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Addendum 2

EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES

**Third Periodical Report
presented to the Secretary General of the Council of Europe
in accordance with Article 15 of the Charter**

HUNGARY

***Comments/questions submitted to the Government of Hungary
regarding its Third Periodical Report***

*Prepared by the Secretariat of the
European Charter for Regional or Minority Languages
Directorate of Co-operation for Local and Regional Democracy
DG I – Directorate General of Legal Affairs*

**COMMITTEE OF EXPERTS
FOR THE
EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES**

Comments/questions submitted to the Government of Hungary regarding its Third Periodical Report

After a preliminary examination of the Third Periodical Report on the Charter, it was found that additional information on several aspects of the report would be needed before the Committee of Experts could undertake a more detailed evaluation as required by the Charter.

The Hungarian Government is therefore invited to reply to the following questions in order to allow the Committee of Experts to complete its examination. This questionnaire will additionally serve as a working document during the Committee of Expert's forthcoming "on-the-spot" mission to Hungary.

The structure of this document follows the Outline for Periodical Reports to be submitted by Contracting Parties (printed in bold). The questions the Committee of Experts would like the authorities to reply to (presented in numerical order) are inserted into the original text of that Outline. General questions are listed at the beginning of the respective article. If the context requires to quote articles of Part III completely, the provisions accepted by Hungary are underlined.

PRELIMINARY SECTION

- 1. Please provide the necessary background information, such as the relevant historical developments in the country, an overview of the demographic situation with reference to the basic economic data for the regions, as well as information on the constitutional and administrative structure of the State.**
- 2. Please indicate all regional or minority languages, as defined in paragraph a of Article 1 of the Charter, which exist within your State's territory. Indicate also the parts of the territory of your state where the speakers of such language(s) reside.**

Question 1. The numbers of minority settlement self-governments are partly contradictory (see 3rd Periodical Report, p. 10-11 and 45). Please submit a list of all minority settlement self-governments, indicating language, county and population size.

- 3. Please indicate the number of speakers for each regional or minority language. Specify the criteria for the definition of "speaker of regional or minority language" that your state has retained for this purpose.**

Question 2. As practice shows (see *ibidem*, p. 43), (EU) citizens moving to places inhabited by minority speakers of their language can contribute to the strengthening of that regional or minority language. Are there any indications as to where immigration of linguistically relevant foreigners to municipalities strongly inhabited by corresponding regional or minority language speakers has occurred in large numbers?

- 4. Please indicate the non-territorial languages, as defined in paragraph c of Article 1 of the Charter, used within your State's territory and provide statistical data concerning speakers.**
- 5. Please provide recent general statements on the policy of your State concerning the protection of regional or minority languages where it may be of use to supplement the above four points.**

PART I

1. Please state the main legal act(s) and/or provisions that you consider essential for the implementation of the European Charter for Regional or Minority Languages in your country. Please provide:

- copies of those acts and/or provisions, in English or French, should your country not have done so in relation to the initial periodical report¹;
- details and copies of new legislation or policy documents with relevance to the regional or minority languages;
- details of case law or other legal or administrative developments in this field.

2. Please indicate the bodies or organisations, legally established in your state, which further the protection and development of regional or minority languages. Please, list the names and addresses of such organisations.

3. Please indicate if any body or organisation has been consulted about the preparation of this periodical report or about the implementation of the recommendations of the Committee of Ministers addressed to your state. In the case of an affirmative answer, specify which one(s).

4. Please indicate the measures taken (in accordance with Article 6 of the Charter) to make better known the rights and the duties deriving from the application of the Charter.

5. It is understood that full details of the measures taken to implement the recommendations of the Committee of Ministers will appear in the body of the report. Nevertheless, please summarise those measures for each recommendation.

Recommendation 3

Question 3. The 3rd Periodical Report states that the results of the 2001 census and the implementation of the amendment to the Act on the Election of Representatives in Minority Self-Governments would facilitate the identification of municipalities in which speakers of regional or minority languages are particularly strong (see p. 4 and 24). How will this contribute to the implementation of the Committee of Ministers' Recommendation 3 (see RecChL (2004)4) concerning the identification of the territorial scope of application for Articles 9 and 10?

6. Indicate what steps your state has taken to inform the following of the recommendations:

- all levels of government (national, federal, local and regional authorities or administrations);
- judicial authorities;
- legally established bodies and associations.

7. Please explain how your state has involved the above, in implementing the recommendations.

¹ The principal legal acts and/or provisions referred to are meant to facilitate the Committee of Experts' assessment and should reduce the number of supplementary questions the Committee has to address to state Parties. The Committee will however take due account of the specific problems of particular countries, especially those with complex administrative structures or numerous legislative bodies.

PART II

Objectives and principles pursued in accordance with Article 2, paragraph 1

Article 7 – Objectives and principles

1 In respect of regional or minority languages, within the territories in which such languages are used and according to the situation of each language, the Parties shall base their policies, legislation and practice on the following objectives and principles:

a the recognition of the regional or minority languages as an expression of cultural wealth;

Question 4. The Committee of Experts is aware that some dialects of regional or minority languages (see i.a. *ibidem*, p. 3, 10, 43) are not used in the states in which the respective language is the official language. What is being done to reasonably preserve this unique heritage in the context of promoting the standard languages?

b the respect of the geographical area of each regional or minority language in order to ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of the regional or minority language in question;

c the need for resolute action to promote regional or minority languages in order to safeguard them;

d the facilitation and/or encouragement of the use of regional or minority languages, in speech and writing, in public and private life;

Question 5. Please elaborate how Hungary has applied this provision to Polish as well as Armenian, Bulgarian, Greek and Ukrainian (particularly regarding the media, *inter alia* improvement of the frequency and quality of television and radio presence, see 2nd Report of the Committee of Experts on the application of the Charter in Hungary, para. 52 [25, 33]).

e the maintenance and development of links, in the fields covered by this Charter, between groups using a regional or minority language and other groups in the State employing a language used in identical or similar form, as well as the establishment of cultural relations with other groups in the State using different languages;

f the provision of appropriate forms and means for the teaching and study of regional or minority languages at all appropriate stages;

Question 6. How has Hungary implemented this provision with regard to Polish as well as Armenian, Bulgarian, Greek and Ukrainian (in particular concerning textbook development, teacher training, curricula) and ensured that Armenian, Polish and Ukrainian are taught outside Sunday schools (see *ibidem*, para. 52)?

Question 7. To what extent has Hungary included Armenian, Greek and Ukrainian in the national curriculum (see *ibidem*)?

Question 8. The Committee of Experts has encouraged “the Hungarian authorities to develop a better defined framework for the protection and promotion of Ruthenian” (*ibidem*, para. 24). In particular, they were encouraged to take concrete measures in the field of educational policy (see *ibidem*, para. 27). What has been achieved apart from the introduction of Ruthenian to a primary school (see 3rd Periodical Report, p. 22), especially regarding codification, textbook development, teacher training and inclusion in the national curriculum?

Question 9. What concrete improvements have been achieved regarding the codification of Romany and Beas (see *ibidem*, p. 22) as well as the development of textbooks and curricula (see *ibidem*, p. 17)? Did Hungary cooperate with other European states (see Recommendation 1 of the Committee of Ministers, *op. cit.*)?

Question 10. How many Romany and Beas teachers were trained during the reference period (see Addendum 1 to the 3rd Periodical Report, p. 8) and how was teacher training improved?

Question 11. Please indicate to what degree the various educational programmes implemented through “Governmental Actions Concerning Roma Affairs in Hungary in 2003” (see Addendum 1 to the 3rd Periodical Report) made use of Romany and Beas.

g the provision of facilities enabling non-speakers of a regional or minority language living in the area where it is used to learn it if they so desire;

Question 12. Admission of pupils “not belonging to the given minority” to educational establishments teaching regional or minority languages will be refused in the event of capacity problems (see 3rd Periodical Report, p. 28). Has this actually occurred in practice? If so, how was it assessed whether a person belongs to a linguistic minority, bearing in mind that Article 7 (1) g applies to any person wishing to learn a regional or minority language?

h the promotion of study and research on regional or minority languages at universities or equivalent institutions;

Question 13. To what degree have the activities of the Research Institute of Ethnic and National Minorities contributed to the codification of Ruthenian? Has this institute also dealt with Armenian, the only language without a research institute of its own (see *ibidem*)?

i the promotion of appropriate types of transnational exchanges, in the fields covered by this Charter, for regional or minority languages used in identical or similar form in two or more States.

Question 14. Please provide examples on how the work of the bilateral Joint Commissions has led to improvements for Romany, Beas and Ruthenian (see 2nd Report of the Committee of Experts on the application of the Charter in Hungary, para. 30).

2 The Parties undertake to eliminate, if they have not yet done so, any unjustified distinction, exclusion, restriction or preference relating to the use of a regional or minority language and intended to discourage or endanger the maintenance or development of it. The adoption of special measures in favour of regional or minority languages aimed at promoting equality between the users of these languages and the rest of the population or which take due account of their specific conditions is not considered to be an act of discrimination against the users of more widely-used languages.

Question 15. When (year) will all Roma pupils who were wrongfully qualified as disabled be enrolled in normal classes (see Addendum 1 to the 3rd Periodical Report, p. 8)?

Question 16. Please clarify if the selection of 45 schools for desegregation (see *ibidem*) may be considered as complete and how it is ensured that all relevant schools apply for desegregation funding before the school year 2008/2009.

3 The Parties undertake to promote, by appropriate measures, mutual understanding between all the linguistic groups of the country and in particular the inclusion of respect, understanding and tolerance in relation to regional or minority languages

among the objectives of education and training provided within their countries and encouragement of the mass media to pursue the same objective.

Question 17. Apart from the individual measures implemented by several Ministries (see Addendum 1 to the 3rd Periodical Report), what comprehensive governmental communication strategy is being pursued in order to improve the public image of the Roma culture, especially in the media?

- 4 In determining their policy with regard to regional or minority languages, the Parties shall take into consideration the needs and wishes expressed by the groups which use such languages. They are encouraged to establish bodies, if necessary, for the purpose of advising the authorities on all matters pertaining to regional or minority languages.**
- 5 The Parties undertake to apply, *mutatis mutandis*, the principles listed in paragraphs 1 to 4 above to non-territorial languages. However, as far as these languages are concerned, the nature and scope of the measures to be taken to give effect to this Charter shall be determined in a flexible manner, bearing in mind the needs and wishes, and respecting the traditions and characteristics, of the groups which use the languages concerned.**

PART III

Measures to promote the use of regional or minority languages in public life in accordance with the undertakings entered into under Article 2, paragraph 2

Article 8 – Education

General questions

Question 18. Following the introduction of a separate fund for the publishing of minority language textbooks (see 3rd Periodical Report, p. 31), please specify regarding each Part III language and the different levels of education listed in Article 8 (1) a-f of the Charter when (year) modern and appropriate textbooks will be made available. To what degree could the temporary use of textbooks from states in which the respective language is the official language help to bridge the gap?

Question 19. Please indicate for each Part III language how many ordinary schools offer supplementary regional or minority language education, how many institutions have been set up by the speakers of regional or minority languages themselves for this purpose and how many pupils are concerned in either type of school (see *ibidem*, p. 39). Please also mention the counties in order to reveal the geographical scope of this initiative.

Question 20. How does the take-over of schools by minority self-governments from local (territorial) self-governments proceed?

- 1 With regard to education, the Parties undertake, within the territory in which such languages are used, according to the situation of each of these languages, and without prejudice to the teaching of the official language(s) of the State:**
 - a i to make available pre-school education in the relevant regional or minority languages; or**
 - ii to make available a substantial part of pre-school education in the relevant regional or minority languages; or**

- iii to apply one of the measures provided for under i and ii above at least to those pupils whose families so request and whose number is considered sufficient; or
- iv if the public authorities have no direct competence in the field of pre-school education, to favour and/or encourage the application of the measures referred to under i to iii above;²

Question 21. Compared to the 2nd Periodical Report (see p. 36), the total numbers of mother tongue and bilingual kindergartens have decreased in the case of Croatian (from 37 to 27), German (263→236), Romanian (14→11), Serbian (9→7) and Slovenian (5→4) (see 3rd Periodical Report, p. 29). Please elaborate on the reasons for this decrease.

Question 22. Does Hungary encourage the establishment of more mother tongue kindergartens, particularly with respect to Slovenian (only taught in four bilingual pre-schools so far) and German (only 1.2% of the pupils attend mother-tongue pre-schools, 98.8% bilingual establishments)?

Question 23. How has the funding of relevant kindergartens been improved (see 2nd Report of the Committee of Experts on the application of the Charter in Hungary, para. 58)?

Question 24. Is there a subjective right to receive pre-school education in a regional or minority language (see ibidem)?

- b i to make available primary education in the relevant regional or minority languages; or
- ii to make available a substantial part of primary education in the relevant regional or minority languages; or
- iii to provide, within primary education, for the teaching of the relevant regional or minority languages as an integral part of the curriculum; or
- iv to apply one of the measures provided for under i to iii above at least to those pupils whose families so request and whose number is considered sufficient;

Question 25. Please give an overview of how commuting is systematically organized for former pupils of merged or closed primary schools (see 2nd Report of the Committee of Experts on the application of the Charter in Hungary, para. 56, 57, 62; p. 31, para. D).

Question 26. Has Hungary taken any measures to improve the availability of bilingual teaching in primary schools (see ibidem, para. 61) and did it particularly encourage the establishment of mother tongue schools?

Question 27. What is being done to improve the funding of primary schools (see ibidem, para. 62)?

- c i to make available secondary education in the relevant regional or minority languages; or
- ii to make available a substantial part of secondary education in the relevant regional or minority languages; or
- iii to provide, within secondary education, for the teaching of the relevant regional or minority languages as an integral part of the curriculum; or
- iv to apply one of the measures provided for under i to iii above at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient;

² Provisions accepted by Hungary are underlined.

Question 28. Please give an overview of how commuting is systematically organized for former pupils of merged or closed secondary schools (see *ibidem*, para. 56, 57, 65; p. 31, para. D).

Question 29. Are there plans to establish mother-tongue secondary schools for Croatian, German, Romanian and Slovenian (see 3rd Periodical Report, p. 33)?

- d i **to make available technical and vocational education in the relevant regional or minority languages; or**
- ii **to make available a substantial part of technical and vocational education in the relevant regional or minority languages; or**
- iii **to provide, within technical and vocational education, for the teaching of the relevant regional or minority languages as an integral part of the curriculum; or**
- iv **to apply one of the measures provided for under i to iii above at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient;**

Question 30. What is being done to improve provision for teaching in or of regional or minority languages in vocational and skilled worker training schools (see *ibidem*, p. 33-34) and set up (further) bilingual or mother tongue establishments (also for Serbian, Slovenian and Romanian)?

- e i **to make available university and other higher education in regional or minority languages; or**
- ii **to provide facilities for the study of these languages as university and higher education subjects; or**
- iii **if, by reason of the role of the State in relation to higher education institutions, sub-paragraphs i and ii cannot be applied, to encourage and/or allow the provision of university or other forms of higher education in regional or minority languages or of facilities for the study of these languages as university or higher education subjects;**

Question 31. Are bilateral negotiations with states in which regional or minority languages are the official languages taking place in order to guarantee speakers of regional or minority languages a place to study (see concerning the receptiveness of universities abroad: *ibidem*, p. 37)?

Question 32. What criteria does Hungary apply with regard to the granting of part-time, full-time and Ph.D. fellowships for studies abroad (see *ibidem*, p. 38)?

- f iii **if the public authorities have no direct competence in the field of adult education, to favour and/or encourage the offering of such languages as subjects of adult and continuing education;**

Question 33. Please elaborate on the “occasional support” scheme (see *ibidem*, p. 35) for extracurricular regional or minority language teaching (budget, criteria) and indicate whether there are plans to develop it on a more strategic and comprehensive basis.

- g **to make arrangements to ensure the teaching of the history and the culture which is reflected by the regional or minority language;**

Question 34. To what extent are the regional or minority language speakers consulted as to the content of the teaching of their history and culture?

- h to provide the basic and further training of the teachers required to implement those of paragraphs a to g accepted by the Party;**

Question 35. How is the demand from kindergartens, primary and secondary schools for teachers teaching (in) Part III languages systematically assessed? If the training provided by the minority teacher training departments (see *ibidem*, p. 34) does not meet this demand, to what extent could (e.g. unemployed) teachers from states in which the respective language is the official language help to bridge the gap?

Article 9 – Judicial authorities

General questions

Question 36. Considering the enduring lack of a clearly defined territorial scope of application (contrary to Article 9 (1) of the Charter, see 2nd Report of the Committee of Experts on the application of the Charter in Hungary, para. 83, 84, 86, 91, 93; p. 31, para. E) and the absence of requests for regional or minority language use before courts (see 3rd Periodical Report, p. 40), please describe how the regional or minority language speakers are systematically informed about the right to use their respective mother tongue before judicial authorities and how this use is publicly promoted.

Question 37. Please provide information as to how the system of financial and work time incentives aiming at the regional or minority language training of court officials works in practice, whether it is applied in the same manner by all judicial authorities and approximately how many officials have benefited from such training (see *ibidem*, p. 41).

- 1 The Parties undertake, in respect of those judicial districts in which the number of residents using the regional or minority languages justifies the measures specified below, according to the situation of each of these languages and on condition that the use of the facilities afforded by the present paragraph is not considered by the judge to hamper the proper administration of justice:**

b in civil proceedings:

- ii to allow, whenever a litigant has to appear in person before a court, that he or she may use his or her regional or minority language without thereby incurring additional expense; and/or**
- iii to allow documents and evidence to be produced in the regional or minority languages,**

if necessary by the use of interpreters and translations

Question 38. Please give examples (e.g. statistics) of the practical implementation of Article 9 (1) b ii and iii (see 2nd Report of the Committee of Experts on the application of the Charter in Hungary, para. 91).

c in proceedings before courts concerning administrative matters:

- ii to allow, whenever a litigant has to appear in person before a court, that he or she may use his or her regional or minority language without thereby incurring additional expense; and/or**
- iii to allow documents and evidence to be produced in the regional or minority languages,**

if necessary by the use of interpreters and translations;

Question 39. Please give examples of the practical implementation of Article 9 (1) c ii and iii of the Charter (see *ibidem*, para. 93).

Article 10 – Administrative authorities and public services

General question

Question 40. The 2004 survey conducted by the Office for National and Ethnic Minorities (see 3rd Periodical Report, p. 42) covered 64 “other local self-governments”. However, hundreds of minority self-governments exist, in many of which the population share of regional or minority language speakers is likely to be substantial. Is there information available as to the implementation of undertakings under Article 10 in those municipalities?

- 1 Within the administrative districts of the State in which the number of residents who are users of regional or minority languages justifies the measures specified below and according to the situation of each language, the Parties undertake, as far as this is reasonably possible:**
 - a v to ensure that users of regional or minority languages may validly submit a document in these languages;**

Question 41. The lack of a clearly defined territorial scope of application (see e.g. 2nd Report of the Committee of Experts on the application of the Charter in Hungary, para. 101) complicates positive encouragement measures (see *ibidem*, para. 105; p. 32, para. E). Please explain how the (especially written) use of regional or minority languages in relations with administrative authorities and public service providers is publicly promoted among the speakers themselves (not solely minority self-governments; see 3rd Periodical Report, p. 42), for example by making use of letters, flyers, posters or media announcements.

- c to allow the administrative authorities to draft documents in a regional or minority language.**

Question 42. The Hungarian authorities support several minority-related IT projects (see *ibidem*, p. 17-18). How are local and county authorities encouraged or assisted to launch their websites also in the local regional or minority language?

- 2 In respect of the local and regional authorities on whose territory the number of residents who are users of regional or minority languages is such as to justify the measures specified below, the Parties undertake to allow and/or encourage:**
 - b the possibility for users of regional or minority languages to submit oral or written applications in these languages;**

Question 43. The 2004 survey conducted by the Office for National and Ethnic Minorities has confirmed the serious lack of bilingual staff at local authorities (see *ibidem*, p. 42). Please indicate whether a system of financial and work time incentives similar or identical to the scheme implemented by judicial authorities exists, or, if not, in what other way Hungary intends to systematically improve the knowledge of regional or minority languages among local and county authorities' staff, especially regarding Serbian, Slovenian, Romanian and those minority settlement self-governments where no public servant speaks the regional or minority language (see 3rd Periodical Report, p. 45; 2nd Report of the Committee of Experts on the application of the Charter in Hungary, para. 114).

- e the use by regional authorities of regional or minority languages in debates in their assemblies, without excluding, however, the use of the official language(s) of the State;
- f the use by local authorities of regional or minority languages in debates in their assemblies, without excluding, however, the use of the official language(s) of the State;
- g the use or adoption, if necessary in conjunction with the name in the official language(s), of traditional and correct forms of place-names in regional or minority languages.

Question 44. Please submit a list of the municipalities that have implemented this provision (including the denominations in regional or minority languages). Does the reference to “other geographic names” (ibidem, p. 44) mean that administrative authorities and public service providers (particularly public transport companies and post offices) in these municipalities use *all* geographical names (“*toponymie*”) also in the respective regional or minority language (e.g. in forms, stamps, written and oral announcements), or is implementation limited to the signage of the names of (larger) settlements and/or streets?

- 3 With regard to public services provided by the administrative authorities or other persons acting on their behalf, the Parties undertake, within the territory in which regional or minority languages are used, in accordance with the situation of each language and as far as this is reasonably possible:
 - c to allow users of regional or minority languages to submit a request in these languages.
- 4 With a view to putting into effect those provisions of paragraphs 1, 2 and 3 accepted by them, the Parties undertake to take one or more of the following measures:
 - a translation or interpretation as may be required;
 - b recruitment and, where necessary, training of the officials and other public service employees required;
 - c compliance as far as possible with requests from public service employees having a knowledge of a regional or minority language to be appointed in the territory in which that language is used.

Article 11 – Media

- 1 The Parties undertake, for the users of the regional or minority languages within the territories in which those languages are spoken, according to the situation of each language, to the extent that the public authorities, directly or indirectly, are competent, have power or play a role in this field, and respecting the principle of the independence and autonomy of the media:
 - a to the extent that radio and television carry out a public service mission:
 - iii to make adequate provision so that broadcasters offer programmes in the regional or minority languages;

Question 45. How does Hungary sustainably guarantee that the national programmes in regional or minority languages can be received via a frequency which is suitable for ordinary radio sets (see Recommendation 4 of the Committee of Ministers, op. cit.; 2nd Report of the Committee of Experts on the application of the Charter in Hungary, para. 123)?

Question 46. Are there initiatives under way to improve the time slots for radio and television programmes in regional or minority languages (see 2nd Report of the Committee of Experts on the application of the Charter in Hungary, *ibidem*)?

Question 47. What is being done to improve the time schedules available for regional or minority languages, particularly regarding Slovenian (see *ibidem*)?

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

Question 48. Please elaborate whether the state support granted to “Radio Monoster” (see 3rd Periodical Report, p. 48) is sufficient to secure its existence (see 2nd Report of the Committee of Experts on the application of the Charter in Hungary, para. 125). Against this background, how is the establishment of other radio stations operated by speakers of Part III languages, which Hungary sees as “one of the possibilities for strengthening minority media presence” (3rd Periodical Report, p. 23), encouraged and/or facilitated (see also 2nd Report of the Committee of Experts on the application of the Charter in Hungary, para. 126)?

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

Question 49. What progress has been achieved concerning retransmission of programmes in regional or minority languages from neighbouring countries (see *ibidem*, para. 130)?

Question 50. Do licences for cable-television operators include any requirements on regional or minority languages (e.g. on retransmission, “must carry” provision, see *ibidem*)?

Question 51. When (year) will Slovenian television programmes be broadcast weekly, as is the case with the other Part III languages (see 3rd Periodical Report, p. 48)?

Question 52. The new Ombudsman for Equal Opportunities “may have an important role in increasing the proportion of appearance of minority subjects within the other programmes of Hungarian Television” (*ibidem*). Please state which programmes, languages and time slots are under discussion.

Question 53. Please explain to what concrete limitations the programme restructuring (see *ibidem*) has led and how/when (month) this problem will be solved. How can the Ombudsman contribute to a solution and help to avoid non-consultation of national minority self-governments in the future?

Question 54. What measures are envisaged following the consultations between the Office for National and Ethnic Minorities and the National Radio and Television Commission concerning the dramatic unavailability of access to community and local cable television networks in regional or minority languages, particularly with respect to Romanian, Serbian and Slovenian (see *ibidem*, p. 48-49)? When will Hungary provide unlimited access in all settlements inhabited by regional or minority speakers?

Article 14 – Transfrontier exchanges

The Parties undertake:

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 identical or similar form.

Question 55. The 2001 census revealed almost a doubling of the number of persons declaring themselves as members of the Slovak minority, which seems to be partly due to the establishment of numerous Hungarian-Slovak town twinnings (see *ibidem*, p. 9). How does Hungary systematically encourage partnerships between municipalities inhabited by regional or minority language speakers and municipalities in countries where the same language is spoken?