationality Radio has recently been strengthened by a new freelance staff member: Diana Gyurity graduated as a media manager, in the field of which she has outstanding expertise. It is also planned that Serb nationality staff members participate at Serbian radio and grammar trainings this year.

Budapest, February 2020

² www.mediaklikk.hu

³ www.nava.hu