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

HUNGARY

THE GOVERNMENT OF HUNGARY

EIGHTH PERIODIC REPORT

**on the implementation of the commitments undertaken by ratifying the
European Charter for Regional or Minority Languages**

February 2024

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INTRODUCTION

The Committee of Ministers of the Council of Europe (hereinafter “CoE”) adopted the European Charter for Regional or Minority Languages (hereafter “Language Charter”) on 22 June 1992. Hungary signed the document on 05 November 1992. It was ratified by Resolution 35/1995 (07 April) OGY of the Hungarian National Assembly. After the required number of ratifications (five), the Language Charter entered into effect as of 01 March 1998. The document was promulgated in Act XL of 1999 on the promulgation of the European Charter for Regional or Minority Languages adopted in Strasbourg on 05 November 1992. Hungary submitted its first report in September 1999, its second periodic report in 2002, its third report in 2005, its fourth report in 2009, its fifth report in 2012, its sixth report in 2015 and its seventh report in 2018 to the CoE’s Secretary General.

Following the reform of the Language Charter’s monitoring mechanism in 2018, the length of reporting cycles connected with the Language Charter under the new monitoring mechanism changed from the previous 3 years to 5 years (with a shorter interim report in the intermediate period), similarly to the Framework Convention for the Protection of National Minorities (hereinafter “Framework Convention”). In the course of the reform, the reporting periods for the country reports related to the two parallel Conventions have been aligned, i.e. - as from March 2023 for Hungary - the two country reports falling due every five years will be submitted to the CoE concurrently. This eighth country report on the status of the implementation in Hungary of the obligations defined in the Language Charter (hereinafter “country report”) covers the events related to Hungary’s nationality policy between January 2017 and April 2022 (hereinafter “reporting period”). The country report has been prepared by the national minorities policy unit responsible for preparing the report, on the basis of the guidelines adopted under No. CM(2019)69 on 02 May 2019.

In line with the guidelines of the Committee of Ministers, the national minorities policy unit consulted the national minority self-governments of Hungary’s national and ethnic minorities covered by the National Minorities Act (hereinafter referred to in the Hungarian-language country report as “national minorities”, in accordance with the Hungarian terminology¹), as well as national minority representatives and advocates. For the most comprehensive documentation of the country report, the competent policy area has contacted further non-governmental institutions and civil organisations. The **Office of the State Secretary for Church and National Minority Relations** operating under the Prime Minister’s Office (**Chapters II-XIII**) and the social inclusion unit of the **Office of the State Secretary for Social Provision Policy** under the Ministry of the Interior, which unit was responsible for the country report’s section on the Roma minority and the use of the Roma language (**commitments related to Chapter I/Section III**), solicited and received data concerning the commitments undertaken in the Language Charter from:

- Government ministries and secretaries of state’s offices, and the competent policy areas;
- nationality representatives and advocates;
- national minority self-governments;

¹ As opposed to the quantitative approach suggested by the term “national and ethnic minorities”, the Fundamental Law of Hungary uses, in agreement with stakeholders, the notion of “nationality”, returning to centuries of Hungarian traditions; therefore, the Hungarian version of this report also uses the same terminology.

- civil organisations and institutions of and related to national minorities and related;
- media authorities and media service providers;
- the Office of the Commissioner for Fundamental Rights;
- the Central Statistical Office;
- the Nationality Pedagogical Educational Centre;
- and the Centre for Social Sciences' Institute for Minority Studies.

As important inputs, the biennial reports on the situation of national minorities living in Hungary (2017-2018 and 2019-2020 reports); the reports on the activities of the Commissioner for Fundamental Rights and his or her deputies for the years 2017-2022; and the Sixth Periodic Report linked to the Framework Convention, which covers the same reporting period and is far more detailed than the present country report, have also been relied on.

This country report provides a detailed description of the changes and measures related to the implementation of the Language Charter in Hungary during the reporting period.

National minorities in Hungary

In Hungary, a full **census** was last conducted in autumn 2022, beyond the reporting period. Prior to that, a census was conducted in 2011, and then in 2016 a micro-census programme was carried out on a significant 10% sample (around 440,000 households in 2,148 settlements), which also extended to national minority data. For the latter, the data on national minorities were released in December 2018 in a publication “*Microcensus 2016 - Nationality Data*”². The Central Statistical Office implemented significant developments in recent years to obtain reliable statistical data on national minorities (primarily the Roma) between censuses, which are carried out once in 10 years. The Office regularly updates its information on the changes in the labour market situation of national minorities (especially Roma); trends in their exposure to the risk of poverty; and the schooling and education situation of national minorities.

The next census, originally scheduled for May-June 2021 as in other countries, was postponed due to the Coronavirus pandemic and was conducted beyond the reporting period in autumn 2022. Planning for the collection of nationality data was also a priority in preparations for this census. Census questions were designed in the same detailed manner as those for the 2011 census and the 2016 micro-census. The final census data were published after the reporting period, in autumn 2023.

The principles of Hungary’s national minority policy as well as the major elements and changes of the underlying legal framework were described in detail in the previous country reports. The Fundamental Law of Hungary states that Hungary protects and supports national minorities living in its territory. The National Avowal section of Hungary’s Fundamental Law proclaims that “**the national minorities living with us form part of the Hungarian political community and are constituent parts of the State**”. The country reports of previous cycles have also described how Act CLXXIX of 2011 on the rights of national minorities (hereinafter “**National Minorities Act**” or “Act on National Minorities”) regulates the individual and collective rights of persons belonging to thirteen communities (Bulgarians, Roma, Greeks, Croats, Poles, Germans, Armenians, Romanians, Rusyns, Serbs, Slovaks, Slovenes and Ukrainians) resident in Hungary. The Act clearly stipulates that any person and community

² Available online: http://www.ksh.hu/mikrocensus2016/kotet_12_nemzetisegi_adatok

belonging to a national minority has national minority rights and obligations if they declare their identity in the manner defined in the Act or in its implementing regulations.

In the first part of the reporting period, the **Government's activities related to national minorities** were concentrated in the Office of the State Secretary for Religious, Ethnic and Civil Society Relations at the Ministry of Human Capacities. Its remit included liaison, aid policy, cultural and international affairs concerning national minorities. In the same period and in the same ministry, coordinating the social inclusion of disadvantaged groups of society, and specifically the Roma, was the responsibility of the Office of the State Secretary for Social Affairs and Social Inclusion. **In 2018, the centre of the Government's activities concerning national minorities was divided into two organisations.** As a result of restructuring, Roma matters were first transferred to the Office of the State Secretary for Social Affairs and Social Inclusion at the Ministry of Human Capacities and then, having regard to the specific problems of the Roma national minority and the priority and high importance of this area, to the Ministry of the Interior, following a government reshuffle³. In 2018, the other national minority policy areas were transferred from the Ministry of Human Capacities to the Prime Minister's Office, where the Office of the State Secretary for Church and National Minority Relations reporting to the Deputy Prime Minister for general affairs, was responsible for liaisons with - and subsidy policy, as well as cultural and international affairs concerning - the 12 national minorities in Hungary⁴.

By its Decree 1548/2021 (VIII. 4.), the Government decided to appoint a Government Commissioner for Roma Relations. The Government Commissioner is responsible for improving the effectiveness of Hungarian and EU programmes related to empowering Roma people based on measures aimed at Roma inclusion; further developing relations between the Government, national minority self-governments and NGOs; coordinating cooperation initiatives concerning the Roma at the national, regional and county levels, together with renewing the system of support for Roma.

Hungary was one of the first countries to sign the **Framework Convention for the Protection of National Minorities** (hereinafter "Framework Convention"). It deposited its instrument of ratification on 25 September 1995. The National Assembly of the Republic of Hungary ratified the Framework Convention by Resolution 81/1995 (VII. 6.) OGY on the ratification of the Framework Convention for the Protection of National Minorities of the Council of Europe and promulgated it in Act XXXIV of 1999 on the promulgation of the Framework Convention for the Protection of National Minorities of the Council of Europe signed in Strasbourg on 01 February 1995. To date, Hungary has submitted to the Council of Europe (hereinafter "CoE") five country reports (in 1999, 2004, 2009, 2015 and 2019) on legislative practices aimed at implementing the principles laid down in the Framework Convention and on measures taken in the interest of Hungary's national and ethnic minorities.

³ As a result of the government restructuring in 2022 after the reporting period, responsibility for social inclusion and, together with it, the tasks related to the Roma national minority now fall within the competence of the Office of the State Secretary for Social Provision under the Ministry of the Interior.

Within the Office of the State Secretary, the tasks relating to national minorities are carried out by the Social Inclusion Department under the direction of the Deputy State Secretary for Social Inclusion.

⁴ Minor overlaps/repetitions may occur in this country report (typically in relation to the details given in the chapters on the Romani/Boyash and German languages) as component materials have been drafted by two separate policy areas.

In respect of the CoE's documents on protecting minorities, it should be noted again that Hungary's legal system grants wider-ranging rights to national minorities in number of areas than either the Framework Convention or the Language Charter.

Persons speaking regional or minority languages

In Hungary, the subjects of rights relating to regional or minority languages (hereinafter, in Hungarian terminology, "national minority languages") are individuals (individual rights) who belong to a national minority and their communities (collective rights). Pursuant to Section 1 (1) of the National Minorities Act, "ethnic groups resident in Hungary for at least one century, who are in a numerical minority amongst the population of the State, are distinguished from the rest of the population by their own language, culture and traditions and manifest a sense of cohesion that is aimed at the preservation of these and at the expression and protection of the interests of their historically established communities are considered national minorities." As listed by the National Minorities Act, the following languages are considered to be languages used by national minorities: Armenian, Bulgarian, Croatian, German, Greek, Polish, Roma (Romani and Boyash), Romanian, Rusyn, Serbian, Slovak, Slovene and Ukrainian, as well as Hungarian, in the case of the Roma and Armenian national minorities. By its accession to the Language Charter, Hungary has extended the scope of its undertakings under Part III to the Croatian, German, Romanian, Serbian, Slovak and Slovene national minority languages, based on the national educational and cultural infrastructure existing during the given time period and on previous census data. The undertakings are identical for the six languages concerned. This was followed in 2008 by the extension of the undertakings to the Romani and Boyash languages.

Pursuant to Section 4(1) of the National Minorities Act, every national minority community and every individual belonging to a national minority shall have the right

- a) to prosperity in their land of birth and to the freedom and protection of adherence to the culture and traditions of their own or their parents' and ancestors' birth place or domicile;
- b) to maintain undisturbed contact with their ancestral homeland.

Under Section 4(2), individuals belonging to a national minority shall have the right to maintain contact with the state and community institutions of their respective ancestral homelands and of the nations that have the same language, and with national minorities living in other countries.

In the light of the foregoing, the Hungarian legal system sees individuals who speak a national minority language as persons who freely declare their nationality and who may, by virtue of individual and collective rights, foster, develop and pass on their national minority language to subsequent generations. The National Minorities Act defines the concept of a national minority community in a similar way to the Minorities Act of 1993, and also fills a gap by providing a definition an individual belonging to a community. The National Minorities Act introduces a new concept, by defining the right to the collective use of names, whereby all national minorities have the right to use historically established settlement names, street names and other geographical designations intended to be used by their community.

The reporting period

During the reporting period, several events were of particular importance for national minorities, the most significant of which included:

- the 2018 general elections,

- the 2019 local elections, and
- the amendment of the National Minorities Act in 2020.

As a new development in the reporting period, Hungary's German community has been represented in Parliament by a *national minority representative*, while each of the Armenian, Bulgarian, Croatian, Greek, Polish, Roma, Romanian, Rusyn, Serbian, Slovak, Slovenian and Ukrainian national minorities have been represented by a *national minority advocate* since the **2018 general elections**. As the Slovak national minority advocate has put it: the fact that national minority languages have appeared in the contributions of each national minority advocate, and continue to be used as working languages in Parliament carries major symbolic significance thanks to the presence of the national minority advocates and, since 2018, the German national minority representative. (The 2022 parliamentary elections took place at the very end of the reporting period; therefore, their results and impacts will be reported in the next country report.)

As indicated in the previous country report, following the 2018 parliamentary elections, the national minorities policy area was divided in two fields as a result of government restructuring, whereby the field responsible for national minority policy, including liaison, support policy, cultural and international matters affecting the 12 national minorities, was transferred to the Prime Minister's Office, while the field responsible for Roma affairs remained within the competence of Ministry of Human Capacities in 2018 and was later transferred to the Ministry of the Interior.

The most important novelty of the **2019 national minority self-government elections** was that national minority voters did not cast their votes in separate national minority polling stations, but at polling stations determined by their place of residence, where they could also vote for mayors and local representatives. In addition, the provision of the National Minorities Act, which required nominating organisations wishing to run in an election to have operated for at least three years, entered into force. Voters belonging to national minorities could elect their self-governments at local, regional (county and Budapest) and national levels.

The **2020 amendment to the National Minorities Act** was yet another event of particular significance during the reporting period, and was designed by the Government of Hungary to respond to changes in the life of national minorities in certain areas. The amendment was designed to strengthen the instruments necessary for the exercise of national minority rights and, as a continued priority, to combat the potential emergence of what is known as “ethno-business”. One of the greatest achievements of the drafting process of the Act lied in its wording responding to indications and requests from the Hungarian national minorities, and that it was submitted to the National Assembly by the Committee on Hungary's National Minorities on 28 April 2020. The final vote took place on 16 June 2020, in which the National Assembly adopted the amendment by a majority of over 95%. The amendment of the National Minorities Act will be presented in detail in subsequent chapters.

It should be noted that, in addition to the foregoing, the reporting period also saw the outbreak of the **COVID-19** pandemic, which was, unfortunately, another critical event in the period under review. The pandemic situation significantly affected the operation of national minority self-governments in 2020. They fulfilled their core functions, but due to the epidemic measures, a number of national minority programmes, previous initiatives and national minority celebrations were cancelled, or events were rescheduled for subsequent years.

LANGUAGE-SPECIFIC PART

I. Romani and Boyash

Statistics suggest that the Roma in Hungary constitute the country's largest linguistic community. The standard estimate generally referred to puts the Roma population at 750,000. Roma live in around 2,000 of the country's 3,200 settlements and are mostly concentrated in Budapest, and Borsod-Abaúj-Zemplén, Baranya, Szabolcs-Szatmár-Bereg and Pest Counties.

Importantly, as regards the Language Charter, it is to be noted that the Romani and Boyash languages extend to the entire country, and the related undertakings are almost identical; therefore, the range of measures in the course of their implementation do not differ.

Information

News, accounts and reports on minorities are published on the Government's websites (www.kormany.hu and www.abouthungary.hu).

Implementation of Part II undertakings

Article 7 – Objectives and Principles

Paragraph 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;*

(i) Implementation measures - legislative changes and policies: The guarantees of the linguistic rights of national minorities in Hungary are laid down both in the Fundamental Law and in the laws described above. As was indicated in the previous reports, the Government of Hungary makes every effort to strengthen tolerance and a respectful attitude towards national minorities within the mainstream society. Hungary's national minority policy is focused on the protection of thirteen indigenous minorities, in full compliance with the Language Charter.

During the reporting period, in 2018, the national minority policy was divided into two areas. The **government restructuring** resulted in a change in the competences belonging to the national minority policy area, pursuant to the provisions of Government Decree 94/2018 (22 May) on the duties and powers of the members of Government (hereinafter "Statute"). Article 32(1), second sub-paragraph of the Statute stipulates that the General Deputy of the Prime Minister as member of the Government shall be responsible for national minority policy, and the Minister of the Interior shall exceptionally be considered to be the member of the Government responsible for national minority policy with regard to the legislation listed in Section 40 (2) of the Statute, in particular **in respect of the Roma minority**.

(ii) Implementation measures - practice and examples: In 1995, the National Assembly declared 18 December, the date when the UN Declaration on the rights of persons belonging to national or ethnic, religious and linguistic minorities was signed, the Day of Minorities (since 2012, by its new name, Day of Nationalities). In 1995, the Prime Minister established a “Prize for Minorities” (later renamed as “**Prize for Nationalities**”) to recognise individuals and communities actively engaged in preserving the linguistic and cultural values of national minorities. The Prize is awarded at an awards ceremony on 18 December every year to individuals and organisations who have made outstanding contributions to promoting the interests of national minority communities in the fields of public life, education, culture, religious life, science, mass media and economic self-organisation. The Prize is awarded by the Prime Minister based on a proposal to the Committee of Domestic National Minorities by the minister responsible for national minority policy. The Prize includes a bronze plaque, a certificate of honour and a cash prize.

A total of 68 individuals and organisations were awarded the Prime Minister's highest national minority distinction during the reporting period. On behalf of the Roma community, Róbert Batyi (2019), Zsolt Farkas (2021), János Góman (2021), Jr. Ferenc Kunhegyesi (2018), Judit Jónás (2019), Éva Kalla (2020), Karavan Theatre and Arts Foundation (2018), Gusztáv Nagy (2017), Parno Graszt Orchestra (2018), Gyula Rézműves (2017), Péter Szőke (2017), Csaba Szűcs (2020), and Erika Varga (2019) received the Prize for Nationalities Award during the reporting period.

The legal predecessor of the National Institute for Culture founded an award under the name “**Pro Cultura Minoritatum Hungariae**” (for the culture of national minorities in Hungary) in 2005, in recognition of the work and cultural activities of national minority educational professionals and communities in Hungary. As of the beginning of the reporting period in 2017 - due to the change in the maintainer of the National Institute for Culture - the Prize was first transferred to the professional recognitions awarded by the Ministry of Human Capacities and in turn the Prime Minister’s Office. Pursuant to Decree 6/2018 (XII. 21.) TNM of the Minister without a Portfolio on the awards that may be granted by the General Deputy of the Prime Minister, this recognition can be awarded to natural persons or organisations belonging to national minorities living in Hungary, accomplishing remarkable achievements in the communities of national minorities living in Hungary in preserving and developing their cultural heritage in their native language and contributing to the coexistence of the peoples of the Carpathian basin through their outstanding performance in the areas of national minority public education and culture. The ceremony and the presentation of the commemorative plaques take place on 21 May, the UNESCO World Day for Cultural Diversity for Dialogue and Development. The prize consists of a bronze plaque and a certificate of honour.

A total of 61 individuals and organisations have been recognised since the minister responsible for national minorities was introduced. On behalf of the Roma community, Margit Bangó (2019), András Farkas (2018), Géza Jónás (2020), Árpádné Kovács (2021), László Lakatos (2019), and Mónika Lakatos (2020) earned the Pro Cultura Minoritatum Hungariae award during the reporting period.

The Pro Ethnographia Minoritatum award is a prestigious recognition conferred by the Hungarian Ethnographic Society. It is awarded to two professionals each year for their achievements in researching the traditions, including both the material and non-material culture, of national minorities. In addition, events, exhibitions and cultural presentations take place nationwide, at regional, county and municipal levels, mainly during and around the **National**

Minorities Day, but also on other occasions. In many counties, distinctions related to national minorities are also awarded.

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;

Hungarian legislation does not link the option to use national minority languages to geographical areas. That is primarily because internal migration has resulted in people from all communities being found in almost all regions of the country. In the past three years, no measures have been taken to restrict the language use of national minorities in geographical terms.

As was discussed in previous country reports, since the National Minorities Act, drafted and adopted at the same time as the ratification of the document, guaranteed the individual and collective rights of national minorities all over Hungary, including rights related to language use, education and culture, the undertakings made in the Language Charter apply to the entire country. The National Minorities Act adopted in 2011 also strengthened the rights previously granted in this respect.

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

As we pointed out in previous country reports, in order to slow down and possibly reverse the assimilation process, Hungary clearly needs to increase the efficiency of the teaching of national minority languages, since a comparison of census data and other records clearly reveals with regard to several national minorities that the number of persons studying the minority language in school far exceeds the ratio of persons under 14 years of age in the given national minority.

Even though national minorities widely differ in terms of population, organisation, institutional network and language status, what the 13 recognised national minorities in Hungary have in common is that they live in diaspora and, consequently, preschools and schools play a key role in the transmission of language and culture.

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

(i) During the reporting period, the National Minorities Act continued to include the use of minority languages among the fundamental rights of national minorities, promoting the use of the mother tongue as follows:

Section 5(1) The State shall guarantee the conditions of the language use of individuals belonging to national minorities in the cases specified in a separate Act.

(2) Use of the mother tongue in civil and criminal procedures, as well as in administrative procedures shall be ensured by the relevant procedural Acts.

(3) Members of the National Assembly belonging to a national minority and national minority advocates may also use their mother tongues in the National Assembly.

(4) Representatives belonging to a national minority may also use their mother tongues in the local government representative body. If the speech was only made in the language of a national

minority, text or extracts of the speech shall be attached to the minutes of the meeting in Hungarian.

(5) In settlements where the proportion, as registered in the census, of a national minority reaches twenty per cent, upon the request of the settlement national minority self-government concerned, the minutes and decisions of the representative body shall be kept and worded also in the language of the given national minority, in addition to Hungarian. In the event of disputes over interpretation, the Hungarian language version shall be considered authentic.

(6) In settlements where the proportion, as registered in the census, of a national minority reaches twenty per cent, at the request of the settlement national minority self-government concerned, in filling the positions of local public officials and public employees as well as the positions of notaries and court bailiffs, a person understanding the mother tongue of the given national minority shall also be employed, subject to observance of the general professional requirements.

Section 6(1) In settlements where the proportion, as registered in the census, of a national minority reaches ten per cent, the local government, upon the request of the settlement national minority self-government concerned that operates in its area of territorial competence shall ensure that

(a) its decrees and announcements are promulgated and published, respectively, in the mother tongue of the national minority, alongside their publication in Hungarian,

(b) the forms used in administrative procedures are available in the mother tongue of the national minority,

(c) the inscriptions of signs displaying the names of public offices and organs providing public services or the notifications relating to their operation are displayed also in the mother tongue of the national minority, alongside the Hungarian wording and writing, with the same content and in the same format,

(d) the inscriptions of signs displaying settlement and street names, alongside the Hungarian wording and writing, also display their traditional national minority names in the mother tongue of the national minority, and in the absence of them, the names are also displayed in the mother tongue of the national minority with the same content and in the same form as the Hungarian names.

(3) In settlements where the proportion of a national minority registered in the last census reaches ten per cent, a media service provider maintained or financed by the local government shall, at the request of the national minority self-government of the settlement operating in its area of jurisdiction, provide regular national minority public service programmes in order to inform the national minority community living in the settlement in question in their mother tongue. This provision shall also apply to press products issued or financed by local governments.

(4) The opinion of the settlement national minority self-government or, in its absence, of the national minority association having its seat in the settlement shall be sought with respect to issues related to the media service provided under paragraph (3).

(5) In addition to the settlement self-government of national minority, the exercise of rights to language use pursuant to Section 5 (5) and (6) and paragraphs (1) to (4) may also be initiated by the national minority association seated in the settlement.

(6) In settlements where persons belonging to a national minority live, at the initiative of the settlement national minority self-government of the national minority concerned or, in its absence, the national minority organisation or institution having its seat in the settlement or of individuals belonging to the given national minority, the representative body may grant the rights to language use under Section 5 (5) and (6) and paragraphs (1) to (4).

Section 81(1) The consent of the settlement national minority self-government, or in its absence, of the national-level minority self-government that represents this population shall be required for the adoption of a decisions that affect the national minority population in that capacity with regard to the rights specified in this Act, in particular in the collective use of language (...).

(ii) Roma pastoral care and Roma missions

Religious communities in Hungary play a major part in reaching out to, and promoting the integration and inclusion of, the Roma through Roma pastoral care and Roma missions.

Roma pastoral care means targeted spiritual care for Roma communities within the Christian churches, which is also an important segment of the programmes aimed at the integration of the Roma. Its aim is to help the integration of our fellow human beings in need through Christian faith and community, to promote their social inclusion, and to increase social cohesion by strengthening a culture of reciprocity and knowledge. The Christian churches in Hungary see reaching out to the Roma as their mission. In Hungary, Roma pastoral care began in the mid-twentieth century (e.g. Miklós Sója, a Greek Catholic priest, started a Roma mission in Hodász in 1941), although there had already been enthusiastic individual initiatives in the 1890s⁵. Today, the work of churches reaching out to the Roma has regained significance.

The best-known element of this activity is evangelisation, which takes the form of services in Roma languages and community prayer meetings, pilgrimages and Roma fairs. A truly living and effective Roma pastoral activity can unfold where Roma pastoral care responds primarily to both the person and community suffering from deprivation and engages with them in solving their real problems. The most important instrument of Roma pastoral care is an active presence in the lives of those suffering from deprivation. This also contributes to the social inclusion of disadvantaged Roma groups through education and training programmes for children and adults, as well as providing social care and handing out donations. It mostly engages families and is thereby conducive to building a more balanced society. The cultivation of traditional Roma culture and the strengthening of Roma identity in the form of small communities also feature as an important element of pastoral activity. Joint events organised for the Roma and non-Roma communities provide an opportunity for them to get to know each other better and overcome prejudices. In the process, care should be taken to avoid clashes with local traditions, as tensions can quickly arise between new converts and those adhering to old traditions. Roma pastoral care does not exclude reaching out to the non-Roma, as in all cases the aim is community development and the promotion of inclusion.

Revived Roma pastoral care is put into practice primarily through local actions that provide opportunities for cooperation and nationwide coordination. A case in point is the Eger Catholic and the Protestant Roma Pastoral Care Conference, both held annually. The national saint's day fairs in Máriapócs and Mátraverebély-Szentkút serve a similar purpose. However, the gathering of experience in Hungary and the presentation of good practices is still in progress and is of great help to those working in the field. Among the churches, Catholic, Reformed, Evangelical, Pentecostal, Methodist and Baptist Roma pastoral missions have a prominent presence.

⁵ Landauer Attila *A Kárpát-medencei cigánység és a keresztyén egyházak kapcsolatának forrásai (1567-1953)* [Sources of the relations between the Carpathian Basin Roma and the Christian Churches (1567-1953)].

A Roma Pastoral Care Policy Board has been set up pursuant to Government Decree 1102/2011 (15 April) on the establishment of a Roma Coordination Council (RCC)⁶ in order to formulate policy proposals to the Council and thereby indirectly contribute to implementing the social inclusion strategy.

Roma pastoral care provided by established Churches is also rather intensive in terms of both service to the Roma and further training for priests and pastors (e.g. Protestant, Roman Catholic and Greek Catholic training courses). One of the main goals of these training programmes is to allow pastors actively engaged/interested in a Roma mission to join a contact network that can provide them with help and support later on, during their service to the Roma. Through the Bible School of the National Roma Mission of the Church of Pentecost - Hungary, it is possible for both pastors and lay people to attend training courses designed to develop biblical knowledge and practical skills. Churches have established prayer houses in many places, especially in Roma settlements, which have also become the scenes of the community's everyday life (e.g. the Hungarian Methodist Church's first Roma temple in Alsózsolca). The Institute of Blessed Ceferino provides assistance at its *School of Faith*'s training of pastoral associates and at regional meetings⁷. The St. Athanasius Greek Catholic Theological College has integrated Roma field pastoral care practice into its practical pastoral training curriculum⁸. Cooperation with the Hungarian Cursillo Movement is also important.

In 2018, the **National Reformed Roma Mission**, an organisation responsible for Roma pastoral care in the Reformed Church of Hungary, launched its training programme for church community development staff, entitled "*Together for one another*". The programme started with the aim to help pastors in congregations by training local forces; strengthening cooperation between the Roma and non-Roma; and promoting the transformation of communities into the image of Jesus. In addition to further training, the National Reformed Roma Mission organises prayer days, conferences, research and various local projects to help the Roma in Hungary.

The **Hungarian Catholic Church** has a history of almost 80 years of Roma pastoral care. In the reporting period, there were approximately 90 settlements with a prominent and long history of Roma pastoral care; however, there were also many small settlements where conscious efforts were made to provide spiritual support and community coaching. Of these, there are also Roma faith communities in around 65 locations. In the reporting period, complementary support activities through a complex institutional structure were provided in the settlements of Kaposfő, Alsószentmárton, Hodász, Arló, Zsámbék, Kazincbarcika, Hajdúdorog and Komlő.

The work of **14 monastic orders** is of particular importance; true to their charisma, they help those in need, especially by working with and educating children. (Special mention should be made of the activities of the Salesians in Kazincbarcika or the Sisters of St. Francis of Assisi in Arló.) At the diocesan level, Catholic Roma pastoral coordinators try to facilitate work by tailoring it to local conditions and needs, in collaboration with the Blessed Ceferino Institute. By 2020, the work of the coordination body became regular in the form of biannual meetings. There are about 45 schools affiliated with the Catholic Church; through their work, Open Houses coordinated by the Sőja Miklós Open House Association fill an important gap⁹. The Hungarian Charity Service of the Order of Malta reaches out to families in its institutions mainly through faith education, under the motto "Defend faith and serve the poor".

⁶ The participants are representatives of Christian churches.

⁷ <https://www.nyirgorkat.hu/?q=hir&id=3407&l>

⁸ <https://www.nyirgorkat.hu/?q=hir&id=2824&l>

⁹ <https://sojamikloshalozat.hu/tart/index/1>

In the Hungarian Catholic Church, the **Blessed Ceferino Institute** has assisted pastors and pastoral staff assigned Roma pastoral responsibilities since 2014, by allowing them to attend training programmes, consultation forums, spiritual days and community events. Institutional activities also include Roma pastoral care networking in the Carpathian Basin¹⁰. Over the past 5 years, a total of 195 people completed the “School of Faith - Roma Pastoral Care Specialisation” course. In addition, the Blessed Ceferino Institute is also involved in public employment. September 2015 saw the launch of a national public works programme with the help of the Ministry of the Interior. That was when, in addition to organising and running training courses, the idea to set up a public employment programme to provide work and income opportunities to job seekers previously engaged as volunteers in various Roma pastoral care “centres” arose. (In 2019, 154 people were employed in 41 locations; this number rose to 189 in 2020.)

Nine of Hungary’s colleges belonging to the Roma Special Colleges Network are maintained by churches and two by universities. The Christian Roma Special Colleges Network is a unique type of institution, operating only in Hungary. It is designed to educate Christian intellectuals with multiple qualifications, who are open to further development and committed to selflessly serving God’s people, while preserving their Roma identity, as well as embracing their Hungarian identity. In order to ensure the high professional quality of teaching and educational work in the colleges and maintain the specific features of church education, on 17 March 2011 churches set up a nationwide network of special colleges operating as standalone dormitories. The network starting with 49 persons had 330 students by the end of the reporting period . In the reporting period, 9 church-funded Roma colleges for advanced studies were operated in Hungary, including the Jesuit Roma College (Budapest); the Christian Roma College (Szeged); the Greek Catholic Roma College (Miskolc); the Wáli István Protestant Roma College (Debrecen); the Lutheran Roma College (Nyíregyháza); the St. Nicholas Greek Catholic Roma College (Debrecen); the Reformed Roma College (Budapest); the Eszterházy Károly Catholic University’s Roma College (Budapest); and the Evangelical Roma College (Pécs). Every year, the Christian Roma Special Colleges Network holds a general meeting to elect the network’s current president.

The Roma Methodology and Research Centre of the Hungarian Roma Mission of the Church of Pentecost - Hungary carries out research and surveys and conducts professional dialogues to promote the social acceptance of the Roma population and alleviate tensions. The Roma mission leaders of the Protestant (Reformed, Lutheran, Baptist, Methodist and Pentecostal) Churches cooperate to publish regularly their Roma Mission Methodological Booklets, through which Roma Missions of these the churches make a collective effort to have the Roma accepted by society, a key issue to be addressed for resolving social problems also afflicting Hungary. The booklets seek and provide answers to questions about reaching out to the Roma and many aspects of coexistence. A quarterly magazine titled “Mirror” was also born out of cooperation between the Roma Missions of Protestant Churches, and provides information about the individual ministries and life in their congregations.

The members of each national minority denomination have access to church services also in their native languages both in the Armed Forces and in prisons, since the law provides for military and prison chaplains, along with the possibility of pastoral care in prisons. Prisons are

¹⁰ For more information on Roma pastoral care networking in the Carpathian Basin, see https://boldogceferinointezet.hu/tart/index/24/Ciganypasztoracio_a_Karpatmedenceben_EFOP_522

a potential “terrain” of Roma pastoral care. The law also provides for the operation of hospital chaplaincy and pastoral care, which is financially supported by the State.

The Government of Hungary acknowledges and respects the efforts of **religious communities** (churches and religious associations) targeted at helping the inclusion of the Roma, improving the public perception and quality of life of the Roma, and, naturally, their exemplary service in faith and prayer to sensitise, and shape the attitudes of, the majority society, and promote rapprochement between people. Fiscal allocations to religious communities outside the established churches may be used to support the operation of these organisations and/or the optional religious education they provide, as well as for investments and renovations also related to Roma pastoral work. Between 2017 and 2020, HUF 200 million in subsidy was spent on activities of this kind. For the reporting period, support earmarked by the Office of the State Secretary for Church and National Minority Relations to the **established churches** for Roma pastoral activities amounted to over HUF 3 billion.

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;

(i) The various communities of national minorities in Hungary are represented at national level by national minority advocates, the German national minority representative, and national self-governments of national minorities (and, at county level, by regional self-governments of national minorities). In this respect, there were no legislative changes during the reporting period; thus, links between national minority groups were maintained. The Government also ensured communication links between the relevant actors through a Thematic Working Group on National Minority Issues, to be discussed in a chapter below; the representatives of the Government and national minority organisations also attend the regular meetings of the Working Group.

(ii) A number of minorities have general or youth organisations with a national scope (e.g. the Association of Slovaks in Hungary, the Association of Slovak Youth in Hungary, the Association of Croats in Hungary, the Association of Slovenes in Hungary, the National Association of Ruthenians in Hungary, etc.). National minority organisations are eligible for a variety of grants. Language teaching, language use, the preservation of identity, and the cultivation and transmission of culture and traditions are facilitated by means of national minority grant schemes. The NEMZ-CISZ, KUL, and TAB grant schemes are vehicles for supporting **national minority organisations** and **cultural initiatives** of different communities, and for organising **native language camps** specifically for national minority children and young people. National minority organisations are not only eligible for funding through their national minority activities, but can also participate in grant schemes targeting **civil society organisations**.

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

National minority education continued to be provided in accordance with the National Minorities and Public Education Acts. The National Minority Pedagogical Education Centre, a department of the Educational Authority staffed by desk officers of Hungarian national

minorities, facilitates the provision of professional pedagogical services for all national minority public education institutions, regardless of the maintainer.

National minority schooling and education are provided under the control of national minority self-governments. National minority self-governments have the right of consent in respect of major issues. They had the power to delegate members School District Councils through the National Association National Self-Governments of National Minorities. A National-Level National Minority Council operates as an advisory body to the minister, and the Committee on National Minorities of the National Assembly and its sub-committees regularly report to the relevant ministries. In addition, individuals and communities affiliated with national minorities may apply to the Deputy Commissioner of the Commissioner for Fundamental Rights for the Protection of the Rights of National Minorities in Hungary (hereinafter: Deputy National Minorities Commissioner) if their rights are violated. Detailed regulations govern the enforcement and monitoring of national minority rights, and national minority communities may actively influence the shaping of national minority education. The mechanisms listed above ensure that national education is tailored to the needs of national minorities. The subsequent chapters on education present the relevant information for each language.

State-recognised language examinations in Roma languages

Only general bilingual language examinations may be taken in the Romani and Boyash languages spoken by the Roma and no examination centre is accredited to offer computer-based (online) examinations in these languages.

Table 1:
Roma/Romani language examination systems

Type of examination	Examination format	Examination centre	Examination system
Romani (Boyash) general language, bilingual	paper-based	ELTE Origó Nyelvi Centrum Kft.	ITK ORIGO
Romani (Boyash) general language, bilingual	paper-based	PROFEX Language Examination Centre	PROFEX general language examination
Romani (Lovari) general language examination, bilingual	paper-based	EZRA Language Examination Centre	EZRA Language Examination System

Source: Ministry for Innovation and Technology

For a detailed summary of trends in the number of language examinations for each national minority over the reporting period see Appendix 3.

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;

As was highlighted in previous country reports, persons not speaking national minority languages and not being affiliated with any national minorities can also participate in national minority education, since, in accordance with the National Minorities Act, such persons are also

entitled to use any national minority education institution, if the institution has a vacancy after the given national minority's needs have been met.

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

(i) The practice whereby there are opportunities to study and research national minority languages at Hungarian universities' national minority language departments and research institutes remained unchanged during the reporting period. The majority of national minorities run their own research centres maintained by local governments or NGOs, and the Hungarian Government supports the operation of these institutions. In addition to the foregoing, the Institute of Minority Studies of the HUN-REN Hungarian Research Network Centre for Social Sciences also conducts research specifically related to national minorities.

In June 1998, the Hungarian Academy of Sciences launched a research programme entitled "Minority Issues in East-Central Europe", which was organised by the then established Academic National Minority Research Workshop. The Workshop operated between 2001-2011 as the Institute for Ethnic and National Minority Research, an independent academic research centre, and between 2012-2019 it was part of the Centre for Social Sciences of the Hungarian Academy of Sciences, and since 2019 it has been part of the **HUN-REN Hungarian Research Network Centre for Social Sciences**. The Institute is an interdisciplinary institute of sociologists, historians, anthropologists, lawyers and political scientists (29 researchers at the end of the reporting period) working together. The Institute is a leading inter- and multidisciplinary research centre for national minority studies in Hungary, conducting basic and applied research on social, economic, historical, political, legal, cultural and demographic issues affecting various national minority communities, including the Roma in Hungary.

The main results have been published in recent years in several prestigious international journals and leading impact factor journals worldwide. Extensive participation of staff in domestic and international conferences and presentations have also contributed to the wider dissemination of research results. The researchers have been successful in domestic and international competitions, including the NRDIO calls for research proposals. At the EU level, the international COST research grant won as a consortium partner at the end of 2018 examines European networks of national minority non-territorial autonomies, including the Hungarian system of national minority self-governments.

The institute has a strong focus on digitisation and dissemination of results (publishing, web content development, and a great number of staff also teach in higher education institutions). The institute operates a website and a Facebook profile, which is the most comprehensive source of digital content, text repositories, databases and news on national minority research in Hungary. The institute's online and open access journal *REGIO*, which is published four times a year, also serves to publish the research results of the institute. Issue 3 in 2020 devoted a special chapter to the heritage protection of national minority cemeteries in Hungary.

The Digital Reading Room on the institute website aims to facilitate research with a growing number of digitised publications, as well as chronological, bibliographic, census and electoral databases. Among the latter, special mention should be made of census, minority rights and national minority self-government databases (<http://mtatkki.ogyk.hu/>), which are accessible and searchable online, generated as a result of an agreement with the Library of Parliament in 2015. This is where Ferenc Eiler's map database presenting the activities of German

organisations at local and regional level in Hungary between 1924 and 1945 (<http://nemetaktivitas1924-1945.tk.mta.hu/>) and his bibliographic compilation titled “Armenians in the Carpathian Basin” are to be found.

With the professional support of the institute, the digitisation of the Romanian-language press and the Hungarian national press also started in 2020 under the aegis of Arcanum Kft limited liability company. The institute regularly organises public events, conferences, lectures, small workshops and round tables, as well as programmes during an event called Researchers’ Night, matching its professional profile.

Special mention should be made of Ágnes Tóth, a research professor at the institute, who was awarded Suevia Pannonica Vereinigung der Ungarndeutscher Akademiker e.V. Heidelberg academic award in 2020 for her research and publications related to the history of the German national minority in Hungary, and she has also received the Golden Pin for the German National Minority, a distinction founded by the National Self-Government of the German National Minority in Hungary.

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.

International scholarships and other exchange programmes and projects will be covered in the subsequent chapters.

Paragraph 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.

(i)-(ii) National Social Inclusion Strategy

In 2011, the Government adopted a ten-year National Social Inclusion Strategy and the related action plan by Government Decision 1430/2011 (13 December) on a National Social Inclusion Strategy and a Government Action Plan for its implementation in 2012-2014. The strategy was revised in 2014, and as a result, Hungary’s Second National Social Inclusion Strategy was adopted as a framework strategy by *Government Decree 1603/2014 (XI.4.) on the Approval of Hungary’s National Social Inclusion Strategy II, a Lifelong Learning Policy Framework Strategy, a Public Education Development Strategy, as well as a Midterm Strategy against Early School-Leaving*. The strategy was implemented through three-year government action plans (2012-2014, 2015-2017, 2018-2020).

The strategy was renewed and extended until 2030 (“Hungary’s National Social Inclusion Strategy 2030”) and the First Action Plan of the new strategy for 2021-2024 [Government Decision 1619/2021 (IX.3.) on the implementation of Hungary’s National Social Inclusion Strategy 2030 in 2021-2024] was adopted in August-September 2021. The first Strategy for Social Inclusion up to 2020 laid the foundation for anti-poverty EU development projects in the

2014-2020 programming period. Hungary's National Strategy for Social Inclusion 2030 has also contributed to meeting the sectoral enabling conditions for absorbing EU funds for the period 2021-2027.

All action plans in the Strategy, which cover many of the activities of the Office of the Deputy State Secretary for Social Convergence and affect every human services sector, are focused on social developments relevant to social inclusion, and the monitoring and evaluation of the interventions and programmes concerned.

Equal Treatment Authority

“Bill No. T/13631 on the amendment of certain laws to ensure more effective enforcement of the requirement of equal treatment was submitted to the Parliamentary Committee on Justice on 10 November 2020. The draft intended to integrate the Equal Treatment Authority, and thus the public procedures related to the enforcement of equal treatment, into the Office of the Commissioner for Fundamental Rights, and proposed new rules of procedure and order of administration for submissions. Based thereon, all cases of discrimination will automatically be addressed by the new Directorate-General for Equal Treatment, unless the complainant has explicitly requested an ombudsman-type procedure.

However, in accordance with a strong and professionally well-founded request of the parliamentary Committee on National Minorities in Hungary, the draft has been significantly amended due to the risk that the original provisions may affect the field of national minority law. Pursuant to the amendment, which was promulgated on 3 December 2020 and entered into force on 1 January 2021, the dual constitutional protection of the prohibition of discrimination on grounds of nationality (Articles XV and XXIX) means that, for professional and work organisation reasons, the Deputy Commissioner for National Minorities may propose to the Commissioner for Fundamental Rights whether the specific cases concerned should be examined under the Ombudsman Act or the Equal Treatment Act. The aforementioned amendment also contains a specific safeguard in relation to the field of national minority law. The Directorate General for Equal Treatment is required to cooperate with the Deputy Commissioner for National Minorities in matters relating to national minorities.

(iii) A number of important infrastructural and personnel changes were implemented at the Secretariat of the Deputy Commissioner for National Minorities during 2020, including in relation to the integration of the Equal Treatment Authority into the Office of the Commissioner for Fundamental Rights. While the pandemic and the related emergency measures overrode plans for professional communication, cultural programmes and priority studies, changes in infrastructure and personnel in five areas also transformed the operational environment significantly, creating new opportunities for major future improvements.

Paragraph 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.

There were no significant changes in respect of this paragraph during the reporting period.

Paragraph 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.

(i) Through the activities of the Committee of National Minorities in Hungary, national minorities are also directly involved in the work of the Hungarian National Assembly (the representation of minorities in the National Assembly was presented in detail in the previous country report). Previous reports have also described the system of national minority self-governments in detail. National minority self-governments, just as local and county self-governments, have the right to be consulted on and to consent to important issues of their communities, i.e. education, culture, and language use. Since 1994, national minority self-governments have acted as unique partners in Hungary's national minority policy in all communities (and also in all counties since 2006) with a relevantly populous national minority.

A significant event in the reporting period was the elections of national minority self-governments in autumn 2019, following which the national minority self-governments were re-established. Voters belonging to a national minority could cast their ballots for local (and district), regional (county and metropolitan) and national-level national minority self-governments. There were significant changes in the number of people on the national register between 2014 and 2019 for a number of national minorities (this is indicated for the minorities concerned).

Elections for **settlement** national minority self-governments were only held in settlements and for minorities where and in respect of which at least 25 individuals declared their affiliation with the given national minority according to the 2011 census. The number of members of a settlement national minority self-government is 3 (if the number of voters in the national minority register in the settlement is less than 100) or 5 (if the number of voters is at least 100). The election was held according to the rules of the "multi-member list" system.

The National Election Commission had determined the national minorities in respect of which, and the counties where **regional** national minority self-government elections were held: An election of representatives for the regional self-government of a national minority must be called if the number of settlement elections called in the capital or in the county is at least ten. The number of members of a regional national minority self-government is 7. To be eligible for setting up a list, the national minority organisation must nominate at least 1 candidate in each of at least 10% of the settlement national minority self-government elections in a county or in the capital. Lists are allocated seats in proportion to the votes cast.

The number of members of the **national** self-government of a national minority is 15, if the number of voters in the national minority register is 5,000 or less. It is 23, 31, 39 and 47 if the number of voters exceeds 5,000, 10,000, 25,000 and 50,000, respectively. To be eligible for setting up a list, a national minority organisation must nominate at least 1 candidate in each of at least 10% of the settlement national minority self-government elections held in the country. Lists are allocated seats in proportion to the votes cast.

(ii) During the reporting period, the Roma national minority advocate was Félix Farkas (up to 2022). The presidents of the National Roma Self-Government were János Balogh (up to 2019) and János Agócs (from 2019).

Paragraph 5

The Parties undertake to apply, mutatis mutandis, 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.

As has been indicated in several earlier country reports, national minorities in Hungary live all over the country, rather than being concentrated in a single geographical area.

National minority reports

As was discussed in the Introduction, for the compilation of this country report, the national minorities policy area has requested and received reports from all the national minorities concerned, as well as from the Office of the Commissioner for Fundamental Rights. In compiling the country report, the policy area involved national minority self-governments, national minority representatives and advocates, as well as one NGO per national minority, and these, helped compile the full report by representing their respective communities and providing an evaluation and summary of the reporting period to present their activities.

Additional undertakings linked to Part III

Hungary ratified the Language Charter for six national minority languages (Croatian, German, Romanian, Serbian, Slovak, and Slovene) and in 2008 made undertakings for two more, Romani and Boyash (i.e. eight national minority languages in total) from among the provisions of Part III of the Language Charter.

Article 8 – Education

The most significant changes affecting the Roma national minority during the reporting period included:

- quadrupling the national minority supplement and widening eligibility criteria as part of the National Minority Teacher Programme;
- establishing School District Councils and national minority representation in school district councils;
- expiry of five-year public education contracts with national minority self-governments on 31 December 2021, and conclusion of new five-year contracts with maintainers for an increased amount;
- provision since 2020 in the Budget Act of an additional HUF 5,000 for the purchase of national minority textbooks, thereby creation of conditions for the free provision of national minority textbooks;
- increase of the operating head quota received by national minority self-governments maintaining public education institutions from HUF 160,000F/person/year to HUF200,000/person/year.

The above results will be presented in detail in the part of the report on the implementation of the undertakings made in the relevant articles.

Paragraph 1, sub-paragraph a):

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:

iii to apply one of the measures (...) 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;

National minority preschools

(i) In the reporting period, there were no changes in the legal conditions and professional content of Roma national minority preschool education. As was indicated in previous country reports, the National Minorities Act provides that participation in Roma national minority preschool education is voluntary and is based on a written request from parents. At the written initiative of at least eight parents affiliated with the same, i.e. the Roma, national minority, the school maintenance authority must organise national minority preschool education. Pursuant to the legislation, in addition to preschools providing education in the Romani or Boyash languages, there are also preschools providing cultural education in Hungarian as a separate form of education. In the programmes of bilingual preschools providing Roma national minority education, both languages - Romani or Boyash and Hungarian - are used. In preschools providing Roma cultural education, education is provided in Hungarian.

In January 2017, school district centres took over the maintenance of Roma national minority public education institutions. School district centres have their own budgets, which makes it possible to take substantive and essential decision-making on the maintenance of institutions at a level closer to the institutions.

(ii) Pursuant to Act CXC of 2011 on National Public Education (hereinafter: Public Education Act), participation in preschool education is compulsory from the age of 3, which in the case of children belonging to the Roma national minority serves not only the development of a national minority identity and national minority language competences, but also their subsequent successful integration and progress at school. The maintenance of Roma national minority preschools remains a compulsory task of local authorities. In terms of their (task) funding, while the average wage subsidy and operating subsidy amounted to HUF 80,000/person/year in 2017, the same rose to HUF 110,000/person/year by the end of the reporting period in 2022.

See Appendix 1 for statistical figures on national minority preschools.

(iii) The regulatory background of Roma national minority preschool education, as well as the content and financing conditions of preschool education are in place. The same statements apply to the teaching of Romani and Boyash as to other national minority languages. The content and time frame of language teaching are laid down by law, but the provision of language teaching remains determined by parental needs. As regards the form of instruction in Romani and Boyash languages, only the language teaching from functioned during the reporting period. The ministry in charge of public education also considers it important to move towards bilingualism, which leads to more effective language teaching, however, under regulatory provisions, bilingual and mother tongue education of in national minority languages involve teaching other academic subjects in Romani and Boyash, and the conditions for this can be created in

cooperation with Romani and Boyash language specialists. In addition to parental needs, the extension of the Romani and Boyash languages in this context requires broad-based cooperation between professionals and practising teachers working in the field of Romani education and teaching.

Since the majority of Roma communities in Hungary only speak Hungarian, experience in the Roma policy area has shown a need for bilingual preschools providing national minority education and preschools providing Roma cultural education in Hungarian. In addition, during the period under review, Boyash preschool education was also available in Nagydobos, Magyarmecske, Alsószentmárton and Gyulaj, where both national minority cultural education and language teaching were provided.

Paragraph 1, sub-paragraph b):

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;

National minority elementary schools

(i) Decree 17/2013 (III.1.) EMMI of the Minister for Human Capacities on the issuance of national minority preschool education guidelines and national minority school education guidelines, lays down the goals, and method of organising, national minority school education; the types of education and teaching; and the national minority-specific requirements for national minority-related fields of studies, including mother tongue and literature and ethnology, by national minority language. To implement national minority education, framework curricula for the subjects of mother tongue, literature and ethnology studies were also published.

Participation in (Roma) national minority school education is voluntary, and the state maintainer obliged to perform the task must organise (Roma) national minority education at the written initiative of at least eight parents belonging to the (Roma) national minority. Parents have the right to choose the form of education in national minority schools; with the Roma national minority, this means either national minority education with the teaching of the Roma (Romani and/or Boyash) language or Roma national minority education with Hungarian as the language of instruction. In addition to the Roma national minority language and literature, Roma national minority ethnology studies must also be taught. Ethnology studies are usually taught in the national minority languages, but with the Roma minority, instruction may also be offered in Hungarian.

In January 2017, school district centres took over the maintenance of Roma national minority public education institutions. School district centres have their own budgets, which makes it possible to take substantive and essential decision-making on the maintenance of institutions closer to the institutions. Funding is also available and provided for public education institutions run by the National Roma Self-Government. As these institutions have a lower-than-average number of pupils, they are eligible for wage subsidies for as few as 8 pupils and they are also entitled to operating subsidies in the same way as church-operated schools.

Since the 2017/2018 school year, School District Councils have supported the work of school district centres. National minority members may also participate in the work of School District Councils; the Association of National Self-Governments of National Minorities was allowed to propose members who could represent the interests of all national minorities affected in school

districts. The National Association of National Minority Local Governments delegated 1 Roma expert (to support the work of the Külső-Pest School District Centre).

(ii) Unfortunately, the number of public education institutions providing Roma national minority education continued to decline slightly during the reporting period. This is due to the fact that, as a result of legislative amendments (changes in the content of national minority education and the introduction of task-based financing), the public education institutions that did not provide genuine national minority education in accordance with statutory requirements were removed from the system.

There have been no significant changes in the legal conditions and professional content of Roma national minority school education in the recent period. In the 2017/2018 and 2021/2022 academic years, the National Roma Self-Government maintained 3 and 2 institutions, respectively, providing Roma national minority education. In the field of Roma national minority secondary education, the Gandhi Grammar School, Post-Secondary Vocational School, Dormitory, Elementary School and Primary Art School in Pécs, which is maintained by the Gandhi Gimnázium Közhasznú Nonprofit Kft., performs outstanding professional work.

In addition to the foregoing, there is also significant professional work in the field of Roma national minority education in non-state-run institutions, namely:

- Kalyi Jag Roma National Minority Elementary School, Grammar School, Vocational Training Institution, Primary Art School and Adult Education Institution,
- Dr Ambedkar Grammar School, Post-Secondary Vocational School, Trade School, Elementary School and Martin Luther King Secondary School Dormitory,
- Tan Kapuja Buddhist Secondary Grammar School and Elementary School,
- Dankó Pista Preschool, Elementary School, Grammar School, Secondary Vocational School, Post-Secondary Vocational School, Trade School and Dormitory; KATICA Nursery School.

These secondary schools teach the languages spoken by the Roma in Hungary. Considering that the majority of the Roma community in Hungary speaks only Hungarian, there was no request from Roma parents during the reporting period for teaching general academic subjects or vocational subjects in Romani or Boyash. At the same time, the Gandhi Grammar School, Post-Secondary Vocational School, Dormitory, Elementary School and Primary Art School in Pécs, for example, has been organising country-wide Roma storytelling competitions for elementary school children for the past 20 years. The competition was also held online during the period COVID lock-downs. The number of participants in the storytelling competition was 96 in 2017, 50 in 2018, 72 in 2019, 48 in 2020 and 39 in 2021.

Roma teaching aid development

Prior to the reporting period, EU funding was made available to develop teaching and learning aids for pupils and teachers in national minority education in the scope of a two-stage grant scheme. Applicants had two years to implement the project, which coincided with the reporting period. Textbooks for teaching the Romani and Boyash languages and Roma ethnology studies were developed and made available to schools from the textbook catalogue.

Table 2:
Textbooks for use in Roma national minority teaching and education in schools as per the textbook catalogue

Author	Textbook title
Gizella Nemes	Boyash reading book and language teaching workbook, Years 1, 2, 3 and 4
Anna Csonka - Mária Ignác	Boyash workbook, Years 3 and 4
Csaba Rostás	E romani ginadyi and E romani irka, Years 3 and 4
Melinda Rézműves	E rromani shib thaj e literatura, Years 1 and 2
József Radics - Mária Farkas	Roma Ethnology Studies, Years 1 to 4
József Radics	Roma Ethnology Studies, Year 1 to 4
Anna Magdolna Nagy	Roma Ethnology Studies, Years 5 to 6
Zoltán József Kiss	Roma Ethnology Studies, Years 7 to 8

Source: Office of the State Secretary for Social Inclusion

The elementary school presented in detail below can be considered a good practice.

Magyarmecske Elementary School

The Magyarmecske Elementary School in Baranya County, maintained by the Szigetvár School District Centre, performs district functions by serving pupils from four villages: Magyarmecske, Magyartelek, Kisasszonyfa and Gilvánfa. The proportion of Roma pupils is around 70-80%. Roma Ethnology Studies is an optional subject at the institution, and if 8 or more parents in a year group request so, a group will be started. Roma Ethnology as a subject is intended to help children, adults, teachers and pupils alike to place Roma culture on the map of European culture. The main function of teaching this subject is to provide information about the roots, place of origin and migrations of the Roma people and the major stages of the latter. Relying on music and dance, literature and visual arts, it is possible to present the customs and spiritual world of the Roma people. It helps learn about the different ethnic groups of the Roma, Roma folk music in Hungary, Roma folk costumes, and the handicrafts most typical of the Roma lifestyle. The aim of the subject is to develop in students an openness to and understanding of different customs, lifestyles, cultures and traditions. Particular attention is paid to the cultivation and transmission of the Boyash culture, traditions, folk customs and language skills within the framework of the curriculum. The studies rely on “homegrown” knowledge and on the complementary elements of different cultures and customs. In the course of school work, they cover areas of activity that provide an opportunity to introduce the values, melodies and customs of the Boyash culture. A “Day of Roma Culture” is organised annually, helping children build respect for each other.

A set of Boyash language teaching boards and a Boyash-Hungarian workbook made by the teachers of the school are used to make the teaching of the Boyash language more colourful and interesting. The conscious and regular use of these tools serves to build a conscious commitment to the language and lay the basis of the prestige of the language, concurrently helping learners develop language skills and abilities and improve the communicative competence in the Boyash language. Unfortunately, the Boyash language has no prestige among

students. In the family, parents and grandparents speak it poorly or not at all, and so children enter school with a very limited passive vocabulary. It is here that they are introduced to the written language, to which they have only been exposed orally. The workbook serves to increase the prestige of the Boyash language and to broaden the scope of the learners' learning activities. The rich imagery is fully adapted emotionally and intellectually to the age of lower elementary school children. It motivates them, stimulates their curiosity and makes them open to language learning. Emotional involvement lays the foundations of and prepares their intellectual development. Parents have also shown their appreciation for the workbook proudly boasted by their children, and they are eager to help with tasks to be solved with the involvement of the family.

For statistical figures on national minority elementary schools see Appendix 1.

(iii) Launching Romani and Boyash language national minority school education is always subject to parental requests. Roma national minority school education, too, is linked to a written request by at least 8 parents belonging to the same, i.e. the Roma national minority, for the organisation of Roma national minority school education, within the scope of which, again subject to a parental request, education and teaching is provided in the Romani and Hungarian languages, or in Hungarian alone, or the Boyash language may be taught. (iii) The regulatory background of Roma national minority school teaching and education, as well as the content and financing conditions of school teaching and education are in place.

The number of lessons of Romani and Boyash language and literature and Roma ethnology studies is determined by law. 3 classes per week are scheduled for teaching the Romani and Boyash languages, and one class per week for the teaching of Romani ethnology studies (which can only be taught as a standalone subject). The framework curricula (Romani language and literature, Boyash language and literature, Romani folklore) ensure language development and the preservation of Romani identity in respect of these languages as well. Besides acquiring linguistic competence, reading and analysing the literary works of the Roma national minority, learning about the culture and cultural diversity of the Roma national minority through readings, as well as raising awareness of the importance of fostering traditions, all play an important role. The framework curricula place special emphasis on linkages between the subjects, namely knowledge that can be linked to specific national minority topics. All these advantages, as well as the content listed in the framework curricula, enable the Roma to learn the language and culture of the Roma national minority at an even higher standard.

The languages spoken by the Roma in Hungary are taught in the secondary schools listed in Point (ii). Considering that the majority of the domestic Roma community speaks only Hungarian, there was no request from Roma parents during the reporting period for teaching general academic subjects or vocational subjects in Romani or Boyash. Experience so far has shown that parents tend to request Roma national minority education with language teaching and national minority teaching and education in Hungarian.

Paragraph 1, sub-paragraph c:

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;

National minority secondary schools

(i) Regarding education and teaching in Roma national minority schools, see Paragraph 1 subparagraph b) above (since several institutions perform both elementary and secondary school education and teaching tasks). The same regulation applies to national minority secondary school education as to national minority primary school education. Participation in national minority secondary school education is voluntary, and may start upon a written parental request. It must be organised on the written initiative of at least eight parents belonging to the same Roma national minority. Parents have the right to choose the form of education and teaching in national minority schools; with the Roma national minority, this means either national minority education with the teaching of the Roma (Romani and/or Boyash) language or Roma national minority education with Hungarian as the language of instruction. Either the Romani or the Boyash language must be taught if so requested by parents. In addition to the Romani and Boyash national minority languages and literature, Romani national minority ethnology studies is a compulsory subject. Typically, the latter is taught in the national minority language, but with the Roma the language of instruction may be Hungarian.

(ii) In what follows we present in detail two secondary schools considered good practices.

Gandhi Grammar School, Post-Secondary Vocational School, Dormitory, Elementary School and Primary Art School

The Gandhi Grammar School, Post-Secondary Vocational School, Dormitory, Elementary School and Primary Art School in Pécs (hereinafter: Gandhi Secondary School) is one of the few Roma schools in Europe that issues general certificates of secondary education (GCSE). The Ministry of the Interior's Directorate General for Social Empowerment is responsible for tasks arising from ownership, which broadens the scope for implementing the Gandhi model. A case in point is the addition of a new member institution to the Gandhi Grammar School compared to the previous reporting period: Since September 2021, the Fáy András Post-Secondary School, Trade School and Dormitory in Bátorfőnyék has also operated under a common maintainer, on the basis of the Gandhi model.

The founders' aim was "to create and run institutions providing national minority education and GCSEs, equipping with competitive skills students who are attached to their people and who, after returning to or keeping contact with their home communities, will be able to help and reorganise them. The Gandhi Foundation Grammar School and Dormitory in Pécs, as the first Roma national minority institution in Hungary to grant GCSEs, wanted to do more than just being one among educational institutions; it undertook to break new ground, fight, and step into the spotlight." According to the foundation charter, the foundation's aim is to "promote the education of young Roma persons with an open mind, receptive to science, and connected to their people and mother tongue."

The Gandhi Grammar School provides Roma national minority grammar school education combined with language teaching. It is also unique in Hungary in that both Roma languages (i.e. Boyash and Romani/Lovari) are taught at secondary school level, in addition to classes of Roma ethnology studies (the latter includes the collection and translation of Roma folk tales and traditional folk songs, as well as Roma history, literature, arts and traditions). Students can take a school-leaving examination in these subjects, besides a language examination. Preparations for these examinations are made through classroom and extra-curricular activities.

The institution has its own dormitory and art school, which provide opportunities to help students in ways other than through school-based studies. The dormitory is an important setting for social integration, providing a home for students for the entire week. The art school supports teaching and educational work by providing leisure activities and performing valuable work to preserve folk art and traditions, while also teaching students the classical branches of art.

The school is open to students from all over the country. There are no entrance examinations; students are admitted to the school on the basis of their results in primary education and their motivation. To all students:

- Free dormitory accommodation is provided.
- The Arany János Programme ensures the conditions for all students in need to attend school and study (including travel home, free meals, the cost of school supplies, as well as scholarships and other forms of social assistance).
- They receive laptops for their own use to support their studies and to compensate for digital disadvantages.
- In order to support a more effective learning process, the school produces its own textbooks (provides replacement textbooks) and makes digital learning materials.
- It provides free learning support, including remedial classes, resource room education and talent management.
- In addition to teachers, resource room teachers, psychologists and other external specialists and organisations support the teaching and educational work.
- The school offers a wide range of free leisure activities supporting development (excursions, theatre, cinema, concerts etc.).

Since 2020, the Gandhi Grammar School has been a base institution of the Education Authority. Several times during the year, professional programmes are organised to present the work of the institution. Joint programmes and projects are organised with other secondary schools (e.g. Alternative Economics Secondary School, Kodály Zoltán Grammar School, Koch Valéria Grammar School) in order to enable Roma and non-Roma children to get to know each other and each other's culture. They have staged Roma folk music performances and organised concerts to present authentic Roma folk music and folk dances. With their performances they took part in the Danube Roma Festival in Ulm, Germany, and organised a full evening concert in the Kodály Centre in Pécs. In addition, the school hosts several students from the University of Pécs every year for teaching practice, so that they can familiarise themselves with the elements of Roma culture.

The Gandhi Grammar School places primary emphasis on improving the quality of teaching. In 2017, the institution was included in the UNESCO National List of Intangible Cultural Heritage, in recognition of its achievements and efforts in the field of safeguarding, transmitting and presenting Roma cultural values. Since this recognition, they participate twice a year in the International Awards for Promoting Intangible Cultural Heritage¹¹. The Gandhi Grammar School's diffusing impact is now undisputed. Former students have gone to many places to practice their vocation and work, carrying with them the experiences, lessons and spirit drawn from their Gandhi years.

¹¹They report their results at http://szellemikulturalisorokseg.hu/index0.php?name=0_gandhi.

Tan Kapuja Buddhist High School and Primary School

The students of the **Tan Kapuja Buddhist Secondary Grammar School and Elementary School** (hereinafter: Tan Kapuja School), founded by the Tan Kapuja Buddhist Church, are young persons with disadvantages and multiple disadvantages coming from the Boyash Roma community living in the Southern Transdanubia region (in Alsószentmárton and the surrounding settlements). Alsószentmárton is one of the poorest settlements in Hungary, with an extremely high unemployment rate; in this environment the school provides an excellent opportunity to make primary and secondary education accessible to the people living in the immediate and wider vicinity of the settlement. The institution operates as a “second chance” school, whose main aim is to help young people of compulsory or non-compulsory school age without completed primary or secondary education as dropouts or early school-leavers to obtain elementary or secondary education. As part of this effort, the school has set up a specific education and training programme, which includes:

- a flexible examination system organised on a quarterly basis,
- a mentoring system providing individual or small-group instruction and talent management,
- provision of school psychologist and social worker services,
- application and provision of innovative methodological tools,
- measures to ensure equity, empowerment and equal opportunities, including support for taking language examinations (English and Boyash) and obtaining ECDL certificates and Category B driving licences, as well as follow-up support for students pursuing further studies.

An important objective is for the school as the setting of secondary socialisation to create a force field that keeps students in education despite their existing socio-economic disadvantages and helps them achieve academic success and complete schooling. The educational institution’s areas of responsibility include: adult education in Years 1 to 8 of elementary school and secondary education in Years 9 to 12, on a full-time basis and in evening classes.

The institution provides language teaching (Boyash) and Roma national minority ethnology studies in all fields of education in Years 1 to 8 of elementary school and in Years 9 to 12 of secondary school. A positive attitude towards languages, language learning, people who speak foreign languages, and other cultures is crucial in the process of communication in the Boyash language, and includes respect for cultural diversity and openness to communication between languages and cultures. In the reporting period, 93 students passed A-level and O-level school-leaving examinations in the Boyash language, and 21, 2, and 42 students passed advanced, intermediate and basic level Boyash language examinations, respectively.

The work of the Tan Kapuja School during the reporting period was characterised by continuous improvement and innovative solutions. In 2018, the National Teachers’ Faculty awarded the institution the title of “*Excellent Community Service School*”. The grammar school places great emphasis on bringing together and sensitising disadvantaged/multiply disadvantaged young Roma and the majority society, and making inclusion happen. The Tan Kapuja School has been a partner institution of the University of Pécs since 2018 and the National Public Service University since 2019, with the important aim of guiding and planning the career orientation of Roma youth, developing their career paths and promoting social mobility. Having been awarded the title of “Education Authority Base Institution” in 2020, the institution regularly organises conferences on the relationship between grammar school programme elements, language use, language disadvantage and social disadvantage, and on the avenues of potential development.

For statistical figures on national minority secondary schools, see Appendix 1.

(iii) Participation in Roma national minority school education is voluntary, the launch of school-based national minority teaching and education in the Romani and Boyash languages being always subject to parental needs. The laws in effect allow for organising Roma national minority school education and teaching, provided that at least 8 parents affiliated with the same national minority, in this case the Roma national minority, so request in writing. Parents have the right to choose the form of education in national minority schools; with the Roma national minority, this means either national minority education with the teaching of the Roma (Romani and/or Boyash) language or Roma national minority education with Hungarian as the language of instruction. Either the Romani or Boyash language must be taught if so requested by parents. In addition to the Roma national minority language and literature, Roma national minority ethnology studies must also be taught. The latter is usually taught in the national minority languages, but with the Roma, the language of instruction may also be Hungarian.

The regulatory background of Roma national minority school teaching and education, as well as the content and financing conditions of school teaching and education are in place. There was also an opportunity to develop teaching and learning aids for use in national minority education: During the reporting period, textbooks in the Romani and Boyash languages were produced. Textbooks for teaching Romani and Boyash languages and Roma ethnology studies are available to schools from the textbook catalogue.

Paragraph 1 sub-paragraph d:

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;

National minority vocational education and training (VET) institutions

(i) The introduction of Act LXXX of 2019 on Vocational Education and Training (hereinafter: VET Act) in 2020 brought about significant changes in the regulatory, governance and institutional framework of VET. The right to education in one's native language is declared in Section 4(3) of the VET Act. In addition to making it compulsory to provide VET in Hungarian in public VET institutions, the Act also creates the option to organise VET, in whole or in part, in languages other than Hungarian. This latter option, in addition to foreign-language training programmes and the positive benefits they bring, also ensures the exercise of national minority rights in respect of organising VET in national minority languages. Safeguarding language use and national minority rights in VET not only requires refraining from infringing these rights, but also imposes an obligation on the State to protect institutions.

Both Act CLXXXVII of 2011 on vocational training and the VET Act entering into force on 1 January 2020 and superseding it include the requirement to ensure equal access to secondary education, including VET; ensure the inclusion of disadvantaged students (including Roma students); and reduce dropout rates and thereby the number of early school leavers without qualifications. The VET reforms introduced in 2020 create attractive career opportunities for students and thereby make a major contribution to reducing the risk of early school leaving without qualifications.

(ii) The renewed VET structure offers multiple career paths:

- Students acquire basic knowledge of the sector before choosing a specification, which enables informed career decisions and reduces dropout rates due to the wrong career choice.
- The VET Act's provision on compulsory education, which lays down a new obligation for a minor student's legal guardian to continue to take care of the student's education after completing compulsory schooling until the age of eighteen, but until the acquisition of at least a partial vocational qualification.
- An interrelated system of scholarships and income generation from apprenticeship contracts has been introduced. The Apáczai Scholarship Programme is specifically targeted at disadvantaged talented students and nearly 3,500 full-time VET students benefited from it in the 2021/2022 academic year.
- An online basic competence assessment tool has been developed, which will be used to organise the national assessment of Year 9 VET students every autumn and spring from September 2020 onward. Input and output assessments taking place to date suggest that mid-year resource room interventions have been effective resulting in an 8-10% improvement in the performance of students receiving individual or group resource room support.
- In the pre-VET orientation year, in addition to developing basic skills and key competences needed to learn a trade, career guidance activities are provided through workshop-based practice, reducing school failure and the number dropouts. 250-300 students attend orientation courses each academic year.

Second chance programmes:

- The Dobbantó ("Springboard") Programme has been introduced to help students lagging behind in school-based education catch up. On average, around 500 students participate in this programme each year. After the Dobbantó "year", they continue their studies at the Workshop School.
- The Workshop School has been brought in to replace the former Vocational Training Bridge Programme, a form of training designed to equip students with skills they need to enter VET or employment. Experience has so far shown that the dropout rate is significantly lower (around 20%) than in previous programmes with a similar objective.

A VET Innovation Council was established on 7 September 2018, with the participation of the Roma policy area representatives.

As regards VET, six *multi-purpose public education institutions* also provide Roma national minority teaching education, often in combination with language training. These institutions admit 70 to 80 students for VET courses in Year 9.

In the 2014-2020 programming period, the Economic Development and Innovation Operational Programme (GINOP), which was implemented with EU funds and domestic co-financing, identified disadvantaged people, including Roma, as a priority target group for VET and adult education projects. Persons involved in projects may declare their ethnic origin on a voluntary basis; therefore, the collection of data on target group members of Roma origin may not reflect the actual level of their involvement.

VET measures planned under the Economic Development and Innovation Operational Programme (GINOP) Plus for the programming period 2021-2027 are in line with the country-specific recommendation for 2020 - CSR2: Equal access to quality education for all. Within the scope of a disadvantage compensation programme package, support is provided for minimising

VET dropout rates, with a special focus on disadvantaged groups; for the targeted development of key competences; and for effective career guidance and the acquisition of vocational qualifications through the continued operation of the dropout rate reduction and second chance initiatives presented above.

For statistical figures on national minority VET institutions, see Appendix 1.

(iii) For the relevant recommendation, see the responses given in the previous sub-chapters. Participation in Roma national minority school education is voluntary. Pursuant to the laws in effect, Roma national minority school education can be launched at the written request by at least 8 parents belonging to the same, i.e. the Roma national minority in this case, for the organisation of Roma national minority school education, within the scope of which, again subject to a parental request, education and teaching is provided in the Romani and Hungarian languages, or in Hungarian alone, or the Boyash language may be taught. The regulatory background of Roma national minority school teaching and education, as well as the content and financing conditions of school teaching and education are in place.

Paragraph 1 sub-paragraph e:

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;

National minority higher education

(i) The structural development initiated by the Minister of Public Education on the basis of experience from eight years of combined teacher training announced in 2013 and the amendment of Government Decree 110/2012 (VI.4) Korm. on the publication, introduction and application of the National Core Curriculum in 2020 called for renewing teacher training and updating the list of teacher qualifications. The aim of the renewal of teacher training was to ensure the availability of teachers trained to operate public education and VET.

In the general admission procedure for higher education in 2022, combined two-subject general studies teacher training became unified and is not differentiated into secondary and primary school teacher training. The duration of combined two-subject general studies teacher training is 5 years. Teaching practicums as part of teacher training have been broadened, whereby teaching practice starts from the first semester simultaneously with theoretical training and the continuous teaching practice at the end of the training programme has been reduced from one year to a single semester, while students who train to become teachers are required to attend teaching practicums in each semester. From the start of teacher training, concurrent teaching practicums are extended to include career awareness and career socialisation practicums. In order to ensure an adequate supply of teachers, certain teacher education programmes have been made available on a part-time basis as master's courses built on bachelor's courses.

National minority teacher training programmes are general studies teacher training courses. They can be announced in combined two-subject teacher training master's courses on a part-time basis built on a bachelor's course. Under the new regulations, they can be combined with any general studies teacher training programme if so requested by the national minority self-governments. Based on this, Government Decree 283/2012 (X. 4.) Korm. on the system of

teacher training, the procedure of specialisation and the list of teacher training courses and the Decree 8/2013 (I, 30.) EMMI on the common requirements for teacher preparation and the training and outcome requirements for certain teacher training courses were amended. The professional content was developed by higher education professionals involved in training programmes intended for national minorities, in cooperation with the public education experts of the national minority self-governments.

Chapter 4 of the “Shifting Gears in Higher Education Medium-Term Policy Strategy 2016” (hereinafter: Higher Education Strategy), adopted by Government Decision 1785/2016 (XII. 16.), expects measures proposed to be implemented in the field of education to result in a higher number of students and graduates who are from disadvantaged areas or disadvantaged family backgrounds, live with disabilities, have children in need of care, or are of Roma origin. Higher Education Strategy 2.1.2 is designed to develop an education system that provides empowerment, social advancement and broad access. The objective focuses particularly on:

- residents of beneficiary districts, districts to be developed, or districts to be developed by complex programmes as defined in Government Decree 290/2014 (XI. 26.) Korm. on the classification of beneficiary districts;
- persons affiliated with the Roma community;
- persons with disabilities;
- women (schoolgirls, female students)
- those situated below-average based on the Family Background Index of the National Competence Survey.

In higher education, with applications for bachelor’s, master’s or combined degree courses, higher education institutions decide on admission on the basis of a standard nationwide ranking system. The minister responsible for higher education has the power to determine annually the number of scholarships available in the specialist training programmes operated by higher education institutions and the minimum score required for admission. It is a special feature of the admission procedure in this area that students who passed the school-leaving examination in their national minority language in a national minority secondary school in Hungary are eligible for 20 extra points provided that they apply for a national minority teacher training programme in the same language in which they passed their school-leaving examination. The basic requirements of admission to higher education have increased. However, it is necessary to emphasise that since the general higher education admission procedure of 2023, total admission points for specialist Roma preschool teacher training have been determined on the basis of the results of a practical examination, where an A-level secondary school-leaving examination is not a requirement.

National minority teacher training is typically based on traditional higher education institutions that have decades of experience with national minority teacher training programmes. In the course of legislative changes, the legislator specifically focused on making sure that the values of national minority training and education developed in close cooperation with the national minority communities were preserved. Higher education institutions may decide on the announcement of training programmes in the course of the admission procedure, and continued education is available in terms of the number of participants announced.

The changes in national minority teacher training walked hand in hand with changes in the content of other teacher training courses during the reporting period.

- Decree 63/2021 (XIII. 29.) ITM on the training and output requirements for certain specialisations in the field of teacher training amended the training and output requirements for the bachelor's programme in infant and early childhood education belonging to the field of teacher training, adding the national minority specialisation (**national minority infant and early childhood education specialisation**, Roma language) based on the training requirement. A national minority infant and early childhood educator is trained to educate children under the age of three in Hungarian and in the national minority language. Instruction and examinations in the subjects taught during the specialisation in infant and early childhood education, including the final examination, are conducted in the respective national minority language.
- An increased extent of language training has been specified for the bachelor's degree programme in **preschool teacher** education as well, whereby instruction and examinations in the specialisation subjects in national minority preschool teacher education will take place in the national minority language.
- An increased extent of language training has also been specified for the bachelor's degree programme in **primary school teacher** education as well, whereby the teaching of and examinations in the specialisation subjects in national minority primary school teacher education will take place in the national minority language.

(ii) Despite the small number of applicants, the admission procedure ensured the launch of the respective national minority courses during 2017-2022 time period. Historically, national minority training places have essentially been established wherever it was justified by the size of the population. National minority primary school teacher, preschool teacher, and secondary school teacher training conforms to the national minority public education institutional network established pursuant to the National Minorities Act. Both in bachelor's and master's training programmes, it is possible to pursue studies in the fields of national minority ethnology and culture; of law and organisation; as well as of national minority self-governments. Teacher training also covers romology studies. In primary school and preschool teacher training, in addition to general pedagogical and methodological studies, there is also a specialisation leading to an independent qualification called "Roma training orientation".

As was discussed in our previous report, in multi-cycle training, split programmes were launched in Romani studies, followed by Romani studies teacher training programmes and, in 2013, single-cycle programmes were introduced within foreign languages studies for romology teachers (Romani language and culture, Boyash language and culture specialisations), for teaching the Boyash language and ethnology or Romani language and ethnology, with preparatory studies included for fulfilling pedagogical tasks at schools. As from September 2022, a romology BA course was announced at the University of Debrecen Faculty of Child Education and Special Education and the University of Pécs Faculty of Humanities and Social Sciences.

During the reporting period, the number of students enrolled in Roma national minority teacher training courses remained low.

Table 3:
Number of participants in Roma national minority teacher training

Academic year:	Boyash language number of teachers in service	Romani language	Total
2017/2018	8	41	49
2018/2019	11	23	34
2019/2020	13	21	34
2020/2021	10	15	25
2021/2022	12	13	25

Source: Ministry of Human Capacities

The number of qualified teachers of the Romani and Boyash language halved in 5 years. It is through the provision of professional support for students in higher education and teachers in service that the second line of teachers can be ensured. That is why recent years saw the introduction of the Klebersberg Training Scholarship designed to stimulate the supply of teachers by supporting, in general, students both in secondary school teacher training and, since 2020, in primary school teacher training. The scholarship is also available to students in Roma national minority teacher training.

The monitoring reports of the Expert Committee of the Language Charter have previously called for an increase in the number of national minority teachers on several occasions and for several national minorities. The shortage of national minority teachers as a major issue had already come up with national minorities with large populations; therefore, in 2017 the parliamentary Committee on National Minorities, in cooperation with several ministries, worked out a national minority preschool development programme consisting of three components, which would be extended to cover national minority primary and secondary school teachers in 2018. Under the National Minority Teacher Scholarship Programme, to be presented in detail in subsequent chapters, support is also available for Roma national minority students in preschool, primary school, and secondary school teacher training.

Roma Special Colleges

Hungary's National Social Inclusion Strategy discusses special interventions concerning disadvantaged people, among them the Roma, including their increased participation in higher education and the programmes supporting it, and addresses under a dedicated measure the facilitation of disadvantaged, including Roma young people's access to, and retention in, secondary and higher education. One of the most significant achievements of empowerment in education in recent years has been the formation of a network of Roma special colleges extending to a nationwide level, which consisted of 11 special colleges at the end of the reporting period. The Christian Roma Special Colleges Network has been set up by the four established churches in Hungary, with the active involvement of four cities (Budapest, Debrecen, Nyíregyháza and Miskolc).

As an important objective, Roma colleges aim to educate Roma intellectuals, support their studies, reduce dropout rates, and promote inclusion. It is at these colleges that many students also acquire language skills as a precondition of receiving their graduation certificate. Newly established and existing Roma colleges pursue objectives that go beyond the core criteria of

special colleges and are designed to contribute to the social integration of the Roma and to educate young Roma intellectuals who, complement the skills they have acquired in higher education with a strong interest in social engagement and feel committed to shaping a positive dialogue and relations between their own groups and the mainstream society. One of the priorities of the Government of Hungary's Roma programme is to support Roma special colleges.

(iii) Regarding the training of Romani- and Boyash-speaking teachers, the targeted studies of the Commissioner for Fundamental Rights (e.g. on the situation of national minority secondary schools) and its committee examining Hungary's report on the Language Charter have previously pointed out that language training is an unresolved issue. The regulatory background necessary to establish and launch degree courses is in place. The number of training places available in the reporting period would be sufficient, but the proportion of secondary school graduates who could apply for admission as members of the Roma minority is presumably low. In many cases this is the reason why it is impossible to launch an announced training programme.

To improve the supply of teachers, recent years saw the introduction of the Klebersberg Training Scholarship supporting students in teacher training in general and, since 2020, in primary school teacher training in particular. The scholarship is also available to students in Roma national minority teacher training. Moreover, under the National Minority Teacher Scholarship Programme, support is also available for Roma national minority students in preschool, primary school, and secondary school teacher training.

Paragraph 1 subparagraph 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;

National minority adult education

Higher education institutions also offer specialised courses within the scope of national minority education. Bachelor's or master's degree specialisations leading to standalone qualifications can be taken as minor/additional courses in the framework of specialised professional upgrading courses. The national minority specialisations within national minority primary school teacher and preschool teacher training can be completed within the scope of further training by those who have graduated as primary school teachers or preschool teachers. Specialised further training courses in the field of teacher training can be credited towards the compulsory professional upgrading of teachers, which is a statutory obligation to fulfil every seven years, pursuant to public education legislation.

In view of the geographical location of the Boyash community in Hungary, the University of Pécs operates as the professional centre of higher education in the Boyash language, and hence is an active player in higher education and further education. In Hungary, a government decree stipulates that teachers, including national minority teachers, must attend 120 hours of further training every seven years. For practising teachers involved in Roma national minority teaching and education, there are several accredited further training courses for teachers, which provide both professional support in teaching the Romani language and instruction about the values of Roma culture. In response to teachers' requests, the Ministry of the Interior's annual call for proposals announced since 2019 aims to improve the quality of Romani and Boyash language

teaching; to provide professional training for practising language teachers; and to promote cooperation. The aim is to revitalise Roma culture, and to cultivate and develop the Romani and Boyash languages.

The establishment of Romani and Boyash Language Workshops at the University of Pécs and the launch of a specialised further training courses preparing students for a Roma national minority mentor teachers’ special examination at the Eötvös József College feature as forward-looking initiatives. These training courses are designed to train mentor teachers who can provide professional support to trainee teachers attending practicum before first employment, primary school/preschool teachers, colleagues in service or re-entering employment in Roma national minority or language teaching, or Roma national minority educational/training institutions conveying the Roma national minority culture, and can also supervise would-be teachers’ teaching practicums and mentor students, children and colleagues within the institution.

The Education Authority has also extended its system of base institutions to national minority public education institutions in order to enhance networked knowledge sharing and to improve teaching and education. Institutions operating in the area of competence of the National Minority Pedagogical Education Centre may also apply for the “Education Authority Base Institution” title, as base institutions are selected for each national minority. The programme enables an exchange of good practices and provides further training for teachers. For the period 2020-2023, a total of 29 public education institutions from seven national minorities managed to get qualified.

Table 4:
Roma public education base institutions

Name of public education institution	Type
Gandhi Grammar School, Post-Secondary Vocational School, Dormitory and Primary Arts School	Grammar school
	Primary arts school
Konrád Ignác Primary School in Kétújfalu	Primary school
Hungarian Maltese Charity Service Galló József Primary and Magoncka Preschool	Primary school
	Preschool
Reményhír (“Hope News”) Secondary School, Primary School, Preschool and and Primary Arts School	Primary school

Source: Office of the State Secretary for Social Inclusion

In the 2014-2020 programming period, disadvantaged people, among them the Roma, emerged as a priority target group for VET projects under the Economic Development and Innovation Operational Programme (GINOP), which were financed in the form of non-reimbursable grants from EU funds and domestic co-financing. Persons involved in the projects may declare their ethnic origin on a voluntary basis; therefore, the collection of data on target group members of Roma origin may not reflect the actual level of their involvement. GINOP-6.1.1-15 “Training of low-skilled persons and public works participants” is a flagship project targeting disadvantaged people of working age, among them in particular public works participants, and focusing on the beneficiary districts. In the project, 36,738 of the 111,339 people in training had declared to be Roma by April 2022. Of those in training, 98,964 persons received diplomas or certificates.

Paragraph 1 subsection g:

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

National minority history and culture

In addition to providing national minority education and teaching to students belonging to national minority communities, the National Core Curriculum and, in this context, the framework curricula also require students not belonging to any national minority community to learn about the culture of national minorities in Hungary, including the Roma national minority. For instance, the stock of knowledge transferred by schools subjects, such as history, geography, ethics and citizenship education, contains much information about the Roma in Hungary and Europe (history studies cover the status of the Roma in the Dual Monarchy, the Roma Holocaust in the 20th century, and the status of the Roma in contemporary Hungary).

Paragraph 1 subparagraph h:

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

In relation to this point, see the discussion of national minority adult education above, under Paragraph 1 subparagraph f, in particular in respect of accredited further training programmes for teachers in service and a specialised further training course preparing students for a Roma national minority mentor teachers' special examination at the Eötvös József College.

In addition to the foregoing, the following accredited teacher training courses were available in Hungary related to the Roma national minority at the end of the reporting period:

**Table 5:
Accredited further training courses for Roma national minority teachers**

Programme name	Founder
Roma social studies teacher training (with a focus sociology, history and anthropology)	University of Miskolc Faculty of Arts
Cooperative learning organisation to prevent early school-leaving (online form of contact)	University of Pécs Faculty of Humanities and Social Sciences
Basic romology studies - to prevent early school-leaving (online form of contact)	University of Pécs Faculty of Humanities and Social Sciences
“My Grandfather’s Treasure” Roma folk playhouse activity leader training	Public Culture and Rural Development Programme Office Association
Kedvesház ("House of kindness") Pedagogy 2 - Community building and learning together, Roma culture	CoopOktató Oktatási Centrum Bt.
Kedvesház pedagogy 1 - Further training foundation course - Learning about “otherness”, Roma culture	CoopOktató Oktatási Centrum Bt.
Preparatory mentoring course for supporting disadvantaged Roma pupils	SULISZERVIZ Oktatási és Szakértői Iroda Kft.

Source: Ministry of Human Capacities

As discussed in our previous report, the implementation of Roma education is supported by pedagogical-professional services. In addition to Pedagogical Education Centres, which provide pedagogical and professional services at county level, a National Minority Pedagogical Education Centre with nationwide competence has been established. It is responsible for organising and providing pedagogical and professional services for national minority education in Hungary, including Roma national minority education.

Paragraph 1 subparagraph i:

to set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages and for drawing up periodic reports of their findings, which will be made public.

(i-ii) Based on the provisions of the National Minorities Act and the Public Education Act, the content and structure of Roma national minority education may only be implemented under the control of the Roma community in Hungary, similarly to national minority education as a whole. The National Roma Self-Government's right to consent, the operation of the National Council for National Minorities, the option to comment on draft laws within the framework of administrative consultation, and the option to participate in the work of school boards and school district councils at local level ensure the participation of the Roma community in shaping the professional, physical and financial conditions for, and the methods of implementing Roma education.

(iii) The legislation in force clearly regulates the content of Roma national minority education. However, Roma national minority self-governments representing Roma communities have a particularly important role in determining the content and quality of Roma national minority preschool education and school education (including the progress made in the teaching of the Boyash language). A major step forward involves the support school district centres have received from **school district councils** for their efforts since the 2017/2018 academic year. A school district council is a recommending, commenting and advisory body supporting a school district centre, by seeking to coordinate local, territorial and regional socio-economic environmental interests and goals with the education governance goals related to the school district centre's maintenance activities; to coordinate long-term, comprehensive public education management goals in the school district centre's area of competence; and to inform the maintainers strategic decisions.

National minority members may also participate in the work of a school district council. The Association of National Minority National Self-Governments could propose members who could represent the interests of all stakeholder national minorities in school districts. The Association of National Minority National Self-Governments delegated 1 Roma expert (to support the work of the Külső-Pest School District Centre).

As a body responsible for pedagogical professional services relating to national minorities, the **National Minority Pedagogical Education Centre** supports the effective practical implementation of Roma national minority education. In the course of its activities, it places primary emphasis on managing Roma national minority subjects, specifically the Romani and Boyash languages and literature, and Roma ethnology studies. The tools and methods of consultancy and subject management include:

- presenting and disseminating educational and pedagogical methods, tools and procedures,
- analysing educational programmes, local curricula, house rules, and institutional pedagogical documents, and assisting in their preparation and application in institutions,
- facilitating the analysis and evaluation of pedagogical methods and pedagogical development activities applied in a given type of public education institution,
- assisting in the selection of educational materials, textbooks, teaching aids, teaching and educational programmes for the educational institution or the institutional system as a whole,
- providing individual consultancy,
- supporting the systemic development of public education, and assisting in the nationwide pedagogical tasks related to the fields of subjects and studies launched by the Minister.

In addition to paying visits to manage subjects, Roma national minority consultants also support the work of teachers involved in Roma national minority education through other pedagogical and professional activities.

Paragraph 2:

With regard to education and in respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage or provide teaching in or of the regional or minority language at all the appropriate stages of education.

(i) In Hungary, legislation specifies the option to provide national minority education throughout the entire country and there are no designated districts for this purpose.

Hungary has extended her undertakings under the Language Charter to the entire territory of the country with regard to the Romani and Boyash languages. Roma national minority education must be organised if at least eight parents affiliated with the Roma national minority so request. Roma national minority education can also be provided in institutions run by maintainers other than state actors. National minority self-governments may establish and operate educational institutions, and may take them over from other maintainers.

(ii) The institutions maintained by the National Roma Self-Government during the reporting period are summarised in the table below.

Table 6:
Public education institutions maintained by the National Roma Self-Government

Maintainer	Name of institution	Settlement of institution
National Roma Self-Government	Tiszapüspöki Primary School	Tiszapüspöki
	Teleki József Primary School and Vocational School	Szirák

Source: Ministry of Human Capacities

None of the settlement Roma national minority self-governments maintained a public education institution in the 2021/2022 academic year. The number of students attending institutions

maintained by the National Roma Self-Government increased during the reporting period, with nearly 350 students attending these institutions in 2021.

At the end of the reporting period, in the 2021/2022 school year, a total of 107 thousand children and students attended full-time national minority education, with (traditional and extended language instruction being) the most popular form of national minority education followed by Roma national minority education with Hungarian as the language of instruction. 45% of students (nearly 48 thousand) participated in the former, and 26% (nearly 28 thousand) attended the latter. In the 2022/2023 academic year, 25,383 children received Hungarian-language Roma national minority education in 355 institutions. The proportion of students learning the Boyash and Romani languages showed a decreasing tendency over the reporting period, accounting for 1% of all students (1,000 persons) in national minority language education in 2021. Nearly 700 students studied Romani and over 300 students studied Boyash. Over a third of students (nearly 400 persons) chose education in their mother tongue or their national minority language.

In 2021, 1,100 students were taught Boyash and Romani as a foreign language in a total of 10 primary and grammar schools (including those in adult education). This number remained essentially unchanged during the reporting period. The figures of the 2022/23 academic year show that 620 children studied Boyash in 9 institutions, while 10 institutions taught Romani to 610 children.

(iii) The total population of the Roma national minority ethnic group in Hungary is estimated at 750,000, according to sociological research. The majority of them are Romungro (Hungarian Roma), who no longer have command of their language, and only speak Hungarian. Hungarian legislation consistently ensures the feasibility of national minority education for all 13 minorities. Legal provisions also govern the specific characteristics of each national minority (e.g. the majority of Roma in Hungary only speak Hungarian, and so Roma national minority teaching and education can be organised for them in Hungarian).

Article 9 – Judicial authorities

Paragraph 1 sub-paragraph a:

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

- a in criminal proceedings:*
 - ii to guarantee the accused the right to use his/her regional or minority language, and/or,*
 - iii to provide that requests and evidence, whether written or oral, shall not be considered inadmissible solely because they are formulated in a regional or minority language, and/or*
 - iv to produce, on request, documents connected with legal proceedings in the relevant regional or minority language, if necessary, by the use of interpreters and translations involving no extra expense for the persons concerned.*

Criminal law

(i) Pursuant to Section 8 (1)-(3) of Act XC of 2017 on the Code of Criminal Procedure (hereinafter: Criminal Procedure Act), criminal proceedings shall be conducted in the Hungarian language; however, members of a national minority living in Hungary and recognised by an Act may use their national minority mother tongue in criminal proceedings. A person shall not suffer any disadvantage because he does not understand the Hungarian language. Everybody shall be entitled to use his mother tongue in a criminal proceeding.

Section 39 of the Criminal Procedure Act specifies provisions on the rights and obligations of the defendant and the person reasonably suspected of committing a criminal offence. Paragraph (4) provides the duty of courts, the prosecution service, or investigating authorities to advise defendants of their rights and obligations at the beginning of their participation in criminal proceedings. The information also includes the right to use the native language. In addition, under Section 44 *d*) of the Criminal Procedure Act, the participation of a defence counsel in criminal proceedings is mandatory if the defendant or the person reasonably suspected of having committed a criminal offence does not know the Hungarian language.

Regarding language use, Section 78 (1)-(2) of the Criminal Procedure Act stipulates that if a person participating in the criminal proceeding wishes to use his mother tongue other than Hungarian, a national minority mother tongue, or other mother tongue specified in an international treaty promulgated by an Act, an interpreter, preferably one familiar with specialised legal language, shall be used. A person who does not understand the Hungarian language shall be enabled, by using an interpreter, to use another language specified as understood by him if using his mother tongue would cause disproportional difficulties.

In addition, Section 201 the Criminal Procedure Act also sets out detailed rules for interpreters. In line with this, a person may be used as an interpreter if he meets all conditions specified by law. If that is not possible, a person with adequate language competence may also be appointed as an *ad hoc* interpreter. An interpreter shall be advised of the consequences of interpreting falsely at the time of his appointment. Persons attending a procedural act where an interpreter is used may move for the appointment of another interpreter due to the inadequate quality of interpreting. A further safeguard of language use is that, pursuant to Section 78 (7)-(8) of the Criminal Procedure Act, documents to be served must be translated.

Another rule serving as a safeguard is that the part of the indictment concerning the accused having the right to use his mother tongue must be translated into the language used by the accused, as provided for in Section 423 (2) of Criminal Procedure Act.

It is to be noted that the costs related to the use of the national minority mother tongue by the defendant in criminal proceedings qualify as criminal costs and are borne by the State [Section 576 (1) *b*) of the Criminal Procedure Act].

Finally, Act CCXL of 2013 on the enforcement of penalties, measures, certain coercive measures and detention for misdemeanours (hereinafter: Penal Enforcement Act) also contains important provisions. Pursuant to Section 12 (1) of the Act, a convicted person or a person detained on other grounds may not suffer any disadvantage due to not knowing Hungarian. In the course of executing punishment, the convict and the person detained on any other grounds may use, either orally or in writing, his mother tongue other than Hungarian, his national minority mother tongue, or his other mother tongue specified in an international treaty

promulgated by an Act, or if he does not understand the Hungarian language, he may use any other language which he speaks.

The Penal Enforcement Act also provides for the use of an interpreter and the translation of documents [Section 12 (2) of the Penal Enforcement Act]. Pursuant to Section 12 (4) *c*) and (5) *d*) of the Penal Enforcement Act, the defendant must be informed in writing and in the language he understands of the rights he is entitled to in the course of the criminal proceedings, including the right to use his mother tongue.

Paragraph 1 subparagraph b:

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.

Civil law

(i) In civil proceedings, language use is governed by Act CXXX of 2016 on the Code of Civil Procedure (hereinafter: Civil Procedure Act) in force as of 1 January 2018. The rules of procedure for administrative court actions are set out in Act I of 2017 on the Code of Administrative Procedure (hereinafter: Administrative Procedure Act), also in force since 1 January 2018; however, Section 36 (1) a) of the Administrative Procedure Act provides that the rules of civil procedure apply to language use.

Pursuant to Section 113 (1) of the Civil Procedure Act, the language of court proceedings is Hungarian. Pursuant to Section 113 (2) of the Civil Procedure Act, pleadings addressed to the court shall be submitted in Hungarian, and the court shall send the pleadings and its decision in Hungarian. Subsection (2) lists as exceptions to the general rule those cases where a provision of an Act, a binding legal act of the European Union or an international convention allows for a derogation from the use of the Hungarian language. Section 113 (3) of the Code of Civil Procedure expressly stipulates that in court proceedings, all persons are entitled to use their native language orally, and in other respects, within the scope of an international convention, to use their native language, regional or nationality language. Section 113 (3) of the Civil Procedure Act also stipulates that in court proceedings all members of national minorities living in Hungary and recognised in the National Minorities Act are entitled to use their national minority language in accordance with the international convention on the use of regional or minority languages.

Taking into account the provisions of Section 113 (3) of the Civil Procedure Act, in the reporting period the prevailing international document governing language use in civil and administrative proceedings was the Language Charter, particularly its provisions under which Hungary has undertaken to fulfil its obligations. Pursuant to the Civil Procedure Act and the provisions of the Language Charter setting out the obligations Hungary has undertaken to fulfil, all members of national minorities recognised by law have the right to use their national minority language orally in court, whenever they have to appear in court in person, and doing so will not entail any additional costs for the party, since the costs of translation will be

advanced [Section 79 (2) and (8) of the Civil Procedure Act] and borne [§ 102 (6) of the Civil Procedure Act] by the State in such cases.

Section 79 (2) of the Civil Procedure Act provides that the exemption from advancing the interpreter's costs related to the right to use a language other than Hungarian only applies if provided by law, a binding legal act of the European Union or an international treaty. Section 79 (8) of the Civil Procedure Act provides that the State is to advance said costs of interpretation.

The regulatory principle of the Civil Procedure Act is that it does not provide specifically for the bearing of costs in the context of language use, but states in Section 102 (6) that "costs specified by law, a binding legal act of the European Union, or international treaty, and costs and procedural fees not paid due to legal aid or under paragraphs (1) to (5) shall be borne by the State". Thus, when using a regional or minority language, the provisions of the Language Charter are applicable as to whether there are any costs to be borne, i.e. paid, by the State {see Decision 2/2021 (7 January) AB of the Constitutional Court, Explanatory Memorandum [114] and [115]}.

In addition to the above rules on the oral use of language, under the Civil Procedure Act, and according to the provisions of the Language Charter in which Hungary has undertaken to fulfil its obligations, all members of national minorities recognised by law are entitled to use their national minority language also in order to submit documents and evidence in their national minority language to the court, with the assistance of interpreters and translations if necessary {see Decision 2/2021 (7 January) AB of the Constitutional Court, Explanatory Memorandum [84]}.

The Civil Procedure Act also contains a simplification regarding language use by allowing for the use of simple translation, if translation is necessary. Certified translation is only required if there is doubt as to the correctness or completeness of the translated text (Section 62 of the Civil Procedure Act).

The Constitutional Court has held that in civil and administrative proceedings, it is a constitutional requirement stemming from the fundamental right to use a language that all parties who are required to appear in person before a court and who are members of a national minority living in Hungary and recognised by the Act on the rights of national minorities must have the right to orally use their national minority language under the same conditions.

The Constitutional Court has also ruled that if a party is a member of a national minority recognised by the National Minorities Act and wishes to orally use his national minority language when he appears in person before the court, he may do so at no extra cost.

With effect from 10 July 2019, the legislative body supplemented the provision contested before the Constitutional Court by stating that in court proceedings, the members of every national minority living in Hungary and recognised by the National Minorities Act shall be entitled to use their national minority language in accordance with the international convention concerning the use of the regional or minority language. In the course of its proceedings, the Constitutional Court also examined this amendment, and as a result has found that the amended provision of Section 113 (3) of the Civil Procedure Act provides for the same level of language use for members (as litigants) of all national minorities listed in the Act on the rights of national minorities as is provided for the national minorities listed in the Language Charter.

(ii) The above provisions show that Hungary provides the opportunity for parties appearing in person in court to use their own regional or national minority language in civil and administrative proceedings without incurring additional costs, and allows parties to submit documents and evidence in a national minority language, with the assistance of interpreters and translations if necessary.

Paragraph 1 sub-paragraph 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;*

Administrative law

Furthermore, Hungary has given the same undertakings in the Language Charter for both civil and administrative proceedings; therefore, based on the foregoing, the provisions of the Civil Procedure Act (see the summary under Paragraph 1 subparagraph b) apply, *mutatis mutandis*, to administrative proceedings as well.

Paragraph 2 sub-paragraph c:

not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in a regional or minority language.

A party who is not familiar with the Hungarian language may request the authority to adjudicate his application prepared in his mother tongue or in an intermediary language, provided that he advances and bears the costs of translation and interpretation.

Article 10 – Administrative authorities and public services

Paragraph 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 iv to ensure that users of regional or minority languages may submit oral or written applications in these languages, or,*
- v to ensure that users of regional or minority languages may validly submit a document in these languages;*
- b to make available widely used administrative texts and forms for the population in the regional or minority languages or in bilingual versions;*
- c to allow the administrative authorities to draft documents in a regional or minority language.*

Administrative procedures

(i.) On 1 January 2018, Act CL of 2016 on the Code of General Administrative Procedure (hereinafter: General Administrative Procedure Act) entered into force, which superseded and repealed Act CXL of 2004 on the General Rules of Administrative Procedure and Services (hereinafter: Administrative Procedure Act).

Sections 20-21 of the General Administrative Procedure Act contains provisions regarding the use of languages in administrative procedures, specifying that persons acting on behalf of a national minority organisation and natural persons subject to the Act on the Rights of National Minorities may use their own national language before the authorities, and clients who do not speak the Hungarian language may, subject to advancing and bearing the costs of translation and interpretation, request the authority to consider their request set in their mother tongue or in an intermediary language.

One should underline from the perspective of the General Administrative Procedure Act that the provisions of the new code about the use of national minority languages in administrative procedures is essentially identical to those in the Administrative Procedure Act. Clients may use their minority language during procedures before the authorities, and the authority will translate decisions into the language of the application, while the language of the procedure remains Hungarian [see: Sections 20 (1)-(3) of the General Administrative Procedure Act].

In previous reports, the Committee of Ministers of the Council of Europe has found the regulation to be adequate, and no further work has been identified. In this context, the Committee of Ministers of the Council of Europe has only noted the low number of applications in minority languages. In this regard, it is worth mentioning that unlike other countries, Hungary has no large national minority areas where residents use mainly or exclusively their minority language. Accordingly, Hungarian citizens belonging to ethnic minority groups in Hungary speak and use the Hungarian language as their mother tongue almost without exception. Bearing that in mind, the low number of applications in minority languages is due to the aforementioned specificity, rather than any discrimination against national minorities.

No complaints or other proceedings are pending in respect of the use of languages before the authorities that would require action.

Electronic Civil Status Register

Pursuant to Section 46 of Act I of 2010 on Civil Status Registration Procedure (hereinafter: Status Registration Act), persons belonging to a national minority

- a) may request that the surname of their children be registered in accordance with the rules of their minority language and may give their children forenames in accordance with their nationality,
- b) may request replacement of a registered forename with the corresponding national minority forename,
- c) may request replacement of a registered surname with a surname formed according to the rules of the national minority language, and
- d) may request that their surname and forename, and the surname and forename of their children be also registered in the national minority language.

Personal ID card

Pursuant to Section 16 (3) of Act CLXXIX on the rights of national minorities, if requested, the identity card shall also indicate the name of the individual belonging to a national minority in the language of his national minority, corresponding to the form entered in the register of births.

In view of the legal provision referred to above, Article 33 (1) of Government Decree 414/2015 (23 December) on issuing ID cards and the rules of recording uniform facial images and signatures provides that the surname and forename of a citizen belonging to a national minority shall be entered in the ID card in both languages entered in the civil status register, upon the request of the citizen concerned.

Register of travel documents - Passports

Act L of 2021 on legal amendments necessary for simplifying certain official procedures amended Act XII of 1998 on foreign travel as of 1 January 2023. Accordingly, private passports will, upon request, also display the name of persons belonging to a national minority in the language of their minority, as recorded in the civil status register, and the register of travel documents will in such cases capture the fact that national minority name data are displayed.

In accordance with this, Government Decree 375/2021 (30 June) amending the Government Decrees necessary for the simplification of certain administrative procedures amended Government Decree 101/1998 (22 May) on the implementation of Act XII of 1998 on foreign travel. Accordingly, where an application is filed to display a citizen's name in a travel document in a national minority language, applications or electronic forms of citizens belonging to a national minority will display the citizen's surname and forename in both languages entered in the civil status register.

In practice, this means that if a client so requests, documents, applications or electronic forms will also display the name of citizens in its national minority form, which will be retrieved from the electronic civil status register. The register of travel documents will not hold records of names in national minority languages and will only record the fact that a document contains a person's name in a national minority language.

As regards the standard forms used for administrative purposes, it can be concluded in general that most of the documents are available in Hungarian in all fields. If necessary, interpretation or translation may be provided by an external person or by an employee of a unit or other function of the affected organisation who speaks the language concerned and can help with interpretation or filling in the form.

Bilingual information leaflets and bilingual standard forms are mainly used by certain organisational units of government agencies, mostly in the fields of employment, victim and family support.

(ii) The provisions presented above demonstrate that Hungary provides the opportunity for parties appearing in person to use their own national minority language in criminal proceedings, civil and administrative court proceedings and before local and regional authorities without incurring extra costs, and allows parties to submit documents and evidence in a national minority language, if necessary with the assistance of interpreters and translations.

Based on the reports of government offices, there were no instances of national minority languages being used in official procedures in 4 counties (Heves, Jász-Nagykun-Szolnok, Veszprém, Zala) in the period under review. As regards the other 15 counties and the capital city, the following numbers (national minority language/occasion) were recorded in respect of the use of national minority languages in proceedings before the authorities.

- Bulgarian¹²: 36
- Greek: 51
- Polish: 10
- Armenian: 1
- Rusyn: 381
- Ukrainian: 1806¹³
- **Romani (Lovari): 384**
- **Boyash: 6**

Paragraph 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;

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.

(i) All natural persons covered by the National Minorities Act may use the spoken and written form of the language of their national minority before the authorities, submit applications in their mother tongue, and when they submit an application orally to an authority, they are informed about client rights and obligations, including a reminder about language use in each case.

The experience of government offices suggests in general that only a small number of administrative procedures requiring the use of a national minority language occurred (a total of 8,911 cases nationwide), and the above-mentioned rules of the Act on Administrative Procedures support persons belonging to a minority in using their national minority language during administrative authority procedures, and help clients enforce their right to use their language. Government offices did not report any cases of failure to respect the right of clients to use their mother tongue during administrative procedures.

¹² Only languages falling under Part II of the Language Charter, for which Hungary has not given any specific undertaking, are presented here, all together.

¹³ Several government offices pointed out that the use of the Ukrainian language has increased significantly in the last three months, and this increase is unrelated to Ukrainian national minorities residing in Hungary, and is typically associated with the administration of documents of Ukrainian citizens seeking asylum, who use the help of interpreters provided by government offices.

Pursuant to Act CLXXXIX of 2011 on Local Governments in Hungary (hereinafter referred to as “Local Government Act”), municipal and metropolitan self-governments are responsible for national minority affairs in relation to public tasks to be fulfilled locally.

Pursuant to Section 85 (10) of the Local Government Act, when establishing a joint local government office in view of the number of nationality inhabitants, a derogation from the general conditions may be granted to settlements, subject to the approval of the Minister responsible for local governments, where:

- the number of inhabitants of the same nationality in the settlements concerned exceeds 20%;
- the total population of the settlement concerned exceeds 1,500;
- municipal assemblies have adopted a qualified majority decision with the same content to set up a joint office;
- it is justified by the location of the settlements concerned, their diversity of relations, and their economic, historical and cultural traditions, and
- other statutory conditions are fulfilled.

(ii) During the reporting period, there were 12 beneficiary offices operating in the country with 34 municipalities participating. Of these, 6 municipalities received benefits on the grounds of residents belonging to the Roma ethnic minority.

Sections 6 and 18 of the National Minorities Act lay down provisions that address, among other things, certain tasks of local governments (e.g. signs with place and street names and municipal ordinances in the national minority language). These are subject to oversight in the context of the supervision of legality. The tendency towards the public use of national minority languages is particularly observed in municipalities with a high ratio of persons registered as belonging to a national minority or with a national minority self-government. However, even the national minority communities of these municipalities show little demand for using the mother tongue of their national minority in administrative proceedings, presumably because the members of such communities also have a Hungarian identity in addition to and concurrently with their ethnic identity, and have native command of Hungarian, which they also use in written administrative procedures.

Section 5(5) of the National Minorities Act provides that in case the proportion, as registered in the census, of a national minority reaches twenty per cent, the representative body of the municipality shall, upon a request to that effect by the national minority self-government of the municipality, keep and word its minutes and decisions also in the language of the national minority, in addition to Hungarian.

Generally speaking, national minorities use Hungarian for preparing meetings during local government activities, and most of them do not request that proposals be translated into the national minority language. Only a small number of invitations to meetings are prepared in a national minority language as well. At the inaugural meeting of some national minority self-governments, representatives also took the oath in their national minority language. In the case of national minority self-governments, Hungarian is generally spoken at the meetings of representatives, committees and at public hearings.

Reports by government offices taking tally of the use of national minority languages during the period under review note 384 and 6 instances of using the Romani (Lovari) and the Boyash language, respectively, in 15 counties and the capital, as shown in the table below.

Table 7:
Use of national minority languages in administrative procedures and local government operations by county

Use of Roma national minority languages during the reporting period				
County (20)	Regulatory/administrative procedures		Local government operations	
	Romani (Lovari)	Boyash	Romani (Lovari)	Boyash:
Mayor's Office of Budapest	4	2		
Bács-Kiskun County	380		X	
Baranya County			X	X
Komárom-Esztergom County			X	
Somogy County				X
Vas		4	X	X
Total:	384	6	4	3

Source: Office of the State Secretary for Social Convergence

Paragraph 3 sub-paragraph c:

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 and receive a reply in these languages;

Where there is a need to use a minority language, the authorities involved take all necessary measures to allow clients using a national language to conduct their affairs in their mother tongue.

Paragraph 4 sub-paragraph a:

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;

In administrative proceedings, interpretation is provided, if necessary, with the assistance of a government employee who speaks the given minority language, or by selecting an interpreter from a list or appointing one, and it is also common for the client to arrive with an interpreter or a person assisting with translation.

Paragraph 4 sub-paragraph 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.

See the previous point above.

Article 11 – Media

Paragraph 1 sub-paragraph a:

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:

ii to encourage and/or facilitate the creation of at least one radio station and one television channel in the regional or minority languages; or

iii to make adequate provision so that broadcasters offer programmes in the regional or minority languages;

The mission pursued by Duna Médiaszolgáltató Nonprofit Zrt. and the Media Service Support and Asset Management Fund is a unique undertaking in Europe, in the framework of which these entities have agreed to present the everyday life, culture and traditions of national minorities in Hungary using television and radio technology. Some national minority programmes are produced in-house in Budapest, and the greater part of production is outsourced to Pécs, Szeged, Szombathely and Budapest. The programmes fulfil an important mission by presenting the life, culture and traditions of the national minorities living in Hungary, and by strengthening national cohesion through language and culture.

Acting as the professional supervisor of content provision, Duna Médiaszolgáltató Nonprofit Zrt. is responsible for content, and while television and radio shows are produced in the studios of Media Service Support and Asset Management Fund, they are aired under the close professional supervision of the Duna Médiaszolgáltató Nonprofit Zrt. At Duna Médiaszolgáltató Nonprofit Zrt, work is performed in editorial offices managed by professional directorates. During the reporting period, the responsibility for the professional quality of the visual and radio content produced for national minorities and foreign audiences by the editorial offices of the Media Services Support and Asset Management Fund and for ensuring compliance with the principle of public service rested with the National Minority and Foreign Editorial Office. Visual content is aired by two TV channels, Duna and Duna World, while radio content is broadcast on two radio stations Kossuth Rádió and MR4 Nemzetiségi Rádió (National Minority Radio).

As its main public service goal, programme production seeks to preserve national minority cultures, to deepen language use and social integration, and to preserve and cultivate traditions, which the public service media aim to promote through radio and television programmes.

Duna Médiaszolgáltató Nonprofit Zrt. orders and (on a strictly professional basis) accepts programmes produced by the Media Service Support and Asset Management Fund before they

are broadcast, formally authorising the programmes to go on air if public service principles are met, requesting corrections from the editorial offices if necessary. Moreover, it actively contributes to the production of a wide variety of programmes covering a range of values produced by the editorial teams of the Media Service Support and Trust Fund by making proposals concerning secular and religious festivals and special themed days.

Paragraph 1 sub-paragraph b:

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

Radio programmes (MR4 Nemzetiségi Rádió and Kossuth Rádió)

(i-ii) The State of Hungary made available a complete medium wave radio transmission network of nationwide coverage (MR4 Nemzetiségi Rádió (National Minority Radio)) to be used exclusively for programmes in the native languages of national minorities in Hungary. This radio station is on the air 24 hours a day to allow all Hungarian citizens to listen to programmes compiled by national minority editors about the life of their respective communities in their own mother tongue. In the reporting period, all of the audio content of the programmes of Kossuth Rádió and MR4 Nemzetiségi Rádió presented the life, cultural heritage and traditions of national minorities in Hungary consistently in accordance with their respective proportions.

Minority radio programmes are produced digitally and in stereo in line with the requirements and practices of the Media Services Support and Trust Fund. New hardware designed to manage radio broadcasting has been installed to further enhance the security of airing programs. The software background is 100% in line with current radio practice. A vast majority of radios and car radios sold currently are suitable for AM band reception, and all radio broadcasts in Hungary are also available via broadband internet.

Jelenlét Roma public life magazine - Jelenlét Roma cultural magazine:

Jelenlét (Presence), a dual-purpose magazine for Roma public life and culture, fulfils a particularly important unique mission in the media market by serving the largest minority in Hungary on Kossuth Rádió and Nemzetiségi Rádió with its colourful, valuable and informative programme offering, carrying topics of interest for the mainstream society, seeking to promote coexistence and acceptance and to diminish stereotypes. Jelenlét, Roma public life magazine: air time: 24 minutes, on air: Saturday 21:30, Kossuth Rádió, replay: Tuesday 12:03, Nemzetiségi Rádió. Jelenlét, Roma cultural magazine, air time: 24 minutes, on air: Sunday 21:30, Kossuth Rádió, replay: Wednesday 12:03, Nemzetiségi Rádió.

Gyöngyszemek (Pearls), excerpts from the literature of our minorities:

This Hungarian-language programme presents a selection of national minority literature performed by Hungarian actors in 5 minutes every week. Air time: 5 minutes, on air: Sunday 13.55-14.00 Nemzetiségi Rádió, replay: Tuesday 01.55-02.00.

Három szólamra (For Three Parts):

In the Hungarian, Lovari and Beás-language Roma programmes, life stories, portraits, current events, tales, customs and traditions are spotlighted. On air: daily from Monday to Friday, 12:03-13:00, Nemzetiségi Rádió.

Egy hazában (In one homeland) - about national minorities in Hungarian:

This national minorities magazine takes listeners on a journey to the colourful world of national minorities living in our country. Air time: 52 minutes, on air: Sunday 13:00, Nemzetiségi Rádió, replay: the same day 23:05, Kossuth Rádió.

Hajnali Népzene Koránkelőknek (Folk Music at Dawn for Early Risers):

The aim of the programme, a collaboration between Kossuth Rádió and Hagyományok Háza (Heritage House), is to familiarise listeners with and endear them to the vast musical treasure Kodaly once called the native language of music. Air time: 27 minutes on weekdays, 25 minutes on weekends, on air: 04:03-04.30 on weekdays, weekends: 05.05-05.30 on Kossuth Rádió.

(iii) Media rights relating to language use have been defined uniformly. The Boyash community has not put forward a claim yet.

Paragraph 1 sub-paragraph c:

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

The national minority programmes of Magyar Televízió

(i-ii) At the end of the reporting period, 2022 saw the 30th anniversary of the availability of Roma minority programmes on Magyar Televízió. The producers who create national minority television programmes in their mother tongue are dedicated professionals who perform their work at a very high level of quality, meeting the expected standards of professional accuracy, historical authenticity and consistency.

National minority television programmes are produced using technology that meets all the technical requirements of the Media Services Support and Asset Management Fund. Further improvements (e.g. 4K quality filming and post-production) did not make sense during the reporting period, as the parameters for HD broadcasting were amply met.

Roma Magazine:

The Roma constitute the largest minority group in Hungary, and this magazine addresses their daily life and problems. The programmes showcase the lives and roots of both Roma people living in extreme poverty and hardship and Roma entrepreneurs or artists who have made it in the world. Air time: 26 minutes, on air: Monday 7:25, Duna, replay: Monday 15:05, Duna World.

P'amende:

This Roma cultural magazine on public television covers a single theme for viewers on each occasion. It presents the daily life of the Roma, their centuries-old culture, multifaceted traditions and complex social situation and social role. The programme places great emphasis on bringing the lives of Roma people in focus while providing useful information for the members of mainstream Hungarian society by its selection of topics for each show. Air time: 26 minutes, on air: fortnightly Friday 7:30, Duna, replay: same day 16:30, Duna World.

In addition to the above, public service television also marks key religious and other holidays with individual programmes, sometimes even with 24-hour thematic days and special projects. These include *'It is nice to be good'*, a *Christmas Charity Project Day*, the *Day of National Unity*, the *Day of National Minority Cultures*, the *1956 and the Dokuzóna series*, the *Day of Hungarian Culture* and the *Day of Mother Language Cultures*, or the ***Roma World Day and***

Roma Holocaust Memorial Day. The programmes of national minorities in their respective languages are also broadcast on a daily and weekly basis on several other media platforms, public radio stations and public television channels, and they also feature in the full news stream, news programmes, awareness raising and magazine programmes (see Appendix 5).

DIKH TV and RADIO DIKH commercial channel

iii) The channel aims to integrate the different perspectives of Roma society and to dispel preconceptions and stereotypes about Roma society. The mission of the channel is to present Roma traditions and identity, to give an insight into Roma history and ethnography, to introduce Roma creative artists through feature films, documentaries and talk shows. A key aim of the channel is to showcase the diversity of Roma music, including "traditional" Roma music played in cafés, Roma folk music, Roma jazz music and widely known Roma popular music.

Dikh TV had its debut on YouTube in 2012, mainly with self-produced music videos and amateur web series. Additional owners coming on board helped the channel reach the general public throughout the country independently from cable operators from 1 March 2019 in the reporting period. The channel airs programmes on the Thor 5 satellite of Digi TV, in the multiplex of DIGI (DIGI World, DIGI Sport, Film Now), commercial (RTL Klub, TV2, Cool), and DMC (Galaxy4 and Film4) channels using Nagravision 3 encoding. Its broad programme offering aims to meet the needs of all ages.

Paragraph 1 subparagraph b:

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

All the national minority editorial offices function as creative workshops due to the unique nature of press operations, and the programmes produced and broadcast are joint intellectual products, reflecting the common approach of the given community. It is clearly the heads of the editorial offices who can represent the creative community in the most responsible, objective and credible way, both in terms of labour law and professionally. Surveys show that the morning slot is well watched, and the provision of an even broader scope of information is supported heavily by making content available online on broadband internet in all parts of the country through an application called Mediaklikk. Repeats are scheduled to go on air in the afternoon slot at the request of national minority self-governments and organisations. The public media service provider offered a free and unlimited licence to local television stations run by minority self-governments to take over and broadcast its programmes and films.

Paragraph 1 sub-paragraph e:

ii to encourage and/or facilitate the publication of newspaper articles in the regional or minority languages on a regular basis;

National minority newspapers and other media

It is also true in the context of minorities that the role of the written press is increasingly replaced by electronic news portals and social media sites, which are also accessible with mobile phones. In addition, the National Roma Self-Government, several Roma NGOs operated their own websites during the reporting period, providing information to those interested.

Paragraph 1 sub-paragraph 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 to audiovisual productions in the regional or minority languages;

The digitalisation of the programmes of the national minority editorial offices continued during the reporting period, despite the scarcity of funds. Films could be uploaded free of charge on national websites to make them widely available. Films of outstanding professional quality shot by national minority editorial offices regularly featured in the public media series called Dokuzóna. In addition, several minority films were shot year after year with the support of the patronage programme.

Paragraph 1 sub-paragraph g:

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

In cooperation with the Public Service Media Academy Foundation, established by the Media Services Support and Asset Management Fund, the Committee of National Minorities in Hungary planned a scholarship programme for trainees, and although preparations were completed in 2020, the 2021 pandemic prevented launching the programme. In 2021, the Talent Development Scholarship Programme of the Media Services Support and Asset Management Fund delegated trainees to several minority programmes to spend 3-6 months in the field of national minority programme production.

Paragraph 3:

The Parties undertake to ensure that the interests of the users of regional or minority languages are represented or taken into account within such bodies as may be established in accordance with the law with responsibility for guaranteeing the freedom and pluralism of the media.

Duna Médiaszolgáltató Nonprofit Zrt. operates under close public oversight. Established by the National Assembly, the Public Service Foundation is the owner and also the primary supervisor of public media services, and is complemented in its latter capacity by a very broadly based, 14-member civil body that also oversees programme production. Duna Médiaszolgáltató Nonprofit Zrt. submits annual reports about its activities to the Public Service Board, which exercises civil control. The Board, which has been operating for over a decade, has accepted each written report, covering hundreds of pages, along with the oral accounts of the CEO, which proves that decisions on quality content in public service media are not politically driven at all.

Article 12 – Cultural activities and facilities

Paragraph 1 sub-paragraph a:

With regard to cultural activities and facilities – especially libraries, video libraries, cultural centres, museums, archives, academies, theatres and cinemas, as well as literary work and film production, vernacular forms of cultural expression, festivals and the culture industries, including inter alia 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, have power or play a role in this field

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

Libraries and publishing

The national minorities collection of the **National Foreign Language Library** is permanently available as a source of mother tongue education, and the library maintained its representative collection of fiction and non-fiction in 13 minority languages and the music of all the national minorities of Hungary during the reporting period. Acting as specialist of works in national minority languages, the library relies on interlibrary lending to ensure its stock of purchased documents is accessible for all. This is complemented by a digital collection of works in national minority languages, which is freely available on-line. As at 31 December 2021, the stock of the National Foreign Language Library included 86,536 documents in national minority languages. These are supplemented by the relevant literature in Hungarian and English.

Table 8:
Number of documents in minority languages

National minorities according to Annex 1 of the Act on National Minorities	2017 actual	2018 actual	2019 actual	2020 actual	2021 actual
number of Roma language documents (pcs)	195	150	145	160	161

Source: National Foreign Language Library

In the reporting period, the mandatory annual spending on purchasing Roma publications was set at HUF 10,000 for each of the 19 county libraries and the Metropolitan Ervin Szabó Library. The county libraries spent all of this allocation and even ordered additional documents in Roma languages or on Roma themes in many cases.

Table 9:
Data about the supply of documents in national minority languages

Year	Spending on documents in the framework of supplying documents in national minority languages (HUF million)	Number of documents purchased (pcs)	Including documents in Romani or about Roma-related matters (pcs)
2017	6	1,453	98
2018	6	1,042	108
2019	6	1,054	58
2020	6	940	96
2021	6	969	137

Source: National Foreign Language Library

Museums and collections

The Museum of Ethnography, the Hungarian Open-air Museum of Ethnography, several Church collections and county-level urban museums and also locally maintained museums collect the memorabilia of national minorities in Hungary. Among others, Roma buildings, objects and documents are also on display in the regional units of the Hungarian Open Air Museum of Ethnography in Szentendre, where national-minority-specific folklore programmes are also held several times a year. Minorities also feature in their museum education activities. The textile culture and cuisine of different minorities were presented in the *Skanzen Without Borders* programme as part of a themed year promoted by the museum in 2020. The Museum of Ethnography has made its collections digitally accessible and searchable by minority.

The collections of other open-air village museums also extend to the material heritage of other national minorities, including the Sóstó Open-Air Village Museum attached to the Jósza András Museum in Nyíregyháza, where Roma buildings are also on display.

Roma-related institutions operated in the reporting period included the Roma County House of Hodász (in Szabolcs-Szatmár-Bereg County), which is professionally classified as a museum collection of public interest. This county house is maintained by the Rromanes Association. The collection covers objects of Roma ethnography and creative art, with a nationwide collection area.

Minority theatres

The following theatres of national minority communities were operating in the reporting period:

- Cinka Panna Roma Theatre Foundation
- Caravan Art Foundation
- Snow Queen Association for Healthy and Cultured Children and Families
- Romano Teatro Cultural Association

Paragraph 1 sub-paragraph b:

to foster the 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 sub-paragraph c:

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

No significant changes occurred during the reporting period in respect of this sub-paragraph.

Paragraph 1 subparagraph 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;

Public cultural programmes for the social integration of the Roma

The Hungarian Institute for Culture uses the tools of community building to help, among other things, the realisation of activities that serve social inclusion, the promotion of Roma culture among Roma and non-Roma, and the strengthening of the identity and acceptance of the Roma nationality. Its professional network with 19 county directorates launched development programmes to promote the acceptance of Roma culture, to contribute to the creation of living communities and to build bridges with the majority society.

Over the two years of the programme, 35 projects were implemented in 80 municipalities, reaching out to almost all age groups, from the youngest to the oldest. Community building projects were in progress in 23 municipalities across the country in 2019. The following towns and villages have been involved in the programmes: Geszt, Nagybarca, Dédestapolcsány, Apátfalva, Vajta, Kisláng, Györszemere, Újléta, Heves, Tárkány, Nagybárcány, Csobánka, Iharosberény, Hodász, Kántorjánosi, Nyírkáta, Sárszentlőrinc, Gyulaj, Csehimindszent, Lovászpátona, Somlóvásárhely, Berhida, Dióskál. In 2020, as many as 57 settlements pursued actions to promote the social inclusion and empowerment of the Roma population, economic development and the use of the values and resources of the Hungarian nation in the community.¹⁴

In Békés, Szabolcs-Szatmár-Bereg and Tolna counties, the Hungarian Institute for Culture helped local Roma young people form a community by mapping and passing on traditions, teaching old crafts, developing talents, introducing creative fields, and organising workshops for community cultivation. In the counties of Borsod-Abaúj-Zemplén, Győr-Moson-Sopron, Csongrád-Csanád and Somogy, the youth community building tool was used to address young people, who could acquire new skills through training sessions. In Fejér and Nógrád counties, they have achieved significant results by reintroducing craft traditions. In Heves County, Roma youth were offered sessions where they could hear Roma poems, sayings, stories, folk anecdotes, which helped them to develop their skills and abilities (speaking, communication, native language vocabulary, cooperation, patience, concentration and perseverance). In Pest and Vas counties, the sensitisation of public culture professionals has started in order to involve local public cultural institutions in helping the integration of the Roma population. The counties of Veszprém and Zala launched community-building processes using the tools of heritage conservation and value exploration.

Supported by the Government and the Ministry of Human Capacities, the Hungarian Institute for Culture has organised the Public Culture Employment and Training Programme between 1 December 2020 and 30 November 2021. In this programme, the Hungarian Institute for Culture employed 5 young disadvantaged Roma people in Szabolcs-Szatmár-Bereg and Borsod-Abaúj-Zemplén counties, each, and also enrolled them in vocational training in the field of public culture, thus creating opportunities for them to find a job in the public culture profession, to continue their studies and to catch up, as well as to start community programmes in the municipalities.

¹⁴The Roma communities of the following small towns and villages have been involved in the programmes: Tompa, Kunszállás, Alsószentmárton, Hirics, Kísszentmárton, Téseny, Kémes, Magyarbánhegyes, Boldogkőújfalu, Csenyété, Dámóc, Fulókeresztúr, Ricse, Tiszakarád, Vizsoly, Zemplénagárd, Apátfalva, Baks, Szeged, Sárkeresztúr, Székesfehérvár, Györszemere, Told, Újléta, Atány, Kömlő, Szajla, Tarnabod, Tarnalelesz, Tarnaszadány, Tizsanána, Tiszabó, Tiszabura, Bana, Nagybárcány, Magyargéc, Nógrádmegyer, Nógrádszakál, Rimóc, Budakalász, Csököly, Kastélyosdombó, Lakócsa, Besenyőd, Nyírkáta, Nyírmihálydi, Nyírpilis, Rohod, Tarpa, Gyulaj, Szombathely, Torony, Devecser, Pusztamiske, Kistolmács, Oltárc, Zajk.

The Hungarian Institute for Culture, the Hungarian Heritage House and the Association of Folk Arts Societies implemented the Home from Home programme between 2018 and 2020. Within the framework of this programme, several training programmes and summer camps were held with the involvement of disadvantaged young people (Networking for living folklore - community development and knowledge enhancement through the involvement of civil society in strengthening cross-border cultural relations, EFOP-1.12.1-17-2017-00022) in the following thematic areas:

- Developing youth communities
- Exploring and saving value with video tools
- Keeping alive the memory of famous writers and poets
- Budapest Playing Music, Hungary Playing Music

Paragraph 1 sub-paragraph f:

to encourage direct participation by representatives of the users of a given regional or national minority language in providing facilities and planning cultural activities;

Cultural events of the national minorities

Translating works related to language use, organising cultural programmes and cross-border cooperation are possible and are realised in the framework of applications open for the Roma minority.

Several of the winners of the Pro Cultura Minoritatum Hungariae Award and the Minorities Award have been recognised as representatives of the arts (e.g. music or dance ensembles).

Paragraph 1 sub-paragraph 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;

No significant changes occurred during the reporting period in respect of this sub-paragraph.

Paragraph 2:

In respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage and/or provide appropriate cultural activities and facilities in accordance with the preceding paragraph.

No significant changes occurred during the reporting period in respect of this sub-paragraph.

Paragraph 3:

The Parties undertake to make appropriate provision, in pursuing their cultural policy abroad, for regional or minority languages and the cultures they reflect.

No significant changes occurred during the reporting period in respect of this sub-paragraph.

Article 13 – Economic and social life

Paragraph 1 sub-paragraph a:

With regard to economic and social activities, the Parties undertake, within the whole country:

a to eliminate from their legislation any provision prohibiting or limiting without justifiable reasons the use of regional or minority languages in documents relating to economic or social life, particularly contracts of employment, and in technical documents such as instructions for the use of products or installations;

There were no significant changes in respect of this paragraph in the reporting period.

Paragraph 1 sub-paragraph c:

c to oppose practices designed to discourage the use of regional or minority languages in connection with economic or social activities;

There were no significant changes in respect of this paragraph in the reporting period.

Paragraph 2 sub-paragraph 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;

There were no significant changes in respect of this paragraph in the reporting period.

Article 14 – Cross-border exchanges

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 identical or similar form, or if necessary to seek to conclude such agreements, in such a way as to foster contacts between the users of the same language in the States concerned in the fields of culture, education, information, vocational training and permanent education;

There were no significant changes in respect of this paragraph in the reporting period.

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.

(i) The Roma community of Hungary has no motherland. Nevertheless, current legislation allows them to maintain relations and cooperate with any country with a sizeable Roma

community expressing a need for joint professional cooperation, including the use of the Romani language in cultural, educational and other areas.

(ii) *Otthonról haza (Back Home from Home)*, a programme conducted by the National Institute of Culture, the House of Traditions and the Association of Hungarian Folk Artists between 2018 and 2020, provided space and opportunities for exchanging experience across borders, holding conferences and workshops, and allowed cultural and public education professionals share insights. The programme also included networked cultural events, exchanges, conferences, folk tale competitions, and meetings designed to preserve traditions, meetings of folk musicians and folk dancers, festivals for young people and introducing children to folk traditions. The thematic cultural events of *Back Home from Home* focused on intergenerational dialogue, value transfer, community building and preservation, and the development of long-term cross-border cooperation. Knowledge development for active professionals and communities, training, professional courses and mentoring programmes were organised in the spirit of heritage conservation and cultural intermediation. A supportive environment was created for conferences and knowledge-sharing workshops between NGOs and institutions working on folklore, to raise awareness of local values within and beyond our borders.

Thanks to the transnational project “*Roma Pastoral Care in the Carpathian Basin*” (EFOP.5.2.2-17-2017-00046), experience could be exchanged and cross-border relations could be established with brothers and sisters working in Hungarian-speaking Roma communities across the border. Sharing good practices can complement cross-border national policy efforts. The project produced materials filling gaps in research on the background, possibilities and plans of the activities of Catholic sites pastoring the Roma.¹⁵ The publication of the *Manual for Pastoring the Roma: "Serve the Lord with Joy!"*¹⁶ also provides major spiritual support to the pastoring service.

II. German

The German minority has a marked presence in the capital and in the counties of Bács-Kiskun, Baranya, Fejér, Győr-Moson-Sopron, Komárom-Esztergom, Pest, Tolna and Veszprém, with significant communities in Somogy and Vas counties.

In the reporting period, the national minority self-government supported the work of local German national minority self-governments through 11 regional offices and its committees maintained close cooperation with the nationwide associations and institutions, particularly the educational institutions of the German minority.

Imre Ritter acted as the parliamentary national minority advocate for Hungary’s German community between 2014 and 2018, and as a Member of Parliament from 2018 onwards (other minorities were represented by advocates in the Hungarian National Assembly).

¹⁵<https://boldogceferinointezet.hu/tart/index/59/Tanulmányok>

¹⁶ „*Szolgálatok az Úrnak örömmel!*” *Cigánypasztorációs kézikönyv* ed. Anna Bángi-Magyar, Boldog Ceferino Institute, 2019.

Information

News, accounts and reports on minorities are published on the Government's website (www.kormany.hu). Additionally, the **Facebook page** of Miklós Soltész, Minister of State for Church and National Minority Relations (www.facebook.com/SolteszMiklos.KDNP) started up during the reporting period to provide information in a diverse and modern format. The site regularly publishes images, videos, news and events presenting the life of minorities living in Hungary from the perspective of the government.

The Department for Minority Policy of the Prime Minister's Office discussed the content and topics of the documents related to the Language Charter, along with the topical issues of the given monitoring cycle at a variety of forums. Information on the Language Charter, the related country report and the monitoring process was also provided at the (aforementioned) 10 December 2020 meeting of the Working Group on Human Rights **Thematic Working Group on National Minority Issues**, which was attended by a wide range of representatives of national minorities. Held twice a year, these Working Group meetings also discussed topics that were often related to the undertakings in the Language Charter. The website at www.emberijogok.kormany.hu posts, among other things, the minutes of the thematic working group.

At the **international conference** organised by the Department for Minority Policy for professionals in the field in November 2021, a separate block of the agenda was dedicated to the international and Hungarian experience of the CoE, and specifically to the Language Charter and the Framework Convention.

The Office of the State Secretary for Church and National Minority Relations maintains ongoing working relations with **national minority representatives and advocates**, as well as with **national minority self-governments**, treated by the Government of Hungary as key partners. Issues and information related to the undertakings in the Language Charter are communicated to the stakeholders of the national minority self-government system, primarily at the national level, but often also directly at the local level through consultations, grants, participation in events and conferences. While maintaining relations with national minority communities, the members of the Office of State Secretary for Church and National Minority Relations make their presence at various levels of their professional domain, including personal visits, presentations and participation in national minority programmes.

Every year, the National Assembly's **Committee on National Minorities in Hungary** hears the minister and the state secretary responsible for national minority policy to discuss Hungary's international undertakings such as the Language Charter. Issues related to the Language Charter are also discussed at international meetings in the framework of regular meetings and discussions with the ministers, ambassadors and other representatives of the mother countries of the national minorities.

Moreover, Section 150 of the National Minorities Act provides that it is the duty of the **Government to review** the circumstances of national minorities living in Hungary **every two years** and to present a report thereon to the National Assembly. During the reporting period, two reports of this nature were submitted to the National Assembly, covering the periods 2017-2018 and 2019-2020. The Framework Convention is discussed in both reports in detail. Drawn up in detail, the reports are accessible for stakeholders as well as the general public the online government portal www.kormany.hu.

Implementation of Part II undertakings

Article 7 – Objectives and principles

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

(i) See the information provided in "Chapter I: Romani and Boyash languages" on Article 7 Paragraph 1 sub-paragraph a.

The 2020 amendment of the National Minorities Act

The National Minorities Act lays down the legal framework that enables and authorises national minorities to give effect to their rights as individuals and communities on the basis of freely choosing their identity, and secures the institutional foundations needed for leading one's life as a member of a minority. The National Minorities Act was amended during the reporting period as follows: Comprehensive checks and regular communication in spring 2019 identified the need for a comprehensive review of the National Minorities Act, which was scheduled for spring 2020. Abiding by the obligation enshrined in Article XXIX¹⁷ of the Fundamental Law, Bill No. T/10303 on amending Act CLXXIX of 2011 on the Rights of National Minorities sought to reflect the changes that have occurred in the life of national minorities in certain areas. It also aimed to strengthen the tools necessary for exercising national minority rights and continued to attach high priority to preventing the potential emergence of what is known in Hungary as "ethno-business". First and foremost, the **amended National Minorities Act** captures the following changes:

- The Act on National Minorities did not regulate the particularly sensitive issue of processing personal data in the course of the awarding of scholarships in accordance with Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the **processing of personal data** and on the free movement of such data, and repealing Regulation (EC) No 95/46/EC (GDPR Regulation) and Act CXII of 2011 on the Right of Informational Self-Determination and on Freedom of Information, which justified addressing the issue at the level of a statute.
- National minorities operating institutions have repeatedly reported difficulties associated with operating public education institutions stemming from the fact that the **operator has no title** to the property where tasks are performed; therefore, the amendment requires that the title to movable and immovable property used to perform the tasks of the public education institution must be transferred to the national minority self-government tasked with operating the property together with the transfer of operating rights immediately after the acceptance of the task, but no later than by the beginning of the school year.

¹⁷ See Article XXIX (3): The detailed rules relating to the rights of national minorities living in Hungary, the national minorities, the requirements for recognition as a national minority, and the rules for the election of the self-governments of national minorities at local and national level shall be laid down in a cardinal Act.

- The **compulsory public functions** of local national minority self-governments, including in particular those of newly established local national minority self-governments, and the rules governing the **establishment and takeover of institutions** have also been laid down.
- The amendment provides that, starting with the general election of **national minority self-government representatives** in 2024, elections for the representatives of national minority self-governments of settlements must be called if the national self-government of national minorities considers it necessary for the minority community of a settlement to self-govern upon examining the degree of its self-organisation and its presence as an indigenous national minority in the settlement.

The national-level national minority self-government examines the given national minority's degree of self-organisation and the duration of its presence as an indigenous national minority in the settlement. In connection with degree of self-organisation of a national minority, it is appropriate to check whether a foundation or an association of the national minority is operated in the settlement; whether the compliant operation of the same is ensured (e.g. its annual report has been filed in compliance with legal regulations); and whether its after-tax result (for the current year) is not negative. It is also examined whether the foundation or association of the national minority receives any state aid.

In examining the presence of national minority as an indigenous community in a settlement, the national self-government of national minorities is obliged to seek the opinion of the President of the Hungarian Academy of Sciences. The national self-government of the national minority inform the National Electoral Committee in accordance with its terms of any settlements where its examination saw a need for self-governance of the national minority community by 31 May of each election year. Notwithstanding the foregoing, the election of the representatives of the national minority self-government of a settlement must also be called if the number of individuals belonging to the given national minority in the settlement reaches twenty-five according to the data provided in the responses to the questions in the latest census regarding national minority affiliation, and a national minority self-government operates in the settlement.

Lowering the required headcount from thirty to twenty-five will ensure the functioning of a number of national minority self-governments established in small settlements and of self-governments of multiple national minorities set up by smaller national minorities.

- The amendments specify the detailed rules governing the **right of consent** granted to national minority self-governments and the guarantees relating to omissions in the course of cooperation between the local municipality and the local national minority self-government, or in the absence of the latter, the regional national minority self-government.
- The amendment has secured the right for national minority self-governments to seek legal remedies in the event of a failure to discuss any matter that falls within the remit of the local self-government and directly affects national minority rights.
- An important objective was to ensure, and clarify the personnel conditions for, the functioning of **national minority assemblies**. As a result of the amendment, the range of causes giving rise to terminating the mandate of a national minority assembly member was broadened by adding the day of interim elections announced pursuant to Section 87 (3) of the National Minorities Act and the case where the submission of an assembly member's declaration of assets is overdue for more than ninety days. In order to ensure that an assembly member's failure to meet his/her obligations for over ninety days does not render

small local national minority assemblies inoperative, the amendment regulates the legal consequence of failure by the assembly member to fulfil this obligation.

- In addition to the above, the public tasks voluntarily undertaken by a national minority self-government have been broadened to include establishing and maintaining a **social care institution** with the competent minister's consent. This amendment will in the future enable our compatriots belonging to a national minority and in need of social care to freely express their national identity also in a social institution.
- A guarantee has also been incorporated in the Act to ensure that **textbooks** are provided free of charge to students in national minority education.

In April 2021, the Committee of National Minorities in Hungary initiated the amendment of the National Minorities Act by including detailed rules for drawing up a list of national minority candidates. Act CCIII of 2011 on the Election of Members of the National Assembly specifies the rules for drawing up a list of candidates of a national minority. In the opinion of the representatives of national minorities in Hungary, creating the detailed rules of drawing up a national minority list has become indispensable in order to ensure the uniform application of law. The content of the bill can be summarised as follows:

- A national minority representative with a seat obtained on the national minority list of a national minority and the national minority advocate may participate as permanent invitees with the right to deliberate in the **general assembly** meetings of the national self-government of that national minority, regardless of whether the assembly meeting is open or closed.
- The general assembly of a national self-government of a national minority has the non-transferable competence to pass resolutions on drawing up a **national minority list**.
- The general assembly passes its resolution on drawing up a national minority list of candidates on the 1st day of October in the calendar year preceding the general election of Members of Parliament but no later than within 20 calendar days after the general elections are called.
- The general assembly may hold a closed session to consider the matter of drawing up a list of candidates.
- No representative may be excluded from the decision on the grounds of personal involvement.
- The resolution must be committed to writing no later than on the calendar day following the decision and must be posted on the website of the national self-government of the minority.
- In order to ensure a decision taken enters into final and binding effect as early as possible, a summary review procedure similar to that for electoral remedies may be conducted, in which the referral function of the election office is performed by the metropolitan and county level government office responsible for the supervision of legality.
- In order to enforce its powers of supervision of legality, the government office is involved in the procedure by operation of law and may initiate the review of a decision on its own if any unlawfulness is detected.

A review application may be lodged only on the grounds of a serious violation of the provisions of law, in particular a breach of law materially affecting the legality of drawing up a list of candidates, or the failure to observe the requirement of exercising rights in good faith and as

intended when exercising the rights and obligations under this Act in the course of drawing up a list of candidates.

(ii) For the recognition of national minorities in general, see the information in “Chapter I: Romani and Boyash languages” on Article 7 Paragraph 1. The recipients of the National Minorities Award representing the German community include János Ábel (2019), Antal Dechandt (2019), Dr. Vendel Albert (2018), Dr. Mária Erb (2020), the Women’s Choir of Ganna (2021), Anna Gáspárné Kerner (2019), Johann Schuth (2017), Sándor Kaszás (2017), Magdolna Marlokné Cservenyi (2020), and János Jánosné Wolfart (2019). The Fünfkirchen-Leőwey Dance Ensemble (2019), Dezső Kardos (2021), Éva Lohn Zsuzsanna Lohn (2017), the Nemesnádudvár Cultural Association for the Preservation of the Traditions of the German Minority (2018), the German Minority Wind Orchestra of Pilisvörösvár (2018), Györgyné Tóth, Mária Bencze (2018), the Városlódi Pergő Rozmaring Dance Ensemble (2019), and Lászlóné Wágner (2020) received the Pro Cultura Minoritatum Hungariae award during the reporting period.

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;

See the information in “Chapter I: Romani and Boyash languages” on Article 7 Paragraph 1 sub-paragraph b.

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

See the information in “Chapter I: Romani and Boyash languages” on Article 7 Paragraph 1 sub-paragraph c.

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

(i) See the information in “Chapter I: Romani and Boyash languages” on Article 7 Paragraph 1 sub-paragraph d, point i.

(ii)

Practicing religion in native language

The Government helps national minorities preserve and develop their own culture also in the ecclesiastical field, and expects assistance from the Churches in the performance of these efforts. The established Churches in Hungary place special emphasis on providing ethnic pastoral care, and those with the highest headcounts provide also native-language services, according to the needs of the faithful. Thus, for instance, pastoral care is provided in German, Slovakian, Croatian, Polish and Slovenian by the Roman Catholic Dioceses of the Hungarian Catholic Church, in Ruthenian, Ukrainian and Romanian by the Hungarian sui juris (autonomous) Metropolitan Church (Greek Catholic Metropolia) and in German and Slovakian by the Lutheran Church of Hungary. From a Catholic perspective, active contacts are maintained between Croats in Burgenland and Hungary, reinforced by the fact that the Bishop of Burgenland is a member of the local Croat minority. Ethnic Croats from Hungary regularly go on pilgrimage to Mariazell, and Croat priests come from Austria to celebrate mass

in Croatian in Hungary. The Church has an important role to play in preserving the identity and the languages of minorities, especially for Slovenes in the Rába region, the smallest national minority in Hungary. In their case, the assistance of guest ministers is pivotal in celebrating masses in their mother tongue. There is also a religious community following the Armenian rite in Hungary. The orthodox Churches of the minorities - Serbian, Bulgarian, Constantinople Exarchates - obviously use their native tongue in both liturgy and administration. The Hungarian Exarchate of the Ecumenical Patriarchate of Constantinople also pastors Ukrainian-speaking believers. The survival of the given community is a critical existential issue for a national minority.. Religion keeps a community together, while religious rites in the native language help preserve the language and at the same time contribute to the preservation of a sense of identity.

The Catholic Church has several institutions providing tuition also in national minority languages (e.g. German - Baja, Budaörs, Budapest-Óbuda, Érd, Esztergom, Mátészalka, Mohács, Mór, Szekszárd; Slovak - Dabas-Sári, Kétsoprony; etc.). The Lutheran Church operates a German-language public education institution in Soltvadkert and ecclesiastical education institutions teaching Slovakian in Békéscsaba and Tótkomlós. Sopron-based Dániel Berzsenyi Lutheran High-school provides secondary-level education in German for that ethnic minority, and the Vitéz János Catholic Faculty of Teacher Training in Esztergom trains German and Slovakian national minority teachers and Apor Vilmos Catholic Teacher Training Faculty German nationality teachers. The Faculty of Humanities at Pázmány Péter Catholic University also offers Slavic and Armenian studies.

The members of each national minority denomination have access to ecclesiastic services in their native language in the armed forces and in law enforcement institutions, given the availability of army and prison chaplains and pastoral care in prisons. Naturally, chaplaincy and pastoral care are also available in hospitals in the native languages of the minorities.

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;

See the information on Article 7 Paragraph 1 sub-paragraph e in “Chapter I: The Romani and the Boyash”.

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

See the information on Article 7 Paragraph 1 sub-paragraph f in “Chapter I: Romani and Boyash languages”.

Nationally or internationally recognised language examinations

The official language examination register of the Education Authority contains no data on the percentage of examination candidates who have acquired German as a nationality minority language. Candidates can sit for monolingual and bilingual exams in both general and special purpose German. Moreover, computer-based (classroom) and (online) computer-based exams at individual examination venues may also be organised.

Table 10:
German language examination systems

Examination type	Examination format	Examination centre	Examination system
Monolingual examination systems			
general purpose language	paper-based, computer-based	BME Language Examination Centre	BME language examinations
general purpose	paper-based, computer-based	Corvinus Language Testing Centre	Corvinus General Language Examination
general purpose	paper-based, computer-based	Euroexam Ltd.	Euroexam
general purpose	paper-based, computer-based	KJE Language Examination Centre	társalKODÓ
general purpose	paper-based	Austrian Institute Budapest Nonprofit Ltd.	Austrian German Language Diploma ÖSD
general purpose	paper-based, computer-based	University of Pécs Centre for Foreign Languages	ECL language exam
general purpose	paper-based	telc Hungary Nonprofit Kft.	telc language examination system
general purpose	paper-based, computer-based	TIT Language Examination Centre	TIT-iXam
general purpose	computer	iTOLC Language Testing Centre	iTOLC computer
farm management special purpose	paper-based	Hungarian University of Agriculture and Life Sciences Green Road Zöld Út Language Examination Centre	Zöld Út Farm Management Language Examination System
business special purpose	paper-based, computer-based	BME Language Examination Centre	BME language exams, business language exam
business special purpose	paper-based	Budapest Business University, Language Examination Centre	BGE Business Communication Language Examination System
business special purpose	paper-based, computer-based	KJE Language Examination Centre	host
economics special purpose	paper-based, computer-based	Corvinus Language Testing Centre	OECONOM
engineering special purpose	paper-based	Hungarian University of Agriculture and Life Sciences Zöld Út Language Examination Centre	Zöld Út Technical Language Examination System

agricultural and environmental special purpose	paper-based	Hungarian University of Agricultural and Life Sciences Zöld Út Language Examination Centre	Zöld Út Agricultural and Environmental Science Examination System
Bilingual examination systems			
general purpose	paper-based, computer-based	Corvinus Language Testing Centre	Corvinus General Language Examination
general purpose	paper-based, computer-based	ELTE Origó Nyelvi Centrum Kft.	ITK ORIGO
general purpose	paper-based, computer-based	Euroexam Ltd.	Euroexam
general purpose	paper-based, computer-based	KJE Language Examination Centre	condo
Diplomatic Terminology	paper-based	Ministry of Foreign Affairs and Trade Diplomatic Professional Language Examination Centre	Diplomatic Language Examination
business special purpose	paper-based	KJE Language Examination Centre	host
legal and administrative linguistics	paper-based	PROFEX Language Examination Centre	PROFEX legal and administrative linguistics
military terminology	paper-based	NKE Language Examination Centre	ARMA military special purpose language exam
medical special purpose	paper-based	PROFEX Language Examination Centre	PROFEX medical terminology
ecclesiastical special purpose	paper-based	Károli Gáspár Reformed University	Theolingua Ecclesiastical Specialist Language Exam
international relations special purpose	paper-based, computer-based	Corvinus Language Testing Centre	INTERNATIONAL RELATIONS language exam
tourism-hospitality special purpose	paper-based	Budapest Business University, Language Examination Centre	BGE tourism and catering language examination system

Source: Ministry for Innovation and Technology

The Association of German Self-Governments in Northern Hungary, whose work in the reporting period will be described in detail later, aims, among other things, to promote the use of the German language and to preserve the local German vernacular.

According to the National Self-Government, Year 8 students of the elementary schools of the German national minority may take the **DSD I** language test, and those passing the test receive a B1 or an A2 level certificate. This language examination grants an internationally recognised certificate and is free of charge for pupils. The costs of the examination are covered by the Hungarian ministry (responsible for education). The graduates of bilingual elementary schools

typically take the test, while graduates from elementary schools that teach second languages register for the examination on the basis of the school's recommendation.

Pupils studying at the secondary schools of the German national minority have two ways to obtain a language certificate: they can sit for a **DSD II** examination, and those passing the test receive a C1 or a B2 level certificate. The examination is free of charge for pupils and the costs are covered by the German state. This examination is also internationally recognised and entitles certificate holders to study at university in Germany or to enter a job that specifies this exam as a requirement. Also, a language certificate may be obtained based on the results of the general certificate of secondary education in German language and literature. Pass marks above 60% and 25% in the advanced level examination grant an advanced level (C1) and an intermediate level (B2) certificate, respectively. A particular advantage of a school-leaving examination in a minority language is the option to obtain an intermediate level (B2) language certificate by reaching a pass mark (of 80%) (which is not an option for pupils of foreign languages, who need to pass an advanced level school-leaving examination to obtain a B2 language certificate). In practice, all secondary school students graduating from bilingual grammar schools in the reporting period were granted a German language certificate, and most of them achieved an advanced level.

Appendix 3 summarises the detailed figures of language examination candidates in each minority language in the reporting period.

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;

See the information on Article 7 Paragraph 1 sub-paragraph g in “Chapter I: Romani and Boyash languages”.

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

See the information on Article 7 Paragraph 1 sub-paragraph h in “Chapter I: Romani and Boyash languages”.

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.

Section 4 (1) *b*) and Section 4 (2) of the of the Act on National Minorities provide that every national minority community and every individual belonging to a national minority shall have the right to maintain undisturbed contact with their ancestral homeland, and individuals belonging to a national minority shall have the right to maintain contact with the state and communal institutions of their respective ancestral homelands and of the nations that have the same language and with national minorities living in other countries.

Paragraph 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.

See the information provided in “Chapter I: Romani and Boyash languages” about the Equal Treatment Authority in respect of Article 7 Paragraph 2.

Paragraph 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.

There were no significant changes in respect of this paragraph in the reporting period.

Paragraph 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.

(i) See the information on Article 7 Paragraph 4 sub-paragraph i in “Chapter I: Romani and Boyash languages”. The government also involves the national minorities concerned in the preparation of all decisions and legislation on minority policy. The Office of the State Secretary for Church and National Minority Relations, which is responsible for national minority policy, looks upon the German national minority representative, the nationality advocates and the presidents of national minority self-governments as partners and maintains regular working relations with them at the sectoral level.

The current reporting period introduced a novelty in that a national minority representative has assisted the efforts of the national minority advocates acting on behalf of the German since the parliamentary elections in 2018.¹⁸ According to feedback received from the national minorities, the work of the national minority advocates has brought true progress in promoting national minority interests, despite earlier doubts. National minority representatives and advocates can address the floor in their mother tongue, which gives them a permanent presence in parliamentary work, and can participate in the early stages of drafting legislation affecting their communities. As a body of the National Assembly, the standing committee representing national minorities of Hungary and consisting of national minority representatives and advocates, has the power to take initiatives, make proposals, express opinions and monitor the work of the Government. The National Assembly amended the National Minorities Act in 2017, then again in 2020 and 2021, each time upon the initiative of the Committee on National Minorities of Hungary.

¹⁸ The preferential quota is a tool of positive discrimination applicable to national minority lists used in the interest of representing national minorities in parliament, as the quota does not require national minority lists to meet the same ratio (100%) as party lists, and considers ¼ of that ratio to be sufficient for winning a seat in National Assembly from a national minority list. A national minority representative obtaining a preferential seat in this way has the same rights as an MP elected from a party list or in an individual constituency. If the national minority list fails to get the number of votes required to qualify for this preferential seat, the person who heads the national minority list becomes the national minority advocate for the national minority that placed candidates on a national minority list.

(ii) During the reporting period, Imre Ritter was initially a German minority advocate (up to 2018) and then a German minority representative (from 2018). During the reporting period, the presidents of the National Self-Government of the German Minority in Hungary were Ottó Heinek (up to 2018), Olívia Schubert (2018-2019) and Ibolya Engländerné Hock (from 2019).

The Thematic Working Group for National Minority Affairs

The members of the Human Rights Roundtable attached to the Human Rights Working Group established to ensure continuous consultation participate in thematic working groups to discuss relevant human rights issues and formulate proposals to decision-makers. The aim of the Thematic Working Group for National Minority Affairs is to promote the enforcement of national minority rights in Hungary, to monitor the implementation thereof, and, if necessary, to propose amendments to the Government in the light of experience. The Working Group's members are representatives of the largest and best organised non-governmental organisations and trade associations of national minorities.

Paragraph 5

The Parties undertake to apply, mutatis mutandis, paragraphs 1 to 4 above to non-territorial languages. For these languages, however, the nature and scope of the measures to give effect to this Charter should be determined flexibly, taking into account the needs and wishes of the groups using the language in question, while respecting their traditions and characteristics.

See the information provided in section 7(5) of Chapter I entitled “Romani and Boyash”.

Reports provided by national minorities

See section *Reports provided by national minorities* of Chapter I entitled “Romani and Boyash” about the involvement and contribution of the national minorities living in Hungary in the compilation of this country report. In addition to the ministries and other State and non-State organisations mentioned in the Introduction, the National Self-Government of Germans in Hungary and the Association of German Self-Governments of Northern Hungary provided the national minority domain with partial material in order to compose the chapter on German national minority issues.

Additional commitments related to Part III

Section 8 – Education

The most significant changes over the reporting period, for all languages undertaken, were:

- the creation of legal and financial conditions necessary for the organisation of supplementary national minority kindergarten education;
- the quadrupling of the national minority allowance and the broadening of eligibility as part of the National Minority Teacher Programme;
- increasing the number of public education institutions maintained by national minority self-governments;
- the start of national minority school education in the Ukrainian language;
- the establishment of school district councils, national minority representation in school district councils;

- the five-year public education contracts concluded with national minority self-governments expired on 31 December 2021, and new five-year contracts for an increased amount have been signed with the maintainers;
- from 2020, the Central Budget Act provides a supplementary support of HUF 5,000 for the purchase of national minority textbooks, which has created the conditions for the provision of national minority textbooks free of charge;
- the amount of the operating grant to which national minority self-government maintainers of public education institutions are entitled has increased from HUF 160,000/person/year to HUF 200,000/person/year.

Paragraph 1(a):

With regard to education, the Parties undertake, in the areas where these languages are used, in accordance with the situation of each of these languages and without prejudice to the teaching of the official language(s) of the State, to

- iv) promote and/or encourage the application of the measures referred to in subpoints (i) and (iii) above if public offices do not have direct competence with regard to pre-primary education;*

National minority kindergartens

i.) There were no fundamental changes in the regulatory conditions of national minority kindergarten education in the reporting period. As previous reports have already stated, laws and subordinate legislation regulate the implementation of national minority education in State-maintained and non-State-maintained public education institutions in Hungary. The legal background of pre-primary national minority kindergarten education is formed by – in addition to the National Minorities Act and the Act on National Public Education – the decrees implementing the provisions of the Act on National Public Education, Government Decree No 363/2012 of 17 December 2012 on the National Core Programme of Kindergarten Education, the directive on kindergarten education of national minorities and the directive on school education of national minorities.

In Hungary, national minority kindergarten education is provided in two types of kindergartens: mother tongue (national minority language) kindergartens and bilingual kindergartens providing national minority education. In mother tongue kindergartens, the language of kindergarten education and of kindergarten life in general is the national minority language. In the programmes of bilingual kindergartens providing national minority education, both the national minority language and Hungarian are used, but emphasis is placed on the development of the national minority language.

Participation in national minority kindergarten education is voluntary, based on a written request from parents. At the written initiative of at least eight parents belonging to the same national minority, the local government obliged to perform the task must organise the national minority kindergarten education. Parents have the right to choose the form of national minority kindergarten education (whether mother tongue kindergarten, national minority language kindergarten, bilingual kindergarten providing national minority education or Hungarian-language kindergarten providing Roma cultural education). National minority kindergarten education must be organised in accordance with the principles set out in the Directive on National Minority Education and the National Core Programme of Kindergarten Education.

ii.) The maintenance of kindergartens, including national minority kindergartens, remained the compulsory responsibility of local governments during the reporting period. Under the task funding, the central budget provided support for salary costs and material expenses. Accordingly, the Act on the annual budget provided for an average wage subsidy and an operating grant (HUF 80,000/person/year in 2017 and HUF 110,000/person/year in 2022) for local governments to perform their duties. In terms of financing, there was no difference between the aids given to kindergartens and national minority kindergartens maintained by local governments, as they were entitled to the same wage subsidies and operating grants under the Central Budget Act. In this scheme, the financing of national minority education means providing support for the average wage and salary of a national minority kindergarten teacher and the material expenses of performing minority-related duties.

It is noted that the number of kindergartens maintained by national minority self-governments increased during the reporting period. In the 2017–2018 school year, a total of 3,146 children were cared for in 37 institutions maintained by national and settlement self-governments of national minority in 44 locations (1 Bulgarian, 3 Croatian, 20 German, 4 Romanian, 2 Serbian, 5 Slovak and 2 Slovenian institutions). In the 2021–2022 school year, a total of 4,091 children were cared for in 52 institutions maintained by national and settlement self-governments of national minority in 64 locations (1 Bulgarian, 1 Greek, 4 Croatian, 32 German, 5 Romanian, 2 Serbian, 5 Slovak and 2 Slovenian institutions).

The statistical data are provided in Appendix 1.

iii.) As shown above, participation in national minority education is voluntary, and parents' needs may determine the form of teaching and education. According to the provisions of the Directive on National Minority Education, the following forms of kindergarten are available:

- mother tongue (national minority language) kindergarten,
- bilingual kindergarten providing national minority education,
- Hungarian-language kindergarten providing Roma cultural education.

As it has been reported earlier, there have been examples, including in the German-speaking area, of a shift from the national minority language teaching form of education to bilingual national minority education, in which more than 50% of the compulsory teaching hours must be in the national minority language, covering at least 3 subjects. We also emphasise that the legislation helps the transition towards bilingualism by enabling the so-called extended national minority language teaching as part of the national minority language teaching form of education, which requires that teaching in the national minority language must take up 30–49% of the compulsory teaching hours.

The monitoring reports of the Expert Committee of the Language Charter have previously called for an increase in the number of national minority teachers on several occasions and for several national minorities. In order to reduce the shortage of national minority teachers, the Committee on National Minorities in Hungary of the National Assembly, in cooperation with several ministries, developed a national minority kindergarten development programme in 2017 (which was later extended to national minority teachers for grades 1 to 4 and subject teachers). The objectives of the programme were to increase the number of young people choosing a career as national minority teachers, to improve the quality of national minority teacher training, to make training in the national minority mother tongue more effective, and to retain and improve the esteem of national minority teachers already employed in the field. According to the legislation, only teachers who performed educational tasks in the national minority mother

tongue for more than 50% of their working time were entitled to a national minority allowance. Between 2017 and 2020, the national minority allowance gradually quadrupled for these teachers, increasing from 10% to 40% of the allowance base, thus helping them in performing their duties in national minority education.

- From 01 January 2018, it increased from 10% to 15% of the allowance base;
- From 01 January 2019, it increased to 30% of the allowance base;
- From 01 January 2020, it further increased to 40% of the allowance base.

In addition to increasing the allowance, the Committee also proposed that from 01 January 2020, teachers who had not previously received a national minority allowance and who spent less than 50% of their working time performing educational tasks in the national minority mother tongue should also receive a smaller and differentiated national minority allowance. Teachers who spent 20–49% of their working time performing educational tasks in the national minority mother tongue became entitled to 25% of the allowance base, while those who spent 1–19% of their working time – but at least 1 teaching hour – performing educational tasks in the national minority mother tongue became entitled to 10% of the allowance base. The National Minority Teacher Programme is described in more detail later in this chapter, under the section entitled National minority higher education.

Paragraph (1)(b):

iv) any of the measures under (i) to (iii) above are applied at least to pupils whose families wish to be covered and whose numbers are deemed sufficient;

National minority primary schools

i.) The Directive on National Minority Education issued on the basis of the provisions of the Act on National Public Education contains the objectives of national minority school education, the way it is organised, the types of education and teaching, and the nationality-specific requirements for each language in the fields of education (mother tongue and native literature, ethnography) related to national minorities. Framework curricula for the subjects of mother tongue and native literature, and ethnography were also published for the implementation of national minority education.

Participation in national minority school education is voluntary, based on a written request from parents. At the written initiative of at least eight parents belonging to the same national minority, the State maintainer (from 01 January 2017, the regionally competent school district centre took this task over from the Klebelsberg Institution Maintenance Centre) is obliged to perform the task is obliged to organise this. Parents have the right to choose the form of national minority school education (whether education in the mother tongue, bilingual national minority education, language teaching national minority education, Hungarian-language Roma national minority education, or supplementary national minority education). Supplementary national minority education may be chosen only if the number of pupils requiring national minority education is less than eight.

The content of school education is defined by the Directive on National Minority Education and the national minority framework curricula. In addition to national minority language and literature, national minority ethnology must be taught in national minority school education. The development tasks and framework curricula for ethnology are uniform for all forms of education, and in the teaching of national minority mother tongue, they are uniform for the

mother tongue and the national minority bilingual forms of education, but different requirements apply to language teaching education.

There were no significant changes in the regulatory conditions of national minority primary school education during the reporting period. The schools, including the national minority schools, were maintained by the school district centres. The school district centres had their own budgets, and their creation brought the key decisions on institution maintenance closer to the institutions.

A change that occurred during the reporting period, equally affecting both national minority primary schools and secondary schools, was that, from 2020, the Central Budget Act provided a supplementary support of HUF 5,000 for the purchase of national minority textbooks, which created the conditions for the provision of national minority textbooks free of charge. Under the new scheme, unlike in the past, the necessary funds did not have to be applied for through a tender, but were automatically granted to the maintainers as part of their annual budget support. The administrative burden was also reduced, since no funds changed hands, as the institutions requested textbooks from the textbook supplier on the basis of the number of pupils, and it was not the institution, but the textbook supplier that accounted for the costs towards the State.

ii.) The number of schools maintained by national minority self-governments increased during the reporting period. In the 2017–2018 school year, a total of 11,453 pupils were cared for in 44 institutions maintained by national and settlement self-governments of national minority in 66 locations (1 Greek, 4 Croatian, 20 German, 4 Romanian, 2 Serbian, 7 Slovak, 2 Slovenian and 3 Roma institutions). In the 2021–2022 school year, a total of 12,965 pupils were cared for in 60 institutions maintained by national and settlement self-governments of national minority in 91 locations (1 Greek, 4 Croatian, 23 German, 5 Romanian, 1 Rusyn, 2 Serbian, 7 Slovak, 2 Slovenian and 2 Roma institutions).

Another new element in the reporting period was the creation of school district councils and the establishment of national minority representation in these councils. The work of the school district centres has been supported by school district councils since the 2017–2018 school year. The school district council is a proposing, opinion-giving and advisory body to the school district centre, whose aim is to coordinate local, territorial and regional socio-economic environmental interests and goals with the educational administration goals related to the maintenance activities of the school district centre, to coordinate long-term, comprehensive public education management goals in the area of competence of school district centres, and to provide the basis for the strategic decisions of maintainers. The legislation created the possibility for national minority members to participate in the work of the school district councils: the Association of National Self-Governments of National Minorities could propose members who could represent the interests of all concerned national minorities in the school district. In accordance with the above, the following German members were appointed on the basis of a proposal by the Association of National Self-Governments of National Minorities:

Table 11:
Members of the school district councils belonging to the German national minority

Name of the school district centre	Name of the national minority council member	Nationality
Baja School District Centre	Éva Magdolna Röckl	German

Balatonfüred School District Centre	Kornélia Wágenhoffer	German
South Pest School District Centre	Erzsébet Kreisz	German
Érd School District Centre	Magdolna Marlokné Cservenyi	German
Győr School District Centre	Éva Hanaszekné Grundtner	German
Central Buda School District Centre	Gyula Gábor Meskó	German
Mohács School District Centre	Katalin Győriné Meiszter	German
Pápa School District Centre	Adél Gőgösné Bakos	German
Pécs School District Centre	Györgyi Schmidtné Rittinger	German
Sárvár School District Centre	Tímea Nemesné Erdősi	German
Székesfehérvár School District Centre	Angéla Zsilvölgyi	German
Szekszárd School District Centre	Andrea Simon	German
Szerencs School District Centre	Árpádné Endrész	German
Tamási School District Centre	Rozália Szűcs	German
Tatabánya School District Centre	Éva Waldmanné Baudentisztl	German
Veszprém School District Centre	László Schindler	German

Source: Ministry of Human Resources

The statistical data are provided in Appendix 1.

iii) For the related recommendation, see the previous point [paragraph 1(b)(i)]. According to the provisions of the Directive on National Minority Education, the following forms of national minority education are available in schools:

- education in the mother tongue,
- bilingual national minority education,
- language teaching national minority education,
- Hungarian-language Roma national minority education,
- supplementary national minority education. (Supplementary national minority education may be chosen only if the number of pupils choosing national minority education is less than eight.)

Paragraph (1)(c):

iv) any of the measures under (i) to (iii) above are applied at least to pupils who wish to be covered or, where appropriate, whose families wish to be covered and whose numbers are deemed sufficient;

National minority secondary schools

i.) The regulation of national minority secondary school education is the same as that of national minority primary school education. The Directive on National Minority Education issued on the basis of the provisions of the Act on national public education covers the objectives of national minority secondary school education, the way it is organised, the types of education, and the nationality-specific requirements for each language in the fields of education (mother tongue and native literature, ethnography) related to national minorities. Framework curricula

for the subjects of mother tongue and native literature, and ethnography were also published for the implementation of national minority education.

Participation in national minority secondary school education is voluntary, based on a written request from parents. At the written initiative of at least eight parents belonging to the same national minority, the state maintainer (from 01 January 2017, the regionally competent School District Centre) obliged to perform the task is also obliged to organise this kind of education. Parents have the right to choose the form of national minority secondary school education (whether education in the mother tongue, bilingual national minority education, language teaching national minority education, Hungarian-language Roma national minority education or supplementary national minority education). Supplementary national minority education may be chosen only if the number of students requiring national minority education is less than eight.

The content of national minority secondary school education is defined by the Directive on National Minority Education and the national minority framework curricula. In addition to national minority language and literature, national minority ethnology must be taught in national minority secondary school education. The development tasks and framework curricula for ethnology are uniform for all forms of education, and in the teaching of national minority mother tongue, they are uniform for the mother tongue and the national minority bilingual forms of education, but different requirements apply in language teaching education.

In respect of the change in the reporting period concerning the procurement of textbooks for national minorities regarding national minority grammar schools, see subpoint (i) of the previous paragraph [1(b)].

ii.) Statistical data related to national minority secondary schools are contained in Appendix 1.

Scholarship for National Minorities

Pursuant to Decree No 4/2019 of 13 June 2019 of the Minister without Portfolio on the Scholarship for National Minorities (hereinafter: “Decree No 4/2019”), the purpose of the scholarship is to support outstanding secondary school students belonging to national minorities in order to facilitate their further studies in higher education institutions. The amount of the Scholarship for National Minorities is HUF 30,000 per month, which is paid in the two academic years after 01 September following the date when the particular sum was determined.

Hungarian secondary schools listed in the call for applications (18 schools in the reporting period) may apply for the Scholarship for National Minorities in a restricted procedure. Only those secondary schools providing national minority education included in the call may participate in the tender which provide national minority mother tongue and bilingual national minority secondary education, and in the case of national minorities which do not have national minority mother tongue and bilingual national minority secondary education, those schools where national minority languages are taught. The criteria for a successful application – which also form the basis of evaluation – are good academic results, outstanding activity in the national minority community, and social needs. From 2011 to 2018, one student per national minority (per school) was eligible to receive the scholarship, and from 2019 – with the same funding – two students per year group (36 students in total) were eligible in each school. As of 2021, six students per year group can be eligible for the scholarship, with no change in the amount of the scholarship.

Between 2011 and 2022, a total of 343 students from 7 national minorities (Roma, Croatian, German, Romanian, Serbian, Slovak, Slovenian) received the Scholarship for National Minorities under Decree No 4/2019. Due to the split in the field of national minority policy, from 2019 onwards, Roma students can receive support within the framework of the Scholarship for the Roma National Minority. From the start in 2011 until 2022, the Government contributed to the realisation of the higher education plans of talented national minority students with scholarships worth approximately HUF 280 million, and through this, indirectly, to the support of their communities. The grantees of 2022, i.e. 71 students, will receive a total of HUF 42.6 million in scholarships until 2024.

In order to receive the full Scholarship for National Minorities, a student must have a good academic record (an academic average of minimum 3.5 in a semester and 4.0 at the end of the year), must participate in academic competitions and actively participate in the national minority community. At the end of the two academic years, the grantee must also send a written report to the minister responsible for the field.

National minority youth programmes

During the reporting period, the Office of the State Secretary for Church and National Minority Relations of the Prime Minister's Office organised a number of national minority programmes, including a youth programme for students attending public education institutions of national minority self-governments.

For the first time in June 2021 and for the second time in March 2022, the **National Minority Alumni Meeting** for all national minorities was organised for students who received the Scholarship for National Minorities, for the purpose of starting a tradition.¹⁹ All former grantees and grantees at the time, as well as established personalities in the public life of the nationality, were invited to this groundbreaking intergenerational event. With the National Minority Alumni Meeting, the Government aims to contribute to the preservation of national minority communities and their social structures, to reduce generation gaps, and to set an example for the youngest generations. The accompanying event was a cultural programme with performances by artists belonging to national minorities. Other cultural programmes, panel discussions and sporting activities were also offered to former and current grantees. A key objective of the event was for the grantees to share their experiences gained as national minority students and grantees, the difficulties they encountered along the way, and the good practices they used to overcome them.

An annual **National Minority Youth Meeting** is held at the end of the summer, before/at the beginning of the new academic year, to provide an opportunity for young people from indigenous national minorities to share experiences and get to know each other, and to prepare for future cooperation through a long weekend, spending meaningful time together. Every year, the event gives young people the opportunity to experience the feeling of belonging to a national minority community together through positive community experiences, thus strengthening their sense of identity. A further aim is to convey to the individual national minority communities and to the majority society the positive image that there are active national minority youth communities in Hungary loyal to the common homeland, cherishing the traditions, language

¹⁹ It should be noted here that a third (June 2022) and a fourth (June 2023) National Minority Alumni Meetings were also held, which took place after the reporting period.

and culture of their ancestors. Based on the established practice, a different national minority organises the meeting each year (in 2017, the Germans and Slovaks; in 2018–2019, the Germans; in 2020, the Slovaks; and in 2021, the Romanians).

In addition to the above, the Office of the State Secretary organised the **National Minority Sports Weekend** for students of secondary public education institutions run by national minorities between 04 March and 06 March 2022, again, with the aim of establishing a tradition. The goal was to give young people from the German, Croatian, Romanian, Serbian and Slovak national minorities concerned the opportunity to get to know each other, to establish closer ties and to organise similar programmes in the future, inviting each other's schools to their own communities. The 1st National Minority Sports Weekend was hosted by the town of Szarvas, which celebrated the 300th anniversary of the settlement of the Slovak national minority that year. The municipality has always placed great emphasis on its national minority roots. Dormitory accommodation and meals, as well as venues for the matches were provided for the participants in the town's schools. The sports weekend included minifootball matches for boys and volleyball matches for girls. From each school, one team of ten boys and one team of ten girls were invited. The football tournament was won by the team from Friedrich Schiller Grammar School of Pilisvörösvár, while the volleyball was won by the team from Nikola Tesla Grammar School in Budapest.

iii.) For recommendations, see point (iii) of paragraph 1(b) *National minority primary schools*. For the takeover of national minority institutions of public education in the reporting period, see paragraph 2 later in this chapter.

Paragraph 1(d):

iv) any of the measures under (i) to (iii) above are applied at least to students who wish to be covered or, where appropriate, whose families wish to be covered and whose numbers are deemed sufficient;

Vocational training

i.) The right to education in the mother tongue is declared in Section 4(3) of the Vocational Training Act. The Act not only makes it compulsory to provide vocational training in Hungarian at least in public vocational training institutions, but also creates the possibility to organise vocational training in languages other than Hungarian, in whole or in part. The latter, in addition to foreign-language training and the positive benefits it entails, also ensures the exercise of national minority rights in terms of the organisation of vocational training in the national minority language.

Significant changes in the regulatory, governance and institutional framework of vocational training were introduced with the new law on vocation training in 2020. However, these changes have not affected the opportunities for participation of national minorities of Hungary in vocational training and education, and they continue to be strengthened in the legal system. Pursuant to Section 4(3) of the Vocational Training Act, vocational training may be provided – in whole or in part – in a language other than Hungarian.

The Vocational Training Act does not discriminate in terms of language use in the context of vocational education (as part of this, general education, sectoral basic education or specialised education) or vocational training, meaning that the right to use one's own language is guaranteed by the Vocational Training Act for vocational education and training as a whole.

In addition to language use, the protection of national minority rights in vocational education and training not only requires refraining from infringing these rights, but also imposes an obligation on the State to protect institutions. This means, on the one hand, ensuring that national minority self-governments may establish vocational training institutions independently or jointly with other legal entities [Section 22(1)(b) of the Vocational Training Act], may use the name of the institutions and their municipalities also in the national minority language [Section 57(1)(c) of Government Decree No 12/2020 of 07 February 2020 on the implementation of the Vocational Training Act (hereinafter: “Government Decree on Vocational Training”)], and receive State aid for this purpose [Section 109(3)(b) of the Vocational Training Act], the educational interests of the cultural autonomy of national minorities are asserted in vocational training, regardless of whether the vocational training institution is maintained by a national minority self-government or by another entity, such as the State [Section 4(2) of the Vocational Training Act], and respect for national identity is effectively achieved [Section 57(1)(a) of the Vocational Training Act and Section 157(e) of the Government Decree on Vocational Training].

The enforcement of national minority rights at the level of the individual includes the right of the student to pursue his studies in accordance with his nationality, to preferential treatment in admission and transfer [Section 153(3) of the Government Decree on Vocational Training], to access information necessary for learning and the exercise of his related rights and fulfilment of his obligations in his mother tongue, to seek redress in his mother tongue in the event of violation of his rights, to express his opinion freely in his mother tongue, and to participate in organisations representing his interests. The person concerned shall receive a certificate of his studies in Hungarian and in the national minority language [Section 26(4) of the Government Decree on Vocational Training]. In vocational training, only authored works on which the National Council for National Minorities provided a professional opinion during their registration [Section 302(3) of the Government Decree on Vocational Training] may be used as national minority textbooks.

Within the framework of sensitisation to national minority rights, the regulation ensures that the curriculum for learning about the culture of the national minority living in the municipality where the given vocational training institution is located is integrated into the education of students who do not belong to the national minority [Section 14(2)(2)(e) of the Government Decree on Vocational Training].

The vocational training measures planned under the multiannual financial framework (“MFF”) (GINOP Plus) contribute to the achievement of the 2020 country specific recommendation – CSR2: equal access to quality education for all – by supporting the reduction of school dropout among VET students, especially among disadvantaged groups, targeted basic skills development, effective career guidance and vocational training with the aim of learning and acquiring a profession, in the framework of a package of so-called disadvantage compensation programmes adapted to the territorial conditions.

ii.) In Hungary, national minority language education and bilingual education have a decades-old tradition, and Hungary emphasises the importance of national minority languages and the languages of neighbouring countries. In some cases, national minority languages may not appear as foreign languages, but it is important to teach them. Hungary considers the language skills and language teaching of national minorities a priority issue, and believes that its gradual implementation is achievable.

The Hungarian Government agrees that one of the most important components of effective language teaching in schools is the appropriate training and motivation of teachers, and accordingly supports language teachers in gaining experience both in Hungary and internationally. It is an important fact that from the summer of 2020 onwards, the Government has increased the salaries of 32,000 professionals working in public vocational training institutions, including some 20,000 full-time teachers, by an average of 30%, and is working to improve the continuing education of teachers, including language teachers. The employment and pay of VET teachers have become much more flexible than before. In order to promote effective language teaching in the 21st century, the ICT infrastructure supporting language learning in schools is gradually expanded by the Digital Education Strategy.

On a national level, vocational training in the framework of national minority education was provided in two institutions. The General Cultural Centre of Hungarian Germans (Baja), a multi-purpose public education institution, provided vocational training in the German national minority language.²⁰ As of 01 October 2021, a total of 106 students were enrolled in technical school education. According to the secondary level enrolment data for the 2021–2022 academic year, the number of places announced in the Tourism and Hospitality sector was 16, with 22 applicants and 5 students admitted (the number of first place applicants).

Statistical data related to national minority vocational training institutions are provided in Appendix 1.

Paragraph 1(e):

iii) where the role of the State in its relations with higher education institutions does not allow the application of paragraphs (i) and (ii), the teaching in regional or minority languages in universities or studying in other higher education institutions is encouraged and/or permitted, or the conditions to study these languages as university or higher education subjects are created;

National minority higher education

i.) The rights of national minorities to higher education in their mother tongue are regulated by the National Minorities Act as follows. The State must guarantee the following rights to national minority communities:

- with respect to those belonging to a national minority, to kindergarten education and care; elementary education; nationality minority dormitory services; grammar and vocational secondary school education; higher education, (...). [Section 19(b)].
- In the course of legislating on public education and higher education, and in determining the structure and content of educational activities and monitoring these activities, the educational interests pertaining to the cultural autonomy of national minorities shall be duly enforced in harmony with this Act [Section 23(1)].
- The State shall be responsible for providing the education and further education of native language teachers for education in the mother tongue and teaching the mother tongue of a national minority. In the context of this responsibility, the State shall support the

²⁰ The other institution is the Béla III Technical and Boarding School of the Vas County Vocational Training Centre, also to be presented later, where vocational training is provided in Slovenian.

employment of teachers coming from the home country of or a country speaking the same language as the national minority as guest teachers in Hungary. [Section 23(4)].

The framework of national minority training and education is an integral part of the Hungarian public education system, in which higher education makes a contribution primarily by providing the personnel conditions of training and education as part of teacher training.

Contrary to the regulation of other training activities, the Higher Education Act regulates the tasks of the State in higher education concerning national minority teacher training programmes. Pursuant to Section 103(5)–(8) of the Higher Education Act:

- higher education institutions that may provide national minority teacher training programmes according to their memorandum of association must organise such programmes if there are applicants satisfying the admission requirements;
- belonging to a national minority is certified with a secondary school leaving examination taken in the national minority language;
- in national minority teacher training programmes, the language of the national minority must be taught during the whole duration of the training programmes;
- in terms of financing, national minority teacher training programmes are qualified as training programmes with a small number of students.

In case of applications for Bachelor's and Master's programmes as well as single-cycle programmes in higher education, the higher education institutions decide on the admission of applicants based on their performance, the maximum student capacity of the particular programme allocated to the given institution, and the order of applications provided by the applicants, within the framework of a uniform ranking system applicable across the country, with the exception of Master's programmes. A specific element of the admission procedure in this area is that those who had passed the secondary school leaving examination in a national minority language in a Hungarian national minority secondary school were entitled to 20 extra points in the reporting period if they applied for a teacher's degree course in the same national minority language as the one in which they took a secondary school leaving examination, based on Section 20(4) of Government Decree No 423/2012 of 29 December 2012 on the admission procedure for higher education, which provision was repealed as of 01 September 2023.

The basic requirements for admission to higher education increased during the reporting period. From the general higher education admission procedure of 2020 onwards, the advanced level secondary school leaving examination became a basic admission requirement also for national minority teacher training. An advanced level secondary school leaving examination completed with a result of at least 45% was worth 50 extra points if taken into account during the calculation of points. However, it is necessary to emphasise that since the general higher education admission procedure of 2023, total admission points for the Roma specialised kindergarten teacher training have been determined on the basis of the results of a practical examination, where the advanced level secondary school leaving examination is not a requirement.

In the reporting period, national minority teacher training was still predominantly based on traditional higher education institutions with a long history of national minority teacher training programmes, of several decades. In the course of legislative changes, the legislator specifically focused on making sure that the values of national minority training and education developed in close cooperation with the national minority communities were preserved. Higher education

institutions could decide on the announcement of training programmes in the course of the admission procedure, and further education was available in terms of the number of announced admission places. Despite the small number of applicants, the admission procedure ensured the start of the respective national minority courses during the reporting period.

During the reporting period, there were changes in the content of other teacher training programmes in addition to those in national minority teacher training. Decree No 63/2021 of 29 December 2021 of the Minister for Innovation and Technology on the training and output requirements for certain specialisations in the field of teacher training amended the training and output requirements for the undergraduate course in infant and early childhood education belonging to the field of teacher training, adding the national minority specialisation (national minority infant and early childhood education specialisation, German language) based on the training requirement. A teacher specialising in national minority infant and early childhood education is trained to educate children under the age of three both in Hungarian and in the national minority language. The teaching and examinations – including the final examination – of the subjects of the national minority infant and early childhood education specialisation are conducted in the particular national minority language.

ii.) Historically, national minority training institutions were essentially established at places where it was justified by the size and culture of the national minority population. The major structural changes in higher education, such as the restructuring of the network of higher education institutions in 2000 (integration of institutions operating in the same city, integration of teacher and kindergarten teacher training institutions into the university framework) preserved these training institutions. The training of national minority teachers for grades 1 to 4, national minority kindergarten teachers and subject teachers followed the network of national minority institutions of public education established based on the National Minorities Act.

Table 12:
National minority teacher training

National minority	Kindergarten teacher training	Training of teachers for grades 1 to 4	Subject teacher training
German	x	x	x

Source: Ministry for Innovation and Technology

Knowledge on national minority ethnography, knowledge related to national minority culture, legal and organisational settings, and knowledge related to the concept of national minority self-governments could be acquired in the national minority specialisations of Bachelor's and Master's degree programmes. In the Bachelor's programme in Germanic Studies, specialisation in the German national minority language was one of the options. In the Master's programme in German National Minority Language and Literature, a Master's degree in German National Minority Language and Literature could be obtained during the reporting period.

Based on the information provided by the national self-government, in the reporting period, 13 higher education institutions offered German teacher training, with German national minority training for kindergarten teachers and teachers for grades 1 to 4, and programmes in Germanic Studies and national minority courses for subject teachers. On 01 January 2021, the National Methodological and Pedagogical Centre of Hungarian Germans (Ungarndeutsches

Methodisches und Pädagogisches Zentrum) started its operation as an independent institution under the National Self-Government of Germans in Hungary, providing professional services to German national minority institutions of public education and assisting in matters of educational administration at the request of other national minorities. It also manages and coordinates the Scholarship Programme for National Minority Teachers. The Methodological Centre held around 30 continuing training sessions per year for teachers in public education institutions, with 1018 participants at the end of the reporting period, in 2021.

Support for higher education trainings

In creating the conditions for trainings, higher education institutions may face challenges in ensuring the conditions for quality training, employing teachers with adequate academic qualifications, ensuring appropriate departmental background and continuous employment of teachers even if the programme cannot be launched due to lack of applications. During the reporting period, the minister responsible for higher education also considered it a priority to support the launch and maintenance of programmes with a small number of students. The support for State-owned and non-State-owned higher education institutions during the reporting period is summarised in the table below.

Table 13:
Support for State-owned and non-State-owned higher education institutions

Year	Support for national minority training	Supplementary support for national minority training	Total targeted support for national minority training	Support for programmes with a small number of students
2017	HUF 160,940,000	0	HUF 160,940,000	HUF 276,500,000
2018	HUF 182,800,000	HUF 350,740,000	HUF 533,540,000	HUF 276,500,000
2019	HUF 42,900,000	HUF 482,750,000	HUF 525,650,000	HUF 276,500,000
2020	0	HUF 525,652,000	HUF 525,652,000	HUF 273,700,000
2021	0	HUF 525,652,000	HUF 525,652,000	HUF 273,700,000

Source: Ministry for Innovation and Technology

In 2017, the support for national minority training amounted to HUF 160,940,000. In 2018, the support was divided into two parts: on the one hand, the support with a fixed amount that had been provided for several years was kept, and it amounted to HUF 182.8 million in 2018 and HUF 42.9 million in 2019, and on the other hand, a supplementary support for national minority training was added, which amounted to HUF 350.74 million in 2018 and HUF 482.41 million in 2019. The amount of funds provided in 2020 was disbursed in the same order of magnitude as the support of 2019, as the two separate elements of support for national minority training were merged. Higher education institutions providing national minority higher education received the above-mentioned funds, which were earmarked exclusively for financing national minority training. The five-year financing contracts concluded in 2021 with universities which provide – inter alia – national minority training and the maintenance of which was transferred from the State to public interest foundations with a public service mission provide the following annual funds for national minority education until 2026.

Table 14:
Annual funds (supplementary) for national minority training for universities (2021–2026)

Name of institution	Supplementary support for national minority training
University of Debrecen	HUF 38,750,000
University of Szeged	HUF 42,625,000
University of Pécs	HUF 57,350,000
University of Nyíregyháza	HUF 11,625,000
University of Sopron	HUF 59,675,000
Total:	HUF 210,025,000

Source: Ministry for Innovation and Technology

iii.) Measures taken to improve national minority teacher training and to encourage participation in national minority teacher training during the reporting period were as follows:

The **National Minority Teacher Programme** aims to increase the number of young people choosing a career as national minority teachers, to improve the quality of national minority teacher training, to make language training more effective, and to retain and improve the esteem of national minority teachers already employed in the field. This Programme includes a significant increase in the allowance provided for the purpose of retaining and motivating national minority teachers already employed in the field, the scholarship provided to students enrolled in national minority teacher training, and the support aimed at increasing the standard of national minority teacher training.

As a first step in the complex programme, a comprehensive review was carried out in 2016 to assess the situation and the objectives to be achieved, and to determine the tasks to be carried out based on the review. To get a precise picture of the extent of the shortage of national minority kindergarten teachers, a nationwide survey of national minority kindergartens was conducted between September 2016 and February 2017. At the time of the survey, 7 out of the 13 national minorities living in Hungary had officially registered national minority kindergartens (Croatian, German, Roma, Romanian, Serbian, Slovak and Slovenian), while six national minorities (Bulgarian, Greek, Polish, Armenian, Rusyn and Ukrainian) did not have national minority kindergartens operating as registered institutions. The shortage of national minority kindergarten teachers for the seven national minorities living in Hungary amounted to 550 in total at the beginning of 2017. The situation of the national minorities concerned also differs in many respects, depending on where they live in Hungary, how far they are from the motherland, how many people belong to the given national minority, and so on.

One of the elements of the programme, which serves to retain and motivate teachers already employed in the field, who are able to teach the national minority language or in the national minority language (such as kindergarten teachers, teachers for grades 1 to 4, and subject teachers), is the **gradual increase of the allowance for teachers** who provide national minority education. The so-called language allowance quadrupled over the reporting period (in three steps, in 2018, in 2019, and in 2020): in 2020, it was 40% compared to 10% in 2018. In addition, the number of eligible persons was increased by differentiating the allowance: the amount of the allowance was differentiated (10–25–40 percent) depending on how much of the teacher's

working time was spent on education and teaching in the national minority mother tongue. The targeted support for national minority teacher training is available to higher education institutions providing kindergarten teacher training (2019–) and national minority teacher training (2020–) for improving the quality and professional development of training.

Within the framework of the National Minority Teacher Programme, the **Scholarship Programme for National Minority Teachers** has been developed to address the shortage of national minority teachers. The scholarship is paid with the involvement of the National Self-Government of Germans in Hungary (National Methodological and Pedagogical Centre of Hungarian Germans), which in February 2019, with retroactive effect as from 01 September 2018, concluded a scholarship contract with 84 first-year students enrolled in national minority kindergarten teacher training programmes for the 2018–2019 academic year. For the 2019–2020 academic year, 317 students in the first, second and third year of national minority kindergarten teacher training and the first year of training for national minority teachers for grades 1 to 4, subject teachers and specialised teachers already signed the contract for the national minority scholarship.

In 2020, the Programme was further expanded, thus in the 2020–2021 academic year, the scholarship scheme **was broadened to include** – in addition to those in kindergarten teacher training – **students from all years** enrolled in training programmes for national minority teachers for grades 1 to 4, national minority subject teachers and specialised teachers; in the 2020–2021 academic year, the National Methodological and Pedagogical Centre of Hungarian Germans administered the contracts of 410 people. In the 2021–2022 academic year, 539 students participated in the Programme (this already includes the graduates followed up). For the Scholarship Programme, the Government provided more than HUF 900 million in funding until the 2022–2023 academic year.

In the first semester, full-time students receive a support of HUF 60,000, while students in evening training and correspondence training receive HUF 40,000. Thereafter, the amount of the scholarship varies between HUF 15,000 and HUF 75,000 per month according to the academic results (differentially for full-time and evening/correspondence students). To receive the scholarship, a student must undertake

- to continue his studies successfully;
- to obtain a national minority teacher's degree and professional qualification;
- after obtaining the diploma, to establish full-time public employment relationship in line with his degree and qualification with a national minority institution of public education at least for a period corresponding to the duration of the scholarship;
- during his/her studies, to participate in programmes and training courses with a national minority content organised by his/her higher education institution and in his/her place of residence/stay.

The grantee is obliged to pay back the full amount of the scholarship paid to him/her – or the pro rata temporis part of the scholarship in case of termination of the contract by release – to the grantor within 90 days of the termination of the contract, with interest, if during the period specified

- the grantee does not undertake employment in a position of national minority teacher or one in line with his professional qualification,
- the grantee does not undertake employment in any of the public education institutions designated by the grantor,

- the employment relationship of the grantee is terminated by notice of termination by the grantee/at the request of the grantee by mutual agreement/by release by the employer.

In order to resupply the public education system with high-quality teachers and support the higher education studies of students, the Government established the **Klebelsberg Training Scholarship**. Initially, before this reporting period, only students enrolled in single-cycle teacher education programmes were eligible, but from 2017, students in special education teacher training programmes, and from 2020, students enrolled in training programmes for teachers for grades 1 to 4 were also eligible for the scholarship. Between 2017 and 2022, scholarship contracts were concluded with students studying in German national minority teacher training programmes in the distribution described below.

Table 15:
Klebelsberg Training Scholarship – scholarship contracts
(National minority teacher training)

Contract conclusion / Academic year	Training programme	Number of students
Subject teacher training		
2017–2018	teacher of German and German national minority language and culture	4
2018–2019	teacher of German and German national minority language and culture	1
2019–2020	teacher of German and German national minority language and culture	3
2020–2021	teacher of German and German national minority language and culture	2
2021–2022	teacher of German and German national minority language and culture	3
Training of teachers for grades 1 to 4		
2020–2021	national minority teacher (German)	11
2021–2022	national minority teacher (German)	3

Source: Ministry for Innovation and Technology

The position of the Deputy Commissioner for Fundamental Rights Ombudsman for the Rights of National Minorities

The Commissioner for Fundamental Rights and the Deputy Commissioner for Fundamental Rights Ombudsman for the Rights of National Minorities (“Deputy Commissioner for National Minorities”) formulated their main findings in their **joint report**²¹ **drawn up in case No AJB-**

²¹

https://nemzetisegijogok.hu/documents/2657648/2659468/Jelent%C3%A9s+a+nemzetis%C3%A9gi+pedag%C3%B3gusk%C3%A9p%C3%A9s+ut%C3%B3vizsg%C3%A1llat%C3%A1r%C3%B3l+C3%A9s+a+nemzetis%C3%A9gi+hallgat%C3%B3k+p%C3%A1lyak%C3%A9p+vizsg%C3%A1llat%C3%A1r%C3%B3l+710_2017.pdf/97032af7-b77f-d263-8cd2-42b179c1435d?version=1.0&t=1504620007823

710/2017 on the follow-up survey on national minority teacher training and the examination of the career development of national minority students, with a considerable portion of its findings remaining pertinent throughout the reporting period. According to the report: “The location of national minorities within the country and the demand for national minority institutions of public education and national minority higher education institutions are closely linked, and have an impact on many areas concerning national minority education. If there are several national minority communities within a particular territory, or if some communities have larger populations, then there are several national minority institutions of public education in that territory in operation to meet the greater demand. In addition to this, members of the national minority community are more likely to cherish their culture and traditions, and the knowledge and use of the (national minority) mother tongue becomes part of their everyday life, as the national minority identity brought from the family and the cohesive force within the community also contribute to maintaining their culture and traditions. If a national minority has adequate national minority primary, secondary and higher education, young people are more likely to choose a profession or career related to their national minority and education, and thus there is a greater demand for national minority teacher training, while students’ knowledge, interest and previous education are also at an appropriate level. They can also make better use of the opportunities offered in the field, and there are communities and schools where they can practice.” (...)

“Both the Ministry and higher education institutions find that the reason [for the lack of teacher training programmes] is the drop in the number of applicants and the number of suitable applicants. Due to the low number of applicants, some training programmes will not start or will no longer be offered. The lack of interest and the – typically – low number of applicants may be due to several factors, as revealed on the basis of responses received.” One such factor is, for example, that very few people choose a career in national minority education after graduating from secondary school or national minority secondary school. Another problem is that, due to the small number of applicants, the personnel-related conditions of university programmes providing tertiary level qualification are difficult to ensure in higher education institutions, and many tasks are to be performed by the existing instructors. The Ministry also recognised this problem and provided targeted support for programmes with a small number of students to address it during the reporting period. Departments with a small number of students, including training institutions for national minorities, received supplementary support based on statutory obligation.

Since the publication of the joint report No. AJB-710/2017, an important step forward was that the Government has provided significant additional funding for the training of national minority kindergarten and school teachers in the form of scholarships. In addition, the strengthening of integration-concentration of institutions and the emergence of foundation-based institutional governance caused changes in the structure of higher education. The Deputy Commissioner for National Minorities, highlights that these changes present additional obstacles for the training of national minority teachers, especially in the instruction of national minority languages with limited speakers. This is because training programs associated with these languages, which often cater to a small number of students, are particularly susceptible to the effects of institutional restructuring, if they exist at all.

Paragraph (1)(f):

iii) where public authorities have no direct competence in adult education, they give preference and/or encourage the use of these languages in adult and further education;

National minority adult education

- i.) There were no significant changes in adult education during the reporting period.
- ii.) Higher education institutions also offer **specialised further training courses** in the field of national minority training (see Appendix 2). Bachelor's or Master's degree specialisations leading to stand-alone qualifications can be taken as second/further specialisations in the framework of specialised further training courses. According to the annex, the national minority specialisations in the national minority teacher and kindergarten teacher training can be completed in further training by those who already have a teacher's or kindergarten teacher's diploma. Specialised further training courses in the field of teacher training can be counted in the compulsory further training of teachers which is required to take place every seven years in accordance with the public education regulations.

The **further training of teachers** falls within the scope of public education in terms of the tasks involved. Every community with national minority education has the opportunity of further training for teachers, in which higher education institutions also participate through the accredited training courses discussed below and listed in Table 16. During the reporting period, the public education sector paid particular attention to supporting the further training of teachers of national minority languages, literature and ethnology.

In addition to the above, the higher education sector aimed, also in the reporting period, to ensure that the **bilateral interministerial agreements** provided opportunities for spending academic terms abroad and enrolling in PhD programmes, further training courses for teachers in linguistic methodology and technical language, participation of national minority children in events in the mother country, hosting lecturers and guest teachers from the mother country, and importing textbooks and methodological aids from the mother country. Opportunities for young people belonging to national minorities to study in their mother country (full-time or by spending some academic terms there) are set out in intergovernmental or interministerial work plans concluded with the countries concerned.

Further training courses organised on the basis of bilateral intergovernmental work plans

Pursuant to Section 8(4)(b) of Government Decree No 277/1997 of 22 December 1997 on the further training of teachers, the professional teacher exam, and the benefits and allowances for those attending further training, the further training courses organised on the basis of bilateral intergovernmental work plans which can be considered for inclusion in ongoing training, must be publicly disclosed as part of the comprehensive list of further training courses. Further training courses for teachers conducted in Hungary or in the contracting country in an organised form based on the work plans, cooperation programmes and protocols executed for specific periods for the implementation of bilateral intergovernmental cooperation agreements on education, culture and science concluded by Hungary, or those previously signed, being in force and having legal continuity, and the implementation of interministerial agreements executed by the Ministry of Human Resources, can be recognised as further training courses regarding the following countries related to national minorities in Hungary:

- Austria
- Croatia
- Poland

- Federal Republic of Germany [*based on the work programmes of the Joint Committees of Baden-Württemberg, Bavaria, Thuringia, Saxony and Hungary, on the joint declarations (Gemeinsame Erklärung), and on the Cultural Cooperation Convention of 01 March 1994 concluded between the Government of the Republic of Hungary and the Government of the Federal Republic of Germany*]
- Romania
- Slovakia
- Slovenia
- Ukraine.

iii.) There were no significant changes in adult education during the reporting period.

Paragraph 1(g):

measures are taken to ensure that the history and culture inherent in regional or minority languages are taught;

The history and culture of national minorities

The National Core Curriculum and the framework curricula based on it also include requirements for students who do not belong to national minorities to acquire knowledge about national minorities in Hungary. In its section entitled “The Mission and Values of Public Education”, the National Core Curriculum states that “the mission of public education is essentially the transfer and preservation of national literacy and the culture of national minorities in Hungary, the conveyance of universal culture, and the deepening of moral sense, and intellectual and emotional receptivity.” Accordingly, when studying the subject Ethnography and Ethnology, students should become acquainted with the traditional elements of our national culture, the Hungarian folk tradition and the cultural memories, customs and present of the national minorities living in our country.

History education also includes the issue of coexistence in the Carpathian Basin, knowledge about Hungarians living outside the country’s borders and about the national minorities in Hungary from the 19th century to the present day (grades 5 to 8). There are also two topics in grades 9 to 12:

- Hungary under dualism: the regime of compromise and dualism; the national and national minority issue, the situation of the Roma people; the industrial revolution in Hungary; society and lifestyle under dualism.
- Hungarians and national minorities of Hungary in the 20th–21st centuries: Hungarians living outside the country’s borders; national minorities in Hungary, Roma people in Hungary.

One of the aims of studying Ethnography and Ethnology is for students to become more open to the values of the national minorities living with us, of neighbouring and related peoples, of other peoples of the world, and to learn about the folk arts and folklore of Hungary and the national minorities living in Hungary.

One of the basic objectives of Ethics / Religious and Moral Education is to make students aware that, primarily by learning, mastering and practising their own traditions and values, they can become open to the cultures of the national minorities and religious communities living with us, of neighbouring and related peoples, and of other peoples of the world, and to universal

values. Another aim is to develop a positive attitude towards national and national minority traditions, national holidays and church holidays, to become open to the members and traditions of the national minorities living in students' home communities, and to collect information about them in a physical and digital environment.

The teaching of Geography also requires students to be open to learning about the customs and cultures of other countries and nationalities.

The framework curricula for History also include national minority studies concerning several topics:

- the presentation of national minority participants or participants of Jewish origin who played a positive role in the Hungarian War of Independence of 1848–1849
- Hungary in the Millennium: A country of many nationalities
- national minorities of Hungary from the 19th century to the present day
- the national and national minority issue, the situation of the Roma people
- learning about the law on national minorities from the period of the Compromise
- a tabular summary of the aspirations of national minorities and their ideological background during the era of dualism
- Hungarians and national minorities of Hungary in the 20th–21st centuries
- collecting information on the institutions of self-organisation and advocacy of Hungarian minorities in the 21st century

The framework curricula for Civic Studies also include topics related to national minorities:

- learning about nations and national minorities in Hungary and the Carpathian Basin
- the concept of nation, national identity, nation-state; local patriotism, patriotism, Europeanism; national minorities, national minority rights
- preparing a presentation supported by digital content about the traditions and culture of the national minorities or one national minority in Hungary

Such topics and activities also appear in the curricula for Ethnography and Ethnology:

- the culture and traditions of national minorities living in our country
- students should become open to the cultures of national minorities living in our country
- the external characteristics of the houses of Hungarians and national minorities in Hungary, and the differences in landscape

The framework curricula for Ethics include the following topics related to national minorities:

- a deeper understanding of some of the communities which create their own identity: nation, nationality, linguistic-cultural community
- the students should identify the common features of national and European values, the defining elements of the European cultural approach, should acquire knowledge about Hungarians living in the Carpathian Basin, national minorities, ethnic groups and people with dual national identity living in Hungary

The framework curriculum for Geography also includes knowledge as follows:

- students should be open to learning about the customs and culture of other countries and nationalities
- developing social competences by learning about the customs and culture of certain countries and nationalities

- demonstration of the typical customs and cultural characteristics of European and distant peoples and nationalities through situational exercises, role-playing, empathy exercises or scene construction.

Paragraph 1(h):

provide the instructors with the basic and further training necessary for the implementation of those of subparagraphs (a) to (g) accepted by the Party;

i.) In Hungary, a government decree stipulates that teachers, including national minority teachers, must attend 120 hours of further training every seven years. National minority teachers have several options to fulfil this obligation. They may participate in further training courses for national minority teachers accredited in Hungary, in further training courses in the mother country implemented based on an interministerial work plan, or in further training courses implemented with the application-based support of the national minority section of the Prime Minister’s Office.

In Hungary, the following accredited further training courses for teachers were available during the reporting period, in addition to those related to the Roma national minority already discussed in the previous chapter:

Table 16:
Accredited further training courses for teachers

Name of the programme	Founder
Developing the competences of teachers in Romanian national minority education in Hungary	Nicolae Balcescu Romanian Grammar, Primary and Boarding School
Further training in Romanian ethnology and methodology	Nicolae Balcescu Romanian Grammar, Primary and Boarding School
Further training in Romanian language, literature and methodology	Nicolae Balcescu Romanian Grammar, Primary and Boarding School
Preparation of national minority consultants for the developmental support of national minority teachers	Educational Authority
Games and dance in German national minority kindergartens and schools	National Methodological and Pedagogical Centre of Hungarian Germans

Source: Ministry of Human Resources

ii.) The Pedagogical Education Centre for National Minorities

The implementation of national minority education is supported, inter alia, by pedagogical professional services. In addition to the Pedagogical Education Centres, which provide pedagogical professional services in the counties, the Educational Authority also has a Pedagogical Education Centre for National Minorities endowed with national competence, which is responsible for organising and providing pedagogical professional services supporting the effectiveness of national minority education in Hungary for the national minority education sector, the institutions providing national minority education and the teachers involved in national minority education. Its responsibilities include

- performing tasks related to the classification of national minority teachers and the inspection of education services in national minority institutions of public education,

- providing information to and counselling for national minority students,
- providing professional assistance to national minority education institutions,
- pedagogical information, assessment, consultancy, subject matter development,
- supporting the training, further training and the self-tuition of national minority teachers, and
- the organisation of competitions in the field of national minority studies and talent development.

The aim of the Pedagogical Education Centre for National Minorities is to ensure the provision of a variety of services regardless of the type of institution, whether it is an institution providing education in the mother tongue, or one providing bilingual, language teaching, or supplementary national minority education. The Pedagogical Education Centre for National Minorities attaches great importance to meeting the needs of national minority institutions and the institutions and teachers involved in the process of national minority education, in the broadest possible range and to the highest professional standards. The foundation for addressing professional needs rests upon a framework of personalized consultancy rooted in acceptance, equality, self-assessment, bolstering strengths, and identifying and assisting in areas of improvement. Institutions may indicate their pedagogical professional service needs annually on the central needs assessment platform of the Educational Authority, and their professional requests arising during the school year to the Pedagogical Education Centre for National Minorities.

Institutional needs in the field of education of the 12 national minorities were met mainly by the involvement of master consulting teachers with specialised knowledge in a given national minority field. Overall, the increase in the number of national minority consultants has made it possible to meet the needs of institutions to the broadest possible extent, and the increase in the capacity of consultants has enabled the expansion of the range of pedagogical professional services.

The Pedagogical Education Centre for National Minorities considers it a priority task to provide professional support for the language preservation of national minorities, for a more thorough knowledge of their history, culture and traditions, and for the conscious transfer thereof in the course of teaching and educational work by organising further training courses for national minority teachers. When it was possible, the training courses were held in the language of the particular national minority. In addition to the above, teachers from institutions providing national minority education, especially teachers from institutions providing supplementary national minority education, were also invited to attend non-language-specific further training courses held in Hungarian, and in many cases, these teachers took this opportunity. The range of training courses offered in the reporting period was quite diverse, including methodological training courses related to national minority subjects, as well as training courses in institution development, learning methodology, digital and national minority teaching tools.

The Pedagogical Education Centre for National Minorities is continuously working to ensure that as many of the further training courses offered as possible are held in the languages of the national minorities. In the period under review, 60.2% of training courses were conducted in national minority languages.

Figure 27:
Further training courses according to national minority languages in the reporting period



Distribution of further training courses by language:

- Hungarian
- German
- Croatian
- Romanian
- Serbian
- Slovak
- Slovenian

Source: Pedagogical Education Centre for National Minorities

In the reporting period, teachers from national minority education institutions in 434 municipalities participated in further training courses held on national minority subjects.

Other further training opportunities

In the reporting period, the State Secretariat for Church and National Minority Affairs continued to support the linguistic, professional and technical language-based further training of teachers working in national minority schools through a call for tenders.

The enhancement of the quality of national minority education greatly benefits from the support and assistance provided by the respective mother countries. It is therefore important to fulfil the obligations concerning national minorities in Hungary specified in bilateral interministerial work plans. The Ministry responsible for public education has sought to ensure that the bilateral interministerial agreements offer Hungarian scholarship opportunities for young people belonging to national minorities in Hungary for full-time education in the mother country, as well as opportunities for spending academic terms abroad and enrolling in PhD programmes, further training courses for teachers in linguistic methodology and technical language, participation of national minority children in events in the mother country, hosting lecturers and guest teachers from the mother country, and importing textbooks and methodological aids from said county.

In the reporting period, from among the national minority languages in Hungary, further training courses in German, Slovak, Croatian and Slovenian conducted with the cooperation of the mother countries were available for national minority teachers in the framework of the interministerial work plan. Due to the pandemic, most of the training courses were held online, and with the easing of health regulations, it was only at the end of the reporting period that in-person further training and learning programmes were started again.

Paragraph 1(i):

to set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages and for drawing up periodic reports of their findings, which will be made public.

As the previous chapters of the Country Report have shown, national minority education is implemented under the strict control of the communities concerned. National minority self-governments' right of consent, the operation of the National Council for National Minorities, the possibility to give opinions on draft legislation in the scope of administrative consultation, and the possibility to participate at local level in the work of school boards and education district councils enable national minorities to continuously monitor and have a substantial influence on the different measures and legislative amendments.

Paragraph 2:

With regard to education and in respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language so justifies, to allow, encourage or provide teaching in or of the regional or minority language at all the appropriate stages of education.

i.) In view of the fact that the Public Education Act (including its antecedent in force at the time of ratification) guaranteed the individual and collective rights of national minorities, including rights relating to language use, education and culture, for the whole territory of the country and concerning all 13 recognised national minorities, the Government decided, when making its undertakings, to extend its undertakings in the European Charter for Regional or Minority Languages to the whole territory of the country. For this reason, as already indicated in the chapter on Roma languages, there are no specific districts or territorial units that do not fall within the scope of the Charter. At the same time, it should be noted that the legislation guarantees the rights related to kindergarten education and school education for all 13 national minorities indigenous and recognised in Hungary under the same conditions, based on the needs of the national minority communities concerned and the parents belonging to the national minorities.

ii.) For the above reasons, data relevant on a national level are presented below. As previous country reports have indicated, in accordance with the legal provisions, national minority self-governments may establish and operate educational institutions, and may take over the maintenance of national minority education institutions established by other maintainers. As a result, in recent years, national and settlement self-governments of national minority have taken over the maintenance of a number of public education institutions, and the taking over of institutions by national minority self-governments continued during the reporting period. Although, in the initial period, mainly the national self-governments of national minority took over the maintenance of the most important institutions of the respective national minorities,

the activity of the settlement self-governments increased during the reporting period: 8–10 national minority schools and 4–5 national minority kindergartens were transferred annually.

The number of public education institutions maintained by settlement self-governments of the German national minority tripled during the reporting period, and at the end of said period, there were 69 educational institutions maintained by settlement self-governments of the German national minority (34 kindergartens, 35 primary schools). During the reporting period, the national and local self-governments of the German national minority in Hungary assumed responsibility for the upkeep and management of the following institutions:

Table 17:
New education-related institutions founded/taken over by local and national self-governments of the German national minority during the reporting period

Name of entity	Settlement	Type of institution	Year of registration	Name of maintaining entity
PEDAGOGICAL AND METHODOLOGICAL CENTRE FOR HUNGARIAN GERMANS	Pécs	pedagogical	2020	NATIONAL SELF-GOVERNMENT OF GERMANS IN HUNGARY
MÓRA FERENC PRIMARY SCHOOL OF MOSONMAGYARÓVÁR	Mosonmagyaróvár	public education	2017	GERMAN NATIONAL MINORITY SELF-GOVERNMENT OF MOSONMAGYARÓVÁR
PILISVÖRÖSVÁR GERMAN NATIONAL MINORITY PRIMARY SCHOOL	Pilisvörösvár	public education	2017	GERMAN NATIONAL MINORITY SELF-GOVERNMENT OF PILISVÖRÖSVÁR
PAUL ANGERMANN GERMAN NATIONAL MINORITY LANGUAGE TEACHING PRIMARY SCHOOL, VÁROSLÓD	Városlőd	public education	2018	GERMAN NATIONAL MINORITY SELF-GOVERNMENT OF VÁROSLÓD
HAUSER LAJOS GERMAN NATIONAL MINORITY LANGUAGE TEACHING PRIMARY SCHOOL	Úrkút	public education	2018	GERMAN NATIONAL MINORITY SELF-GOVERNMENT OF ÚRKÚT
GYÖRKÖNY GERMAN NATIONAL MINORITY PRIMARY SCHOOL	Györköny	public education	2018	GERMAN NATIONAL MINORITY SELF-GOVERNMENT OF GYÖRKÖNY
PUSZTAVÁM GERMAN NATIONAL MINORITY PRIMARY SCHOOL	Pusztavám	public education	2018	GERMAN NATIONAL MINORITY SELF-GOVERNMENT OF PUSZTAVÁM
RITSMANN PÁL GERMAN NATIONAL MINORITY PRIMARY SCHOOL	Biatorbágy	public education	2019	GERMAN NATIONAL MINORITY SELF-GOVERNMENT OF BIATORBÁGY
HÁRSFADOMB GERMAN NATIONAL MINORITY	Mány	public education	2019	GERMAN NATIONAL MINORITY SELF-

LANGUAGE TEACHING PRIMARY SCHOOL				GOVERNMENT OF MÁNY
KIMLE NATIONAL MINORITY PRIMARY SCHOOL	Kimle	public education	2019	GERMAN NATIONAL MINORITY SELF-GOVERNMENT OF KIMLE
BUDAKESZI GERMAN NATIONAL MINORITY PRIMARY SCHOOL	Budakeszi	public education	2020	GERMAN NATIONAL MINORITY SELF-GOVERNMENT OF BUDAKESZI
ROMHÁNYI GYÖRGY GERMAN NATIONAL MINORITY LANGUAGE TEACHING PRIMARY SCHOOL OF SZÁR	Szár	public education	2020	GERMAN NATIONAL MINORITY SELF-GOVERNMENT OF SZÁR
TARJÁN GERMAN NATIONAL MINORITY PRIMARY SCHOOL	Tarján	public education	2020	GERMAN NATIONAL MINORITY SELF-GOVERNMENT OF TARJÁN
RÓTHY MIHÁLY GERMAN NATIONAL MINORITY LANGUAGE TEACHING PRIMARY SCHOOL OF KISLŐD	Kislőd	public education	2021	GERMAN NATIONAL MINORITY SELF-GOVERNMENT OF KISLŐD
LÁNYCSÓK PRIMARY SCHOOL AND BASIC LEVEL ART SCHOOL	Lánycsók	public education	2021	GERMAN NATIONAL MINORITY SELF-GOVERNMENT OF LÁNYCSÓK
LÁNYCSÓK KINDERGARTEN AND MINI NURSERY	Lánycsók	public education	2022	GERMAN NATIONAL MINORITY SELF-GOVERNMENT OF LÁNYCSÓK

Source: Prime Minister's Office, based on the database of the Hungarian State Treasury

The total number of people involved in German national minority education was 64,416 in the school year 2021–2022. The national self-government highlighted in its report that, during the reporting period, there were three kindergartens providing education in the mother tongue, one of which (in Pécs) continued the mother tongue programme in school education.

The financing of public education institutions maintained by national minority self-governments was ensured. Under the Central Budget Act, they were entitled to the wage subsidy in the case of lower than average student numbers (8 students instead of 12), and they were also entitled to receive operating grant per child or per student, as in the case of ecclesiastical maintainers. The amount of this increased from HUF 160,000/person/year to HUF 200,000/person/year during the reporting period. If the above resources were not sufficient due to low student numbers, they could receive additional supplementary support under a public education contract concluded with the Minister. During the reporting period, the Ministry responsible for public education concluded five-year public education contracts with four national self-governments of national minority (Serbian, Slovenian, Slovak and Romanian) and one settlement self-government of national minority (Mát拉斯zentimre). The previous contracts expired on 31 December 2021, and a new contract was signed in 2022 for another five

years. The supplementary support provided to the school in Mátraszentimre did not change, but the amount specified in the contract concluded with the national self-governments of national minority increased by approx.30% by 2022. The changes in the amount of public education contracts for the German national minority are shown in the table below:

Table 18:
Amount of public education contracts in the reporting period

National minority self-government	2021	2022
National Self-Government of Germans in Hungary	10,200,000	27,000,000

Source: Ministry of Human Resources

iii.) Regarding the teaching of national minority languages, the Hungarian regulatory environment is more generous than Hungary's undertakings under the European Charter for Regional or Minority Languages, and provides uniform rules for all 13 national minorities: depending on the number of parents' requests, national minority education must be organised either in full-time education or in the framework of supplementary national minority education.²² The legal regulations developed over the years have been aimed at ensuring the regulatory and financial conditions for the organisation and maintenance of national minority education in line with the needs of parents belonging to national minority communities, and at ensuring that national minority communities, settlement and national self-governments of national minority can participate in decisions concerning national minority education and in the development of regulations governing national minority education. It should also be noted that although the law stipulates that the obligation to organise national minority education is imposed on local governments in the case of kindergartens and on the State maintainers (school district centres) in the case of schools, other maintainers, such as national minority self-governments, churches, foundations, and public foundations, are also involved in the performance of duties. The statistics provided in the Country Report include data from all maintainers.

9. Section 9 – Judicial authorities

Paragraph 1(a):

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,

a) in criminal proceedings:

- (ii) to guarantee the accused the right to use his/her regional or minority language,*
- (iii) to provide that requests and evidence, whether written or oral, shall not be considered inadmissible solely because they are made and formulated in a regional or minority language,*

²² As discussed in the previous country reports, according to the provisions of law in force – also in this reporting period – if at least eight parents belonging to the same national minority community request the organisation of national minority education from the entity obliged to perform this task by law, it must be organised in the system of full-time education. In school education, it is also possible to organise national minority education in the framework of supplementary national minority education if there are less than eight initiators.

(iv) to produce, on request, documents connected with legal proceedings in the relevant regional or minority language, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned.

Criminal law

i.) Pursuant to Section 8(1)–(3) of the Act XC of 2017 on the Code of Criminal Procedure, criminal proceedings shall be conducted in the Hungarian language, however, members of a national minority living in Hungary and recognised by an Act may use their national minority mother tongue in criminal proceedings. A person shall not suffer any disadvantage because he does not understand the Hungarian language. Everybody shall be entitled to use his mother tongue in a criminal proceeding.

Section 39 of the Act on the Code of Criminal Procedure specifies provisions on the rights and obligations of the defendant and the person reasonably suspected of having committed a criminal offence. Pursuant to Section 39(4) of the Act on the Code of Criminal Procedure, the court, the prosecution service, or the investigating authority shall advise the defendant of his rights and obligations at the beginning of his participation in the criminal proceeding. The information shall cover the right to use his mother tongue. In addition, under Section 44(d) of the Act on the Code of Criminal Procedure, participation of a defence counsel in a criminal proceeding shall be mandatory if the defendant or the person reasonably suspected of having committed a criminal offence does not know the Hungarian language.

Regarding the use of language, Section 78(1)–(2) of the Act on the Code of Criminal Procedure stipulates that if a person participating in the criminal proceeding wishes to use his mother tongue other than Hungarian, a national minority mother tongue, or other mother tongue specified in an international treaty promulgated by an Act, an interpreter shall be involved, preferably one familiar with specialised legal language. A person who does not understand the Hungarian language shall be enabled, by using an interpreter, to use another language specified as understood by him particularly in cases where using their mother tongue would entail disproportionate difficulties.

In addition, Section 201(2)–(4) of the Act on the Code of Criminal Procedure also sets out detailed rules for interpreters. According to this, a person may be involved as an interpreter if he meets all conditions specified by law. If that is not possible, a person with adequate language competence may also be appointed as an *ad hoc* interpreter. An interpreter shall be advised of the consequences of interpreting falsely at the time of his appointment. Persons attending a procedural act where an interpreter is involved may move for the appointment of another interpreter due to the inadequate quality of interpreting. A further guarantee in ensuring the use of language is that, pursuant to Section 78(7) of the Act on the Code of Criminal Procedure, translation for a case document to be served under this Act shall be arranged for by the court, the prosecution office, or the investigating authority which adopted the decision or issued the other case document.

Another guarantee rule is that, based on Section 423(2) of the Act on the Code of Criminal Procedure, if an accused uses his mother tongue other than the Hungarian language, a national minority mother tongue, or another mother tongue specified in an international treaty promulgated by an Act, all parts of the indictment document affecting that accused shall be translated into, and filed with the court in, the language used by the accused during the proceeding.

It is noted that the costs related to the use of the national minority mother tongue by the accused in criminal proceedings constitute criminal costs and shall be borne by the State [Section 576(1)(b) of the Act on the Code of Criminal Procedure].

Finally, Act CCXL of 2013 on the Execution of Punishments also contains important rules, and Section 12 thereof stipulates that a convict or a person detained on any other ground must not suffer discrimination because he does not understand the Hungarian language. During the execution of punishment, the convict and the person detained on any other ground may use, either orally or in writing, his mother tongue other than Hungarian, his national minority mother tongue, or other mother tongue specified in an international treaty promulgated by an Act, or if he does not understand the Hungarian language, other language which he speaks.

The Act on the Execution of Punishments also contains provisions on the involvement of interpreters and the translation of documents [Section 12(2) of the Act on the Execution of Punishments]. Pursuant to Section 12(4)(c) of the Act on the Execution of Punishments, as part of the right to information, the convict or the person detained on any other ground shall be informed of his right to use his mother tongue during the execution in writing, in the language he speaks, and in a way which is simple and easy to understand. Based on Section 12(5)(d) of the Act on the Execution of Punishments, a person subject to coercive measure shall be informed in writing, in a language he speaks, and in a way which is simple and easy to understand, of the right to use his mother tongue in connection with the criminal proceedings.

Based on information provided by the Hungarian Prison Service Headquarters, the prison service does not register the nationality and religion of prisoners, in line with national and international requirements. The Act on the Execution of Punishments and Decree No 16/2014 of 19 December 2014 of the Minister for Justice on the detailed rules of the enforcement of imprisonment, confinement, provisional detention and confinement replacing an administrative fine set out the provisions regarding detainees who are not Hungarian nationals in a separate chapter. The legislation guarantees that detainees do not suffer discrimination due to their ethnic origin or lack of knowledge of the Hungarian language.

ii.) Detainees and their relatives may, without restriction or control, make a submission to, file a report or complaint with the Deputy Commissioner for National Minorities in their mother tongue if they have suffered any discrimination in the exercise of their rights related to their national minority community or if they have been discriminated against on the grounds that they are members of a national minority group. In the course of the proceedings, the Deputy Commissioner for National Minorities orders an investigation into the circumstances of the submission, report or complaint, ascertains its veracity, may initiate action that concerns the practice of the penal institution or the regulatory activities of the prison service, and may initiate legislative amendments.

If the detainee or a number of detainees openly declare themselves to belong to a national minority, at their request, the prison service, including the penal institutions, shall ensure contact with national minority, tradition preservation, civil, charitable and religious organisations. Following the establishment of such contact, national minority, tradition preservation, civil, charitable and religious organisations may participate in the preparation and organisation of programmes for detainees. If requested, penal institutions ensure participation in language courses, language workshops, and cultural, leisure and religious activities for members of national minorities.

iii.) Members of the professional staff of the prison service are entitled to a guaranteed foreign language allowance for the German language, among others. If the staff member's duty position requires the use of a foreign language, he is entitled to a foreign language allowance. The languages (the official language of any Member State of the European Union, and Ukrainian, Serbian and Lovari) and the duty positions to which the foreign language allowance applies other than those mentioned above, and the duty positions tied to the use of a foreign language are determined by the Minister.

Paragraph 1(b):

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,

(iii) to allow documents and evidence to be produced in the regional or minority languages, if necessary by the involvement of interpreters and translations.

Civil law

i.) In the case of civil actions, Section 113 of Act CXXX of 2016 on the Code of Civil Procedure, in force as of 01 January 2018, provides for the use of language. Pursuant to Section 113(1) of the Act on the Code of Civil Procedure, court proceedings shall be conducted in the Hungarian language. Pursuant to Section 113 (2) of the Act on the Code of Civil Procedure, submissions addressed to the court shall be submitted in Hungarian, and submissions and decisions shall be sent by the court in Hungarian. Section 113(2) of the Act on the Code of Civil Procedure lists as exceptions to the general rule those cases where a provision of an Act, a binding legal act of the European Union or an international convention allows for a derogation from the use of the Hungarian language. Section 113(3) of the Act on the Code of Civil Procedure provides that in court proceedings, every person shall be entitled to orally use his mother tongue, or in cases provided for by international conventions, his mother tongue, regional or national minority language. The same Section also stipulates that in court proceedings, the members of every national minority living in Hungary and recognised by the Act on the rights of national minorities shall be entitled to use their national minority language in accordance with the international convention concerning the use of the regional or minority language.

Taking into account the provisions of Section 113(3) of the Act on the Code of Civil Procedure, in the reporting period, The prevailing international document governing the utilization of languages in civil and administrative proceedings is the Language Charter, particularly the provisions under which Hungary has committed to fulfilling its obligations. Under the Act on the Code of Civil Procedure, and according to the provisions of the Language Charter in which Hungary has undertaken to fulfil its obligations, all members of national minorities recognised by law have the right to orally use their national minority language in court.

Section 79(2) of the Act on the Code of Civil Procedure provides that the exemption from advancing the costs of the interpreter related to the right to use a language other than Hungarian only applies if provided by law, a binding legal act of the European Union or an international treaty. Regarding this cost of interpretation, Section 79(8) of the Act on the Code of Civil Procedure states that it shall be advanced by the State.

The regulatory principle of the Act on the Code of Civil Procedure is that it does not provide specifically for the bearing of costs in the context of language use, but states in Section 102(6) that “costs specified by law, a binding legal act of the European Union, or international treaty, and costs and procedural fees not paid due to legal aid or under paragraphs (1) to (5) shall be borne by the State”. Thus, in the use of a regional or minority language, the provisions of the Language Charter are applicable as to whether there are any costs that is to be borne by the State, i.e. that the State must pay for {see Decision No 2/2021 (I. 7.) of the Constitutional Court, Explanatory Memorandum [114] and [115]}.

In addition to the above rules on the oral use of language, under the Act on the Code of Civil Procedure, and according to the provisions of the Language Charter in which Hungary has undertaken to fulfil its obligations, all members of national minorities recognised by law are entitled to use their national minority language also in order to submit documents and evidence in their national minority language to the court, with the assistance of interpreters and translations if necessary {see Decision No 2/2021 (I. 7.) of the Constitutional Court, Explanatory Memorandum [84]}.

The Act on the Code of Civil Procedure also contains a facilitation regarding language use by allowing for the use of simple translation, if translation is necessary. Certified translation is only required if any doubt arises concerning the accuracy or completeness of the translated text (Section 62 of the Act on the Code of Civil Procedure).

In 2021, the Constitutional Court examined in substance the legal provisions governing the use of languages by national minorities in administrative proceedings, including civil proceedings [see Decision No 2/2021. (I. 7.) of the Constitutional Court already cited above]. In the petition to the Constitutional Court, the alleged unconstitutionality of Section 113(3) of the Act on the Code of Civil Procedure was that the petitioner believed that he could not use his national minority language, as under the above Section of the Act on the Code of Civil Procedure, the use of regional or national minority language was allowed within the scope specified in an international convention. Under the Language Charter, Ukrainians and Rusyns were not granted the exemption under Section 113(2)–(3) of the Act on the Code of Civil Procedure.

The Constitutional Court did not declare the provision of the Act on the Code of Civil Procedure unconstitutional, as the judge actually submitted a motion for establishing unconstitutionality caused by omission, which he was not entitled to do. At the same time, the Constitutional Court, in the course of its proceedings, held, by formulating a constitutional requirement, that it was possible to remedy, with the utmost leniency, the arbitrary interpretation of the wording of the contested provisions, which could lead to a result contrary to the fundamental right to the use of languages enshrined in the Fundamental Law, and which alleges a disparity in terms of the rules governing the oral communication of members of certain national minorities in civil proceedings.

The Constitutional Court has thus held that in civil and administrative proceedings, it is a constitutional requirement stemming from the fundamental right to use a language that all parties who are required to appear in person before a court and who are members of a national minority living in Hungary and recognised by the Act on the rights of national minorities must have the right to orally use their national minority language under the same conditions.

The Constitutional Court has also ruled that if a party is a member of a national minority living in Hungary and recognised by the Act on the rights of national minorities and wishes to orally use his national minority language when he appears in person before the court, he may do so at no extra cost.

With effect from 10 July 2019, the legislative body supplemented the provision contested before the Constitutional Court by stating that in court proceedings, the members of every national minority living in Hungary and recognised by the Act on the rights of national minorities shall be entitled to use their national minority language in accordance with the international convention concerning the use of the regional or minority language. In the course of its proceedings, the Constitutional Court also examined this amendment, and as a result has found that the amended provision of Section 113(3) of the Act on the Code of Civil Procedure provides for the same level of language use for members (as litigants) of all national minorities listed in the Act on the rights of national minorities as is provided for the national minorities listed in the Language Charter.

ii.) A comparison of the above provisions shows that Hungary provides the opportunity for parties appearing in person before a court to use their own national minority language in civil and administrative proceedings without incurring additional costs, and allows parties to submit documents and evidence in a national minority language, with the assistance of interpreters and translations if necessary.

Paragraph 1(c):

in proceedings before courts with competence in 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 made and produced in the regional or minority languages, if necessary by the use of interpreters and translations;

Administrative law

The procedural rules of administrative proceedings – similar to the Act on the Code of Civil Procedure – are laid down in the Act on the Code of Administrative Court Procedure in force also as of 01 January 2018, however, Section 36 (1)(a) of the Act on the Code of Administrative Court Procedure provides that the rules of the Act on the Code of Civil Procedure shall apply to the use of language. Furthermore, Hungary has made the same undertakings in the Language Charter for both civil and administrative proceedings, therefore, based on the above, the provisions of the Act on the Code of Civil Procedure (see paragraph 1(b)) apply, *mutatis mutandis*, to administrative proceedings as well.

Paragraph 2(a):

The Parties undertake:

not to deny the validity of legal documents drawn up within the State solely because they are drafted in a regional or minority language; or

Paragraph 2(b):

not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in a regional or minority language, and to provide that they can be invoked against interested third parties who are not users of

these languages on condition that the contents of the document are made known to them by the person(s) who invoke(s) it; or

Paragraph 2(c):

not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in a regional or minority language.

There were no significant changes in this paragraph during the reporting period.

Section 10: Administrative authorities and public services

Paragraph 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:

(v) to ensure that users of regional or minority languages may validly submit a document in these languages;

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

Administrative procedures

i.) Sections 20–21 of the Act on the Code of General Administrative Procedure provide for the use of languages in administrative procedures, according to which a person proceeding on behalf of a national minority organisation and a natural person falling under the scope of the Act on the rights of national minorities may use his national minority language before the authority, and a party who is not familiar with the Hungarian language may request the authority to adjudicate his application prepared in his mother tongue or in an intermediary language, provided that he advances and bears the costs of translation and interpretation. Each and every natural person falling under the scope of the Act on the rights of national minorities may use the spoken and written form of the language of their national minority before the authorities, submit applications in their mother tongue, and when they submit an application orally to an authority, in each case they are informed about client rights and obligations, including a notice about language use.

During the reporting period, the Act on the Code of General Administrative Procedure, which repealed the Act on Administrative Authority Procedure, entered into force on 01 January 2018. From the point of view of the Act on the Code of General Administrative Procedure, it should be highlighted that the new Code regulates the use of languages by national minorities in administrative authority procedures in a manner essentially identical to the provisions of the Act on Administrative Authority Procedure. Clients may use their national minority language during procedures before the authority, and the authority will translate the decision into the language of the application, while the language of the procedure remains Hungarian [see: Section 20(1)–(3) of the Act on the Code of General Administrative Procedure]. A comparison of the above provisions shows that Hungary ensures that, in administrative authority

procedures, anyone can use his own national minority language without incurring additional costs.

ii.) Although the experience of government offices suggested that, in general, there were only a small number of administrative procedures requiring the use of national minority languages during the reporting period (a total of 8,911 cases nationwide), the above-mentioned rules of the Act on the Code of General Administrative Procedure support people belonging to national minorities in using their national minority languages in administrative authority procedures, and help clients exercise their right to language use. The government offices did not report any cases where the right of a client to use his mother tongue was not respected during an authority procedure.

The tendency towards the public use of national minority languages is notably evident in communities with a significant proportion of individuals registered as belonging to a national minority, or where national minority self-governments are established. However, even the national minority communities of these settlements show little demand for using their national minority mother tongue in administrative procedures, presumably because the members of such communities also have a Hungarian identity in addition to and concurrently with their national minority identity, and have native command of Hungarian, which they also use in written administrative procedures.

Based on the reports of government offices, there were no instances of national minority language use in authority procedures in 4 counties (Heves, Jász-Nagykun-Szolnok, Veszprém, Zala) in the period under review. As regards the other 15 counties and the capital city, the German national minority language was used on 3,765 occasions during authority procedures in the reporting period.

iii.) Regarding administrative authority procedures, the Committee of Ministers of the Council of Europe has found the legislation to be adequate in its previous reports, and no further work has been identified. In this context, the Committee of Ministers of the Council of Europe only noted the low number of applications in minority languages. In this regard, it is worth mentioning that unlike other countries, Hungary has no large national minority areas where residents use predominantly or exclusively their national minority language. Thus, in Hungary, Hungarian citizens belonging to national minority groups speak and use Hungarian as their mother tongue almost without exception. Bearing this in mind, the low number of applications in minority languages can be attributed to the aforementioned specificity rather than any discrimination against national minorities. No complaints or other proceedings are pending in respect of the use of languages before the authorities that would require action.

Nonetheless, the Government plans to have documents related to administrative activities conducted with the authorities translated into national minority languages, but this has been delayed due to circumstances complicating the recent period (the COVID-19 pandemic, the Ukrainian war crisis and the international energy crisis), and was not implemented during the reporting period. It should be noted that, as a first step, immediately after the end of this reporting period, the documents and declarations necessary for dealing with the most important matters in government offices were translated (into Slovak, Serbian and Slovenian, for the time being). All government offices received these in the summer of 2022.²³

²³ In fact, the process of translating the administrative forms into national minority languages (Croatian, German and Romanian) continued in 2023.

Paragraph 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;

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.

According to the Local Government Act, the settlement local governments and the capital city local government are responsible for the administration of national minority affairs within the scope of public tasks to be provided locally. Pursuant to Section 85(10) of the Local Government Act, when establishing a joint local government office in view of the number of national minority residents, a derogation from the general conditions may be granted to settlements, subject to the approval of the Minister responsible for local governments, where:

- the number of residents of the same national minority in the settlements concerned exceeds 20%,
- the total population of the settlement concerned exceeds 1,500,
- the municipal councils have each adopted a decision on the set-up of a joint office with the same content and by a qualified majority,
- it is justified by the location of the settlements concerned, their diversity of relations, and their economic, historical and cultural traditions, and
- other statutory conditions are met.

For the first time in 2013, the possibility to apply was offered, resulting in 9 joint local government offices benefiting from the derogation based on national minority.

According to the most recent figures, between 2017 and 2022, 12 offices were established on preferential terms in 34 settlements in the country. Of these, derogation was granted to 13, 8, 6, 5 and 2 settlements on the basis of residents belonging to the Croatian, German, Roma, Slovenian and Slovak national minorities, respectively.

Section 6 and Section 18 of the Act on National Minorities provide, among other things, for certain tasks of local governments (e.g. signs with place and street names in the national minority language, local government decrees), which can be examined in the context of the supervision of legality.

Paragraph 3(c):

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.

National minority language use and national minority self-governments

i.) Section 5(5) of the Act on National Minorities provides that in case the proportion, as registered in the latest census, of a national minority attains twenty per cent, the representative body shall, upon the request of the settlement national minority self-government concerned, ensure that minutes and decisions are documented and formulated in both the language of the particular national minority and in Hungarian

ii.) According to the reports of the government offices, the use of the language of a given national minority in the operation of the national minority self-governments did not occur in 7 counties (Borsod-Abaúj-Zemplén, Fejér, Hajdú-Bihar, Heves, Jász-Nagykun-Szolnok, Szabolcs-Szatmár-Bereg, Veszprém). For the other 12 counties and the capital city, the following government offices reported the use of a given national minority language in the operation of self-governments in the reporting period:

Table 19:

National minority language use in the operation of national minority self-governments

National minority languages²⁴	Number of government offices, which have reported the use of a given national minority language in the course of the operation of national minority self-government	Name of government offices,
German	10	Capital city of Budapest, Pest, Bács-Kiskun, Baranya, Békés, Győr-Moson-Sopron, Komárom-Esztergom, Somogy, Tolna, Vas
Bulgarian	3	Capital city of Budapest, Pest, Baranya
Greek	3	Capital city of Budapest, Baranya, Komárom-Esztergom
Armenian	1	Baranya
Rusyn	2	Capital city of Budapest, Baranya
Ukrainian	2	Capital city of Budapest, Baranya

Source: Prime Minister's Office

Generally speaking, national minorities use Hungarian for preparing meetings during local government activities, and most of them do not request that submissions be translated into the minority language. Only a small number of invitations are made in the national minority language. At the inaugural meeting of some national minority self-governments, representatives also took the oath in their national minority language. In the case of national minority self-governments, Hungarian is generally spoken at the meetings of representative bodies, committees and at public hearings. There are, however, instances where the discussions at meetings are conducted in the national minority language. This is usually done by greeting the participants and adopting the agendas at the beginning of the meeting in the language of the

²⁴ The languages covered only by Part II of the Linguistic Charter, for which Hungary has not made a specific undertaking, are presented here, together.

national minority concerned, and then switching to Hungarian during the discussion of the agendas, only occasionally using the language of the national minority during certain questions and comments.

The minutes of the meetings of the representative bodies of the national minority self-governments were submitted to the government offices supervising legality in Hungarian in the vast majority of cases during the period indicated. However, it also happens that the minutes of a meeting are drawn up alternately in two languages. There is also a variety of submissions related to certain items on the agenda of the meetings of the representative bodies, because there are submissions drawn up in Hungarian, in the national minority language and in two languages. Typical examples of bilingual submissions include invitations to national minority cultural events (e.g. national minority festivals, book presentations, carnival celebrations), agreements with sister municipalities abroad, student exchange programmes, national minority school statutes, grant agreements, and calls for application for national minority teachers. The Hungarian language is typically used for financial and economic submissions.

iii.) There is a downward trend in decisions on language use. The greatest demand arises in the case of the display of signs with institution names and place names, and the employment of a public official who speaks the national minority language.

Paragraph 4(a):

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;

See paragraph 1 above, under Administrative procedures.

If there is a demand for the use of a national minority language, all necessary measures are taken to ensure that clients using a national minority language can conduct their affairs in their mother tongue. In administrative procedures, interpretation is provided, if necessary, with the assistance of a government office employee who speaks the given minority language, or by selecting an interpreter from a list, or by appointing one, and it is also common for the client to arrive with an interpreter or a person assisting with translation.

As regards the standard forms used for administrative purposes, it is true to assert in general that most of the documents are available in Hungarian in all specialised sections. As and when required, interpretation, translation or external assistance can be provided, or, if there is a member of staff in the given organisational unit or other specialised section who speaks the language concerned, they can help with interpretation or filling in the form.

Bilingual information leaflets and bilingual standard forms are mainly used by certain organisational units of government offices, mostly in the sections dealing with employment, victim and family support. At the end of the reporting period, forms in Ukrainian were available for the registration of Ukrainian and Ukrainian-Hungarian citizens fleeing the war and for the procedures for the determination of subsistence allowance for them.

Paragraph 4(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.

There were no significant changes in respect of this paragraph in the reporting period.

Paragraph 5:

The Parties undertake to allow the use or adoption of family names in the regional or minority languages, at the request of those concerned.

Electronic civil status register

Pursuant to Section 46(1) of Act I of 2010 on Civil Status Registration, a person belonging to a nationality

- a) may request the registration of the child's surname in accordance with the rules of the nationality language and give the child a forename in accordance with the nationality,
 - b) may request the registration of the corresponding nationality forename instead of the registered forename,
 - c) may request the registration of a surname formed according to the rules of the nationality language instead of the registered surname, and
- may request that his surname and forename, or the surname and forename of his child, be registered in the nationality language.

Table 20:
Electronic civil status registrations according to nationality

Nationality ²⁵	2017	2018	2019	2020	2021	2022 (Apr)
Hungarian citizens registered in the electronic register: number of nationality names						
German	48	60	75	86	98	100
Bulgarian	2	2	3	4	4	4
Greek	4	7	10	12	12	12
Polish	5	5	6	9	9	9
Armenian	0	1	1	2	2	2
Ruthenian	1	2	2	3	3	3
Ukrainian	1	3	3	3	3	3
Number of the above procedures/entries						
German	12	12	15	11	12	2
Bulgarian	2	0	1	1	0	0
Greek	2	3	3	2	0	0
Polish	3	0	1	3	0	0
Armenian	0	1	0	1	0	0
Ruthenian	0	1	0	1	0	0
Ukrainian	0	2	0	0	0	0

Source: Ministry of Interior

²⁵ Only languages falling under Part II of the Language Charter, for which Hungary has not made any specific commitment, are presented here in a single table below.

Personal ID card

Pursuant to Section 16(3) of Act CLXXIX on the rights of national minorities, if requested, the identity card shall also indicate the name of the individual belonging to a national minority in the language of his national minority, corresponding to the form entered in the register of vital records. According to Section 33(1) of Government Decree 414/2015 (23 December) on the issue of ID cards and on the uniform facial image and signature recording rules, the surname and forename of a citizen belonging to a national minority shall be entered, upon request, in the ID card in both languages entered in the register of vital records. According to the register of personal data and addresses:

- There were 60 valid personal ID cards containing a name in the language of a national minority held by citizens on 31 December 2017,
- 64 on 31 December 2018,
- 36 on 31 December 2019,
- 45 on 31 December 2020,
- 70 on 31 December 2021,
- and 67 on 30 April 2022.

Article 11 - Media

Paragraph (1)(a):

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;

On general aspects related to national minorities in the public media, see paragraph 1(a) of Article 11 **Media** under the Chapter entitled “Romani and Boyash”.

In previous reports it has been published that nationality self-governments also receive support for their own media, and this was the case in the reporting period as well. The central budget continues to provide financial resources for the publication of newspapers in the native languages of the nationalities. As state subsidies for national minority newspapers - nationally distributed newspapers in the native languages of the national minorities - have been incorporated in the budgets of the national minority self-governments, individual media outlets can access support from the central budget directly, without a tendering process. In addition to the newspapers in the mother tongues of the national minorities, the magazine “Friendship”, which deals with all the national minorities, also received support from the central budget, and after having been granted individual subsidies annually until 2019, its support was included in the budget of the National Croatian Self-Government from 2020 onwards. In this way, the Government ensures the continued publication of the magazine.

Media representation of national minorities

The National Media and Infocommunications Authority investigates how different social, economic, ethnic and other groups are presented in news programmes in Hungary. A quantitative content analysis is prepared of the sampled programmes, which, along with fundamental data, analyzes the outcomes of media representation concerning specified groups in general and across various categories. This analysis encompasses numerical data regarding the presence of each group, their contextual representation (proportion of appearances under different topics), and appearance rates compared to other groups, categorized by program type.

In public media, nationality programme makers are given a prominent role on so-called theme days and programmes. For example:

- **Nationalities Day**, which is a special opportunity to showcase nationalities in the region through all public media channels;
- “**Polish Day**” on 11 November 2018 to mark the 100th anniversary of Polish independence;
- “**It's good to be good**” charity programme running during Advent, in which the national minority communities and their members donate and the programme makers also participate in the work of receiving donations by telephone;
- on the “**Memorial Day for the Victims of Communism**”, the theme of national minorities is presented on many more channels and in many more genres from year to year because of German and Slovak population exchanges or deportations;
- the same holds for the “**Roma Holocaust Memorial Day**”;
- the programme structure of the annual programme “**Week of Marriage**” puts special emphasis on presenting mixed marriages between national minorities, living together in such situations and the relevant special traditions of the national minorities;
- **International Eucharistic Congress 2021 September** - several programmes covered the event in cooperation with the staff of the Religious Editorial Office

Paragraph (1)(b):

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

Radio programmes (MR4 Nationality Radio and Kossuth Radio)

The national minority radio programmes broadcast by the Hungarian Radio Corporation could be heard on MR4 Nationality Radio 24 hours a day, during the same length of time and at the same times in the reporting period: live programmes were broadcast by the network between 8 a.m. and 8 p.m. (except for the 12.00 p.m. to 2.00 p.m. slot), after which the daytime programme was repeated every day of the week until 8 a.m. the next day. Nationality radio programmes (Romanian, Slovak, German, Serbian, Croatian, Ruthenian, Polish, Greek, Bulgarian, Slovenian, Armenian, Ukrainian and in part Roma) address their audiences in their respective native tongues, and the choice of topics and the editing principles comply with the public service directives.

The aim of the programmes was to foster unity among the members of a given national minority community, and to reinforce national identity, self-awareness and cultural autonomy. Therefore, the comprehensive portrayal of the operations and responsibilities of national minority self-governments, coupled with the promotion and dissemination of national minority culture, traditions, costumes, folk art, singing and music culture, as well as religious life and religious memories, have importance among the topics addressed. In addition to the presentation of social problems through concrete examples, from time to time emphasis is also placed on the tasks of self-government in creating equal opportunities and enforcing the rights of national minorities, the possible forms of their relations with the motherland and their coexistence with the majority Hungarian nation.

German nationality programme:

In addition to news, information and interesting features in German, the editorial staff focuses on the cultivation of the German native language among second and third generation young people. Broadcast time: daily 10:00-12:00, Nationality Radio.

iii) The State has no influence on the programming of commercial radio programmes in national minority languages. A list of radio and television stations with nationality broadcasting time is given in Appendix 5.

Paragraph (1)(c):

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

Nationality programmes on Hungarian Television

In the reporting period, Hungarian Television had independent television programmes for five large national minorities, while the biweekly television programme “*Rondo*” in the public service media gives six other nationalities with smaller populations the opportunity to present their culture, history, everyday life and problems. These programmes keep alive the traditions of the national minorities, help preserve their culture and their mother tongues.

The nationality programmes are broadcast in the morning slot (06.45 a.m. - 07.45 a.m.) on the Danube channel. Viewers may watch replays on the channel Duna World between 01 p.m. and 02 p.m. All programmes can be watched for 60 days on the website www.mediaklikk.hu, then on www.nava.hu. Each programme has its own page on the website www.mediaklikk.hu, where information on and a short summary of each programme is also available.

Unser Bildschirm:

The editorial staff of *Unser Bildschirm*, a programme for the German nationality in Hungary, is up to date on political issues affecting nationalities, and therefore Imre Ritter, the German national minority advocate in Parliament, is often featured in the programmes, regularly reporting on the most important issues affecting the German nationality. Programme duration: 26 minutes, broadcast time: Tuesday 07:50 a.m., Duna, replay: Tuesday 03:10 p.m., Duna World.

(iii) There were no significant changes in nationality language public service television programmes during the reporting period. The state has no influence on the programming of commercial television programmes in national minority languages. A list of radio and television stations with nationality broadcasting time is given in Appendix 5.

Paragraph (1)(e):

(i) to encourage and/or facilitate the creation and/or maintenance of at least one newspaper in the regional or minority languages

National minority newspapers and other media

There were no changes in the reporting period with regard to the newspapers and other publications published by the national minority self-governments, and they continued to receive media support.

The National Self-Government of Germans in Hungary summarised in its report that the public weekly newspaper for Germans in Hungary, namely Neue Zeitung, was published in print and digital format, in a size of 20 pages per week. Regular supplements were the NZ-Junior for children, the pages of the Hungarian German Youth Community and the bi-weekly German Catholic News of Hungary, entitled Ungarndeutsche Christliche Nachrichten. Once a year, Neue Zeitung published a literary and art supplement called "Signale". During the period under review, Neue Zeitung was also commissioned by the national self-government to produce a calendar, the Deutscher Kalender, annually. Several associations of national and regional importance published newspapers and publications. The best known of these are the Sunday Paper (Sonntagsblatt), published by the Jakob Bleyer Community (Jakob Bleyer Gemeinschaft), the paper of the Bácska Cultural Association of Baja (Batschkaer Kulturverein), the Traces of Bácska (Batschkaer Traces) and the Bonyhád News (Bonnharder Nachrichten), the newspaper of the German Self-Government of Bonyhád, News from Bonyhád (Bonnharder Nachrichten). In many settlements, the local newspaper had a German-language supplement, and occasionally articles and news were published in German, mostly at the initiative of and edited by the national minority self-governments.

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

As already mentioned in the report, support for the respective media of the Hungarian national minorities, including the Germans of Hungary, as mentioned in the previous point, is incorporated into the support for the national self-governments of national minorities. In addition, the Hungarian Government also provides specific subsidies, where necessary, to maintain the media of national minorities.

Paragraph (1)(g):

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

In cooperation with the Public Service Media Academy Foundation, established by the Media Services Support and Asset Management Fund, the Hungarian Nationalities Committee planned to launch an internship scholarship programme. Within the framework of the Media Services Support and Asset Management Fund's scholarship-based talent development programme, several nationality programmes have been staffed by national minority trainees who have spent 3-6 months in the field of nationality programme production.

Paragraph (3):

The Parties undertake to ensure that the interests of the users of regional or minority languages are represented or taken into account within such bodies as may be

established in accordance with the law with responsibility for guaranteeing the freedom and pluralism of the media.

There were no changes with regard to this paragraph during the reporting period.

12. Article 12 - Cultural activities and facilities

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 work and film production, vernacular forms of cultural expression, festivals and the culture industries, including inter alia 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, have power or play a role in this field

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

Area of community culture

(i) Until December 31, 2016, the Ministry of Human Resources operated a central budget agency with national jurisdiction, the Hungarian Institute for Culture. Its primary function was to provide professional assistance to Hungarian institutions of community culture. The institute focused on conducting development, innovation, and service activities to ensure that Hungarian general and community culture played an effective social role. The mission of the Institute was to support inter-institutional cooperation, reduce disparities and promote the growth and development of Hungarian society. With the beginning of the reporting period, the public tasks performed under Section 84 (2) of Act CXL of 1997 on museums, public libraries and community culture (hereinafter referred to as: the Cultural Act) and Section 87 thereof have been assigned to the Nemzeti Művelődési Intézet Nonprofit Közhasznú Korlátolt Felelősségű Társaság (National Institute for Culture non-profit limited liability company) solely owned by the People's College Foundation in Lakitelek as of 1 January 2017, upon fulfilment of the requirements of Section 87/A of the Cultural Act (see Section 11 of Government Decree 378/2016(XII. 2.) on the succession of certain central agencies and ministry background institutions operating as budgetary organs in connection with their supervision and the takeover of certain public functions).

Public collections

Archives

As mentioned in previous country reports, national minority self-governments may also establish public archives if the legal requirements are met. As a body performing other public functions, the national self-government of national minorities is entitled to establish public archives pursuant to Section 21 of Act LXVI of 1995 on public records, public archives, and the protection of private archives (hereinafter referred to as: the Archives Act) for the preservation of its public records older than 15 years. However, in case of such intent, the founder shall ensure that the conditions stipulated in Section 15(2) of the Archives Act - which determine the operation of the archives - are fulfilled. The national self-government of national

minorities must therefore undertake to employ at least one member of staff with a higher education degree and archival skills, and to ensure that the conditions for the proper preservation of documents and their retrieval (the set-up of a lockable archival storage room that meets archival requirements, the purchase of acid-free boxes, the operation of a research room) are in place within the prescribed time limit. No such request was received by the Minister for Human Capacities during the reporting period. The volume of documents of permanent value that were generated by self-governments and are older than 15 years barely exceeded a few linear metres in the reporting period and so there would be no justification for setting up archives relating these documents. Pursuant to Section 17(1a)(e) of the Archives Act, the competence of the National Archives of Hungary extends to the archival material of the bodies, offices and institutions of self-governments of national minorities, with the exception of those maintaining their own public archives.

Library services and publication of books

(ii) Within the category of public collections, libraries, closely linked to the use of the mother tongue, are the entities that are most important and have the greatest impact from the nationality point of view, while their nationality-related services have already been described in previous country reports. As also described previously, pursuant to Section 41(1) of the Nationalities Act, library service in the mother tongues of nationalities is coordinated by the **National Library of Foreign Literature**, while the relevant services are provided by the National Library of Foreign Literature, the county libraries and the Budapest Szabó Ervin Library through the public library system. Decree 30/2014 (IV.10.) EMMI of the Minister for Human Resources on the priority tasks of national museums, national specialised museums, national libraries, national specialised libraries and the libraries of State universities defines as a priority task of the national library (Section 8(17)) that it cooperates with the National Foreign Language Library, which has been operating as a department of the national library since 1 December 2021, and with the national specialised library that coordinates mother tongue library services provided to national minorities. It is in this context that library services for members of nationalities are secured and close cooperation between libraries is achieved in order to perform the task at high standards.

The annual state subsidy for national collection development remained unchanged during the reporting period at HUF 6 million for the 19 county libraries, the Szabó Ervin Library of Budapest and the National Library of Foreign Languages. One third of the budget was allocated to the National Foreign Language Library for the development of its nationality collection and the purchase of the latest Hungarian and mother country literary publications and specialized literature on Hungarian nationalities.

Table 21:
Number of documents in minority languages

National minorities according to Annex 1 of the Nationality Act²⁶	2017 facts	2018 facts	2019 facts	2020 facts	2021 facts
number of documents in German (pieces)	40,908	45,389	45,708	46,556	47,266

²⁶ Languages covered only by Part II of the Languages Charter, for which Hungary has not made a specific commitment, are presented here in a single table below.

number of documents in Bulgarian (pieces)	3,472	3,303	3,377	3,471	3,507
number of documents in Greek (pieces)	1,108	1,140	1,227	1,304	1,392
number of documents in Polish (pieces)	9,060	9,463	9,560	9,750	9,842
Number documents in Armenian (pieces)	105	82	89	110	113
number of documents in Ruthenian (pieces)	58	69	81	97	122
number of documents in Ukrainian (pieces)	3,635	3,444	3,557	3,645	3,744

Source: National Library of Foreign Literature

The library contains nationality periodicals and study volumes published in Hungary in a systematic, consistent format in a digital format, together with the paper version, if possible. In 2016, before the current reporting period, the National Library of Foreign Literature started the digitalization of periodicals and study volumes published in Hungary, with a view to protecting the cultural values contained in the library's stock; to preserving the information held therein; and to ensuring access for the general public. The digital nationality collection aspiring to completeness and being universally accessible through the National Library of Foreign Literature's digital library, contributes to the long-term preservation and documentation of the memory of, and events related to, nationalities in Hungary. Those journals and study volumes whose publishers have agreed to their publication and whose copyright status meets the terms and conditions for publication are freely accessible in the database.

In order to facilitate the gathering of information in mother tongues, the National Library of Foreign Literature has a nationality sub-portal, which provides information about the library in the languages of all 13 nationalities, ensuring accessibility for all users. During the reporting period, the library staff provided information and assistance in 8 national languages via e-mail, telephone and in person. The library aims to recruit staff working in nationality areas from nationality communities. Where this is not feasible, it is important that a staff member responsible for a specific language area has a good command of the language and a thorough understanding of the particular culture and the nationality community.

Museums and collections

For the Museum of Ethnography and the Hungarian Open Air Museum, see the chapter on the Roma. During the reporting period, national or local self-governments of national minorities maintained 18 museum institutions, most of which were Heritage Country House museums (the collections of cultural institutions maintained by national self-governments of national minorities, as well as those of church-run institutions and Heritage Country House museums were presented in previous country reports).

In 2021, the list of **national minority base institutions** defined by the Culture Act was extended to include two museum exhibition sites of public interest. The Piliscsaba Heritage Country House Museum presents the history and ethnography of the local German and Slovak nationalities (date of operating licence: 01 February 2021). It is maintained by the Municipality of Piliscsaba, but the professional contribution of the German Nationality Self-Government of Piliscsaba and the Slovak Nationality Self-Government of Piliscsaba has been the basis for its

establishment. The Pomáz Heritage Country House Museum (date of operating license: 23 June 2021) also presents the history and ethnography of the local nationalities. It is maintained by the Municipality of Pomáz, but the collection is owned by the Pomáz Serbian National Minority Self-Government and the Pomáz German Nationality Cultural Association.

During the period under review, the following major improvements were made to the national minority base institutions:

- The Türr István Museum is the national minority base institution for the Swabian (German), Serbian and Croatian, including the Bunjevac, nationalities living in its collection area, and it also has Hungary's only Bunjevac Heritage Country House Museum located in Bajaszentistván as a museum exhibition space of public interest. It also extends its activities to the Roma community in the Baja area. On 13 July 2021, a *Heritage Hostel*, supported by grants under IPA and TOP and through the Ágoston Kubinyi Programme, was opened. *Communities and Values* is a complex permanent exhibition of archaeology, local history and ethnography, which focuses on the material and spiritual cultural heritage of nationalities living in the Baja region. In 2019, as a collaborative effort with the House of Traditions, the Storytelling - Folktale Point was established as a partner institution. This initiative aims to popularize the rich folktale heritage of multi-ethnic Bácska and promote the tradition of oral storytelling. Through this endeavour, the community-building power inherent in folktale telling is transmitted and preserved for future generations. In addition to the exhibitions and museum pedagogy programmes, the museum is also the venue of an international ethnographic conference on nationality research between the Danube and the Tisza, which has been running for almost 30 years.
- The Kanizsai Dorottya Museum in Mohács has started negotiations with the Mohács School District Centre on extending its museum pedagogy programme to local and regional schools teaching Croatian, and is also seeking to develop its tourist attractions, opening up to the South Slavic mother countries, for which it plans to recruit a museum specialist speaking a South Slavic language. The forthcoming 100th anniversary of the museum's foundation (2023) and the 50th anniversary of its status as a base institution (2025), together with the Petőfi Commemorative Year (2022-2023) and the 500th anniversary of the Battle of Mohács (2026), will provide an opportunity to strengthen its social embeddedness and its role as a cultural centre.
- The Pável Ágoston Local History and Slovene Nationality Collection has been awarded the title of Community Museum by the Hungarian Open Air Museum's *Communities in Action* project in 2020. Three of its permanent exhibitions are related to Slovenian folk life: *Lifestyles of Slovenes around Szentgotthárd; Potters; Visual Experience Warehouse*. The main objective remains the preservation of the Slovene nationality's cultural heritage, in addition to preserving local historic values. In the period 2021-2022, minor maintenance works were carried out to improve the functioning of the institution. The Municipality of Szentgotthárd entrusted the institution with the implementation of the "*Traditional and virtual exhibition of local values*" project. The institution also manages the Hianz House (German Nationality Collection) in Rábfafüzes, the renovation of which is planned from grant funding.
- In the period 2021-2022, the façade of the main building of the German Nationality Exhibition in Tata was completely refurbished and the upgrading of its warehouse, which will then be a display building open to visitors, will be completed soon. The event "*Visitors*

in the Museum” has been organised to promote the development of nationality communities and the expression of nationality culture for 10 years, where a German nationality settlement from the county is presented each year. In 2020, they won the title of Community Museum and the Special Award for Museum Pedagogy for their on-line series “*Swabian Life in Pictures*”.

- The institutions are placing great emphasis on digitisation, the creation of virtual exhibitions, and a stronger presence in social media and national media.

Until 2020, the Kubinyi Ágoston Programme provided professional support for museum institutions with nationality-related tasks (and those maintained by or supported by the local municipality). At the same time as the Programme was phased out, the Hungarian Genius Programme was introduced, under which HUF 3 billion was made available from the National Cultural Fund to support rural, local government-run, Hungarian-based museum institutions, so the funding was open to local governments running national minority country house museums or other national minority-related museum institutions.

In addition, local municipalities or associations of local municipalities with a permanent population of 5,000 inhabitants or less and historic churches may also apply for funding under the Hungarian Village Programme managed by the Prime Minister’s Office for the construction, development, modernisation, renovation and extension of community spaces and the purchase of equipment, in the case of certain real properties in their exclusive ownership. In this way, municipalities that maintain nationality museums, mainly heritage country house museums, are also eligible for this funding.

Theatres of national minorities

During the reporting period, the German community continued to be served by the **German Theatre in Hungary**. For a summary of subsidies for national minority theatres, see Annex 4.

During the reporting period, the annual **JELEN/LÉT** (*meaning PRESENT/BEING (or BEING PRESENT)*) **Nationality Theatre Festival** was held, which provides an opportunity for a national gathering of nationality theatres. Since 2018, the venue for the festival has been provided by the National Theatre. The aim of the event is to stimulate, support and develop the performing arts of the Hungarian nationalities in their mother tongue, and to help them build relationships between themselves, with the Hungarian theatre profession, as well as on an international level. The JELEN/LÉT Festival also provides an opportunity for nationality theatre acting to be presented and accepted more widely by the general public, beyond its “own” nationality audience.

The first Hungarian Nationality Theatre Festival was organised by the National Theatre under the direction of László Ablonczy in 1993. The Croatian Theatre of Pécs, the Deutsche Bühne Ungarn from Szekszárd, the Roma Theatre Cinka Panna and Gabriella Hadzsikosztova, the founder of the later Bulgarian Malko Teatro, have all performed in the Várszínház (Castle) theatre. The Hungarian Serbian Theatre has played in the main hall of the National Theatre. After a long hiatus, the festival was relaunched in 2018 and has since received a HUF 10 million grant from the Office of the State Secretary for Church and Nationality Relations each year.

Paragraph 1(b):

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

There were no significant changes with regard to these paragraphs during the reporting period. It should be noted that during the reporting period, the performances of the national minority theatres were mostly held in the language of the given nationality or in case of performances in Hungarian, with subtitles in the national minority language. Cultural events organised by national minority self-governments were also often held in two languages.

Paragraph 1(f):

to encourage direct participation by representatives of the users of a given regional or minority language in providing facilities and planning cultural activities;

Cultural events of national minorities

(i) There were no legislative changes in respect of this paragraph in the reporting period.

(ii) The Hungarian Government continued to support the cultural events, as well as the cultural and artistic expression of the nationalities in the reporting period, both through tenders (NEMZ-CISZ, NEMZ-KUL schemes) and through individual grants.

The **Nationality Gastronomy Festival** serves to promote dialogue between national minorities and the majority society, and to get to know each other's cultures better. This initiative was launched by the State Secretariat for Church and Nationality Relations during the reporting period, in September 2021, with the aim of starting a tradition. The event, organised jointly by the authorities responsible for nationality policy and the local self-governments of the national minorities of the respective settlements, will provide an opportunity for Hungary's 13 nationalities to showcase their traditional cuisine to a broader audience in a single venue. The food and drink specialities will include flavours from a wide variety of landscapes and cultures, from the Carpathian Basin, through the Balkans, to the countries of East-Central Europe and places as far as Armenia. The cooking teams of national minorities will offer great tasting events, and the atmosphere will be enhanced by nationality music, concerts and dance. The event demonstrates that cooperation between the nationalities of Hungary is exemplary. In addition to members of the nationality communities, many people from the surrounding villages also attended the event in its first year. Budajenő was the host of the 1st Gastronomical Festival of Nationalities²⁷.

In 2016, immediately before the reporting period, the so-called **German Study Trail in Hungary** project²⁸ was launched, which aims to show specific features of the German community of a given municipality, partly to the inhabitants (kindergarteners, schoolchildren, young and old) and partly to outsiders, and offers activities at the stations. At the end of the

²⁷ It is noted that the event has been repeated every year since the reporting period.

²⁸ The project has its own website: www.lehrpfad.hu

reporting period, 12 settlements had such a trail, and a national trail was completed in Baja, giving visitors a comprehensive picture of the culture, customs, history, language and religion of the German-speaking population in Hungary.

(iii) The above-mentioned calls for proposals, the announcement of which was only impacted by the most serious waves of COVID, secured funding for German cultural programmes and programmes of German nationality NGOs, among others, during the reporting period. In several cases, individual grants have also helped to make these happen.

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;

Regarding the JELEN/LÉT Nationality Theatre Festival, which is professionally supported by the Nationality Theatre Association, see Nationality Theatres in the paragraph above. Similarly, the nationality base institutions in the field of museums have been discussed in this report and in previous country reports.

In addition to the above, as we have also indicated in previous country reports, Section 36 of the National Minorities Act allows national minority self-governments to take over the maintenance of national minority cultural institutions established by other maintainers, and to establish and operate cultural institutions, as defined in the Sectoral Act and the Public Finance Act. The number of cultural institutions run by local and national self-governments of national minorities continued to grow during the reporting period. In the case of the German nationality, the Bechtold Swabian Country House Museum of Biatorbágy (Biatorbágy) has been managed by the German National Minority Self-Government of Biatorbágy (since 2017).

Paragraph 2:

In respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage and/or provide appropriate cultural activities and facilities in accordance with the preceding paragraph.

See previous paragraph.

Paragraph 3:

The Parties undertake to make appropriate provision, in pursuing their cultural policy abroad, for regional or minority languages and the cultures they reflect.

There were no significant changes in respect of this paragraph in the reporting period.

Article 13 - Economic and social life

Paragraph 1(a):

With regard to economic and social activities, the Parties undertake, within the whole country

(a) to eliminate from their legislation any provision prohibiting or limiting without justifiable reasons the use of regional or minority languages in documents relating to

economic or social life, particularly contracts of employment, and in technical documents such as instructions for the use of products or installations;

It was also characteristic of the reporting period that the situation of the Bulgarians, Greeks, Croats, Poles, Germans, Armenians, Romanians, Ruthenians, Serbs, Slovaks, Slovenes, and Ukrainians living in Hungary was largely the same as that of the majority population, due to their economic, social, internal and external environment, thus discrimination against them was not typical. (Therefore, the most important issue in their case is not *integration*, but rather preventing their *assimilation*.)

The German national minority representative and the national minority advocates, as members of the Committee on National Minorities in Hungary, were allowed to speak in their mother tongue in the Hungarian Parliament during the reporting period as well - which they did on several occasions.

Subsidies for National Minorities

Article XXIX of the Fundamental Law of Hungary declared the basic rights and obligations affecting nationalities and requiring constitutional regulation. Their enforcement is ensured by the Nationalities Act, a cardinal act. Pursuant to Section 151(d) of the Nationalities Act, the minister responsible for national minority policy shall or may provide financial support for national minority self-governments and other national minority organisations under the titles and conditions specified in the Act on the central budget.

A change in the source of funding for national minorities means a **more than twofold²⁹ increase** for national minorities in Hungary between 2017 and 2022. During the reporting period, the Government of Hungary achieved the above objectives by providing subsidies - based on laws or government decisions - under the following headings:

Local national minority self-governments appearing in the register kept by the Hungarian State Treasury on 01 January of the financial year were entitled to support for the functioning of the municipal and regional self-governments of national minorities for the entire year. If the local national minority self-government was formed during the year, the local national minority self-government was entitled to the pro rata operating grant from the first day of the month following its entry in the register.

Between 2017 and 2020, the local self-governments of national minorities which had fulfilled their obligation to submit the minutes specified in the Act on the central budget and performed any of the tasks defined in Annex 9 of the Act on the central budget were eligible for **task-based support for municipal and regional self-governments of national minorities**. The size of the grant depended on the number and quality of the tasks carried out. In the second half of the reporting period, in the years 2021-2022, task-based support was already regulated by Annex 10 of the Act on the central budget and due to the COVID epidemic, national minority self-governments were entitled to support based on the average scores for the years 2018-2022.

The budgets related to operating and task-based support for municipal and regional national minority self-governments are presented in the table below.

²⁹ The resources allocated from the nationality appropriation for the period from January 2017 to May 2018 also include the funding for the Roma nationality.

Table 22:
*Support for municipal and regional self-governments of national minorities
(envelopes for the reporting period)*

Year of support	2017*	2018*	2019	2020	2021	2022
Operating						
Budget (HUF million)	1,568.5	1,882.5	958.2	958.2	982.3	982.3
Task-based						
Budget (HUF million)	1,648.5	1,747.4	1,187.1	1,187.1	1,187.1	1,187.1

Source: Prime Minister's Office

** Note: The budget also included grants for Roma municipal and regional national minority self-governments.*

According to the Act on the central budget, a **national minority self-government is entitled to subsidies for the expenses related to its operation and for the performance of its tasks in the national minority media**. The grants were used to ensure appropriate operating conditions for the national self-government of national minorities, thus contributing to the fulfilment of a public task within the meaning of the National Minorities Act. The support of the public service programmes of the press and the electronic media has ensured the dissemination of balanced, multifaceted information in the mother tongues of national minority communities. This support has also facilitated the nurturing and enrichment of these mother tongues and cultures. Support for nationality media has promoted the reception of radio and audiovisual media services from the motherland and has provided access to public service programmes in the mother tongues of the national minorities. This support ensures freedom of expression and of the press, along with the principles of impartiality and pluralism in dissemination of information.

Under the Act on the central budget, the national self-governments of national minorities are also entitled to subsidies for the **maintenance of national minority self-government institutions** established for the performance of their public tasks as defined in Sections 117 to 119 and 121 to 122 of the National Minorities Act. Within this framework, the subsidies financed the maintenance costs of the institutions established in order to ensure mother tongue education at an adequate standard, its development, the implementation of activities related to cultural self-administration, the preservation and transmission of traditions, community culture in the mother tongue, the preparation and implementation of decisions of the national self-governments of national minorities and the performance of management-related tasks. A summary of the budgets for the years 2017-2022 is shown in the table below.

Table 23:
Support for the maintenance of national minority self-government institutions

Year of support	2017*	2018*	2019	2020	2021	2022
Budget (HUF million)	2,968.6	2,996.3	2,857.6	2,864.6	2,864.6	3,771.9

Source: Prime Minister's Office

* Note: The budget also included grants to the National Roma Self-Government.

During the reporting period, primarily national minority self-governments and nationality NGOs, as well as national minority institutions of public education and ecclesiastical legal persons **could submit applications** in four or three categories of calls for proposals, respectively.

Through the call for proposals for the budgetary support of *national minority NGOs*, NGOs carrying out a national minority task in accordance with the purpose set out in their statutes were eligible for support in order to finance their operation and the expenses of their activities.

The category *Budgetary support for cultural initiatives of national minorities* provided funding for the applicants for nationality events, research, acquisition of books and audio recordings, archiving, creation of a website, publications, among others.

The category *Nationality Camps* provided budgetary support for the implementation of camps and forest schools in the motherland, in a language nation environment, with the participation of full-time primary and secondary school pupils from the national minorities.

The *Training of teachers of national minority languages* alone, implemented in cooperation with mother countries/language nations, was supported in the framework of calls for proposals until 2019. They were then implemented with individual support.

A summary of the envelopes allocated to grants during the reporting period is shown in the table below.

Table 24:
Nationality grants

Year of support	2017*	2018*	2019	2020** ***	2021	2022
Total amount of the budget (HUF million)	1,075	1,415	1,415	500	1,300	1,600

Source: Prime Minister's Office

Notes:

*The budget also covered Roma applications.

**Due to the COVID epidemic, the categories of calls for proposals for the implementation of national cultural initiatives and mother tongue camps have been withdrawn.

*** The category of calls for proposals for national minority teacher training has been discontinued and projects for this purpose are now funded through individual grants.

During the reporting period, three calls for individual applications for budgetary support for **nationality investment, renovation and maintenance activities** for nationalities were published, for a total envelope of HUF 1,100 million. The funding has supported the implementation of nearly 761 projects.

In addition to the calls for proposals, other **individual applications** submitted were typically aimed at support for the development, investment, procurement, and own contribution of cultural and public education institutions maintained by the national and local self-governments

of national minorities, the extension of certain institutions and ensuring the conditions necessary for the establishment of new institutions, in addition to national and local self-governments of national minorities' own requests for support.

In order to achieve the plans of talented national minority students to continue their studies in higher education and indirectly support their communities through this, *Decree 4/2019 (13 June) TNM of the Minister without Portfolio on Nationality Study Scholarships* was amended. Under the amendment, the number of Nationality Study Scholarship holders was expanded from September 2021, so that **scholarships** could be awarded to up to 12 pupils (up to six per grade) per secondary school, instead of the previous 4.

On the basis of Decree 2/2012 (9 August) ME of the Prime Minister on the establishment of the Nationalities Award, the general Deputy Prime Minister has awarded the **Nationalities Award** to persons who have accomplished outstanding achievements in the interests of nationalities in Hungary in public life, education, culture, church life, science, mass media, economic self-organisation, social or healthcare work.

Pursuant to *Decree No 6/2018 (21 December) TNM of the Minister without Portfolio on the awards that may be granted by the general Deputy Prime Minister*, the minister has awarded **Pro Cultura Minoritatum Hungariae Awards** to natural persons or organisations belonging to national minorities living in Hungary who or which have accomplished outstanding achievements in the areas of nationality public education and culture in the communities of national minorities living in Hungary and have contributed to the coexistence of the peoples of the Carpathian basin through their outstanding achievements by preserving and developing their mother tongue cultural heritage.

In decisions on support for national minorities, priority is accorded to the fundamental institutions of bilateral cooperation in the relations between national minorities living in Hungary and their motherland, and to the **support needs indicated in the recommendations of the minority joint committees**. The performance of the recommendations of the minority joint committees is an important nationality policy and diplomatic task, which may be of strategic importance in terms of the relationship between the individual nationalities and their mother countries and for the Hungarian community living in the respective mother country.

Furthermore, it is emphasized that the government, together with the nationality leaders, has created the **Nationality Teacher Programme**, which aims to increase the number of young people choosing to become a nationality teacher as a career and to raise the quality of nationality teacher training, to make language training more effective, and to retain and improve the esteem of existing nationality teachers. This was achieved by increasing the nationality wage supplement, supporting the Nationality Teacher Scholarship Programme and expanding the Nationality Study Scholarship.

On the basis of individual applications for support, more than two and a half thousand projects were implemented by government decisions from nationality appropriations during the reporting period.

National Minority NGOs

The number of German associations in Hungary is nearly 500. Cultural groups, choirs, orchestras and dance ensembles were also operating as registered associations during the reporting period. The Nikolaus Lenau Public Culture Association (Kulturverein Nikolaus Lenau e.V.) of Pécs, the Association of Young Hungarian Germans (Gemeinschaft Junger Ungarndeutscher), the National Council of German Song, Music and Dance Groups in Hungary (Landesrat Ungarndeutscher Chöre, Kapellen und Tanzgruppen), the Association of German Writers and Artists in Hungary (Verband Ungarndeutscher Autoren und Künstler, VUdAK), the Alliance of German School Associations in Hungary (Bund Ungarndeutscher Schulvereine), the Association for German Children in Hungary (VUK - Verein für Ungarndeutsche Kinder), the Jakob Bleyer Community (Jakob Bleyer Gemeinschaft) and the Association of German Students in Hungary (Verein Deutscher Hochschulüler, VDH) were in operation as national associations.

The Association of German Self-Governments in Northern Hungary (hereinafter referred to as: the Association) aims, among others, to promote the use of the German language and to preserve the local German vernacular. During the reporting period, the Association, which is an association of the German national minority self-governments of Pest, Nógrád and Heves counties, was a national nominating organisation in both the spring parliamentary elections and the autumn local elections for the German nationality. In 2018, Imre Ritter, from Budaörs, who serves as the President of the Association, was elected as a Member of Parliament to represent the German community in Hungary, marking a significant milestone for the community's representation in the legislative body. The annual projects of this Association of 56 German national minority self-governments during the reporting period were:

- County poetry and prose recitation competition for the German national minority
- County singing competition for the German national minority
- County music competition for the German national minority
- Mass and pilgrimage day for the German national minority.
- County children's dance and lifestyle camp for the German national minority
- Regional wine competition for the German national minority
- Cooperation with Pest and Nógrád county school associations
- Qualification round for children's folk dance groups
- Reunion of Germans from Heves and Nógrád counties
- Passion of Budaörs
- German National Minority Gala of the Northern Region.

All programmes were implemented with the participation of local forces, employees of local German self-governments and German nationality institutions, as well as volunteers from cultural groups. The German National Minority Gala of the Northern Region was held every year in November, at a different venue, with nearly 1000 participants. At the gala, the best choirs, orchestras and dance groups of the county performed based on the results they had achieved, and the “*Für das Ungarndeutschtum der Region Nord*” award was presented to one cultural group and two individuals. The event was held entirely in German. Since its establishment, the Association has been supporting local and sub-regional events and projects through a system of grants.

Article 14 - Transfrontier exchanges

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 identical or similar form, or if necessary to seek to conclude such agreements, in such a way as to foster contacts between the users of the same language in the States concerned in the fields of culture, education, information, vocational training and permanent education;

(i) Similarly to the previous years, during the reporting period the important objectives included strengthening the nationality languages and related cultures as well as the relations between the nationalities living in Hungary and their mother countries while nurturing, preserving and enhancing their linguistic and cultural identity awareness and historic traditions. The inter-governmental minority joint committees were created by Hungary and the neighbouring countries (Croatia, Romania, Serbia, Slovakia, Slovenia, and Ukraine) to mutually ensure and protect the rights of national minorities; their duties are to analyse and evaluate the status of nationalities and national minorities; to specify recommendations for relevant inter-state co-operation, and to follow-up on their implementation. In Hungary, the recommendations and related tasks concerning the Hungarian Party, as adopted in the signed protocols, are laid down in government decrees.

(ii) For historic reasons (the Germans relate to a number of States and the traditions of the principle of regionalism are strong in the organisation of the German State as well as in the German national identity) the international co-operation assisting the German nationality takes different forms, instead of minority joint committees, primarily at provincial level (Bavaria, Thuringia, Baden-Württemberg) even though such relations exist in certain fields (education, culture). Joint committees on education and culture were set up in the latter relations and they met regularly during the reporting period.

The Standing Subcommittee of the **German-Hungarian Joint Cultural Committee** meets every two years, alternately in Germany and Hungary. During the reporting period, the 21st meeting was held in Baja on 24-25 October 2017 and the 22nd meeting in Stuttgart on 21-22 October 2019. The most recent (23rd) meeting of the parties was held on 02 December 2021 - hosted by the Hungarian side, but in an online format due to the pandemic.

During the reporting period, the Department for National Minority Affairs in Hungary not only maintained communication and dialogue with the mother countries of the national minorities residing in Hungary but also fostered collaboration with relevant institutions and departments of international organizations pertaining to minority affairs.

Council of Europe

During the reporting period, between May and November 2021, when **Hungary held the six-month rotating presidency of the Committee of Ministers of the Council of Europe**, the promotion of the effective protection of national minorities was given high priority and as such considered by the Hungarian Presidency to be one of its most important tasks. The Hungarian presidency aimed to strengthen the stability of democracy in Europe; combat effectively all forms of political, social and cultural intolerance; strengthen the role of the European cultural community; and seek ways to promote the rights of national minorities. During its Presidency,

Hungary organised four conferences on the protection of minorities, the venues including Strasbourg and Budapest, with the participation of high-level political and professional speakers. The success of the Hungarian presidency lies in that it has once again put the protection of national minorities at the centre of its agenda. The experience gained during the presidency has shown that the work begun must be continued, and Hungary plans to continue to keep the issue of Europe's indigenous minorities at the centre of its efforts.

Hungary has been actively participating in the CoE's ten monitoring mechanisms, among which the monitoring mechanisms of two international conventions for the protection of national minorities, the Charter for Languages and the **Framework Convention**, are of paramount importance in terms of national policy. In connection with the latter, Hungary submitted its next country report to the CoE in 2019, which was the fifth, while the latest recommendations of the Committee of Ministers were published on 03 February 2021. In respect of the CoE's documents on protecting minorities, it should be noted again that Hungary's legal system grants wider-ranging rights to national minorities in a number of areas than do the Framework Convention or the Language Charter themselves.

United Nations

During the reporting period, in its 2017-2019 cycle, Hungary became member of the UN's **Human Rights Council** for the second time. In this body comprising 47 Member States, our country pays particular attention to the protection of the rights of national and ethnic minorities.

Hungary submitted its Government Report on the implementation of the **CERD** during the reporting period, in August 2018. The submitted 18th-25th consolidated periodic Government Report was defended in April 2019 in Geneva.

As part of the **Universal Periodic Review** (UPR) mechanism which complements the activities taking place within the framework of the Human Rights Council's sessions, the subsequent, i.e. third periodic review was to be carried out in November 2021; under the coordination of the Ministry of Foreign Affairs and Trade, every relevant policy area was involved in the drafting of the report.

Organisation for Security and Cooperation in Europe

Lamberto ZANNIER, the High Commissioner on National Minorities of the Organisation for Security and Cooperation in Europe made a visit to Budapest on 27 February 2018. The main purpose of his visit was to gather information on Ukrainian-Hungarian relations and the situation around the Ukrainian Education Act. His visit also provided an opportunity to discuss issues related to national minorities in Hungary (legal frameworks, government measures addressing nationalities). The High Commissioner was informed about the legislation on the parliamentary representation of national minorities and about the national minority advocates' parliamentary powers and work.

Minority SafePack

Within the framework of the Minority SafePack for which the necessary one million signatures were collected in 2018, 1,123,422 valid signatures were registered in the signature collection process, and the number of supporting contributions reached the validity threshold in Hungary as well. The Minority SafePack was submitted to the European Commission on 10 January

2020, and in 2021, the European Commission decided that it would not initiate legislation for the protection of national minorities on the basis of the Minority SafePack.

National regional European Citizens' Initiative

On the instruction of the Cabinet of the Ministerial Commissioner for the Development of Hungary's Neighbourhood Policy of the Ministry of Foreign Affairs and Trade, Hungarian diplomats and Hungary's European missions have played a pivotal role in actively and effectively contributing, with significant mobilization efforts, to the signature collection campaign of the national regional European Citizens' Initiative. The Ministry of Foreign Affairs and Trade was in continuous working contact with the organizing committee of the initiative, and the signature campaign was successfully completed in 2021, as a total of 1,266,682 valid signatures were collected, which was above the required threshold, with the number of recognized signatures exceeding the threshold in eight countries instead of the required seven, and of these, nearly 800,000 valid signatures were received from Hungarian citizens.

(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.

Relations with mother countries

The majority of national minority communities in Hungary and/or their organisations maintained close relations with their mother countries (home countries), their State institutions and governmental and non-governmental organisations operating and performing cultural or educational activities in their mother countries in the reporting period as well. These relations have been marked by the organisation of joint events, cooperation with the cultural institutions and embassies concerned, and reciprocal invitations in the framework of twinning relations. Direct contacts between the national minority communities living in Hungary and the mother nations, and requests for such contacts from the national minorities are also supported by the State Secretariat for Church and Nationality Relations of the Prime Minister's Office: typical initiatives supported include the organisation of various summer camps (for the youth or children), teacher training, and scientific agreements and exchange programmes. In addition to the work of the State Secretariat, the Ministry of Foreign Affairs and Trade is also constantly involved in national minority affairs through diplomatic relations with the home countries and regular consultations at ministerial level.

The National Self-Government of Germans in Hungary also maintained close relations with German-language countries and regions, European German minority organisations and other native language minorities of German-language countries during the reporting period. In the reporting period, the official representation of the German national minority in Hungary was also a member of the Federal Union of European Nationalities (Föderalistische Union Europäischer Nationalitäten, hereinafter referred to as: FUEN), as well as the Working Group of German Nationalities operating within the organisation (Arbeitsgemeinschaft deutscher Minderheiten-AGDM) and was regularly represented at its congresses and in the work of the Working Group.

Grants from the motherland are awarded in consultation with the National Self-Government of Germans in Hungary, as organised by the German Ministry of the Interior, Building and Home Affairs (Ministerium des Innern, für Bau und Heimat), the Goethe Institute, Thillm

(Thüringisches Institut für Lehrerfortbildung, Lehrplanentwicklung und Medien), ISB München (Staatsinstitut für Schulqualität und Bildungsforschung) and the competent ministries of the sponsoring provinces, coordinated by the Standing Subcommittee of the Hungarian-German Joint Cultural Committee and the Centre for Pedagogy and Methodology of Germans in Hungary.

The National Self-Government of Germans in Hungary continued to maintain close contact with the mainland organisation of the Germans expelled from Hungary - Landsmannschaft der Deutschen aus Ungarn (LDU), and they regularly participated in each other's events.

III. Croatian

The vast majority of Croats in Hungary live along the southern and western borders of the country, in the counties of Bács-Kiskun, Baranya, Győr-Moson-Sopron, Somogy, Vas and Zala. There is also a sizeable community in Budapest.

Information

For information on the Language Charter and national minorities, see Section *Error! Reference source not found.* in Chapter II entitled “German”.

Implementation of undertakings related to Part II

Article 7 – Objectives and Principles

Paragraph 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 richness;*

(i) See the information under Article 7 *Paragraph 1* (a) of Chapter I entitled “The Romani and the Boyash” and the presentation of the **2020 Amendment to the Nationality Act** under Chapter II “German”.

(ii) For general information on the recognitions related to national minorities, see the information under Article 7 *Paragraph 1 Paragraph 1* of Chapter I entitled “The Roma and the Boyash”. On behalf of the Croatian community, Mihály Hepp (2018), Zsívko Mándity (2021), József Osztozgráf (2020), Istvánné Szili (2017), and Emilia Klaics Györgyné Taragyia (2019) were awarded the Nationalities Award; and the Veseli Gradišćanci Association (2019), József Jurinkovits (2017), the Korjen Women's Choir (2021), the Marica Cultural Association (2020), the Orkestar Poklade Orchestra (2021), and József Szávai (2018) received the Pro Cultura Minoritatum Hungariae Award in the reporting period.

(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;

See the information under Article 7 **Paragraph 1** (b) of Chapter I entitled “The Romani and the Boyash”.

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

See the information under Article 7 **Paragraph 1**(c) of Chapter I entitled “The Romani and the Boyash”.

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

See Article 7 **Paragraph 1** (d)(i) of Chapter I entitled “The Roma and the Boyash” and Chapter II “German” for information on **Practising religion in the mother tongue**.

(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;

See the information under Article 7 **Paragraph 1**(e) of Chapter I entitled “The Roma and the Boyash”.

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

See the information under Article 7 **Paragraph 1**(f) of Chapter I entitled “The Roma and the Boyash”. A detailed summary of trends in the number of language examinations for each national minority in the reporting period is provided in Appendix 3.

According to the National Croatian Self-Government, as a result of language training courses, it was possible to take Croatian language exams at different levels and in different forms during the reporting period. The Croatian language exam is recognised by the State and is also suitable for awarding diplomas to students in higher education. In vocational training institutions, there are also ways and opportunities for students to learn professional terms in Croatian in various specialisations, such as catering.

For the Bulgarian, Croatian, Polish, Armenian, Romanian, Ruthenian, Serbian, Slovak, Slovenian, Ukrainian national minority languages, only the ELTE Origo Language Centre offered language examinations in its bilingual general language examination system. The examination format was paper-based, and the examination centre was not accredited to administer computer-based (online) examinations in these languages. Given that it was not profitable on a market basis to provide examinations in languages with such small numbers of speakers, the examination centre received government subsidies for the examination of national minority languages during the reporting period.

(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;

See the information under Article 7 **Paragraph 1**(g) of Chapter I entitled “The Roma and the Boyash”.

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

See the information under Article 7 **Paragraph 1** h) of Chapter I entitled “The Roma and the Boyash”.

(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.

See Article 7(1)(i) of Chapter II entitled “German”. International exchanges are covered in subsequent chapters.

Paragraph 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.

See information under Article 7 **Paragraph 2** of Chapter I entitled “The Roma and the Boyash” on the Equal Treatment Authority.

Paragraph 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.

There were no significant changes in respect of this paragraph in the reporting period.

Paragraph 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.

See Article 7 **Paragraph 4** i) of Chapter I “The Roma and the Boyash”, Article 7(4)(i) of Chapter II entitled “German”, and information on the **Thematic Working Group Responsible for National Minority Affairs** During the reporting period, the Croatian national minority

advocate was Mihály Hepp (-2018), followed by József Szolga (2018-). The President of the National Croatian Self-Government was János Gugán during the reporting period.

Paragraph 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.

See the information under Article 7 **Paragraph 5** of Chapter I entitled “The Roma and the Boyash”.

Reports provided by national minorities

See the subparagraph on **Reports provided by national minorities** of Chapter I entitled “Romani and Boyash” about the involvement and contribution of the national minorities living in Hungary in the compilation of this country report. In addition to the ministries and other State and non-State organisations mentioned in the Introduction, the National Croatian Self-Government has also furnished the authorities overseeing nationality policy with pertinent material for compilation of the Croatian Chapter.

Additional undertakings related to Part III

Article 8 – Education

Paragraph 1(a):

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

(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;

National minority kindergartens

For this point, see the description of **National minority kindergartens** under Article 8(1) of Chapter II entitled “German”. Outside the network of institutions of the National Croatian Self-Government, within the framework of national minority education in Hungary, bilingual national minority schools and national minority schools with language teaching programmes operated in the reporting period, as well as 1 secondary school per region where Croatian was taught as a foreign language, in a total of 39 kindergartens and 33 primary schools nationwide. In the framework of preparation for the Croatian national minority schools, it was possible to learn the language in preschool or in year 0 of secondary school. For parents who, due to their historical traditions, do not speak Croatian or speak it to a lesser extent, bilingual national minority schools have provided their children with the opportunity to learn about the history of their ancestors, cultural traditions and the geographical and historical values of the motherland, in addition to the teaching of the national minority language. The statistical data are provided in Appendix 1.

Paragraph 1(b):

(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;

National minority primary schools

For this point, see the description of **National minority primary schools** under Article 8(1) of Chapter II entitled “German”. Statistical data related to national minority primary schools are provided in Appendix 1.

As mentioned in the previous chapter, the work of the school district centres has been supported by school district councils, in which national minorities have also been represented since the 2017/2018 school year. The following Croatian members were appointed on the basis of a proposal by the Association of National Self-Governments of National Minorities:

Table 25:

Members of the school district councils belonging to the Croatian national minority

Name of school district centre	Name of the national minority council member	National minority
School District Centre of Kaposvár	Anna POPOVICS BICZÁKNÉ	Croatian
Central Pest School District Centre	Anna GOJTÁN	Croatian
Nagykanizsa School District Centre	Anna KŐVÁGÓ KOVÁCSNÉ	Croatian
Szigetvár School District Centre	Róbert RONTA	Croatian
Szombathely School District Centre	Edit HORVÁTH PAUKOVITSNÉ	Croatian

Source: Ministry of Human Capacities

Paragraph 1(c):

(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;

National minority secondary schools

For this point, see the description of **National minority secondary schools** under Article 8(1) of Chapter II entitled “German”. In addition to the bilingual grammar schools in Budapest and Pécs, where students could obtain a bilingual school-leaving certificate, Croatian as a foreign language was also taught in secondary schools in Mohács, Nagykanizsa, Barcs and Szombathely. As of the 2021/2022 school year, the teaching of Croatian has started in Kalocsa as part of the expansion of national minority education in Croatian. Statistical data related to national minority secondary schools are provided in Appendix 1. For the takeover of national minority institutions of public education in the reporting period, see paragraph 2 later in this chapter.

Paragraph 1(d):

(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;

Vocational training

For this point, see the description of **Vocational training** under Article 8(1) of Chapter II entitled “German”. Statistical data related to national minority vocational training institutions are provided in Appendix 1.

Paragraph 1(e):

(iii) if, by reason of the role of the State in relation to higher education institutions, subparagraphs (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;

National minority higher education

For this point, see the description of **National minority higher education** under Article 8(1) of Chapter II entitled “German”. In the framework of higher education in Hungary, bachelor's and master's degrees in the national minority language of Croatian were offered in Croatian Studies and Slavic Studies programmes in the reporting period, as well as in one-tier national minority teacher training programmes of Croatian.

National minority primary school teacher, kindergartens teacher and teacher training

In primary school teacher, kindergartens teacher and teacher training, nationality training institutions maintained Croatian training. An optional specialisation in the Slavic Studies bachelor's programme was the specialisation of Croatian as a national minority language.

Table 26:
National minority teacher training

National minority	Kindergartens teacher training	Primary school teacher training	Teacher training
Croatian	x	x	x

Source: Ministry of Innovation and Technology

Other teacher training

In addition to national minority teacher training, there were also changes in the content of other teacher training courses during the reporting period. Decree 63/2021 (29 December) ITM of the Minister for Innovation and Technology on the training and output requirements for certain programmes in the field of teacher education amended the training and output requirements for the BA programme in infant and early childhood education belonging to the field of teacher education, adding a national minority specialisation (national minority infant and early childhood education specialisation, Croatian language) to the training requirement. A national minority infant and early childhood educator is trained to educate children under the age of three in Hungarian and in the national minority language. Teaching and examinations of the subjects of the specialisation in infant and early childhood education, including the final examination, are conducted in the respective national minority language.

Scholarships for higher education in the mother countries

The government provides ongoing support for cultural and educational opportunities for national minorities in Hungary to pursue higher education, research and study trips in the mother country, and for language students to attend summer universities. Of the countries listed below, Croatia is the only country for which data regarding outgoing scholarship recipients from the national minority is available. However, this data solely pertains to outgoing full degree study scholarships. The other figures below show all non-national minority and potentially national minority applicants and scholarship winners in programmes financed from intergovernmental funds.

Table 27:
Scholarships to Croatia

Scholarships	2016/2017		2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
	applicant	winner	applicant	winner	applicant	winner	applicant	winner	applicant	winner	applicant	winner
full degree training	2	2	0	0	0	0	1	1	2	2	2	2
part-time training	2	2	0	0	0	0	0	0	0	0	0	0
PhD full degree	0	0	0	0	0	0	0	0	1	1	0	0
Part-time PhD	0	0	0	0	0	0	0	0	0	0	0	0
summer university	3	3	0	0	2	2	0	0	1	1	0	0
study trip	1	1	0	0	0	0	2	2	3	3	0	0

Source: Ministry of Innovation and Technology

Under the Hungarian-Croatian Science, Education and Culture Interstate Agreement, cooperation agreements (work plans) are drawn up to define the framework for cooperation. On the basis of the scientific and educational work plan concluded between the two countries, the Croatian side offers scholarships for BA, MA part-time studies, PhD part-time and full-time studies, summer university and research. The Croatian side will receive young Croatian national minorities from Hungary, providing them with scholarships for both full-time and part-time undergraduate and doctoral studies. For applications for study visits, part-time courses and summer universities, there is no information on whether applicants belong to a particular national minority.

As indicated in the previous chapters, at the time of the first phase of the **National Minority Teacher Programme**, also presented in detail earlier, the Croatian national minority was one of the 7 national minorities that had an official national minority kindergarden in the national survey on national minority preschools.

During the reporting period, the following distribution of students enrolled in the Croatian nationality teacher training program received scholarships under the **Klebensberg Training Scholarship**.

Table 28:
Klebelsberg Training Scholarship – scholarship contracts
National minority teacher training

Contract conclusion / Academic year	Training programme	Persons
Primary school teacher training		
2020/2021	national minority primary school teacher (Croatian)	2
2021/2022	national minority primary school teacher (Croatian)	1

Source: Ministry of Innovation and Technology

Paragraph 1(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;

National minority adult education

In respect of this point, see the description of **National minority adult education** under Article 8(1) of Chapter II entitled “German”. The relevant data are provided in Appendix 2.

Paragraph 1(g):

to make arrangements to ensure the teaching of the history and the culture which is reflected by the regional or minority languages;

The history and culture of national minorities

In respect of this point, see the description of The history and culture of national minorities under Article 8(1) of Chapter II entitled “German”.

Paragraph 1(h):

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

In respect of this point, see Paragraph 1(h) of Chapter II entitled “German”, while as regards accredited further training for teachers, see Table 16. During the reporting period, in 2019, the National Croatian Self-Government established the ‘Metodika’ Croatian Pedagogical and Methodological Centre. This institution provides professional services complementary to education and its mission is to unite Croatian bilingual national minority schools and schools with language teaching programmes, to support speech-oriented functional language teaching, to support programmes aimed at the transmission of cultural traditions and to strengthen Croatian national identity. The Centre is also responsible for the organisation of language teaching and methodology training for teachers in the field of education and teaching, the development and professional coordination of national minority textbooks, paper and digital methodological aids. In addition, a cooperation agreement has been concluded between the Hungarian Government and the Croatian Government for the development of language

teaching, which includes and allows for the stay of 5 native language teachers from Croatia in Hungary and their contribution to the realisation of the above objectives. The Centre will coordinate the professional and technical aspects of the project by region under the cooperation agreement.

Paragraph 1(i):

to set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages and for drawing up periodic reports of their findings, which will be made public.

In respect of this point, see Paragraph 1(i) of Chapter II entitled “German”.

Paragraph 2:

With regard to education and in respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage or provide teaching in or of the regional or minority language at all the appropriate stages of education.

In respect of this point, see the details of Paragraph 2 of Chapter II entitled “German”. The national self-government of the Croatian national minority in Hungary took over the maintenance of the following institutions during the reporting period:

Table 29:
New education-related institutions founded/acquired by the National Croatian Self-Government during the reporting period

Name of entity	Town/city:	Type of institution	Year of registration	Name of maintainer
‘METODIKA’ CROATIAN PEDAGOGICAL AND METHODOLOGICAL CENTRE	Budapest	pedagogical	2018	NATIONAL CROATIAN SELF-GOVERNMENT
MATE MERŠIĆ MILORADIĆ CROATIAN PRESCHOOL AND PRIMARY SCHOOL	Szombathely	public education	2019	NATIONAL CROATIAN SELF-GOVERNMENT

Source: Prime Minister's Office, based on the database of the Hungarian State Treasury

Changes in the amounts of public education contracts for Croatian as a national minority are shown in the table below:

Table 30:
Amounts of public education contracts in the reporting period

National minority self-government	2021	2022
National Croatian Self-Government	100,000,000	121,000,000

Source: Ministry of Human Capacities

Article 9 – Judicial authorities

Paragraph 1(a):

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

(a) in criminal proceedings:

(ii) to guarantee the accused the right to use his/her regional or minority language, and/or,

(iii) to provide that requests and evidence, whether written or oral, shall not be considered inadmissible solely because they are formulated in a regional or minority language, and/or

(iv) to produce, on request, documents connected with legal proceedings in the relevant regional or minority language, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned.

Criminal law

(i)-(ii) In respect of these points, see Article 9(1) of Chapter II entitled “German” on a detailed description of Criminal law.

(iii) Prisons prepare and publish information booklets for non-Hungarian speaking detainees (in Serbian, Croatian, Slovenian, Slovak, Romanian, Ukrainian, Polish, and Romani (Lovari) languages) according to their language needs. All inmates, including those belonging to a national minority, are provided with a television set in the accommodation area, where they can watch national minority programmes, traditional programmes and films. Nationality detainees are allowed to ask their relatives to send them textbooks, magazines and newspapers in their mother tongue in a package for the purpose of learning languages or self-study; they can also have access, with the help of the prison chaplain, to the Bible and religious publications in the translation of their choice.

The penal institutions near the border are in contact with representatives of the neighbouring countries, such as the Baranya County Penitentiary Institution with the representatives of the Croatian penitentiary system.

Paragraph 1(b):

(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.

Civil law

In respect of this point, see Article 9(1) of Chapter II entitled “German” on a detailed description of Civil law.

Paragraph 1(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;

Administrative law

In respect of this point, see Article 9(1) of Chapter II entitled “German” on a detailed description of Administrative law.

Paragraph 2(a):

The Parties undertake:

not to deny the validity of legal documents drawn up within the State solely because they are drafted in a regional or minority language; or

Paragraph 2(b):

not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in a regional or minority language, and to provide that they can be invoked against interested third parties who are not users of these languages on condition that the contents of the document are made known to them by the person(s) who invoke(s) it; or

Paragraph 2(c):

not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in a regional or minority language.

There were no significant changes in respect of this paragraph in the reporting period.

Article 10 – Administrative authorities and public services

Paragraph 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

(v) to ensure that users of regional or minority languages may validly submit a document in these languages;

(c) to allow the administrative authorities to draft documents in a regional or minority language.

Administrative procedures

In respect of this paragraph (and the related recommendations), see Article 10(1) of Chapter II entitled “German” on a detailed description of Administrative procedures. As revealed by the reports of government offices, there were no instances of national minority languages being used in official procedures in 4 counties (Heves, Jász-Nagykun-Szolnok, Veszprém, Zala) in the reporting period. As regards the other 15 counties and the capital city, the Croatian national minority language was used on 270 occasions during official procedures in the reporting period.

Paragraph 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;

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.

In respect of this paragraph, see the description in Article 10(2) of Chapter II entitled “German”. In its report, the National Croatian Self-Government indicated that in the settlements historically inhabited by Croatians, typically there are Croatian-speaking administrators, so that Croatian-language administration is ensured.

Paragraph 3(c):

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.

National minority language use and national minority self-governments

In respect of this paragraph, see Article 10(3) of Chapter II entitled “German” for a description on National minority language use and national minority self-governments. The following government offices reported the use of Croatian as a national minority language in the operation of self-governments in the reporting period:

Table 31:
National minority language use in the operation of national minority self-governments

National minority languages	Number of government offices, which have reported the use of a given national minority language in the course of the operation of the national minority self-government	Name of government offices,
Croatian	7	Capital city, Bács-Kiskun County, Baranya County, Győr-Moson-Sopron County, Somogy County, Vas County, Zala County

Source: Prime Minister's Office

Paragraph 4(a):

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;

In respect of this paragraph, see the description under Article 10(4)(a) of Chapter II “German”.

Paragraph 4(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.

There were no significant changes in respect of this paragraph in the reporting period.

Paragraph 5:

The Parties undertake to allow the use or adoption of family names in the regional or minority languages, at the request of those concerned.

Electronic civil status register

In this respect, see Article 10(5) of chapter II entitled “German” on a description of the Electronic civil status register .

Table 32:
Electronic civil status registrations according to national minorities

National minority	2017	2018	2019	2020	2021	(Apr) 2022
Hungarian citizens registered in the electronic register: number of names in national minority languages						
Croatian	21	37	49	54	56	56
Number of the above procedures/entries						
Croatian	5	16	12	5	2	0

Source: Ministry of Interior

Personal ID card

In this respect, see Article 10(5) of Chapter II entitled “German” Personal ID Cards.

11. Article 11 – Media

Paragraph 1(a):

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;

On the general national minority aspect of the media, see Article 11(1)a) of Chapter I entitled “The Roma and the Boyash” and Chapter II entitled “German”. As mentioned there, it is worth pointing out with regard to the Croatian minority that support for the magazine “Friendship”, which deals with all national minorities, has been included in the budget of the National Croatian Self-Government from 2020, thus ensuring the continued publication of the magazine.

Since 2020, the Hungarian nationalities have been represented in the Public Service Foundation by the President of the National Croatian Self-Government, which guarantees the flow of information and good cooperation between the Hungarian national minority media and the communities.

Paragraph 1(b):

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

Radio programmes (MR4 National Minority Radio and Kossuth Radio)

In this respect, see Article 11(1) of Chapter II entitled “German” on a description of Radio programmes (MR4 National Minority Radio and Kossuth Radio) .

Croatian national minority show:

The backbone of the programme is the latest news, information and current affairs reports on the life of Croats in Hungary, with colourful reports on events and other interesting facts. Broadcast time: daily 08:00 a.m. -10:00 a.m., National Minority Radio.

Paragraph 1(c):

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

National minority programmes on Hungarian Television

In this respect, see Article 11(1) of Chapter II entitled “German” for a description of National minority programmes on Hungarian Television.

Hrvatska Kronika:

A weekly bilingual magazine about Croats in Hungary, whose mission is to document the life of Croats in Hungary and to present the cultural, social, economic and national values of the motherland. Air time: 26 minutes, broadcast time: Wednesday 07:30 a.m., Duna, replay: Wednesday 04:30 p.m., Duna World.

Paragraph 1(e):

(i) to encourage and/or facilitate the creation and/or maintenance of at least one newspaper in the regional or minority languages, or

Minority newspapers and other media

There were no changes in the reporting period with regard to the newspapers and other publications published by the national minority self-governments, and they continued to receive media support. The National Croatian Self-Government publishes the Croatian-language weekly *Hrvatski glasnik* in print, and ensures that the digital content of Radio Croatica, Croatica TV, as well as a Croatian-language Catholic periodical *Zornica nova* are published on the Internet.

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

As already highlighted in the previous chapters, support for the media of national minorities, including support for those of the Croats in Hungary mentioned in the previous paragraph, has been included in the budget earmarked for national self-governments of national minorities. In addition, the Hungarian Government also provides specific subsidies, where necessary, to sustain the media of national minorities.

Paragraph 1(g):

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

In respect of this paragraph, see Article 11(1)(g) of Chapter II entitled “German”.

Paragraph 3:

The Parties undertake to ensure that the interests of the users of regional or minority languages are represented or taken into account within such bodies as may be established in accordance with the law with responsibility for guaranteeing the freedom and pluralism of the media.

There were no changes in respect of this paragraph in the reporting period.

Article 12 – Cultural activities and facilities

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 work and film production, vernacular forms of cultural expression, festivals and the culture industries, including inter alia 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, have power or play a role in this field

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

Community culture

In this respect, see Article 12(1)(a) of Chapter II entitled “German” on a description of Community culture .

Public collections

In this respect, see Article 12(1)(a) of Chapter II entitled “German” on a description of Public collections .

Libraries and publishing

In this respect, see Article 12(1)(a) of Chapter II entitled “German” on a description of Libraries and publishing . The following table summarises the Croatian national minority-related documents in the national minority collection of the National Library of Foreign Literature.

Table 33:
Number of documents in minority languages

National minorities according to Annex 1 of the Act on the rights of national minorities	2017 fact	2018 fact	2019 fact	2020 fact	2021 fact
number of documents in Croatian (pcs)	3,146	3,065	3,036	3,112	3,208

Source: National Library of Foreign Literature

Museums and collections

In this respect, see Article 12(1)(a) of Chapter II entitled “German” on a description of Museums and collections .

National minority theatres

In this respect, see Article 12(1)(a) of Chapter II entitled “German” on a description of National minority theatres . During the reporting period the Croatian community continued to be served by the **Pécs Croatian Theatre**. For a summary of subsidies for national minority theatres, see Annex 4.

Paragraph 1(b):

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

There were no significant changes with regard to these paragraphs during the reporting period. It should be noted that during the reporting period, the performances of the national minority theatres were mostly held in the language of the given nationality or in case of performances in Hungarian, with subtitles in the national minority language. Cultural events organised by national minority self-governments were also often bilingual.

Paragraph 1(f):

to encourage direct participation by representatives of the users of a given regional or minority language in providing facilities and planning cultural activities;

Cultural events of national minorities

In this respect, see the part of Article 12(1)(a) of Chapter II entitled “German” on Cultural events of national minorities .

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;

In this respect, see Article 12(1)(g) of Chapter II entitled “German”. In order to expand cultural autonomy, the Cultural Centre of the Croats of Bácska started its operations in Baja in 2018, with a separate property purchased to house it. The renovated building of the Centre was inaugurated on 16 July 2020. The institution is run by the National Croatian Self-Government.

Paragraph 2:

In respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage and/or provide appropriate cultural activities and facilities in accordance with the preceding paragraph.

See the previous paragraph.

Paragraph 3:

The Parties undertake to make appropriate provision, in pursuing their cultural policy abroad, for regional or minority languages and the cultures they reflect.

There were no significant changes in respect of this paragraph in the reporting period.

Article 13 – Economic and social life

Paragraph 1(a):

With regard to economic and social activities, the Parties undertake, within the whole country

(a) to eliminate from their legislation any provision prohibiting or limiting without justifiable reasons the use of regional or minority languages in documents relating to

economic or social life, particularly contracts of employment, and in technical documents such as instructions for the use of products or installations;

Support for national minorities

With regard to the social situation of and support for national minorities, see Article 13(1)(a) of Chapter II entitled “German”.

National Minority NGOs

Unfortunately, no contribution was received from the Croatian national minority NGOs that were contacted for support. The **Hungarian Croatian Association** serves as the national organization representing seven Croatian ethnic groups residing in six regions of Hungary. These ethnic groups include Bosnians, Bunjevacs, Croats along the Drava, the Gradišće Croats, the Mura Croats, the Serbs, and the Šokci.

Article 14 – Cross-border relations

The Parties undertake to

a) apply existing bilateral and multilateral agreements containing obligations vis-à-vis states where the same language is used in the same or similar form, or, where appropriate, endeavour to conclude such agreements that promote relations between speakers of the same language in the states concerned in the fields of culture, education, information, vocational training and further training;

In this respect see *Article 14* of Chapter II. entitled “German” on different international organisations. The minority joint committees functioned well in some relations (Serbian, Slovak, Croatian, Slovenian) during the reporting period, while encountering challenges in relations with Ukraine and Romania. However, in the second half of the reporting period, regular meetings of the minority joint committees were cancelled or delayed, mainly due to the COVID-19 pandemic. However, it is important to highlight that after the reporting period, as the severe phase of the pandemic subsided. Postponed meetings were subsequently conducted, marking a return to regular activities within these committees.

As in previous years, there were still six joint international committees: the Croatian, Romanian, Serbian, Slovak, Slovenian and Ukrainian minority joint committees. During the reporting period starting in 2017, the Hungarian-Croatian Minority Joint Committee held the following meetings:

- 23 February 2017: Hungarian-Croatian Minority Joint Committee, 13th meeting [adopted recommendations: see Government Decision 1246/2017 (28 April) on the approval of recommendations upheld and adopted at the 13th meeting of the Hungarian-Croatian Minority Joint Committee]
- 06 March 2018: Hungarian-Croatian Minority Joint Committee, 14th meeting [adopted recommendations: see Government Decision 1742/2018 (20 December) on the approval of recommendations upheld and adopted at the 14th meeting of the Hungarian-Croatian Minority Joint Committee]

- 12 December 2019: Hungarian-Croatian Minority Joint Committee, 15th meeting [adopted recommendations: see Government Decision 1110/2020 (20 March) on the approval of recommendations upheld and adopted at the 15th meeting of the Hungarian-Croatian Minority Joint Committee]

In addition to maintaining contact and dialogue with the mother countries of the nationalities living in Hungary, the Division for National Minority Affairs in Hungary also cooperated with the related institutions and sectors of the international organisations concerned during the reporting period.

b) facilitate and/or support cross-border cooperation in the interests of regional or minority languages, in particular between regional or local bodies in the area where the same language is used in the same or similar forms.

Relations with the mother country

In this respect see Chapter II entitled “German”, *Article 14* on relations with the mother country in general. Through the cooperation of local governments and public education institutions, the number of Croatian language camps held in the mother country site of the Cultural, Training and Leisure Centre of Croats in Hungary (Island of Pag, Vlačići) was increased to 4 during the reporting period, with the participation of nearly 400 students in the summer programmes. It has become an established practice for teachers involved in public education in Hungary to receive further training at the site of the above-mentioned centre. The programme was fully supported by the Hungarian Government.

In the framework of cross-border cooperation, joint committees were established in some counties to promote economic development (e.g: between Zala county and Muraköz county). Cross-border tenders have also promoted cooperation in the reporting period, in the framework of which economic organisations can develop excellent economic relations and engage in cultural and public education cooperation and channel development, which the state facilitates.

IV. Romanian

The historically established communities of the Romanian nationality live mainly in the south-eastern regions of Hungary - almost three quarters of the self-governments operate in Békés and Hajdú-Bihar counties, and the results achieved here are the main determinants of the activities of the national minority community - but the number of Romanians living in and around the capital has increased.

Information

For information on the Language Charter and the nationality minority domain, see Paragraph *Error! Reference source not found.* of Chapter II. entitled “German”.

Implementation of undertakings related to Part II

Article 7 – Objectives and Principles

Paragraph 1

The Parties shall base their policies, legislation and practice with regard to regional or minority languages in the areas where these languages are used, in accordance with the situation of each language, on the following objectives and principles:

a) recognition of regional or minority languages as an expression of cultural richness;

i.) See the information under Article 7 Paragraph 1 Paragraph 1 a) of Chapter I “Romani and Boyash” and the presentation of the *2020 Amendment to the Nationality Act* under Chapter II entitled “German”.

ii.) For general information on the recognition of nationalities, see the information under Article 7 **Paragraph 1** of Chapter I entitled “Romani and Boyash”. On behalf of the Romanian community, the Editorial Office of the Romanian Weekly Foaia Romaneasca (2021), György Grósz (2018), Péter Kimpián (2019), Traján Kreszta (2017), and Mrs István Simon (2020) received the Award for Nationalities; and Mihály Cserhádi (2021), Adél Kiss (2019), János András Nedró (2017), István Oroján (2018), and Andrea Szenes (2020) received the Pro Cultura Minoritatum Hungariae Award in the reporting period.

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;

See the information under Article 7 **Paragraph 1** b) of Chapter I entitled “Romani and Boyash”.

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

See the information under Article 7 **Paragraph 1** c) of Chapter I entitled “Romani and Boyash”.

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

See Article 7 **Paragraph 1** d) Subparagraph i) of Chapter I entitled “Romani and Boyash” and the information under Chapter II entitled “German” on *Practising religion in the mother tongue*. Religious practice in the mother tongue of the Romanian nationality in Hungary was ensured within the framework of the Romanian Orthodox Diocese of Hungary on the Episcopal level, operating at the seat of the Cathedral of St. Nicholas in Gyula, with priests serving in Romanian in 12 churches and 3 chapels throughout the country, as well as in 3 Greek Catholic churches and in other denominations with Romanian national minority believers. A significant number of Romanian minority believers belong to the Catholic, Reformed and other denominations, so the church renovations and developments in religious life in their place of residence, supported by the Hungarian state, were also useful and important to them.

e) the maintenance and development of relations, 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;

See the information under Article 7 **Paragraph 1 e)** of Chapter I entitled “Romani and Boyash”.

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

See the information under Article 7 **Paragraph 1 f)** of Chapter I entitled “Romani and Boyash”, and *Article 7 Paragraph 1 Paragraph f)* of Chapter III entitled “Croatian” on the ELTE Origo Language Centre. A detailed summary of trends in the number of language examinations for each national minority in the reporting period is provided in Appendix 3.

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;

See the information under Article 7 **Paragraph 1 g)** of Chapter I entitled “Romani and Boyash”.

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

See the information under Article 7 **Paragraph 1 h)** of Chapter I entitled “Romani and Boyash”.

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.

See Article 7 Paragraph 1 (i) of Chapter II entitled “German”. International exchanges are covered in later chapters.

Paragraph 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.

See the information under Article 7 **Paragraph 2** of Chapter I entitled “Romani and Boyash” with regard to the Equal Treatment Authority.

Paragraph 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.

There were no significant changes in this Paragraph during the reporting period.

Paragraph 4

In determining their policy with regard to regional or minority languages, the Parties undertake to take into consideration the needs and wishes expressed by the groups which use such languages. The Parties are encouraged to establish bodies, if necessary, for the purpose of advising the authorities on all matters pertaining to regional or minority languages.

See Article 7 **Paragraph 4** i) of Chapter I “Romani and Boyash” and Article 7 Paragraph 4 Paragraph i) of Chapter II entitled “German”, as well as the information on *Thematic Work Group for Nationality Issues*. The Romanian national minority advocate during the reporting period was Traján Kreszta. During the reporting period, the Romanian national minority advocate was vice-chair of the Subcommittee on Public Education, Training and Church Affairs of the Committee on National Minorities in Hungary and a delegate member of the Committee on European Affairs, as well as a member of the Hungarian-Romanian Friendship Group of the Interparliamentary Union.

In connection with the 2019 national minority self-government elections, the Romanian nationality saw an increase of nearly 45% in the national register. The Presidents of the National Self-Government of Romanians in Hungary were Tibor Juhász (-2019), Sándor Finna (2019) and György Kozma (2019-) during the reporting period. The Advocate of the Hungarian National Assembly and the Presidency of the National Self-Government have jointly developed and implemented most of the important objectives in the interests of the Romanian community in Hungary. Additionally, they have actively engaged in crucial community events, further strengthening their support and involvement in Romanian community affairs.

Paragraph 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.

See the information under Article 7 **Paragraph 5** of Chapter I. entitled “Romani and Boyash”.

National minority reports

See the paragraph on *National minority reports* of Chapter I entitled “Romani and Boyash” about the involvement and contribution of the national minorities living in Hungary in the compilation of this country report. In addition to the ministries and other state and non-state organisations mentioned in the Introduction, the National Self-Government of Romanians in Hungary and the Romanian National Minority Advocate contributed jointly to the Romanian chapter by providing essential material.

Additional undertakings related to Part III

Article 8 – Education

Section 1 Paragraph a):

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

(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;

National minority kindergartens

In respect of this point, see the description of National minority kindergartens under Article 8 Section 1 of Chapter II entitled “German”.

As reported earlier, there have been examples, including in Romanian-speaking territories, of a shift from a national minority language teaching approach to bilingual national minority education, where over 50% of the compulsory teaching time is devoted to teaching at least 3 school subjects in the national minority language.

In the reporting period, the Romanian National Minority Self-Government in Méhkerék took over the maintainer’s rights of the Romanian kindergarten from the local government.

Statistical data are provided in Appendix 1.

Section 1 Paragraph b):

(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;

National minority primary schools

In respect of this point, see the description of National minority primary schools under Article 8 Section 1 of Chapter II entitled “German”. As mentioned in the previous chapter, the work of the school district centres has been supported by school district councils, in which national minorities were also represented, since the school year of 2017/2018. Lászlóné Szilágyi (Berettyóújfalu School District Centre) was elected as a Romanian member of the National Minority Council of National Minority Self-Governments.

In the reporting period, all public education institutions maintained mostly by the National Minority Self-Government of Romanians in Hungary underwent various degrees of renovation, expansion, modernization, and enhancement. Additionally, in 2022, the five-year public education contracts related thereto were signed, reflecting an increased budget compared to previous years.

Statistical data related to national minority primary schools are provided in Appendix 1.

Section 1 Paragraph c):

(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;

National minority secondary schools

In respect of this point, see the description of National minority secondary schools under Article 8 Section 1 of Chapter II entitled “German”. Statistical data related to national minority secondary schools are provided in Appendix 1.

National minority youth programmes

As described in the chapter above, the **National Minority Youth Meeting** is organised by a different national minority every year, so in 2021 the Romanians were the organisers.

Section 1 Paragraph d):

(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;

Vocational training

In respect of this point, see the description of Vocational Training under Article 8 Section 1 of Chapter II entitled “German”. Statistical data related to the national minority vocational training institutions are provided in Appendix 1.

Section 1 Paragraph e):

(iii) if, by reason of the role of the State in relation to higher education institutions, subparagraphs (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;

National minority higher education

In respect of this point, see the description of National minority higher education under Article 8 Section 1 of Chapter II entitled “German”. Romanian national minority language was an optional specialisation in the Bachelor’s programme of Romance languages and cultures (formerly Romance studies). In respect of the international cooperation in support of national minority teacher training, see later Article 14 Paragraph b) of this Chapter.

National minority teacher, kindergarten teacher and school teacher training

In teacher, kindergarten teacher and school teacher training, Romanian training was maintained by the national minority training institutions.

Table 34:
National minority teacher training

National minority	Kindergarten teacher training	Teacher training	School teacher training
Romanian	x	x	x

Source: Ministry for Innovation and Technology

Other teacher training

In addition to national minority teacher training, there were also changes in the content of other teacher training programmes during the reporting period. Decree No 63/2021 (29 December) ITM of the Minister for Innovation and Technology on the training and output requirements for certain specialisations in the field of teacher training amended the training and output requirements for the Bachelor's programme in infant and early childhood education belonging to the field of teacher training, adding the national minority specialisation (national minority infant and early childhood education specialisation, Romanian language) based on the training requirement. A teacher specialising in national minority infant and early childhood education undergoes training to effectively educate children under the age of three both in Hungarian and in the national minority language. The teaching of subjects and the examinations, including the final examination, of the specialisation in national minority infant and early childhood education are conducted in the national minority languages.

Scholarships for higher education in the mother country

The government provides ongoing support for cultural and educational opportunities, enabling national minorities in Hungary to pursue higher education, research and study trips in the mother country, and for language students to attend summer universities. The figures below show all non-national and potential national minority applicants and winners of scholarships in the programmes announced in the framework of the intergovernmental funds.

Table 35:
Scholarships to Romania

Scholarships	2016/2017	2017/2018	2018/2019	
full training	0	1 (doctorate)	0	0
study trip	7	1	6	6

Source: Ministry for Innovation and Technology

The provisions of schedule points 19 and 26 of the Romanian-Hungarian interministerial agreement on scholarships were hardly implemented during the academic years of the reporting period. The summer university was suspended by the Romanian party years ago. The Romanian Ministry of Education did not accept young people of Romanian nationality for training in the second half of the reporting period, only national minority students who had started earlier were allowed to complete their studies in Romania. Since then, only researchers and doctoral students have been allowed to travel abroad. Since the academic year of 2019 to 2020, no opportunities to travel to Romania have been announced in the framework of Intergovernmental Scholarships.

As the previous chapters pointed out, at the time of a national survey on national minority kindergartens conducted as a first step of the already presented National Minority Teaching Programme, the Romanians officially operated a national minority kindergarten out of the 7 national minorities in Hungary.

In the framework of the **Klebensberg Training Scholarship**, a scholarship contract was signed with 1 student [national minority teacher (Romanian)] of Romanian nationality in the Romanian national minority teacher training in the reporting period (2020/2021).

Section 1 paragraph f):

iii) if the public authorities have no direct competence in the field of adult education, to favour and/or encourage the use of such languages in adult and continuing education;

National minority adult education

In respect of this point, see the description of National minority adult education under Article 8 Section 1 of Chapter II entitled “German”. The relevant data are provided in Appendix 2.

Section 1 Paragraph g):

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

National minority history and culture

In respect of this point, see the description of National minority history and culture under Article 8 Section 1 of Chapter II entitled “German”.

Section 1 Paragraph h):

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

In respect of this point, see Section 1 Paragraph h) of Chapter II entitled “German”, while as regards accredited further training for teachers, see Table 16.

Section 1 Paragraph i):

to set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages and for drawing up periodic reports of their findings, which will be made public.

In respect of this point, see Section 1 Paragraph i) of Chapter II entitled “German”.

Section 2:

With regard to education and in respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage or provide teaching in or of the regional or minority language at all the appropriate stages of education.

In respect of this point, see the details of Section 2 of Chapter II entitled “German”. The changes in the amount of public education contracts for the Romanian national minority are shown in the table below:

Table 36:
Amount of public education contracts in the reporting period

National minority self-government	2021	2022
National Self-Government of Romanians in Hungary	229,164,000	275,000,000

Source: Ministry of Human Resources

Article 9 - Administration of justice

Section 1 Paragraph a):

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:

a) in criminal proceedings:

- (ii) to guarantee the right of the accused to use his or her own regional or minority language,*
- (iii) to ensure that motions and written and oral evidence are not considered inadmissible solely on the ground that they are in a regional or minority language*
- (iv) to issue documents relating to the judicial procedure also in regional or minority languages on request, if necessary with the assistance of interpreters and translations, at no extra cost to the parties concerned.*

Criminal law

In respect of these points, see Article 9 Section 1 of Chapter II entitled “German” on a detailed description of Criminal law , as well as Chapter III entitled “Croatian” on a description of the practice of law enforcement organisation regarding the Romanian language. Penitentiary institutions near the border are in contact with representatives of nearby countries, such as the Békés County Penitentiary Institute, the Szeged High and Medium-Security Penal Institution and the Szabolcs-Szatmár-Bereg County Penitentiary Institution with representatives of the Romanian law enforcement.

Section 1 Paragraph b):

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,*
- (iii) to allow documents and evidence to be produced in the regional or minority languages, if necessary by the use of interpreters and translations.*

Civil law

In respect of this point, Article 9 Section 1 of Chapter II entitled “German” on a detailed description of Civil law.

Section 1 Paragraph c):

in proceedings before the judicial authorities competent in 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;

Administrative law

In respect of this point, see Article 9 Section 1 of Chapter II entitled “German” on a detailed description of Administrative law.

Section 2 Paragraph a):

The Parties undertake

not to deny the validity of legal documents drawn up within the State solely because they are drafted in a regional or minority language; or

Section 2 Paragraph b):

not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in a regional or minority language, and to provide that they can be invoked against interested third parties who are not users of these languages on condition that the contents of the document are made known to them by the person(s) who invoke(s) it; or

Section 2 Paragraph c):

not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in a regional or minority language.

There were no significant changes in respect of this Section in the reporting period.

Article 10 - Administrative authorities and public service bodies

Section 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

(v) to ensure that users of regional or minority languages may validly submit a document in these languages;

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

Administrative proceedings

In respect of this section (and the related recommendations), see Article 10 Section 1 of Chapter II entitled “German” on a detailed description of Administrative proceedings. Based on the reports of government offices, there were no instances of national minority languages being used in official procedures in 4 counties (Heves, Jász-Nagykun-Szolnok, Veszprém, Zala) in the reporting period. As regards the other 15 counties and the capital city, the Romanian national minority language was used on 1339 occasions during official procedures in the reporting period.

The need for the use of the national minority language in the administration of authority cases is outstanding in the municipality of Méhkerék in Békés County, as the majority of cases (more than a thousand) are presented orally in Romanian, while the administration is carried out in Hungarian, due to the fact that more than 70% of the population is of Romanian nationality.

Section 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;

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.

In respect of this Section, see the description in Article 10 Section 2 of Chapter II “German”.

Section 3 Paragraph c):

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 an application and receive a reply in these languages;

National minority language use and national minority self-government

In respect of this Section, see Article 10 Section 3 of Chapter II entitled “German” for a description on National minority language use and national minority self-governments. The following government offices reported the use of Romanian as a national minority language in the operation of self-governments in the reporting period:

Table 37:
National minority language use in the operation of national minority self-governments

National minority languages	Number of government offices, which have reported the use of a given national minority language in the course of the operation of the national minority self-government	Name of government offices,
Romanian	3	Bács-Kiskun, Baranya, Békés

Source: Prime Minister's Office

Section 4 Paragraph a):

With a view to putting into effect those provisions of Sections 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;

In respect of this paragraph, see the description under Article 10 Section 4 Paragraph a) of Chapter II entitled "German".

Section 4 Paragraph 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.

There were no significant changes in respect of this paragraph in the reporting period.

Section 5:

The Parties undertake to allow the use or adoption of family names in the regional or minority languages, at the request of those concerned.

Electronic Vital Records

In this respect, see Article 10 Section 5 of Chapter II entitled "German" on a description of the Electronic Vital Records.

• **Table 38:**
Registration of national minorities in the electronic vital records

National minority	2017	2018	2019	2020	2021	2022 (April)
Hungarian citizens registered in the electronic vital records: number of names in national minority languages						
Romanian	7	11	11	11	12	12
Number of the above procedures/entries						
Romanian	5	4	0	0	1	0

Identity Card

In this respect, see Article 10 Section 5 of Chapter II entitled “German” on a description of the Identity Card .

Article 11 – Media

Section 1 Paragraph a):

For users of regional or minority languages, in the areas where such languages are used, according to the status of each of such languages, and to the extent that public authorities have, directly or indirectly, competence or powers over or a role played in this area, and respecting the principles of the independence and autonomy of the mass media, the Parties undertake a) to the extent that radio and television carry out a public service mission:

(iii) to take appropriate measures to ensure that broadcasters include programmes in regional or minority languages in their programmes;

On the general national minority aspect of the media, see Article 11 Section 1 Paragraph a) of Chapters I entitled “Romani and Boyash” and II. entitled “German”.

Section 1 Paragraph b):

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

Radio programmes (MR4 National Minority Radio and Kossuth Radio)

In this respect, see Article 11 Section 1 of Chapter II entitled “German” on a description of Radio programmes (MR4 National Minority Radio and Kossuth Radio) .

Romanian national minority programme:

Of all the national minority editorial offices, the Romanian radio programme makers are perhaps the most seasoned and dynamic, thus enabling the production of vibrant, diverse, and informative programs portraying the life of Romanians in Hungary in vivid detail. Broadcast time: daily 16:00-18:00, National Minority Radio.

Section 1 Paragraph c):

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

National minority programmes of Hungarian Television

In this respect, see Article 11 Section 1 of Chapter II entitled “German” on a description of the National minority programmes of Hungarian Television .

Ecranul nostru:

The creators place great emphasis on the importance of preserving and transmitting Romanian folk culture. Programme duration: 26 minutes, broadcast time: Wednesday 7:50, Duna, replay: Wednesday 15:05, Duna World.

Section 1 Paragraph e):

(i) to encourage and/or facilitate the creation and/or maintenance of at least one newspaper in the regional or minority languages

National minority newspapers and other media

There were no changes in the reporting period with regard to the newspapers and other publications published by the national minority self-governments, and they continued to receive media support. The National Self-Government of Romanians in Hungary has supported the print and online publication of the weekly magazine “CRONICA” in Romanian and of the weekly newspaper “Foaia Românească” in Romanian, which received the “Award for Nationalities” in 2021, on the 70th anniversary of its first publication.

Section 1 Paragraph 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

As already highlighted in the previous chapters, support for the media of national minorities, including support for those of the Romanians in Hungary mentioned in the previous paragraph, has been included in the budget earmarked for national minority self-governments. In addition, the Hungarian Government also provides specific subsidies, where necessary, to maintain the media of national minorities.

Section 1 Paragraph g):

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

In respect of this paragraph, see Article 11 Section 1 Paragraph g) of Chapter II entitled “German”.

Section 3:

The Parties undertake to ensure that the interests of the users of regional or minority languages are represented or taken into account within such bodies as may be established in accordance with the law with responsibility for guaranteeing the freedom and pluralism of the media.

There were no changes in respect of this section in the reporting period.

Article 12 - Cultural activities and facilities

Section 1 Paragraph 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 films, the cultural self-expression of people, festivals and the cultural industry, including, inter alia, the use of new technologies, the Parties undertake, in the area where such languages are used and to the extent that public authorities have competence or powers over or a role played in this area,

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

Community culture

In this respect, see Article 12 Section 1 Paragraph a) of Chapter II entitled “German” on a description of Community culture .

Public collections

In this respect, see Article 12 Section 1 Paragraph a) of Chapter II entitled “German” on a description of Public collections .

Libraries and book publication

In this respect, see Article 12 Section 1 Paragraph a) of Chapter II entitled “German” on a description of Libraries and book publication . The following table summarises the Romanian national minority-related documents in the national minority collection of the National Library of Foreign Literature.

Table 39:
Number of national minority-related documents

National minorities according to Annex 1 of the Act on the rights of national minorities	2017 fact	2018 fact	2019 fact	2020 fact	2021 fact
number of documents in Romanian (pcs)	6,103	5,825	5,735	5,820	5,830

Source: National Library of Foreign Literature

Museums and collections

In this respect, see Article 12 Section 1 Paragraph a) of Chapter II entitled “German” on a description of Museums and collections . The Documentation and Information Centre of the National Self-Government of Romanians in Hungary operated the traditional folk ensemble and the country house in Kétegyháza with state support, in addition to its own professional and event-organising activities.

National minority theatres

In this respect, see Article 12 Section 1 Paragraph a) of Chapter II entitled “German” on a description of National minority theatres . There were no active Romanian minority theatres in the reporting period.

Section 1 Paragraph b):

to foster the 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;

Section 1 Paragraph c):

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

There were no significant changes in respect of these sections in the reporting period. It should be noted that cultural events organised by national minority self-governments were also often bilingual.

Section 1 Paragraph f):

to encourage direct participation by representatives of the users of a given regional or minority language in providing facilities and planning cultural activities;

Cultural events of national minorities

In this respect, see the part of Article 12 Section 1 Paragraph a) of Chapter II entitled “German” on Cultural events of national minorities . In the reporting period, according to the leaders of the Romanian community, there was an upturn in all aspects of the life of the Romanian national minority in Hungary, with an increase in the number of children and students in Romanian kindergartens and schools, an increase in the volume and quality of all activities related to the preservation of the cultural heritage in the mother tongue, and an intensification of the activities of self-governments and professional institutions.

Section 1 Paragraph 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;

In this respect, see Article 12 Section 1 Paragraph g) of Chapter II entitled "German".

Section 2:

In respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage and/or provide appropriate cultural activities and facilities in accordance with the preceding Section.

See the preceding Section.

Section 3:

The Parties undertake to make appropriate provision, in pursuing their cultural policy abroad, for regional or minority languages and the cultures they reflect.

There were no significant changes in respect of this Section in the reporting period.

Article 13 - Economic and social life

Section 1 Paragraph a):

With regard to economic and social activities, the Parties undertake, within the whole country

a) to eliminate from their legislation any provision prohibiting or limiting without justifiable reasons the use of regional or minority languages in documents relating to

economic or social life, particularly contracts of employment, and in technical documents such as instructions for the use of products or installations;

Support for national minorities

With regard to the **social situation** of and **support** for national minorities, see Article 13 Section 1 Paragraph a) of Chapter II entitled “German”. The leaders of the Romanian community in Hungary indicated in their report that the Hungarian state support is of crucial importance for the community, as they receive only a negligible, *ad hoc* support from the Romanian state. Since the establishment of the Committee on National Minorities in Hungary, the institution of direct representation of national minorities in the Parliament, the institution of national minority representatives and advocates, there has been a fivefold increase in the Hungarian state support for the Romanian community in Hungary, as also mentioned in their report.

It was pointed out in the report of the leaders of the Romanian community in Hungary that, according to their experience, employees of Romanian nationality in Hungary benefit from the advantages of bilingualism in the labour market mostly in the fields of health, education, accommodation, catering, trade and motor vehicle repairs. They have also been increasingly involved in economic relations between Hungary and Romania in the reporting period. As Romania is Hungary's fourth largest export market, it is also a destination for border and cross-border business, capital investment, mutual movement of workers for small and medium-sized enterprises and sole entrepreneurs, and the community would like to further involve Romanian entrepreneurs in Hungary in these operations, and it is also an opportunity for members of the national minority community to work as commuters.

In their experience, the level of emigration among Romanians in Hungary is much lower than the national average, and - due to the practice developed in the reporting period - they prefer to move from some border counties to work in companies in the neighbouring developed counties of western Romania (Arad, Temes), in most cases with daily deployment and return transport provided by employers in those counties, which does not disrupt their way of life in Hungary and their participation in the national minority community.

National Minority NGOs

Unfortunately, no contribution was received from the Romanian national minority NGO to be added as a separate chapter. According to the information provided by the president of the national self-government and the national minority advocate, there were 7 cultural, 6 heritage, 2 researcher-artistic, 2 pensioner, 1 leisure and sports, 1 teacher, 1 tourism, 2 gastronomic, 1 women's, 1 youth, 1 religious, 3 friendship, 10 general national minority, 1 interest representation, 1 theatre associations and foundations operating among the Romanian community in Hungary in the reporting period. Other noteworthy institutions include the Cultural Association of Romanians in Hungary and the Research Institute of Romanians in Hungary, a recognised workshop in the academic world.

Article 14 - Cross-border exchanges

The Parties undertake to

a) apply existing bilateral and multilateral agreements containing obligations vis-à-vis states where the same language is used in the same or similar form, or, where appropriate, endeavour to conclude such agreements that promote relations between speakers of the same language in the states concerned in the fields of culture, education, information, vocational training and further training;

In this respect, see **Article 14** of Chapter II entitled “German” on the various international organisations, as well as **Article 14** of Chapter III entitled “Croatian” on a description of minority joint committees. The Hungarian-Romanian Minority Cooperation Committee did not meet in the reporting period (either).

b) to facilitate and/or support cross-border cooperation in the interests of regional or minority languages, in particular between regional or local bodies in the area where the same language is used in the same or similar forms.

Relations with the mother country

i-ii) In this respect see **Article 14** of Chapter II entitled “German” on relations with the mother country in general.

In December 2021, the National Self-Government of Romanians in Hungary applied for membership in FUEN, the community of mutual support which mainly represents the interests of Europe's indigenous national minorities and language groups at the European level.

iii.) According to the report of the leaders of the Romanian community, the National Self-Government of Romanians in Hungary has concluded a cooperation agreement with *Aurel Vlaicu* State University of Arad, and the *Nicolae Bălcescu* Romanian Grammar School, Primary School and Students' Residence of Gyula with the *Vasile Goldiș* Western (Private) University of Arad, and a cooperation relationship has been established between the West University of Timisoara and the Babeș-Bolyai University of Cluj-Napoca to assist the preparation of Romanian national minority teachers in Hungary. These cooperations contribute to the steady increase in the number of Romanian national minority students of Hungary studying in Romania in higher education. As a result of the higher quality of school education also owing to the supports, the number of Romanian students from Hungary who were enrolled in higher education in Romania and were awarded scholarships has also increased in addition to further education in Hungary.

V. Serb

The most populous communities of Serbs living in Hungary are in Budapest, Békés, Csongrád-Csanád and Pest counties.

Information

For information on the Language Charter and the field of national minorities, see *Error! Reference source not found.* Paragraph of Chapter II entitled “German”.

Implementation of undertakings related to Part II

Article 7 - Objectives and principles

Section 1

The Parties shall base their policies, legislation and practice with regard to regional or minority languages in the areas where these languages are used, in accordance with the situation of each language, on the following objectives and principles:

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

i.) See the information under Article 7 *Section 1* Paragraph a) of Chapter I entitled “Romani and Boyash” and the presentation of the **2020 Amendment to the Nationality Act** under Chapter II entitled “German”.

ii.) For general information on the recognition of nationalities, see the information under Article 7 *Section 1* of Chapter I entitled “Romani and Boyash”. On behalf of the Serbian community, Dr. Jovánka Lásztity (2018), Vojislav Gálity (2021), Borislav Ruzs (2020), the Serbian Folklore Centre Association of Taban (2019) and the South Slavic National Ensemble of Tököl (2017) received the Award for Nationalities; and the National Heritage Association of Veseli Santovcani (2017), Dr Mrs Zorica Ember Jurkovits (2018), Julianna Komáromy-Hiller (2020) and the Rozmaring Serbian Dance Ensemble (2019) received the Pro Cultura Minoritatum Hungariae Award during the reporting period.

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;

See the information under Article 7 *Section 1* Paragraph b) of Chapter I entitled “Romani and Boyash”.

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

See the information under Article 7 *Section 1* Paragraph c) of Chapter I entitled “Romani and Boyash”.

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

See Article 7 *Section 1* Paragraph d) Subparagraph i) of Chapter I entitled “Romani and Boyash” and the information under Chapter II entitled “German” on **Practising religion in the mother tongue.**

The community leaders reported that religion is of great importance in the daily life of Serbs in Hungary, serving as a unifying force that fosters community cohesion. The majority of the Serb community are Orthodox Christians, so the presence and functioning of the Serbian Orthodox Diocese of Buda is vital for them. During the reporting period, the Hungarian Government provided significant support in this field as well: the Serbian Church Museum in Szentendre was inaugurated and at the end of the reporting period, the construction of a religious and cultural centre in Váci Street in Budapest was ongoing. The Hungarian Government has provided the funds for the renovation of around 10 churches, and a government decision has also been passed on the complete reconstruction of the Serbian Orthodox Church of the Assumption in Ráckeve (Serbian Kovin).

According to the report of the Association for the Preservation of Cultural Heritage of National Minorities, the Serbian tradition is vividly showcased through the annual organisation of community programmes and events which have become traditional and are closely linked to religious festivals. The Association is actively involved in the organisation and conducting of community events related to the Orthodox Church holidays, Easter, Indulgence Day and Christmas. During the reporting period, several religious pilgrimages were organised by the Association or with its active participation.

e) the maintenance and development of relations, 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;

See the information under Article 7 **Section 1** Paragraph e) of Chapter I entitled “Romani and Boyash”.

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

See the information under Article 7 **Section 1** Paragraph f) of Chapter I entitled “Romani and Boyash”, and **Article 7** Section 1 Paragraph f) of Chapter III entitled “Croatian” on the ELTE Origó Language Centre. A detailed summary of the evolution of the number of language examination candidates related to each national minority during the reporting period is provided in Appendix 3.

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;

See the information under Article 7 **Section 1** Paragraph g) of Chapter I entitled “Romani and Boyash”.

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

See the information under Article 7 **Section 1** Paragraph h) of Chapter I entitled “Romani and Boyash”.

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

See Article 7 Section 1 Paragraph i) of Chapter II entitled “German”. International exchanges are covered in subsequent chapters.

Section 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 the interest of regional or minority languages in order to promote equality between their users and the rest of the population or to take account of their specific status does not constitute discrimination against users of more widely used languages.

See the information under Article 7 **Section 2** of Chapter I entitled “Romani and Boyash” with regard to the Equal Treatment Authority.

Section 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 media to pursue the same objective.

There were no significant changes in respect of this Section in the reporting period.

Section 4

The Parties undertake to take into account the needs and wishes expressed by the groups using regional or minority languages when formulating their policies on these languages. The Parties are encouraged to establish, if necessary, bodies which can advise the authorities on all matters concerning regional or minority languages.

See Article 7 **Section 4** Paragraph i) of Chapter I entitled “Romani and Boyash” and Article 7 Section 4 Paragraph i) of, as well as the information under of Chapter II entitled “German” on **Thematic Working Group Responsible for National Minority Affairs**. In the reporting period, the Serbian national minority advocate was Alexov Lyubomir. In connection with the 2019 national minority self-government elections, the Serb nationality saw an increase of nearly 50% in the national register. The President of the National Serbian Self-Government was Mrs László Szutor née Veronika Peity during the reporting period. The cooperation between the National Serbian Self-Government and the Serbian national minority advocate was smooth and constructive during the reporting period. The advocate was a permanent invitee member of the National Assembly of Self-Governments, which enabled him to represent the Assembly's policies and promote their implementation in parliamentary work.

Section 5

The Parties undertake to apply, mutatis mutandis, the principles listed in Sections 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.

See the information under Article 7 **Section 5** of Chapter I. entitled “Romani and Boyash”.

National minority reports

See the paragraph on **National minority reports** of Chapter I entitled “Romani and Boyash” about the involvement and contribution of the national minorities living in Hungary in the compilation of this country report. In addition to the ministries and other state and non-state organisations mentioned in the Introduction, the National Serbian Self-Government and the Serbian national minority advocate, as well as the Cultural Association for the Preservation of Traditions of National Minorities provided the Serb Chapter with joint material.

Additional undertakings related to Part III

Article 8 - Education

Section 1 Paragraph a):

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

(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;

National minority kindergartens

In respect of this paragraph, see Article 8 Section 1 of Chapter II entitled “German” on a description of National minority kindergartens . The statistical data are provided in Appendix 1.

In their report, the leaders of the Serbian community pointed out that during the reporting period, significant progress was made in the development of education in the Serbian mother tongue, including the expansion of the network of institutions, scholarships, training of teachers of the national minority, and predictable operation. The Nikola Tesla Serbian Kindergarten, Primary School, High School and Dormitory in Budapest, as well as the Serbian Primary School and Kindergarten in Lórév, have received a new, modern building. The kindergarten extension project in the Rottenbiller Street part of the Nikola Tesla Serbian Kindergarten, Primary School, High School and Dormitory has been completed. The construction of a new Serbian Education Centre in Szeged, which was strongly supported by the Government of Hungary, has started and was still ongoing at the end of the reporting period, while investments in school expansion continued in Battonya and Deszk. According to the report, in Budapest and in four other municipalities in Hungary, education and training in the Serbian language was available to the Serbian community in Hungary at the expected standard and in an appropriate manner during the reporting period.

Section 1 paragraph b):

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;

National minority primary schools

In respect of this paragraph, see Article 8 Section 1 of Chapter II entitled “German” on a description of National minority primary schools . Statistical data related to national minority primary schools are provided in Appendix 1.

Section 1 paragraph c):

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;

National minority secondary schools

In respect of this paragraph, see Article 8 Section 1 of Chapter II entitled “German” on a description of National minority secondary schools .

Section 1 paragraph d):

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;

Vocational training

In respect of this paragraph, see Article 8 Section 1 of Chapter II entitled “German” on a description of Vocational Training . Statistical data related to national minority vocational training institutions are provided in Appendix 1.

Section 1 paragraph e):

iii) if, by reason of the role of the State in relation to higher education institutions, subparagraphs (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;

National minority higher education

In respect of this paragraph, see Article 8 Section 1 of Chapter II entitled “German” on a description of National minority higher education . An optional specialisation in the Slavic Studies bachelor’s programme was the specialisation of Serbian as a national minority language.

National minority teacher, kindergarten teacher and school teacher training

In teacher, kindergarten teacher and school teacher training, Serbian training was maintained by the national minority training institutions.

Table 40:
National minority teacher training

National minority	Kindergarten teacher training	Teacher training	School teacher training
Serbian	x	x	x

Source: Ministry for Innovation and Technology

Other teacher training

In addition to national minority teacher training, there were also changes in the content of other teacher training programmes during the reporting period. Decree No 63/2021 (29 December) ITM of the Minister for Innovation and Technology on the training and output requirements for certain specialisations in the field of teacher training amended the training and output requirements for the Bachelor's programme in infant and early childhood education belonging to the field of teacher training, adding the national minority specialisation (national minority infant and early childhood education specialisation, Serbian language) based on the training requirement. A national minority infant and early childhood educator received the training to provide education to children under the age of three in Hungarian and in the national minority language. The teaching of subjects and the examinations, including the final examination, of the specialisation in national minority infant and early childhood education are in national minority languages.

Scholarships for higher education in the mother country

The government provides ongoing support for cultural and educational opportunities for national minorities in Hungary to pursue higher education, research and study trips in the mother country, and for language students to attend summer universities. In the Education, Science and Culture Work Plan for 2015 to 2017, the Hungarian party offered 50 scholarships for Serbian students. On 9 February 2018, a new work plan was signed for the period of 2018 to 2020.

The figures below show all non-national minority and potentially national minority applicants and winners of scholarships in programmes financed by intergovernmental funds. The foreign policy and economic objectives of the Stipendium Hungaricum Programme aim to cultivate personal and professional connections between foreign students graduating in Hungary with Hungary, thereby providing the social capital necessary for the development of Hungary's economic relations and for the support of its market access efforts in the given country.

Table 41:
Serbian students in the Stipendium Hungaricum Programme

Stipendium Hungaricum	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Quota	50	50	50	50	50	50
Students who applied	16	22	35	25	41	41
Candidate students	14	22	32	19	39	40
Winners of the scholarship	12	16	24	11	30	
Waiver/Ceased	5	5	0	1	1	

Source: Ministry for Innovation and Technology

The Serbian party has offered scholarships for 10 Hungarian students per year to pursue master's and doctoral programmes in any field of interest, including the arts. At the end of the reporting period, there was no winner of the scholarship offered by the Serbian party.

As the previous chapters pointed out, at the time of a national survey on national minority kindergartens conducted as a first step of the already presented National Minority Teaching Programme, the Serbs officially operated a national minority kindergarten out of the 7 national minorities in Hungary.

In the framework of the **Klebelsberg Training Scholarship**, a scholarship contract was signed with 1 student [national minority teacher (Serbian)] in the Serbian national minority teacher training in the reporting period (2020/2021).

Section 1 Paragraph f):

iii) if the public authorities have no direct competence in the field of adult education, to favour and/or encourage the use of such languages in adult and continuing education;

National minority adult education

In respect of this paragraph, see Article 8 Section 1 of Chapter II entitled “German” on a description of National minority adult education . The relevant data are provided in Appendix 2.

Section 1 Paragraph g):

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

National minority history and culture

In respect of this paragraph, see Article 8 Section 1 of Chapter II entitled “German” on a description of National minority history and culture .

Section 1 Paragraph h):

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

In respect of this paragraph, see Section 1 Paragraph h) of Chapter II entitled “German”, while as regards accredited further training for teachers, see Table 16.

Section 1 Paragraph i):

to set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages and for drawing up periodic reports of their findings, which will be made public.

In respect of this paragraph, see Section 1 Paragraph i) of Chapter II entitled “German”.

Section 2:

With regard to education and in respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage or provide teaching in or of the regional or minority language at all the appropriate stages of education.

In respect of this paragraph, see the details of Section 2 of Chapter II entitled “German”. The changes in the amount of public education contracts for the Serbian national minority are shown in the table below:

Table 42:
Amounts of public education contracts in the reporting period

National minority self-government	2021	2022
National Serbian Self-Government	354,600,000	421,000,000

Source: Ministry of Human Resources

Article 9 - Administration of justice

Section 1 Paragraph a):

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

a) in criminal proceedings:

- (ii) to guarantee the right of the accused to use his or her own regional or minority language,*
- (iii) to ensure that motions and written and oral evidence are not considered inadmissible solely on the ground that they are in a regional or minority language*
- (iv) to issue documents relating to the judicial procedure also in regional or minority languages on request, if necessary with the assistance of interpreters and translations, at no extra cost to the parties concerned.*

Criminal law

In respect of these paragraphs, see Article 9 Section 1 of Chapter II entitled “German” on a detailed description of Criminal Law, as well as Chapter III entitled “Croatian” on a description of the practice of law enforcement organisation also regarding the Serbian language.

Section 1 Paragraph b):

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,*
- (iii) to allow documents and evidence to be produced in the regional or minority languages, if necessary by the use of interpreters and translations.*

Civil law

In respect of this paragraph, see Article 9 Section 1 of Chapter II entitled “German” on a detailed description of Civil law .

Section 1 Paragraph c):

in proceedings before the judicial authorities competent in 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;

Administrative law

In respect of this paragraph, see Article 9 Section 1 of Chapter II entitled “German” on a detailed description of Administrative law .

Section 2 Paragraph a):

The Parties undertake

not to deny the validity of legal documents drawn up within the State solely because they are drafted in a regional or minority language; or

Section 2 Paragraph b):

not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in a regional or minority language, and to provide that they can be invoked against interested third parties who are not users of these languages on condition that the contents of the document are made known to them by the person(s) who invoke(s) it; or

Section 2 Paragraph c):

not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in a regional or minority language.

There were no significant changes in respect of this Section in the reporting period.

Article 10 - Administrative authorities and public service bodies

Section 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

(v) to ensure that users of regional or minority languages may validly submit a document in these languages;

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

Administrative procedures

In respect of this paragraph (and the related recommendations), see Article 10 Section 1 of Chapter II entitled “German” on a detailed description of Administrative procedures . Based on the reports of government offices, there were no instances of national minority languages being used in official procedures in 4 counties (Heves, Jász-Nagykun-Szolnok, Veszprém, Zala) in the reporting period. As regards the other 15 counties and the capital city, the Romanian national minority language was used on 696 occasions in official procedures in the reporting period.

Section 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;

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.

In respect of this section, see the description under Article 10 Section 2 of Chapter II entitled “German”.

Section 3 Paragraph c):

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 an application and receive a reply in these languages.

National minority language use and national minority self-government

In respect of this section, see Article 10 Section 3 of Chapter II entitled “German” on a description of National minority language use and national minority self-governments . The following government offices reported the use of Serbian as a national minority language in the operation of self-governments in the reporting period:

Table 43:
National minority language use in the operation of national minority self-governments

National minority languages	Number of government offices, which have reported the use of a given national minority language in the course of the operation of the national minority self-government	Name of government offices,
Serbian	6	Capital, Pest, Bács-Kiskun, Baranya, Csongrád-Csanád, Tolna

Source: Prime Minister's Office

Section 4 Paragraph a):

With a view to putting into effect those provisions of Sections 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;

In respect of this paragraph, see the description under Article 10 Section 4 Paragraph a) of Chapter II "German".

Section 4 Paragraph 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.

There were no significant changes in respect of this paragraph in the reporting period.

Section 5:

The Parties undertake to allow the use or adoption of family names in the regional or minority languages, at the request of those concerned.

Electronic Vital Records

In this respect, see Article 10 Section 5 of Chapter II entitled "German" on a description of Electronic Vital Records .

Table 44:
Registration of national minorities in the electronic vital records

National minority	2017	2018	2019	2020	2021	2022 (April)
Hungarian citizens registered in the electronic vital records: number of names in national minority languages						
Serbian	8	10	15	19	20	20
Number of the above procedures/entries						
Serbian	3	2	5	4	1	0

Source: Ministry of Interior

Identity Card

In this respect, see Article 10 Section 5 of Chapter II entitled “German” on a description of the Identity Card .

Article 11 – Media

Section 1 Paragraph a):

For users of regional or minority languages, in the areas where such languages are used, according to the status of each of such languages, and to the extent that public authorities have, directly or indirectly, competence or powers over or a role played in this area, and respecting the principles of the independence and autonomy of the mass media, the Parties undertake a) to the extent that radio and television carry out a public service mission:

(iii) to take appropriate measures to ensure that broadcasters include programmes in regional or minority languages in their programmes;

On the general national minority aspect of the media, see Article 11 Section 1 Paragraph a) of Chapters I entitled “Romani and Boyash” and II entitled “German”. The community expects an improvement in the broadcasting time of Serbian national minority programmes. There has been no change in the national minority editorial offices compared to the previous report, as the reorganisations have not improved staff workload.

Section 1 Paragraph b):

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

Radio programmes (MR4 National Minority Radio and Kossuth Radio)

In this respect, see Article 11 Section 1 of Chapter II entitled “German” on a description of Radio programmes (MR4 National Minority Radio and Kossuth Radio) .

Serbian national minority programme:

It is connected to the everyday life, culture and traditions of the Serbs in Hungary, offering information in addition to entertainment for the members of the national minority. Broadcast time: daily 14:00-16:00, National Minority Radio.

Section 1 Paragraph c):

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

National minority programmes of Hungarian Television

In this respect, see Article 11 Section 1 of Chapter II entitled “German” on a description of National minority programmes of Hungarian Television.

Srpski ekran:

The weekly magazine show of the Serbian national minority is always a colourful compilation, almost always featuring the religious life and everyday life of a community. Programme duration: 26 minutes, broadcast time: Tuesday 7:25, Duna, replay: Tuesday 14:40, Duna World.

Section 1 Paragraph e):

(i) to encourage and/or facilitate the creation and/or maintenance of at least one newspaper in the regional or minority languages

National minority newspapers and other media

There were no changes in the reporting period with regard to the newspapers and other publications published by the national minority self-governments, and they continued to receive media support.

Section 1 Paragraph 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

As already highlighted in the previous chapters, support for the media of national minorities, including support for those of the Serbs in Hungary mentioned in the previous paragraph, has been incorporated into the budget allocated for national minority self-governments. In addition, the Hungarian Government also provides specific subsidies, where necessary, to maintain the media of national minorities.

Section 1 Paragraph g):

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

In respect of this paragraph, see Article 11 Section 1 Paragraph g) of Chapter II entitled “German”. Meanwhile, the Serbian community still considered the training of journalists and other media personnel in the use of national languages to be inadequate.

Section 3:

The Parties undertake to ensure that the interests of the users of regional or minority languages are represented or taken into account within such bodies as may be established in accordance with the law with responsibility for guaranteeing the freedom and pluralism of the media.

There were no changes in respect of this section in the reporting period.

Article 12 - Cultural activities and facilities

Section 1 Paragraph 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 films, the cultural self-expression of people, festivals and the cultural industry, including, inter alia, the use of new technologies, the Parties undertake, in the area where such languages are used and to the extent that public authorities have competence or powers over or a role played in this area,

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

Community culture

In this respect, see Article 12 Section 1 Paragraph a) of Chapter II entitled “German” on a description of Community culture .

Public collections

In this respect, see Article 12 Section 1 Paragraph a) of Chapter II entitled “German” on a description of Public collections . In order to preserve and maintain Serbian culture and traditions, the Cultural Association for the Preservation of the Traditions of the Serbian National Minority operates the folk house of Lórév, whose tasks include the exploration, recording, cataloguing and exhibition of the traditions and customs of the Serbian national minority, as well as the operation, preservation and maintenance of the Folk House building.

Libraries and book publication

In this respect, see Article 12 Section 1 Paragraph a) of Chapter II entitled “German” on a description of Libraries and book publication . The following table summarises the documents in the national minority collection of the National Library of Foreign Literature relating to the Serbian national minority.

Table 45:
Number of national minority-related documents

National minorities according to Annex 1 of the Act on the rights of national minorities	Facts for 2017	Facts for 2018	Facts for 2019	Facts for 2020	Facts for 2021
number of documents in Serbian (pcs)	3,873	3,713	3,795	3,978	4,024

Source: National Library of Foreign Literature

Museums and collections

In this respect, see Article 12 Section 1 Paragraph a) of Chapter II entitled “German” on a description of Museums and collections . During the reporting period, in 2018-2019, the building complex of the Serbian Church Museum in Szentendre maintained by the Serbian Orthodox Diocese of Buda, was renovated through a government grant of HUF 465 million.

National minority theatres

In this respect, see Article 12 Section 1 Paragraph a) of Chapter II entitled “German” on a description of National minority theatres . In the reporting period, the Serbian community remained served by the “Serb Theatre in Hungary” Nonprofit Ltd. The leaders of the Serbian community reported that the theatre functional support has also created opportunities for young Serbian artists. With the active presence and organisation of the Serb Theatre, the Jelen/Lét theatre festival previously mentioned has become a tradition. A summary of supports for national minority theatres is provided in Annex 4.

Section 1 Paragraph b):

to foster the 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;

Section 1 Paragraph c):

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

There were no significant changes in respect of these sections in the reporting period. It is noted that during the reporting period, the performances of the national minority theatres were mostly held in the language of the given nationality or in case of performances in Hungarian, with subtitles in the national minority language. Cultural events organised by national minority self-governments were also often bilingual.

Section 1 Paragraph f):

to encourage direct participation by representatives of the users of a given regional or minority language in providing facilities and planning cultural activities;

Cultural events of national minorities

In this respect, see the part of Article 12 Section 1 Paragraph a) of Chapter II entitled “German” on Cultural events of national minorities . It enables the participants in the programmes of the above-mentioned Cultural Association for the Preservation of the Traditions of the Serbian National Minority to actively use the language, to lead a common religious life and to keep alive the common traditions. The Theatre and Culture Festival lasting several days is a twenty-year tradition, where the Association creates the programmes in cooperation with the Serb Theatre.

As part of the Association's publishing endeavors, which include publications on ethnographic topics, historical subjects and the history of the education system of the denomination), the presentation ceremony of books or publications always consistently offer opportunities to foster connections within the Serbian community and to engage in informal discussions. In addition, a number of conferences and scientific treatises were organised by the Association or with its active participation during the reporting period.

Section 1 Paragraph 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;

In this respect, see Article 12 Section 1 Paragraph g) of Chapter II entitled “German”. In the reporting period, the Serbian Institute was reorganized to work more efficiently, and it continues its scientific and cultural work under the name of the Serbian Institute Non-Profit Ltd., and the Serbian Cultural and Documentation Centre, which continues its activities under the name of the Serbian Cultural and Media Non-Profit Ltd. Both companies are 100% owned by the national self-government.

Section 2:

In respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage and/or provide appropriate cultural activities and facilities in accordance with the preceding Section.

See the previous Section.

Section 3:

The Parties undertake to make appropriate provision, in pursuing their cultural policy abroad, for regional or minority languages and the cultures they reflect.

There were no significant changes in respect of this Section in the reporting period.

Article 13 - Economic and social life**Section 1 Paragraph a):**

With regard to economic and social activities, the Parties undertake, within the whole country

a) to eliminate from their legislation any provision prohibiting or limiting without justifiable reasons the use of regional or minority languages in documents relating to economic or social life, particularly contracts of employment, and in technical documents such as instructions for the use of products or installations;

Support for national minorities

With regard to the **social situation** of and **support** for national minorities, see Article 13 Section 1 Paragraph a) of Chapter II entitled “German”.

National minority NGOs

According to the report of the leaders of the Serbian community, the cultural support to the NGOs has provided a realistic funding framework for the organisation of traditional festivals, the maintenance of traditions, folk dance, choirs, folk art, and the publication of books and publications in Serbian. During the reporting period, the tasks of Serbian culture and heritage conservation became structured, as self-governments and NGOs had access to support through a system of tenders.

The purpose of the Cultural Association for the Preservation of the Traditions of National Minorities is to promote the Serbian national minority’s activity of fostering traditions. The collection, professional conservation and passing on of cultural, spiritual and religious heritage is the basis of the Association's activity of fostering traditions, which covers a very broad spectrum from children's programmes to publishing. The Association's activities are based on the use of Serbian as the cornerstone language, and their programmes, publications and other activities are, with a few exceptions, in Serbian. The Association operates in the Danube region, Csepel Island and especially in the village of Lórév which is unique in the life of Serbs in Hungary as it is the only village in Hungary where the Serb population is in the majority.

The programmes of the Cultural Association for the Preservation of the Traditions of National Minorities for children include the traditional craft summer camp which has been organised annually for almost a decade now. In the camp, students learn about old Serbian crafts in practical and theoretical sessions, and the programme is an integral part of the ethnographic material taught at school. Folk artists teach the basics and practical elements of calligraphy, basket weaving, spinning and weaving, and felting. They can also try icon painting, enamel and mosaic making in art workshops. In the camp, children communicate only in Serbian. During the autumn, winter and spring study period, the Association will offer art classes in the form of a study class, and as of 2022, they will offer interactive tale adaptation and creative workshops

for children. The Association runs the Lovra children's folk dance group, where, in addition to teaching and performing, it also provides for the purchase and replacement of folk costumes.

Article 14 - Cross-border exchanges

The Parties undertake

a) to apply existing bilateral and multilateral agreements containing obligations vis-à-vis states where the same language is used in the same or similar form, or, where appropriate, endeavour to conclude such agreements that promote relations between speakers of the same language in the states concerned in the fields of culture, education, information, vocational training and further training;

In this respect, see **Article 14** of Chapter II entitled “German” on a description of the various international organisations, as well as **Article 14** of Chapter III entitled “Croatian” on a description of minority joint committees. The Hungarian-Serbian Minority Joint Committee did not meet during the reporting period.

b) to facilitate and/or support cross-border cooperation in the interests of regional or minority languages, in particular between regional or local bodies in the area where the same language is used in the same or similar forms.

Relations with the mother country

In this respect, see **Article 14** of Chapter II entitled “German” on a description of relations with the mother country in general.

VI. Slovak

In addition to Budapest, the highest number of speakers of Slovak as a mother tongue are found in Békés, Borsod-Abaúj-Zemplén, Komárom-Esztergom and Pest counties. Other notable communities live in Nógrád and Csongrád-Csanád counties.

Information

For information on the Language Charter and the field of national minorities, see Paragraph **Information** of Chapter II entitled “German”.

Implementation of undertakings related to Part II

Article 7 - Objectives and principles

Section 1

The Parties shall base their policies, legislation and practice with regard to regional or minority languages in the areas where these languages are used, in accordance with the situation of each language, on the following objectives and principles:

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

i.) See the information under Article 7 **Section 1** Paragraph a) of Chapter I entitled “Romani and Boyash” and the presentation of the **2020 Amendment to the Nationality Act** under Chapter II entitled “German”.

ii.) For general information on the recognition related to national minorities, see the information under Article 7 **Section 1** of Chapter I entitled “Romani and Boyash”. On behalf of the Slovak community, György Andó (2017), János Sándor Fuzik (2018), Mrs György Gmoser (2017), Mrs Tibor Hollósy (2020), Mrs András Kucser (2021), Mária Nagy (2019), and the Slovak Choir of Ozvena Bpi (2021) received the Award for Nationalities; and Mrs Bajnok née Gyöngyi Képes (2020), Zoltán Bárkányi (2019), the Furmicska Folk Dance Association (2020), Levente Galda (2021), Pál Hévizsi (2019), the Cultural Association for Pilisszentkereszt (2017) and the Vertigó Theatre (2018) received the Pro Cultura Minoritatum Hungariae Award in the reporting period.

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;

See the information under Article **Section 1** Paragraph b) of Chapter I entitled “Romani and Boyash”.

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

See the information under Article 7 **Section 1** Paragraph c) of Chapter I entitled “Romani and Boyash”.

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

See Article 7 **Section 1** Paragraph d) Subparagraph i) of Chapter I entitled “Romani and Boyash” and the information under Chapter II “German” on **Practising religion in the mother tongue**.

e) the maintenance and development of relations, 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;

See the information under Article 7 **Section 1** Paragraph e) of Chapter I entitled “Romani and Boyash”. The Association of National Self-Governments of National Minorities (chaired by Mrs Holler née Erzsébet Racskó, President of the National Slovak Self-Government) is an association of national self-governments of national minorities. During the reporting period, the organisation received the Justitia Regnorum Fundamentum Award from the Commissioner for Fundamental Rights in 2019.

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

See the information under Article 7 **Section 1** Paragraph f) of Chapter I entitled “Romani and Boyash” and **Article 7** Section 1 Paragraph f) of Chapter III entitled “Croatian” on the ELTE Origó Language Centre. A detailed summary of the evolution of the number of language examination candidates related to each national minority during the reporting period is provided in Appendix 3.

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;

See the information under Article 7 **Paragraph 1** Paragraph g) of Chapter I entitled “Romani and Boyash”.

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

See the information under Article 7 **Section 1** Paragraph h) of Chapter I entitled “Romani and Boyash”.

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

See Article 7 Section 1 Paragraph i) of Chapter II entitled “German”. International exchanges are covered in subsequent chapters.

Section 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 the interest of regional or minority languages in order to promote equality between their users and the rest of the population or to take account of their specific status does not constitute discrimination against users of more widely used languages.

See the information under Article 7 **Section 2** of Chapter I entitled “Romani and Boyash” with regard to the Equal Treatment Authority.

Section 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 media to pursue the same objective.

There were no significant changes in respect of this Section in the reporting period.

Section 4

The Parties undertake to take into account the needs and wishes expressed by the groups using regional or minority languages when formulating their policies on these languages. The Parties

are encouraged to establish, if necessary, bodies which can advise the authorities on all matters concerning regional or minority languages.

See Article 7 **Section 4** Paragraph i) of Chapter I entitled “Romani and Boyash” and Article 7 Section 4 Paragraph i) of Chapter II entitled “German”, as well as the information on **Thematic Working Group Responsible for National Minority Affairs**. During the reporting period, the Slovak national minority advocate was János Fuzik (-2018), followed by Antal Paulik (2018-). The President of the National Slovak Self-Government was Mrs Holler née Erzsébet Racskó (also the President of the Association of National Self-Governments of National Minorities) during the reporting period.

Section 5

The Parties undertake to apply, mutatis mutandis, the principles listed in Sections 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.

See Paragraph 5 the information under Article 7 of Chapter I entitled “Romani and Boyash”.

National minority reports

See the paragraph on **National minority reports** of Chapter I entitled “Romani and Boyash” about the involvement and contribution of the national minorities living in Hungary in the compilation of this country report. In addition to the ministries and other state and non-state organisations mentioned in the Introduction, the National Slovak Self-Government and the Slovak national minority advocate, as well as the Identita Slovak Association collaborated to contribute joint material to the Slovak Chapter.

Additional undertakings related to Part III

Article 8 - Education

Paragraph 1(a):

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

(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;

National minority kindergartens

In respect of this paragraph, see Article 8(1) of Chapter II entitled “German” on a description of National minority kindergartens . The statistical data are provided in Appendix 1.

Paragraph 1(b):

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;

National minority primary schools

In respect of this paragraph, see Article 8(1) of Chapter II entitled “German” on a description of National minority primary schools . Statistical data related to national minority primary schools are provided in Appendix 1.

As mentioned in the previous chapter, the work of the school district centres has been supported by school district councils, in which national minorities were also represented, since the school year of 2017/2018. The following Slovak members were appointed on the basis of a proposal by the Association of National Self-Governments of National Minorities:

Table 46:
Members of the school district councils belonging to the Slovak national minority

Name of the school district centre	Name of the member of the National Minority Council	National minority
Balassagyarmat School District Centre	Mrs. Pápainé Zsuzsanna Laczkovszki	Slovak
Monor School District Centre	Tamás Nagy	Slovak
Salgótarján School District Centre	Mrs. Gábor Komjáthi	Slovak
Vác School District Centre	Mrs Papucsekné Márta Glück	Slovak

Source: Ministry of Human Resources

Building up cooperation with schools and kindergartens that teach the Slovak language has been given priority in the activity of the Identita Slovak Association. As a result, in 2017 the Association published a new volume of its Slovak methodology series for lower primary school children. In 2018, as part of the cooperation with schools and kindergartens teaching the Slovak language in Hungary, in the village of Acsa, the Association introduced the second volume of its methodology collection of pictures compiled for lower-secondary students learning the Slovak language, and made great efforts to promote it in later years in Hungarian schools teaching the national minority language.

Paragraph 1(c):

(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;

National minority secondary schools

In respect of this paragraph, see Article 8(1) of Chapter II entitled “German” on a description of National minority secondary schools .

National minority youth programmes

As described in the chapter above, the **National Minority Youth Meeting** is organised by a different national minority each year, so it was organised jointly by the Slovaks and the Germans in 2017, and by the Slovaks again in 2020. It has also been mentioned that in 2022, at the end of the reporting period, the 1st **National Minority Sports Weekend** was hosted by the

city of Szarvas which celebrated the 300th anniversary of the settlement of the Slovak national minority in that year.

Paragraph 1(d):

(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;

Vocational training

In respect of this paragraph, see Article 8(1) of Chapter II entitled “German” on a description of Vocational training . Statistical data related to national minority vocational training institutions are provided in Appendix 1.

Paragraph 1(e):

iii) if, by reason of the role of the State in relation to higher education institutions, subparagraphs (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;

National minority higher education

In respect of this paragraph, see Article 8(1) of Chapter II entitled “German” on a description of National minority higher education . An optional specialisation in the Slavic Studies bachelor’s programme was the specialisation of Slovak as a national minority language.

National minority lower primary school teacher, kindergarten teacher and upper-primary and secondary school teacher training

In lower primary school teacher, kindergarten teacher and upper-primary and secondary school teacher training, Slovak training was maintained by the national minority training institutions.

Table 47:
National minority teacher training

National minority	Kindergarten teacher training	Lower primary school teacher training	Upper-primary and secondary school teacher training
Slovak	x	x	x

Source: Ministry for Innovation and Technology

Other teacher training

In addition to national minority teacher training, there were also changes in the content of other teacher training programmes during the reporting period. Decree No 63/2021 (29 December) ITM of the Minister for Innovation and Technology on the training and output requirements for certain specialisations in the field of teacher training amended the training and output requirements for the Bachelor’s programme in infant and early childhood education belonging to the field of teacher training, adding the national minority specialisation (national minority

infant and early childhood education specialisation, Slovak language) based on the training requirement. A national minority infant and early childhood educator is trained to educate children under the age of three in Hungarian and in the national minority language. The teaching of subjects and the examinations, including the final examination, of the specialisation in national minority infant and early childhood education are conducted in national minority languages.

Scholarships for higher education in the mother country

The government provides ongoing support for cultural and educational opportunities for national minorities in Hungary to pursue higher education, research and study trips in the mother country, and for language students to attend summer universities. The figures below show all non-national minority and potentially national minority applicants and winners of scholarships in programmes financed by intergovernmental funds.

Table 48:
Scholarships to Slovakia

Scholarships	2016/2017		2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
	applicant	winner	applicant	winner	applicant	winner	applicant	winner	applicant	winner	applicant	winner
study trip	0	0	1	0*	1	1	4	4	6	6	3	3
partial doctorate	1	1	0	0	0	0	0	0	0	0	0	0
summer university	0	0	1	0	0	0	0	0	1	1	0	0

**The winning applicant has withdrawn.*

Source: Ministry for Innovation and Technology

The sending and receiving of scholarship students was based on an educational and scientific work plan, and the further training of teachers in Slovakia was provided for teachers from Slovak schools and schools teaching the Slovak language in Hungary.

As the previous chapters pointed out, at the time of a national survey on national minority kindergartens conducted as a first step of the National Minority Teaching Programme already presented, the Slovak national minority officially operated a national minority kindergarten out of the 7 national minorities in Hungary.

In the framework of the **Klebelsberg Training Scholarship**, a scholarship contract was signed with 1 student [teacher of Slovak language and Slovak national minority language and culture] in the Slovak national minority teacher training in the reporting period (2021/2022).

The **Slovak College of Budapest**, which provided college training and accommodation with 10 places in the building of the Slovak Kindergarten, Primary School, Grammar School and Dormitory for university and doctoral students from the Slovak national minority in Hungary at the end of the reporting period, has been operating from the academic year of 2018/2019.

From the academic year of 2019/2020, it has been operating in cooperation with Eötvös Loránd University as a college registered with the Educational Authority.

Paragraph 1(f):

iii) if the public authorities have no direct competence in the field of adult education, to favour and/or encourage the use of such languages in adult and continuing education;

National minority adult education

In respect of this paragraph, see Article 8(1) of Chapter II entitled “German” on a description of National minority adult education . The relevant data are provided in Appendix 2.

Paragraph 1(g):

to make arrangements to ensure the teaching of the history and the culture which is reflected by the regional or minority languages;

National minority history and culture

In respect of this paragraph, see Article 8(1) of Chapter II entitled “German” on a description of National minority history and culture .

The extensive institutional system of the National Slovak Self-government continued to expand during the reporting period. In addition to the educational institutions (Szarvas, Békéscsaba, Sátorajújhely, Tótkomlós, Budapest), the Methodological and Pedagogical Centre for Slovaks in Hungary operating in Békéscsaba got to be in charge of the professional aspects of the scholarship programme “For Talented Pupils”, the operating conditions of which are provided by the Public Benefit Foundation of Slovaks in Hungary through tenders.

Paragraph 1(h):

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

In respect of this paragraph, see Paragraph 1(h) of Chapter II entitled “German”, while as regards accredited further training for teachers, see Table 16.

The Assembly of the National Slovak Self-Government adopted its comprehensive educational concept in May 2017, after a year-long broad public debate, which aims to renew the content and methodology of Slovak national minority training programmes. New textbooks (language books, reading books, workbooks) were also published during the reporting period.

Paragraph 1(i):

to set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages and for drawing up periodic reports of their findings, which will be made public.

In respect of this paragraph, see Paragraph 1(i) of Chapter II entitled “German”.

Paragraph 2:

With regard to education and in respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a

regional or minority language justifies it, to allow, encourage or provide teaching in or of the regional or minority language at all the appropriate stages of education.

In respect of this paragraph, see the details of Paragraph 2 of Chapter II entitled “German”. The changes in the amount of public education contracts for the Slovak national minority are shown in the table below:

Table 49:
Amount of public education contracts in the reporting period

National minority self-government	2021	2022
National Slovak Self-Government	194,100,000	234,000,000
Slovak National Minority Self-Government of Mátraszentimre	9,900,000	9,900,000

Source: Ministry of Human Resources

Article 9 - Administration of justice

Paragraph 1(a):

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

a) in criminal proceedings:

- (ii) to guarantee the right of the accused to use his or her own regional or minority language,*
- (iii) to ensure that motions and written and oral evidence are not considered inadmissible solely on the ground that they are in a regional or minority language*
- (iv) to issue documents relating to the judicial procedure also in regional or minority languages on request, if necessary with the assistance of interpreters and translations, at no extra cost to the parties concerned.*

Criminal law

In respect of these paragraphs, see Article 9(1) of Chapter II entitled “German” on a detailed description of Criminal law, as well as Chapter III entitled “Croatian” on a description of the practice of the law enforcement organisation also regarding the Slovak language. Penitentiary institutions close to the border are in contact with representatives of neighbouring countries, such as the Balassagyarmat High and Medium-Security Penal Institution with representatives of the Slovak penitentiary system.

Paragraph 1(b):

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.

Civil law

In respect of this paragraph, see Article 9(1) of Chapter II entitled “German” on a detailed description of Civil law .

Paragraph 1(c):

in proceedings before the judicial authorities competent in 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;

Administrative law

In respect of this paragraph, see Article 9(1) of Chapter II entitled “German” on a detailed description of Administrative law .

Paragraph 2(a):

The Parties undertake

not to deny the validity of legal documents drawn up within the State solely because they are drafted in a regional or minority language; or

Paragraph 2(b):

not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in a regional or minority language, and to ensure that they can be invoked against interested third parties who are not users of these languages, on condition that the contents of the document are made known to them by the person(s) who invoke(s) it; or

Paragraph 2(c):

not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in a regional or minority language.

There were no significant changes in respect of this paragraph in the reporting period.

Article 10 – Administrative authorities and public service bodies

Paragraph 1

In those administrative districts of the State where the number of persons using a regional or minority language justifies the following measures, the Parties undertake, in accordance with the status of each language, and to the extent reasonably possible, to

(v) ensure that persons using regional or minority languages may validly submit documents in such languages;

c) allow administrative authorities to produce documents in regional or minority languages.

Administrative procedures

Regarding this paragraph (and the related recommendations), see Article 10(1) of Chapter “German II” *Administrative procedures* for a detailed description. Based on the reports of government offices, there were no instances of national minority languages being used in official procedures in 4 counties (Heves, Jász-Nagykun-Szolnok, Veszprém, Zala) in the reporting period. As regards the other 15 counties and the capital city, Slovak was used in 13 official procedures during the reporting period.

Paragraph 2

With regard to the local and regional authorities in whose territories the number of users of regional or minority languages justifies the following measures, the Parties undertake

b) to provide users of regional or minority languages with the opportunity to submit oral or written requests in such languages, and to encourage them to do so;

e) to provide users of regional or minority languages with the opportunity to use such languages in the assembly debates of regional bodies, and to encourage them to do so; the use of such languages does not, however, exclude the usage of the official language(s) of the State;

f) to provide users of regional or minority languages with the opportunity to use such languages in the assembly debates of regional bodies, and to encourage them to do so; the use of such languages does not, however, exclude the usage of the official language(s) of the State;

g) to encourage the use or adoption of the traditional and correct forms of place names in regional or minority languages, in combination with those in the official language(s) if such is necessary.

For this paragraph, see Article 10(2) of Chapter II “German”.

Paragraph 3c):

With regard to public service bodies run by administrative authorities or other persons acting on their behalf, the Contracting Parties undertake, in accordance with the status of each language, and to the extent reasonably possible, to

c) allow users of regional or minority languages to submit applications in such languages.

National minority language use and national minority self-governments

For this paragraph, see Article 10(3) of Chapter “German II”, 10 *National minority language use and national minority self-governments*. The following government offices reported the use of Slovak as a national minority language in the operation of self-governments in the reporting period:

Table 50:
Nationality language use in the operation of national minority self-governments

National minority languages	Number of government offices which have reported the use of a national minority language in the operation of national minority self-governments	Name of government offices
Slovak	7	Capital City, Pest, Bács-Kiskun, Békés, Csongrád-Csanád, Komárom-Esztergom, Nógrád

Source: Prime Minister's Office

Paragraph (4)a):

With respect to the implementation of the provisions selected by them from among those set out in paragraphs 1, 2 and 3, the Parties agree to take one or more of the following measures:

a) any necessary translation or interpretation;

For this point, see Article 10(4)a) of Chapter “German II”.

Paragraph (4)c):

meeting the need, as much as possible, for the appointment of civil servants who are proficient in regional or minority languages in areas where regional or minority languages are used.

There were no significant changes in respect of this point in the reporting period.

Paragraph 5

The Parties undertake to allow the use and registration of surnames in regional or minority languages at the request of those concerned.

Electronic Civil Registry

In this respect, see Article 10(5) of Chapter “German II” *Electronic Civil Registry*.

Table 51:
Registrations entered into the Nationality Electronic Civil Registry

National minority	2017	2018	2019	2020	2021	(Apr.) 2022
Hungarian citizens registered in the electronic civil registry: number of names in minority languages						
Slovak	2	2	2	2	2	3
Number of the above procedures/entries						
Slovak	2	0	0	0	0	1

Source: Ministry of the Interior

Personal ID card

In this respect, see Article 10(5) of Chapter “German II” *Personal ID Cards*.

Article 11 – Media

Paragraph (1)a):

For users of regional or minority languages, in the areas where such languages are used, according to the status of each of such languages, and to the extent that public authorities have, directly or indirectly, competence or powers over or a role played in this area, and respecting the principles of the independence and autonomy of the mass media, the Parties undertake to a) to the extent that radio and television provide public service

(iii) take appropriate measures to ensure that broadcasters include programmes in regional or minority languages in their programmes;

On the general national minority aspect of mass media, see Article 11(1)a) of Chapter I “*Romani and Boyash*” and Article 11(1)a) of Chapter II “*German*” An increasing number of media related to national minorities in Hungary were operating and/or accessible online in the reporting period. As a good practice, representatives of the Slovak community stressed the growing presence of various segments of their community on social electronic platforms. By the end of the reporting period, almost all Slovak institutions, NGOs, local and national governments were present on the community platforms, which both opened up more opportunities for information exchange between organisations, and accelerated the flow of information. Of particular importance in this process has been an increase in the number of opportunities for information exchange with Slovak communities in the motherland and in neighbouring countries.

Paragraph 1(b):

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

Radio programmes (MR4 Nationality Radio and Kossuth Radio)

In this respect, see Article 11(1) of Chapter II “German” *Radio Programmes (MR4 National Minority Radio and Kossuth Radio)*.

Slovak national minority programme:

In line with a general trend adopted by national minority radios, this programme also provides a wealth of information and reports on the life of Slovaks in Hungary, while also giving listeners an opportunity to learn about current affairs in their motherland. On-air: daily 18:00–20:00, National Minority Radio.

Paragraph (1)c):

(ii) encourage and/or facilitate the regular broadcasting of television programmes in regional or minority languages.

National minority programmes on Hungarian Television

In this respect, see Article 11(1) of Chapter II “German” on *National minority programmes on Hungarian Television*.

Domovina:

It shows the daily life of Slovak ethnic minorities living in Hungary. Programme duration: 26 minutes, on-air: Monday 7:50, Duna, rerun: Monday 15:30, Duna World.

Paragraph (1)e):

(i) encourage and/or facilitate the establishment and/or operation of at least one newspaper in regional or minority languages

National minority newspapers and other media

There were no changes in the reporting period regarding the newspapers and other publications published by national minority self-governments, and their media support continued. Printed press in the mother tongue remained of particular importance in the life of the Slovak community. Due to the age composition of the community, older people still insist on the publication of the printed weekly, therefore, financial support for it remained justified. Founded in 1957, the ‘*Ludové noviny*’, the only weekly for Slovaks in Hungary has set preserving the identity, mother tongue and culture of the over 100,000 Slovaks in Hungary who live at approx. 110 locations in 11 counties as its main goal and task.

In addition to the *Ludové noviny*, a major representative of Slovak-language printed press in Hungary, the Slovak Municipality of Budapest (*Budapeštiansky Slovák*) also publishes a bi-monthly Slovak-language newspaper. The Association of Slovaks in Békéscsaba publishes the ‘*Čabän*’, a monthly, and a yearbook entitled ‘*Čabiansky kalendár*’. The ‘*Komlósi Hírmondó*’, a newspaper published by the Municipality of Tótkomlós, has a Slovak-language section called ‘*Komlóšska mozaika*’, and the ‘*Szarvas és Vidéke*’, a weekly and the ‘*Pilisszentlászlói Kürtös (Trubnik)*’ also has a Slovak supplement entitled ‘*Novinkár nad Kerešom*’. The Evangelical Congregation of Tótkomlós also publishes a newspaper entitled ‘*Evangélikus Újság/Evanjelické listy*’ in two languages.

The websites of the Slovak-language electronic press with a national outlook are www.luno.hu, i.e. the website of the editorial office of the *Ludové noviny*, and www.oslovma.hu, which was created upon a private initiative. Local news from Csabaszabadi is published on the www.zrnko-magocska.hu portal. It is also worth mentioning that various segments of the Slovak community are increasingly present on social electronic platforms. In the reporting period, almost all Slovak institutions, NGOs, local and national governments were present on the community platforms, which both opened up more opportunities for information exchange between organisations, and accelerated the flow of information. Of particular importance in this process has been an increase in the number of opportunities for information exchange with Slovak communities in the motherland and in neighbouring countries.

Paragraph (1)f):

(i) if the law allows for financial support for the mass media in general, to cover the additional costs of the mass media using regional or minority languages

As already highlighted in the previous chapters, support for the media of national minorities, including support for those of the Slovaks in Hungary mentioned in the previous point, has been

included in the budget earmarked for national minority self-governments. In addition, the Hungarian Government also provides specific subsidies, where necessary, to maintain the operation of the media of national minorities.

Paragraph (1)g):

to provide financial support for the mass media using regional or minority languages in order that they can finance the training of journalists and other staff.

For this point, see Article 11(1)g) of Chapter “German II”.

Paragraph 3

The Parties shall ensure that the interests of the users of regional or minority languages are represented in or taken into account by duly established bodies that guarantee the freedom and pluralism of the media.

There were no changes in respect of this paragraph in the reporting period.

Article 12 – Cultural activities and cultural facilities

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 films, the cultural self-expression of people, festivals and the cultural industry, including, inter alia, the use of new technologies, the Parties undertake, in the area where such languages are used and to the extent that public authorities have competence or powers over or a role played in this area, to

a) encourage self-expression in regional or minority languages and initiatives to that end, and promote various ways of learning about art forms created in these languages;

Community Culture

In this respect, see Article 12(1)a) of Chapter “German II” **Community Culture**.

Public Collections

In this respect, see Article 12(1)a) of Chapter “German II” **Public Collections**.

Libraries and Book Publication

In this respect, see Article 12(1)a) of Chapter “German II” **Libraries and Book Publication**. The following table summarises the Slovak national minority-related documents in the ethnic minority collection of the National Foreign Language Library.

Table 52:
Number of national minority documents

Ethnic minorities according to Annex 1 to Act CLXXIX of 2011 on the rights of national minorities	2017 fact	2018 fact	2019 fact	2020 fact	2021 fact
number of documents in Slovak	6,024	5,667	5,544	5,643	5,796

Source: National Foreign Language Library

Museums, collections

In this respect, see Article 12(1)a) of Chapter “German II” *Museums and Collections*. The idea of establishing a museum for the Slovaks in Hungary as a budgetary body was raised by the National Slovak Self-Government in the reporting period. The museum is planned to be housed in the former church of the Slovak Evangelicals in Pest (Budapest, Rákóczi út 57/a.), which has been declared a Slovak Memorial Site of National Importance by their assembly. The Hungarian Government has provided funds for the purchase of the property and the implementation of the investment. (The investment is described in more detail below, in Article 14 discussing relations with the motherland.)

Theatres of Ethnic Minorities

In this respect, see Article 12(1)a) of Chapter “German II” *Theatres of Ethnic Minorities*. Theatre performances for the Slovak community continued to be provided by Cervinus Teátrum Művészeti Szolgáltató Közhasznú Nonprofit Kft and the Vertigo Slovak Theatre in the reporting period. For a summary of subsidies for national minority theatres, see Annex 4.

Paragraph (1)b):

support the various ways of making literary and other works written in regional or minority languages available in other languages through translation, dubbing and subtitling;

Paragraph (1)c):

support the various ways of making works written in other languages available in regional or minority languages through translation, dubbing and subtitling;

There were no significant changes in respect of these paragraphs in the reporting period. It should be noted that the performances of theatres for national minorities were mostly in the language of the given ethnic minority; alternatively, those in Hungarian were subtitled in the given national minority language. Cultural events organised by national minority self-governments were also often bilingual.

Paragraph (1)f):

support the direct involvement of representatives of regional or minority language users in the provision of resources and the planning of cultural programmes;

Cultural Events of National Minorities

In this respect, see Article 12(1)a) of Chapter “German II” *Cultural Events of National Minorities*. Ethnic community officials reported that the use of the Slovak language remained widespread in the cultural events for the community.

Cooperation between the *Identita Slovak Association* and Slovak educational institutions in Hungary was active. They ran several joint projects involving students of a Slovak ethnic school in Budapest (e.g. trips offering insight into the life, customs and traditions of ethnic Slovaks, visits to Slovak heritage sites in Budapest, sports and leisure time events). Their other major objective involved supporting, boosting and promoting the religious life of ethnic Slovaks (use of the mother tongue in religious services and protection of religious values). Every year, except those when COVID restrictions were in force, the association organised an ecumenical youth Bible camp in motherland Slovakia, in Mariavölgy, the oldest pilgrimage site near Bratislava, and 1 to 3-day pilgrimage cum spiritual retreat for adults also in Slovakia.

The association considers maintaining contacts with Slovak communities in Hungary important. In this spirit, in the reporting period the association also participated in several programmes organised by Slovaks in Hungary either as co-organiser or main sponsor (e.g. Fánkfesztivál – Pilisi Szlovákok Kavalkádja, a series of events commemorating the 270th anniversary of the resettlement of Slovaks, a gala event commemorating the 40th anniversary of the foundation of the Szivárvány Folklore Association in Kiskőrös, Békéscsaba 300, Szántói ElőMajális and the First Slovak-Swabian German Ball in Pilisszántó, etc.)

Paragraph (1)g):

encourage and/or facilitate the establishment of organisation(s) responsible for collecting and recording literary works in regional or minority languages, and presenting them to the public;

For this point, see Article 12(1)g) of Chapter “German II”. In addition to the institutions already in operation, in 2020 the National Slovak Self-Government established a new one, the Community and Legal Support Office, which operates under the aegis of the Public Benefit Foundation of Slovaks in Hungary. It carries out public benefit activities, maintains a customer service and provides free legal advice to local national minority self-governments and NGOs.

In addition, in 2020, the National Slovak Self-Government concluded an agreement with the Organization of Slovaks in Békéscsaba, as a result of which it purchased Csabai Slovaks Kft. It is the sole owner of the Company, which operates the House of Slovak Culture in Békéscsaba, where the regional centre of the Cultural Institute of Slovaks in Hungary and the Slovak Hotel and Restaurant also operate.

In addition to the nationally significant institutions, an increasing number of local Slovak municipalities relying on substantial state funds have been establishing institutions serving local community purposes. Generally, they house public collections of local Slovak cultural objects and offer community space where a variety of services are provided to community members.

In his report, the President of the National Slovak Self-Government pointed out that increased budgetary support had improved the HR and financial conditions of the institutions of the national self-government in the reporting period. As a result, a number of institutions, among them the Research Institute of Hungarian Slovaks, the Cultural Institute of Hungarian Slovaks,

the Office of the National Slovak Self-Government and the *Ludové noviny* (People's Newspaper), were able to create new jobs and employ young professionals.

Paragraph 2

With regard to areas other than the traditional fields where regional or minority languages are used, the Parties undertake to allow, encourage and/or provide for appropriate cultural activities and facilities in accordance with the previous paragraph, if that is justified by the number of speakers of a regional or minority language.

See the previous paragraph.

Paragraph 3

The Parties undertake that, in their cultural policies abroad, they will duly accommodate regional or minority languages and the culture created in these languages.

There were no significant changes in respect of this paragraph in the reporting period.

Article 13 -- Economic and social life

Paragraph (1)a):

Regarding economic and social activities, the Parties undertake, in respect of the country as a whole, to

a) exclude from their legislation any provision which, without justifiable reasons, prohibits or restricts the use of regional or minority languages in economic or social life-related documents, and particularly in employment contracts and technical documents such as instructions for the use of products and equipment;

Subsidies for National Minorities

On the **social situation** of and **support** for national minorities, see Article 13(1)a) of Chapter II "German".

Ethnic NGOs

According to the President of the National Slovak Self-government, cultural organisations actively cultivated and developed ethnic Slovak culture. Their work was supported by the Vertigo Slovak Theatre staging performances in Slovak, the Cultural Institute of Slovaks in Hungary, the Library and Documentation Centre of Slovaks in Hungary, all are the institutions of the National Slovak Self-Government.

The purpose and mission of the Identita Slovak Association is to promote Slovak language proficiency and the cultivation and handing down of Slovak religious and cultural traditions. The main objective of the association is to motivate members of the younger and the middle generation and encourage them to participate in ethnic Slovak public life in Hungary. As such work can only be done effectively if it takes on a national perspective, Identita Slovak Association evolved into a national organisation in just a few years.

The Association and two other Slovak organisations were on a joint list in the 2019 national minority municipal elections, and (similarly to the 2014 elections) managed to get 7 representatives elected to the Assembly of the National Slovak Self-Government. Members and supporters of the Association became representatives in a number of Slovak municipalities in all corners of the country. They belong to the younger generation of Slovaks in Hungary, are excellent professionals and speak Slovak.

The use of the Slovak language has always been a priority in the implementation of the Identity Slovak Association's programmes; using the language in the daily running of business is a fundamental requirement for members of the Association, who, by so doing, wish to set an example for the young generation. As the foregoing has revealed, the Association's activities cover the country as a whole, bringing together members of the Slovak community in Hungary in terms of politics, social life, culture and religion.

Article 14 – Cross-Border Relations

The Parties undertake to

a) apply the existing bilateral and multilateral agreements stipulating obligations vis-à-vis States where the same language is used in the same or similar form, or, where appropriate, endeavour to conclude such agreements that promote relations between speakers of the same language in the states concerned in the fields of culture, education, information, vocational training and further training;

In this respect, see **Article 14** of Chapter II. "German" on the various international organisations and **Article 14** of Chapter III. "Croatian" on minority joint committees. In the reporting period starting in 2017, the Hungarian-Slovak Ethnic Minority Joint Committee held its 14th meeting on 20 February 2019 (adopted recommendations: see Government Decree no 1338/2019 (VI. 5.) on the approval of the recommendations upheld and accepted at the 14th meeting of the Hungarian-Slovak Ethnic Minority Joint Committee).

b) facilitate and/or support cross-border cooperation in the interest of regional or minority languages, in particular between regional or local bodies in the area where the same language is used in the same or similar form.

Relations with the Motherland

In this respect, see **Article 14** of Chapter II "German" on relations with the motherland in general. The National Slovak Self-Government, as well as local and county bodies, NGOs, institutions and municipalities maintained extensive ties with their counterparts in Slovakia and other countries (mainly Romania and Serbia). The Slovak Ministry of Education and the Universities of Bratislava and Banská Bystrica regularly organised accredited training courses for teachers teaching Slovak in Hungary in the reporting period. The Slovak Ministry of Education seconded teachers to institutions teaching Slovak in Hungary in order to provide professional assistance with language teaching (although the National Slovak Self-Government did not have a say in the selection of the teachers). The National Slovak Self-government and its institutions regularly organised summer drama and Bible camps for children in Slovakia, and pilgrimages for adults. So did some Slovak NGOs, municipalities, local authorities and schools.

Cooperation in the Southern Great Plain between ethnic Slovaks in Hungary, Romania and Serbia is unparalleled in the Slovak diaspora. They submit 20–25 joint projects to the Office for Slovaks Living Abroad in Bratislava each year, and most are implemented. Particularly important language teaching tools: the publication titled *Dolnozemský Slovák* (Slovaks in the Southern Great Plain - a joint cultural quarterly), the *Slovenčinár* (Slovakian Teacher - a professional journal edited in Békéscsaba), , and “Together on Stage”, a meeting for theatres and an international competition in ethnography and ethnology organised for Slovak secondary school students.

The relations between the National Slovak Self-government and the various institutions of the Slovak Republic were very diverse in the reporting period as well. Cooperation was regular and particularly close mainly with the Office for Slovaks Living Abroad, the Slovak Ministry of Education, the diplomatic missions in Hungary (Embassy of the Slovak Republic in Budapest, the Consulate General in Békéscsaba) and the Slovak Institute in Budapest. The Slovak National Self-government also delegated one member to the Joint Committee for Cross-border Cooperation; however, similar to the Joint Committee for Education and Culture, it did not have a meeting in the reporting period. The National Slovak Self-government is a member of the World Association of Slovaks Living Abroad; the President of the National Slovak Self-government was a managing secretary in the reporting period, too. In addition, the National Slovak Self-Government actively contributed to the work performed by FUEN, and participated regularly in FUEN conferences, in Romania (Cluj-Napoca) in 2017, in the Netherlands (Leeuwarden) in 2018, in Slovakia (Bratislava) in 2019 and in Italy (Trieste) in 2021. The National Slovak Self-Government actively contributed to the work performed by of the Slovak Working Group.

Liaising with the motherland involving the entire spectrum of the country from state authorities to ordinary people was very important for the Identita Slovak Association presented above. This is why they organised their camps and pilgrimages in the motherland, where young people could master the language actually spoken, make friends and improve their language proficiency.

In addition to the above, several initiatives were launched in Hungary in the reporting period; as a result, a new high-quality cultural and educational centre will be established through cooperation between the ethnic minority, the motherland and the Hungarian Government. The Slovak Cultural and Educational Centre is a joint project of the Hungarian Government and the motherland.

The church of the former Slovak-speaking Lutheran congregation (1081 Budapest, Rákóczi út 57.) was built by Slovaks living in Hungary in the 19th century. Later, the flats of the tenement house built around the church of the Slovak-speaking Evangelical community were sold, and so was the church itself later. The representatives of ethnic Slovaks in Hungary have declared the church a national Slovak heritage site, and requested the governments of Hungary and Slovakia to support them in taking possession of the building, which they would then use as community space for ethnic Slovaks, the seat of their institutions and an ecumenical chapel.

The possibilities of renovating the property were examined by the Hungarian–Slovak Ethnic Minority Joint Committee at its 14th plenary session on 20 February 2019, and based on the signed records of the meeting, a government decision was adopted in each country (see Government Decree no 1338/2019. (VI. 5.). By adopting Government Decree no

1542/2020.(VIII. 17.) on the measures related to the purchase of the former church of the Slovak speaking Lutheran community, the Government of Hungary has granted HUF 765,429,000 to finance the acquisition of the property by the National Slovak Self-government. The government decree stipulated that the National Slovak Self-government should use the excess funding to finance the renovation of the building. The Slovak Republic undertook to grant EUR 2,000,000 to finance the renovation of the property, provided that the Hungarian Government finances its purchase; Slovakia will provide additional funding for the Slovak National Self-Government to renovate the property in the amount corresponding to that provided by the Hungarian Government. The Government Council of the Slovak Republic for Slovaks Living Abroad approved the financial resources for the renovation of the church at its meeting on 25 February 2020. (The property was acquired by the National Slovak Self-Government after the reporting period, on 8 February 2021.)

Purchasing the building and transferring its ownership was an important gesture by the Hungarian State towards the Slovak community in Hungary, expanding its institutional framework and space, thus contributing to the strengthening of Slovak identity. By purchasing the property, the Hungarian government has made it clear that supporting and financially empowering ethnic Hungarian communities, strengthening their collective rights and providing spaces where they can use their mother tongue are high on its agenda.

VII. Slovenian

The Slovene community lives in a geographically well-delineated region, in Vas County, at the South-West-Western border of the country. About 80% of the Slovene community in Hungary live in seven villages (Felsőszölnök-Gornji Senik, Alsószölnök-Dolnji Senik, Szakonyfalu-Sakalovci, Apátistvánfalva-Števanovci, Orfalu-Andovci, Kétvögy-Verica/Ritkarovci and Rábatótfalu-Slovenska ves, with the last one administratively belonging to the city of Szentgotthárd) in the area of the Austrian-Slovenian-Hungarian triple border; some others live sporadically in Szentgotthárd, Szombathely, Budapest, Mosonmagyaróvár, Győr and Sopron. A few families live at other locations of the country; they are Slovenes who once left the Rába Region in Slovenia to earn a living, secure a job or get married.

Information

For information on the Language Charter and ethnic minorities, see point *Information* in Chapter II “German”.

Implementation of Part II commitments

Article 7 – Objectives and Principles

Paragraph 1

The Parties shall base their policies, legislation and practice with regard to regional or minority languages in the areas where these languages are used, in accordance with the status of each language, on the following objectives and principles:

- a) *recognition of regional or minority languages as an expression of cultural riches;*

i) See Article 7(1)a) of Chapter I “Romani and Boyash” and the presentation of the **Amended Act on Ethnic Minorities 2020** in Chapter II “German”.

ii) For general information on ethnic minorities-related awards, see Article 7(1) of Chapter I “Romani and Boyash”. The following awards were granted to the following persons representing the Slovenian community: “For Ethnic Minorities” awarded to Mrs Sándor Fodor (2020), Mr József Hírnök (2021) and Mr Márton Ropos (2018); “Pro Cultura Minoritatum Hungariae” awarded to Gyöngyi Bajzek (2018), Mr Sándor Bedics (2021), Mrs László Gáspár (2019), the Felsőszölnök Folk Choir of the Association of Slovenes in Hungary (2020) and Mr Mihály Ropos (2017).

b) taking account of and recognising the geographical area where the individual regional or minority languages are spoken so that neither current nor future administrative borders may hinder the promotion of regional or minority languages;

See the information provided in Article 7(1)b) of Chapter I “Romani and Boyash”.

c) strong support measures for the preservation and development of regional or minority languages are needed;

See the information provided in Article 7(1)c) of Chapter I “Romani and Boyash”.

d) facilitating and/or encouraging the use of regional or minority languages in private and public life, orally and in writing;

See Article 7(1)(d)(i) of Chapter I “Romani and Boyash” and Chapter II “German” for information on **Practising religion in the mother tongue**. The Slovene community living in Hungary are a Roman Catholic community; Slovene priests, along with parish priests serving the area, provide religious services in the mother tongue. The Slovene community has particularly good relations with the Bishopric of Murska Sobota; the ties between the Diocese of Szombathely and the Bishopric of Murska Sobota are similarly good. In the reporting period, religious life in the mother tongue was on the rise; in addition to the 3 holy masses celebrated in Slovene every month, the two parish priests serving the region also strove to conduct liturgy in the mother tongue; this was made complete with church songs sung in Slovene by the church choirs of the parishes. By organising meetings for ethnic minorities in the diocese, the Bishopric of Szombathely also raised awareness of the key role that religion practised in the mother tongue plays in language preservation. The National Slovenian Self-Government, either directly implementing developments or playing an indirect role, strives to actively participate in the support of practising religion in the mother tongue by coordinating the renovation of the Slovenian churches concerned (in Felsőszölnök, Szakonyfalu and Alsószölnök) and a Slovenian parish building (in Apátistvánfalva).

e) in the areas covered by this Charter, preserving and developing relations between groups using a regional or minority language and other groups in the same state using the same or similar languages, and establishing cultural relations with other groups in the state using different languages;

See the information provided in Article 7(1)e) of Chapter I “Romani and Boyash”.

f) providing appropriate forms and means of teaching and learning regional or minority languages at all levels;

See information in Article 7(1)f) of Chapter I “Romani and Boyash” and **Article 7(1)f)** of Chapter III “Croatian” on ELTE Origo Language Centre.

A good practice by the Slovene community in Hungary is related to language proficiency examinations in ethnic languages: In the reporting period, in order to support secondary school education, the national minority advocate urged the publication of an alphabetical guide to Slovenian language proficiency examination, which provides significant support to secondary school students intending to sit for intermediate level language proficiency examinations. The national minority advocate also reported that ELTE Origo Language Centre Kft was planning to discontinue language examinations in small languages, including ethnic minority languages, due to profitability considerations in 2020. To prevent this from happening, the Slovenian advocate and the chairman of the Committee of National Minorities in Hungary held several meetings with the senior officers of the language examination centre. The Ministry of Innovation and Technology provided funding for the examination centre so that it can continue to offer language proficiency examinations in Slovenian once a year.

In addition, the National Slovenian Self-government received a grant of HUF 1.5 million in 2020 to realise the “Support for the Compilation and Publication of an Examination Guide to Language Proficiency Examinations in Slovene” objective (NEMZ-N-20-0211). According to the report of the National Government, the first workbook published in Hungary offering preparatory exercises for language proficiency examinations in Slovene recognised by the Hungarian State aims to help students with their preparation for the written part of the intermediate-level (B2) proficiency Slovenian language examination within the Origo language examination system by providing sample exercises and corresponding sample answers. The Guide to Language Proficiency Examinations copies Origo’s system and format of language proficiency examinations. The guide is also intended to help teachers who prepare students for language examinations. It contains 7 sample exercises and a key for each, as well as translation and letter samples. The printing and wire-stitching of 224 92-page A/4 format books was completed as part of the project.

A detailed summary of trends in the number of language examinations for each national minority in the reporting period is provided in Appendix 3.

(g) providing means to enable people who live in a district where a regional or minority language is used, but who do not speak that language, to learn that language if they wish;

See the information provided in Article 7(1)g) of Chapter I “Romani and Boyash”.

h) providing support for studying and researching regional or minority languages in universities or equivalent institutions;

See the information provided in Article 7(1)h) of Chapter I “Romani and Boyash”.

i) promoting appropriate forms of international exchanges in the areas covered by this Language Charter in respect of regional or minority languages used in the same or similar forms in two or more states.

See Article 7(1)i) of Chapter II “German”. International exchanges are covered in subsequent chapters.

Paragraph 2

The Parties undertake to abolish, if they have not already done so, any unjustified discrimination, exclusion, restriction or preference affecting the use of a regional or minority language which is intended to discourage or threaten the preservation or development of that language. The adoption of special measures in the interest of regional or minority languages in order to promote equality between their users and the rest of the population or to take account of their specific status does not constitute discrimination against users of more widely used languages.

See information provided in Article 7(2) of Chapter I “Romani and Boyash” **Paragraph 2** on the Equal Treatment Authority.

Paragraph 3

The Parties undertake to promote, by appropriate means, mutual understanding between all language communities in the country, particularly by including the principles of respect, understanding and tolerance for regional or minority languages in the goals of education and training in the country and by encouraging the mass media to pursue the same aims.

There were no significant changes in respect of this paragraph in the reporting period.

Paragraph 4

The Parties undertake to take into account the needs and wishes expressed by the groups using regional or minority languages when formulating their policies on these languages. The Parties are encouraged to establish, if necessary, bodies which can advise the authorities on all matters concerning regional or minority languages.

See Article 7(4)i) of Chapter I “Romani and Boyash”, Article 7(4)i) of Chapter II “German, and information on **Thematic Working Group Responsible for Ethnic Minority Affairs** Mrs Erika Köles Kissné was the Slovenian nationality minority advocate in the reporting period. Statistically, ethnic Slovenians are statistically one of the smallest national minorities in Hungary; however, their intense community involvement is reflected in the fact that nearly 25% more people registered as ethnic Slovenians on the electoral roll and cast almost 40% more valid votes in the local elections in 2019 than in 2014. Márton Ropos (before 2019) and Károly Holecz (from 2019) were presidents of the National Slovenian Self-Government in the reporting period.

Paragraph 5

The Parties undertake to apply, mutatis mutandis, paragraphs 1 to 4 above to languages unrelated to this issue. For these languages, however, the nature and scope of the measures to give effect to this Charter should be determined flexibly, taking into account the needs and wishes of the groups using the language in question, while respecting their traditions and characteristics.

Although the Slovene community lives in a geographically well-delineated region, in Vas County, at the South-West-Western border of the country (see the Rába Region in Slovenia), the Slovene community is also entitled to the rights and conditions discussed here, similarly to other national minorities living in Hungary.

Minority Reports

See the subparagraph on *Minority Reports* of Chapter I “Romani and Boyash” on the involvement and contribution of the national minorities living in Hungary in the compilation of this country report. In addition to the ministries and other governmental and non-governmental organisations mentioned in the Introduction, the National Slovenian Government and the Slovenian National Minority Advocate also contributed to the chapter on the Slovenian language.

Additional undertakings related to Part III

Article 8 – Education

Paragraph 1a):

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

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;

Minority kindergartens

See chapter Article 8(1) of Chapter II “German” on *Minority kindergartens*. As reported earlier, there have been examples, including in Slovenian-speaking territories, of a shift from a minority language teaching approach to bilingual national minority education, where over 50% of the compulsory teaching time must be contributed to teaching at least 3 school subjects in the minority language.

In accordance with the decision of the General Assembly of the National Slovenian Self-Government, in the reporting period, with effect from 1 September 2018, a kindergarten in Szakonyfalu was incorporated into the Kossics József Bilingual Primary School and Kindergarten (Felsőszölnök), one of two public education institutions run by the National Slovenian Self-Government.

In each academic year, enrolment in kindergarten groups where Slovene is a means of communication is high in Apátistvánfalva, Felsőszölnök, Szakonyfalu and Szentgotthárd. Kindergarten staff with a teacher’s degree or a language proficiency certificate are employed to teach both language and culture.

Statistical data are provided in Appendix 1.

Paragraph 1b):

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;

Ethnic primary schools

See chapter Article 8(1) of Chapter II “German” on *Ethnic primary schools*. Statistical data related to ethnic primary schools are provided in Appendix 1.

Paragraph 1c):

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;

Ethnic secondary schools

See chapter Article 8(1) of Chapter II “German” on *Ethnic secondary schools*. The Slovenian national minority advocate emphasized that he endeavoured to ensure that the highest possible number chose secondary schools that also offer Slovenian language teaching (Szent Gotthárd Primary School and Grammar School, and the Vocational Training Centre of Vas County Béla III Vocational Training Centre and Boarding School, Szentgotthárd).

Paragraph 1d):

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;

Vocational training

See chapter Article 8(1) of Chapter II “German” on *Vocational training*. Two institutions provided vocational training in minority languages in Hungary in the reporting period: the General Cultural Centre of Germans in Hungary, and **Vas Megyei Szakképzési Centrum III. Béla Technikum és Kollégium** (Szentgotthárd). 25 students received education in Slovenian in the latter. Since the early 1990s, the school has been giving priority and affirming commitment to the education of ethnic Slovene pupils in their native language. The educational objectives of the institution include language teaching as a priority, with the possibility of learning and using Slovene in both general education and vocational training. In addition to the topics specified in the National Curriculum, the school also provides education in the language and literature of the Slovene minorities living in the Szentgotthárd region, as well as Slovene ethnology.

One of the characteristics of the location of the school and its environs is that Slovene, German and Roma people also live in its vicinity; therefore, learning about the nationality of their peers and their national identities is of key importance for the students. (In Szentgotthárd and the neighbouring villages, the pedagogical programme of primary schools also includes education in Slovenian and German, thus, students may continue learning Slovenian in secondary education as well, in keeping with the wish of parents and students.) As some of the students study or have studied and speak the language, the school is responsible for making non-ethnic minority students familiar with this. This knowledge transfer helps to give students an insight into the history, literature, music and current issues affecting ethnic Slovenes, Germans and the Roma in Hungary.

Statistical data related to institutions providing vocational training in an ethnic minority language are provided in Appendix 1.

Paragraph 1e):

iii) if, by reason of the role of the State in relation to higher education institutions, subparagraphs (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;

Minorities in higher education

See Article 8(1) of Chapter II “German” *Minorities in higher education* . The Slovenian language as a major is taught at the Eötvös Loránd University. Slavic Studies is an optional master’s specialisation in the field of Slovene as an ethnic minority language.

In Hungary, the Institute of Slavonic and Baltic Philology at ELTE BTK offers Slovenian Slavic studies as a major, and the Slovenian Department of the ELTE SEK is the Hungarian base for Slovenian teacher training. Enrolment at this department needs to be improved; accordingly, the advocate held a number of meetings with the management of the institution in the reporting period.

Lower primary school teacher, pre-school teacher and upper-primary and secondary school teacher training in ethnic minority languages

Enrolment varied considerably in the reporting period despite the fact that quotas in pre-school teacher and upper primary secondary school teacher training were high.

Table 53:
Teacher training in ethnic minority languages

National minority	Pre-school teacher training	Lower primary school teacher training	Upper-primary and secondary school teacher training
Slovenian	x	-	x

Source: Ministry for Innovation and Technology

Other teacher training

There were changes in the content of other teacher training courses in the reporting period. Decree No 63/2021 (XII. 29.) of the MIT on the training and outcome requirements for certain specialisations in the field of teacher training amended the training and outcome requirements for bachelor’s degree in infant and early childhood education in the field of teacher training, incorporating specialisation in national minority languages (specialisation in infant and early childhood education, Slovenian language). The three-year course prepares undergraduates for teaching children under the age of 3 in both Hungarian and ethnic minority languages. The subjects covered by the specialisation in early and young childhood education and examinations, including the final examination, are taught in ethnic minority languages.

Scholarships in higher education in the mother country

The government provides ongoing support for cultural and educational opportunities for ethnic minorities in Hungary so that they may study in institutions of higher education and do research in and make study trips to the mother country; summer courses are organised for language majors. The figures below show all non-minority applicants, applicants presumed to belong to

ethnic minorities, and scholarship winners in the programmes financed with intergovernmental funds.

Table 54:
Scholarships for studies to be conducted in Slovenia

Scholarships	2016/2017		2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
	applicant	winner	applicant	winner	applicant	winner	applicant	winner	applicant	winner	applicant	winner
study trip	0	0	0	0	0	0	0	0	0	0	0	0
summer course	6	3	2	2	0	0	0	0	3	3	2	2

Source: Ministry of Innovation and Technology

A scientific, educational and cultural agreement signed in 2022 and a work plan for its implementation provided the basis for Hungarian-Slovenian educational and cultural cooperation. Summer language courses for students at Eötvös Loránd University are generally popular and reported to be very effective. For the 2022–2023 academic year, no applications were received for scholarship supporting studies in Slovenia.

As pointed out in the chapters above, out of the 7 ethnic minorities in Hungary, the Slovenians operated a kindergarten at the time of a national survey on ethnic kindergartens, conducted as a first step of the presented Ethnic Minority Teachers Programme.

Under the **Klebelsberg Training Scholarship Programme**, a scholarship contract was signed with one student participating in Slovenian ethnic minority teacher training (teacher of Slovenian and Slovenian national minority language and culture) in the reporting period (2019–2020).

Paragraph 1f):

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;

Ethnic adult education

See Article 8(1) of Chapter II “German” *Ethnic adult education*. The relevant data are given in Appendix 2.

Paragraph 1g):

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

Ethnic history and culture

See Article 8(1) of Chapter II “German” *Ethnic history and culture*.

Paragraph 1h):

to provide the basic and further training of the teachers required to implement the contents of paragraphs a to g accepted by the Party;

See Article 8 h) of Chapter II “German” and Table 16 on accredited post-graduate teacher training courses.

Paragraph 1i)

to set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages and for drawing up periodic reports of their findings, which will be made public.

See Paragraph 1i) of Chapter II “German”. In its report, the National Slovenian Self-government pointed out that both institutions had been granted the Education Office’s Base Institution title in 2020, and that they always fulfil the criteria for presenting, disseminating and publishing good practices.

Paragraph 2:

With regard to education and in respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage or provide teaching in or of the regional or minority language at all the appropriate stages of education.

See Paragraph 2 of Chapter II “German”. Changes in the amounts of public education contracts entered into with the Slovenian national minority are shown in the table below:

Table 55:
Amounts in public education contracts in the reporting period

National minority self-government	2021	2022
National Slovenian self-government	82,000,000	98,000,000

Source: Ministry of Human Capacities

The National Slovenian Self-Government, with the support of the Hungarian Government, carried out an investment in 2020, as a result of which IT equipment was provided to all institutions offering Slovene language education, not only those operated by the national self-government, from kindergartens to vocational training institutions, in order that conditions for education in minority languages could be improved.

Article 9 – Judicial authorities

Paragraph 1a):

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:

a) in criminal proceedings:

(ii) to provide that the courts, at the request of one of the parties, shall conduct the proceedings in the regional or minority languages; and/or,

(iii) to ensure that motions as well as written or oral evidence are not considered inadmissible solely because they are formulated in a regional or minority language; and/or

(iv) to produce, on request, documents connected with legal proceedings in the relevant regional or minority language; if necessary by the use of interpreters and translations involving no extra expense for the persons concerned.

Criminal law

See Article 9(1) of Chapter II “German” for a detailed description of Criminal law and Chapter III “Croatian” for a description of penitentiary practices regarding the Slovene language. Penal institutions close to the border maintain close contacts with neighbouring countries' authorities. For example, the Zala County penitentiary institution liaises with representatives of penal institutions in Slovenia.

Paragraph 1b):

b) in civil proceedings:

(ii) to allow, whenever a litigant must appear in person before a court, that he or she may use his or her regional or minority language without thereby incurring additional expense,

(iii) to allow documents and evidence to be produced in the regional or minority languages, by the use of interpreters and translations if necessary.

Civil law

For this point, see Chapter "German II", Article 9,(1) Civil law for a detailed description.

Paragraph 1c):

in proceedings before the judicial authorities competent in administrative matters:

(ii) to allow, whenever a litigant must 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, by the use of interpreters and translations if necessary;

Administrative law

In respect of this paragraph, see Article 9(1) of Chapter II “German” on a detailed description of Administrative law .

Paragraph 2a):

The Parties undertake

not to deny the validity of legal documents drawn up within the State solely because they are drafted in a regional or minority language; or

Paragraph 2b):

not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in a regional or minority language, and to ensure that they can be invoked against interested third parties who are not users of these languages, on condition that the contents of the document are made known to them by the person(s) who invoke(s) it; or

Paragraph 2c):

not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in a regional or minority language.

There were no significant changes in this paragraph during the reporting period.

Article 10: Administrative authorities and public services

Paragraph 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:

(v) to ensure that users of regional or minority languages may validly submit a document in these languages;

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

Administrative procedures

Regarding this paragraph (and the related recommendations), see Article 10(1) of Chapter II German” for a detailed description of Administrative proceedings . Based on the reports of government offices, there were no instances of national minority languages being used in official procedures in 4 counties (Heves, Jász-Nagykun-Szolnok, Veszprém, Zala) in the reporting period. As regards the other 15 counties and the capital city, the Slovene minority language was used on 153 occasions in authorities' procedures in the reporting period.

The Slovenian national minority advocate pointed out in his report that in the Rába region all municipal offices had Slovenian-speaking staff. Based on their statutory rights, members of the Slovenian community are entitled to conduct official procedures in Slovenian.

Paragraph 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;

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.

In respect of this paragraph, see Article 10(2) of Chapter II “German”.

Paragraph 3c):

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 an application and receive a reply in these languages.

National minority language use and national minority self-governments

In respect of this paragraph, see Article 10(3) of Chapter II “German” for a description on National minority language use and national minority self-governments. The following government offices reported the use of Slovenian as a national minority language in the operation of self-governments in the reporting period:

Table 56

National minority language use in the operation of national minority self-governments

National minority languages	Number of government offices, which have reported the use of a national minority language in the course of the operation of the national minority self-government	Name of government offices
Slovenian	1	Vas

Source: Prime Minister’s Office

According to the information provided by the National Slovenian Self-Government, the meetings of the Assembly and its Committees, of which minutes are recorded by qualified staff of the Office of the National Slovenian Self-Government, are held in the mother tongue of the members (Slovene literary and its vernacular). The staff also perform other administrative, management, financial and tender-related tasks in accordance with the Rules of Procedure. In 2019 and 2020, the staff of the Office of the National Slovenian Self-Government participated in language training to improve their Slovenian language skills.

Paragraph 4a):

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;

Regarding this paragraph, see Article 10(4)a) of Chapter II “German”.

Paragraph 4c):

compliance as far as possible with requests from public service employees knowing a regional or minority language to be appointed in the territory in which that language is used.

There were no significant changes in respect of this paragraph in the reporting period.

Paragraph 5:

The Parties undertake to allow the use or adoption of family names in the regional or minority languages, at the request of those concerned.

Electronic Civil Status Register

In this respect, see Article 10(5) of chapter II “German” on a description of the Electronic civil status register .

Table 57
Registration of national minorities in electronic civil registries

Nationality	2017	2018	2019	2020	2021	2022 (April)
Hungarian citizens registered in the electronic register: number of nationality names						
Slovenian	1	1	3	5	6	6
Number of the above procedures/entries						
Slovenian	0	0	2	2	1	0

Source: Ministry of Interior

According to the information provided by the National Self-Government, citing section 46(4) of the Act on Civil Records, based on a request and valid grounds for the request, the National Slovenian Self-government amended (supplemented) the register of female first names in Slovenian in 2020.

Personal ID cards

In this respect, see Article 10(5) of Chapter II “German” on a description of Identity Cards.

Article 11 - Media

Paragraph 1a):

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 take appropriate measures to ensure that broadcasters include programmes in regional or minority languages in their programmes;

On the general national minority aspect of the media, see Article 11 (1) a) of Chapters I “Romani and Boyash” and II. “German”. Similarly to the Slovak community, Slovenians consider it important that their community has media that use the native language in mass communication. The language that the weekly publication *Porabje* uses is mostly Rába Region Slovene; a smaller percent of the articles in the weekly is written in literary Slovene; no Hungarian translation is provided. The unique Slovenian Radio Monošter of Szentgotthárd is broadcast for four hours a day, in the Rába region. Most of the programs are aired in a Slovenian dialect, and a smaller number in Slovenian literary language; no Hungarian translation is provided.

Paragraph Ib):

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

Radio programmes (MR4 National Minority Radio and Kossuth Radio)

In this respect, see Article 11(1) of Chapter II “German” for a description of Radio programmes (MR4 National Minority Radio and Kossuth Radio) .

Slovenian national minority programme:

The programme presents, mainly through live broadcasts and practical reports, the living conditions of Slovenian people living in Hungary, how they strive to preserve their mother tongue, culture and identity, and potential difficulties of social integration. Programme duration: 30 minutes, on-air: Monday 13:00, National minority Radio, rerun: Wednesday 01:00, National minority Radio.

Music of national minorities:

Each day, the programme showcases the musical culture of a national minority. On Saturdays, the music of 7 small minority communities (Bulgarian, Greek, Polish, Armenian, Russian, Slovenian and Ukrainian) is presented, with Roma music on Sundays. Programme duration: 30 and 57 minutes, respectively, on-air: every weekday 13:30, National Minority Radio; Saturday and Sunday 12:00–13:00, National Minority Radio; rerun: Tuesday 01:00 and Monday, Tuesday 00:00, National Minority Radio.

Paragraph 1c):

(ii) encourage and/or facilitate the regular broadcasting of television programmes in regional or minority languages.

National minority programmes of Hungarian Television

In this respect, see Article 11(1) of Chapter II “German” for a description of National minority programmes on Hungarian Television.

Slovenski utrinki:

The bi-weekly magazine series presents the life and culture of the Slovenes, Hungary’s smallest national minority group, in a lively manner. Programme duration: 26 minutes, on-air: bi-weekly Thursday 7:25, Duna, rerun: Thursday 15:00, Duna World.

Paragraph 1 e):

(i) to encourage and/or facilitate the creation and/or maintenance of at least one newspaper in the regional or minority languages

Ethnic minority newspapers and other media

There were no changes in the reporting period with regard to the newspapers and other publications published by the national minority self-governments, and they continued to receive media support.

The community leaders pointed out that it was significant for the Slovenian community to have media that use their native language in mass communication. Porabje, a weekly newspaper, is published weekly with increased budgetary support from Hungary. The language that the weekly magazine Porabje uses is mostly Rába Region Slovene; a smaller percent of the articles is written in literary Slovene; however, they are not translated into Hungarian. Information for Slovenes in Hungary and the small region is provided by the independently operated Radio Monošter, which broadcast 4 hours a day during the reporting period, also in the local language and a small part in the Slovene literary language; no Hungarian translation is provided.

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

The National Slovenian Self-Government receives regular subsidies to finance the operation of the Slovenian Radio, as indicated in the previous point.

Paragraph 1 g):

to provide financial support for the mass media using regional or minority languages in order that they can finance the training of journalists and other staff.

In respect of this paragraph, see Article 11(1)(g) of Chapter II “German”.

Paragraph 3:

The Parties undertake to ensure that the interests of the users of regional or minority languages are represented or taken into account within such bodies as may be established in accordance with the law with responsibility for guaranteeing the freedom and pluralism of the media.

There were no changes in respect of this Paragraph in the reporting period.

Article 12 - Cultural activities and cultural facilities

Section 1 paragraph a:

With regard to cultural activities and facilities – especially libraries, video libraries, cultural centres, museums, archives, academies, theatres and cinemas, as well as literary work and film production, vernacular forms of cultural expression, festivals and the culture industries, including inter alia 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, have power or play a role in this field

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

Community Culture

In this respect, see Article 12(1)b) of Chapter II “German” Community Culture.

Public collections

In this respect, see Article 12(1)a) of Chapter II “German” Public Collections.

Libraries and publishing

In this respect, see Article 12(1)a) of Chapter II “German” Libraries and publishing. The following table summarises the Slovenian national minority-related documents in the ethnic minority collection of the National Foreign Language Library.

Table 58:
Number of national minority-related documents

National minorities according to Annex 1 to the National Minority Act	2017 fact	2018 fact	2019 fact	2020 fact	2021 fact
number of documents in Slovenian	1,138	1,416	1,474	1,504	1,531

Source: National Foreign Language Library

Museums and collections

In this respect, see Article 12(1)a) of Chapter II “German” Museums and Collections.

Doubling as a village house, the Kùhár Memorial House in Felsőszölnök presents the ecclesiastical history and ethnographic traditions of the Slovene national minority and houses an ethnographic exhibition and a of ecclesiastical artefacts. Maintained and run by the National Slovenian Self-Government, it is becoming increasingly well-known according to the leaders of the Slovenian community. Students from the local schools visited the village house and had their Slovenian ethnography lessons on a number of occasions in the reporting period. The village house also organises workshops (e.g. bread baking, paper folding, basket weaving and making decorative items from corn husks) that attract many. Unfortunately, these workshops had to be temporarily discontinued due to the epidemic situation. In addition, the museum’s educational activities and traditional summer camps are very popular.

The Kùhár Memorial House (Slovenian Village House) places great emphasis on the preservation of monuments; in this spirit, a wooden plaque commemorating the period of the Lent from Apatistvánfalva underwent restoration. An exhibition entitled “Agnus Dei – Veneration of the Blessed Sacrament in Hungary” was on display in the Pesti Vigadó between 29 October 2019 and 19 January 2020. The plaque was returned to the Kùhár Memorial House (Slovenian Village House) on 24 July 2020, and is on display again.

In Szentgotthárd, the Móra Ferenc Town Library and Museum served as a base museum of the Pável Ágoston Slovenian National Minority and Local History Collection and housed the Slovene public collection in the reporting period.

UNESCO - Intangible Cultural Heritage

Based on a proposal by the Intangible Cultural Heritage Committee of the UNESCO Hungarian National Commission, **log-driving by Slovenians** in the Rába Region was entered in the National ICH List in 2015 before the start of the reporting period. The National Slovenian Self-government, which had submitted the application, was awarded with the title at the Royal Palace in Gödöllő. In 2021, the Slovenian National Minority Self-Government also participated in the review procedure of the ‘log-driving by Slovenians in the Rába Region’ cultural heritage element coordinated by the Intangible Cultural Heritage Directorate’s Open-Air Ethnographic Museum. According to the information provided by the national self-government, log-driving by Slovenians in the Rába Region was presented once in the reporting period.

Minority theatres

In this respect, see Article 12(1)a) of Chapter II “German” Ethnic theatres.

Section 1 paragraph b:

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

Section 1 paragraph c:

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

There were no significant changes in respect of these paragraphs in the reporting period. It should be noted that cultural events organised by national minority self-governments were also often bilingual.

Section 1 paragraph f:

to encourage direct participation by representatives of the users of a given regional or minority language in providing facilities and planning cultural activities;

Cultural events of the minorities

In this respect, see Article 12(1)a) of Chapter II “German” Cultural events of the minorities.

Section 1 paragraph 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;

In this respect, see Article 12(1)g) of Chapter II “German”.

Section 2:

In respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority

language justifies it, to allow, encourage and/or provide appropriate cultural activities and facilities in accordance with the preceding paragraph.

See the preceding section.

Section 3:

The Parties undertake to make appropriate provision, in pursuing their cultural policy abroad, for regional or minority languages and the cultures they reflect.

There were no significant changes in respect of this section in the reporting period.

Article 3 – Economic and social life

Section 1 paragraph a:

With regard to economic and social activities, the Parties undertake, within the whole country:

a to eliminate from their legislation any provision prohibiting or limiting without justifiable reasons the use of regional or minority languages in documents relating to economic or social life, particularly contracts of employment, and in technical documents such as instructions for the use of products or installations;

Support for National Minorities

On the social situation of and support for national minorities, see Article 13(1)a) of Chapter II “German”.

National Minority NGOs

Unfortunately, no contribution was received from the Slovenian national minority NGO. According to the information provided by the Slovenian national minority advocate, the small Slovene community, recognising the role of cultural activities in preserving language and culture, has paid special attention to the maintenance and operation of cultural groups since the community became independent. Cultural groups have been founded mainly by the Association of Slovenes in Hungary, the largest NGO in their community; and the operation of these groups is financially guaranteed, to a large extent, through funds provided by Slovenia. At the end of the reporting period, 11 registered cultural groups were operated by this organisation, including choirs, dance groups, theatre groups performing in the native language of the Rába Region, and folk music ensembles.

The “Špajnsni-flajnsni” (“Fun and Busy”) ensemble was operated by the National Slovenian Self-government and the New Buda Slovenian Self-government of Budapest District 9 in the reporting period. A Slovenian choir was also operated by the Association of the Slovenes in Budapest. In his report, the advocate highlighted the activities of the Slovenian Pensioners’ Association of the Rába Region, which organises 10-12 major programmes every year, all in Slovenian. Attention is paid to intergenerational cooperation, which provides a good opportunity to pass down Slovenian spiritual and cultural heritage to future generations. For over a decade, the Slovenian Youth Association of the Rába Region has been working with

increased efforts to encourage young people to participate in Slovenian public life and cultural activities in Hungary.

In his report, the advocate stressed that all civil and municipal organisations were actively involved in the preservation and promotion of the Slovenian language and culture in Hungary.

Article 14 - Cross-border exchanges

The Parties undertake to

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

In this respect see Article 14 Chapter II “German II”, on the various international organisations and Article 13 of Chapter III “Croatian” on minority joint committees. In the reporting period starting in 2017, the following minority joint committee meetings were held:

- 21 November 2017: Hungarian-Slovenian Minority Joint Committee, 17th meeting [adopted recommendations: see Government Decree No 1150/2018 (III. 26.) on the approval of the recommendations upheld and adopted at the 17th meeting of the Hungarian-Slovenian Minority Joint Committee]
- 23 March 2022 Hungarian-Slovenian Minority Joint Committee, 18th meeting [adopted recommendations: see Government Decree No 1647/2022 (XII. 22.) on the approval of the recommendations upheld and adopted at the 18th meeting of the Hungarian-Slovenian Minority Joint Committee and the repeal of certain government decrees].

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.

Relations with the mother country

In this respect see Chapter II “German”, Article 14 on relations with the mother country in general.

Public education institutions in the community are making efforts to ensure that their students have regular access to summer camps in the mother country, which is of great importance in terms of the use of the language. The National Slovenian Self-Government is assisted in this by several pedagogical experts and advisors in the mother country. Under the Programme of Educational, Scientific and Cultural Cooperation signed by Slovenia and Hungary, primary schools offering a bilingual curriculum can rely experts from the mother country, teaching and learning aids prepared in the native language and make use of summer camps and intensive language training courses in the mother country.

According to the information provided by the advocate, many of the Slovenian nationality secondary school graduates decide to pursue further education at universities or colleges in Ljubljana or elsewhere in Slovenia, in order to strengthen their language skills. Many of them make use of the possibility of one-year language upskilling courses, as a result of which they can pass language proficiency examinations or pursue further education in Slovenian higher education institutions.

The organisations and institutions of the Slovene community in Hungary established excellent cooperation with associations based in Slovenia. Furthermore, the cooperation between the Slovene community in Hungary and the National Slovene Self-Government was resumed and proved to be successful culturally, politically and, due to MURABA ETT economically.

On 6 November 1992, the two countries entered into a mutual agreement on the granting of separate rights to the Slovene minority living in Hungary and the Hungarian minority living in the Republic of Slovenia, the implementation of which is supervised by the Slovenian-Hungarian Joint Minority Committee, recommendations of which include a decision to establish, including by means of EU funds, a system for the creation of an economic base for the Slovene minority living in the Rába Region, as in the case of the Hungarian community living in Slovenia. An important feature of the Rába and Mura Region development programmes is a national minority perspective, namely that the programmes also serve the preservation of the Slovene/Hungarian national minority identity.

The Rába Region Development Programme is based on the needs of the Slovene national minority locations, in line with the objectives of the Operational Programme for Spatial and Urban Development of Vas County. The development programme for the 2020–2023 period receives EUR 700,000 annually as set out in Government Decree No 1618/2019 (10.28.) on support for the implementation of the Slovenian Rába Region regional development programme. The compilation of information on the local needs of the system in the Rába Region was carried out with the involvement of the mayors of the municipalities concerned, the national minority self-governments, civil organisations and the representatives of small and medium-sized enterprises in the reporting period. The regional development programme of the Slovenian Rába region was completed with support from the State Secretariat for Church and National Minority Relations of the Prime Minister's Office. The Government adopted the Government Decree No 1411/2020 (15.VII.) on the conditions of the utilisation of funds to be granted for the implementation of the regional development of the Slovene Rába Region in 2020, i.e. the first year of a targeted assistance for the Slovene Rába Region. Under the rules procedure, development funds will be granted primarily through tenders; however, case-by-case decisions on the funding of certain projects (“priority projects”) will also be possible. (The first calls for proposals were published after the end of reporting period.)

The Mura Region Development Programme is a 4-year regional programme also supported financially by the Slovenian state which strengthens the economic basis of the Hungarian national minority community in the Mura Region. The programmes are ‘mirror programmes’ of the Slovenian Rába Region Development Programme in Hungary. The aim of the Slovenian programme is the targeted development of the area inhabited by an indigenous Hungarian national community, through encouraging investment, creating new jobs, improving infrastructure and increasing the attractiveness of the area in terms of tourism. Using state finances, Slovenia has been supporting the implementation of the regional development programme of the Mura Region since 2017. The annual amount of the financial assistance is EUR 350–450. The Hungarian and the Italian minority community receives 70% and 30% of

the funds, respectively, with the actual amount available for the Hungarian minority community being EUR 2,100,000 (approx. HUF 672 million) in the 2017–2020 period. The amount provided by the Hungarian Government is much higher: In respect of 2019, HUF 1 billion was made available for the Hungarian minority community in the Mura Region, i.e. a total of HUF 2 billion in the past years.

At the end of the reporting period, on 21 February 2022, Hungarian Prime Minister Viktor Orbán and Slovenian Prime Minister Janez Janša signed an agreement on the establishment of a **Hungarian-Slovenian Financial Fund** for the development of the minority communities living in the two countries; under the agreement EUR 5 million will be made available annually for the Mura and Rába Regions, respectively over the next 5 years.

VIII. Bulgarian

The Bulgarian language is covered by the undertakings in Part II – the Bulgarian community is a relatively small ethnic community in Hungary. For most nationalities, but especially for the small ones, communities speaking minority languages are scattered throughout the country. In the vast majority of the cases, they live at places where they constitute a minority compared with the population as a whole.

The Hungarian-Bulgarian Friendship Day, celebrated since 2016 on 19 October each year, is considered as an event that exemplifies good practice in the field of Hungarian–Bulgarian relations (Hungary only shares a similar festive day only with the Poles).

Information

For information on the Language Charter and national minorities, see the section titled "Information" in Chapter II "German".

Implementation of undertakings related to Part II

Article 7 – Objectives and principles

Paragraph 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 practices on the following objectives and principles:

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

i) See Article 7 (1)a) of Chapter I "Romani and Boyash" and the presentation of the *Amended Act on Ethnic Minorities 2020* in Chapter II "German".

ii) For general information on the recognitions related to national minorities, see the information in Article 7 (1) of Chapter I "Romani and Boyash". A "For Ethnic Minorities" Award was granted by the Bulgarian community to Bonev Jordan (2019), Mrs Géza Bűdy (2021), Ognaja Kozsuharov (2020), Nikola Parov (2018), and the Roszica Bulgarian Children's Folk Dance Group (2017), and 'Pro Cultura Minoritatum Hungariae' Award was granted to the Balkan

Dance Ensemble and Cultural Association (2020), the Biljana Folk Dance Ensemble (2017), Kozsuharov Ognjan (2018), Micov Jordanov Iván (2021) and Csaba Gábor Németh (2019) in the reporting period.

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;

See the information provided in Article 7(1) b) of Chapter I “Romani and Boyash”.

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

See the information under Article 7(1)c) of Chapter I “Romani and Boyash”.

The Bulgarian community in Hungary considers it very important that the future generations of Bulgarians should master the Bulgarian language. In addition to community institutions for ethnic Bulgarians and higher education institutions offering Bulgarian language and literature as a major, the ‘Malko Teatro’ Bulgarian theatre also provides great help with the mastering and use of Bulgarian. The Malko Teatro regularly gives speech technique classes to the students of the Bulgarian National Language School, prepares them for school festivities, and contributes to the preservation of the mother tongue among Bulgarians in Hungary through performances in Bulgarian.

The use and mastering of the mother tongue is also supported by publications of the Bulgarian National Minority Self-Government and the Pro Schola Bulgarica Foundation. The Pro Schola Bulgarica Foundation publishes mainly bilingual children’s books, which helps children to improve their language skills. Organised by the Bulgarian National Minority Self-government and the Bulgarian Youth Association each year for 17 years now, a summer camp called Bulgarian Native Language and Folklore Youth Camp, which is the only event of its kind, enables ethnic Bulgarian young people in Hungary to spend a few days together in Fertőd. The sessions are held in Bulgarian, which opens up an excellent opportunity for practising Bulgarian.

In the reporting period, the Government of Hungary continued to support the aspirations of the Bulgarian community and the preservation of its culture and language. This is reflected in the numerous events and projects (e.g. the two presented below) that took place in the reporting period:

In 2018, Bulgarians living in Hungary celebrated the 100th anniversary of the **Bulgarian School in Budapest**. The jubilee year was marked by various programmes, wreath-laying ceremonies, a conference (attended by Tanya Mihajlova, Deputy Education Minister of Bulgaria and a number of guests from Bulgaria and Bulgarian schools abroad), plaque unveiling, an alumni meeting (former students of the first Bulgarian school) and a gala concert.

The renovation of the **Community Centre** began in the autumn of 2018. The construction project, which lasted over one year, included the installation of new shower cabins and changing rooms, an artist’s entrance and a new floor above the lobby with elevator accessibility. The multifunctional hall on the newly constructed floor also provides space for dance rehearsals,

exhibitions and conferences. The project was supported by the Prime Minister's Office and the Bulgarian Government.

By issuing Government Decree No. 1578/2020. (IX. 10.) on measures related to the location of certain organisational units of the Ministry of Foreign Affairs and Trade, the Government supported the moving of public education and cultural institutions - owned by the National Bulgarian Self-Government and the Hungarian State and previously falling within the asset management remit of the Local Government - to a new property to be constructed on an undeveloped plot owned by the Association of Ethnic Bulgarians in Hungary, situated at 1097 Budapest, Vágóhíd utca 19. The Government of Hungary provided HUF 2,600 million in 2020, HUF 950 million in 2022 (and HUF 797 million in 2023), i.e. a total of HUF 4,347 million to help the investment. The Bulgarian state provided an additional EUR 1 million to finance the construction. Government Decree no 83/2021 (II. 23.) on declaring certain administrative matters related to investments as matters of major importance for the national economy and on the amendment of Government Decrees related to certain investments of major importance for the national economy, the Government of Hungary declared this project as an investment of major importance, and that certain related administrative matters were considered as matters of major importance for the national economy. The foundation stone of the Centre for Bulgarian Education and Culture was laid at the end of the reporting period, i.e. on 3 March 2022, the national day of Bulgaria. (The international and mother country-related aspect of the project is described below under subparagraph i.)

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

See Article 7(1) (d)i) of Chapter I "Romani and Boyash" and Chapter II "German" for information on ***Practising religion in the mother tongue.***

In the period under review, the Bulgarian community continued to be served by the Alternative Arts Foundation (Malko Teatro) as a national theatre.

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 who employ 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;

See the information provided in Article 7(1)e) of Chapter I "Romani and Boyash".

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

See the information in Article 7(1)f) of Chapter I "Romani and Boyash", and *Article 7(1)f)* of Chapter III "Croatian" on the ELTE Origo Language Centre. For a detailed summary of trends in the number of language examinations for each national minority over the reporting period, see Appendix 3.

Auxiliary national minority education, the provision of which is only optional if the number of students requesting national minority education is less than eight, is identical, in terms of content and time, with national minority education including language teaching. It is organised

similarly to basic level art education, except that it can be organised either by the national minority self-government or (if the national minority self-government does not undertake this responsibility) by the school district centre. (No other institution may organise this form.) Under this scheme, students are ‘visiting students’, completing their compulsory education in another, non-nationality school.

An important change in the reporting period was that the amendment of the National Minorities Act and the Public Education Act in 2020 - initiated by the Bulgarian, Greek and Polish national minority self-governments that operate auxiliary national minority schools - created the possibility for the municipalities that maintain additional national minority schools to provide auxiliary national minority kindergarten education to improve enrolment at these schools. (An additional national kindergarten for the Bulgarian community started operating in the school year following the reporting period.)

ii) The Bulgarian National Self-Government maintains the following institutions providing education for the ethnic community:

Table 59:
Institutions providing education for the ethnic community operated by the Bulgarian National Minority Self-government

Name of operator:		Seat municipality
BULGARIAN NATIONAL MINORITY SELF-GOVERNMENT	BULGARIAN BILINGUAL NATIONAL MINORITY KINDERGARTEN	Budapest
BULGARIAN NATIONAL MINORITY SELF-GOVERNMENT	BULGARIAN LANGUAGE TEACHING NATIONAL MINORITY SCHOOL	Budapest

Source: Prime Minister’s Office, based on the database of the Hungarian State Treasury

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

See the information in Article 7(1)g) of Chapter I “Romani and Boyash”.

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

See the information in Article 7(1)h) of Chapter I “Romani and Boyash”. The annual subsidy for higher education in respect of ‘small majors’ (including Bulgarian) exceeded HUF 270 million in the reporting period.

Table 60:
Nationality minority teacher training

National minority	Pre-school teacher training	Lower primary school teacher training	Upper primary and secondary school teacher training
Bulgarian	-/	-/	x

Source: Ministry for Innovation and Technology

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.

See Article 7(1)i) of Chapter II “German”. The Bulgarian community in Hungary has vibrant relations with the motherland. Below are a few examples of such relations in terms of national language use:

- The National Bulgarian Self-Government and the Association of Ethnic Bulgarians in Hungary has been organising mother tongue and traditionalist summer camps in Bulgaria for years. The aim of the summer camps is to give Bulgarian children living in Hungary a direct insight into the past and historical sights of the mother country, to establish contacts with young people in Bulgaria and to discover the historical roots of the two nations. The camps provide an opportunity to learn about the ancestors’ homeland, even for those children who no longer have lineal relatives in Bulgaria. They can also improve their knowledge of the Bulgarian language.
- The Bulgarian School of Budapest celebrated the 100th anniversary of its existence in 2018. As part of a series of celebrations, a conference held on 28 September was attended by Tania Mihailova, Bulgarian Deputy Minister of Education, as well as a number of guests from Bulgaria and from Bulgarian schools from across the borders. On 29 September, the evening gala concert included a performance by the Bodra Smyana, a Bulgarian children’s choir.
- On 19 October 2020, the Hungarian-Bulgarian Friendship Days were celebrated in Budapest, in the Saint Cyril and Saint Methodius Bulgarian Orthodox Church, in the churchyard of which the bust of Metropolitan Boris of Nevrokop, who had been directed to Budapest after his first mission as a consecrated Jeromonachus excellency, was unveiled. He performed the pastoral care of the Bulgarian community of Budapest in this church, and the parish established in 1916 played a decisive role in the foundation of the Bulgarian school in 1918. The celebration was attended by, among others, Valeri SIMEONOV, Deputy Speaker of the National Assembly of Bulgaria, and Mrs. Mónica DUNAI, chairperson of the Hungarian-Bulgarian Friendship Group of the Inter- parliamentary Union.

Hungarian-Bulgarian Friendship Day

Celebrated since 2016 on 19 October each year, the Hungarian-Bulgarian Friendship Day is an outstanding example of good practice in the field of Hungarian-Bulgarian relations.

In 2017, the central celebrations of the Hungarian-Bulgarian Friendship Day took place in Sofia. On behalf of Hungary, the series of celebrations was attended by several high-level delegations, leaders and representatives of the Bulgarian community of Hungary, pupils and teachers from the Bulgarian Language Teaching National minority School, from the Hunyadi Mátyás School in Halásztelek, and from the Sármellék Primary School and its member institution in Zalavár. In 2018, Budapest again hosted the series of celebrations of the Hungarian-Bulgarian Friendship Day, whereby the Bulgarian community of Hungary inaugurated a drinking fountain in Szigetszentmiklós in the morning of 19 October. During the evening, the Folk Orchestra of the Bulgarian National Radio gave a full evening concert in the Bartók Béla National Concert Hall of the Palace of Arts. The Hungarian-Bulgarian Friendship Day was honoured by the presence of representatives of the mother country: Iliana IOTOVA, vice-president of the Republic of Bulgaria, and Valeri SIMEONOV, Deputy Prime Minister of Bulgaria.

In 2019, the central celebrations of the Hungarian-Bulgarian Friendship Day took place in Varna, where a commemorative plaque was unveiled on 10 November to mark the 575th anniversary of the Battle of Varna. The Government of Hungary and the Bulgarian community in Hungary placed a memorial plaque in the park named after Uladislas I, a Hungarian-Polish king who lost his life in the Battle of Várna. The memorial plaque commemorates General János Hunyadi in Bulgarian and Hungarian. The ceremony was attended by the Deputy Prime Minister for Economy and Population on behalf of Bulgaria and the State Secretary for Church and Ethnic Relations of the Prime Minister's Office on Hungary's behalf, as well as the State Secretary for Security Policy of the Ministry of Foreign Affairs and Trade.

The Hungarian-Bulgarian Friendship Day was to be celebrated in Budapest again the following year. But due to the prevailing epidemic situation, no public events attracting a large number of people were allowed to be organised. On the occasion of the Day of Hungarian-Bulgarian Friendship, Valeri Simeonov, Deputy Speaker of the Bulgarian National Assembly visited Hungary to participate in the inauguration of the renovated St. Cyril and St. Methodius Bulgarian Orthodox Church and the unveiling of the statue of Metropolitan Boris of Nevrokop, a martyr under communism in the churchyard³⁰. Valeri Simeonov, thanking the government for its support, said that recently he had had the opportunity to get to know all the Bulgarian communities living outside the motherland, and nowhere else had he encountered the same attitude and the same level of government assistance as in Hungary. He noted that the agreement made five years before, according to which the 19th of October is the day of Bulgarian-Hungarian friendship, was also important because Bulgaria had no similar day shared with any other nation.

Also on 19 October 2020, i.e. the Day of Hungarian-Bulgarian Friendship, on the occasion of the centenary of the establishment of diplomatic relations between the two countries, Ekaterina Zaharieva paid an official visit to Hungary and awarded the Gold Medal of the Ministry of Foreign Affairs to Bulgarians and Hungarians excelling in developing relations between

³⁰ Metropolitan Boris of Nevrokop organised the first church committee in Budapest and laid the foundations for church building.

Bulgaria and Hungary. At the ceremony held in the National Museum of Hungary, high honours were awarded to Simeon Varga, Bulgarian national minority advocate, Dimiter Tanev, President of the Association of Bulgarians in Hungary, Dr Dancho Musev President of the National Self-Government of Bulgaria, Svetla Kyoseva, former longtime director of the Bulgarian Nationality School in Budapest and Dr. Mihály Kocsis, lecturer at the Department of Slavic Philology of the University of Szeged.

Started in the reporting period, the provision of a location for the **Bulgarian National Self-Government** is not only of outstanding importance, but also a good example of cross-border cooperation and bilateral agreements.

Pursuant to Government Decree No. 1578/2020 (IX. 10.) on measures related to the location of certain organisational units of the Ministry of Foreign Affairs and Trade published on 10 September 2020, the Bulgarian National Self-Government moves out of the property at 1062 Budapest, Bajza utca 44. Responding to the needs of the Bulgarian community, the Hungarian Government supports the relocation of the national self-government and its public educational and cultural institutions hitherto also located in Bajza Street to a new property to be built on an undeveloped plot at 19 Vágóhíd Street, 1097 Budapest, Hungary owned by the Association of Bulgarians in Hungary. The Government Decision allocated HUF 2.6 billion for the construction of the Bulgarian Cultural Centre.

Following a request by the Hungarian State Secretary for Church and Ethnic Relations, at its meeting on 16 December 2020, the Bulgarian Government granted an additional BGN 2 million (EUR 1 million) to finance the construction of the new Bulgarian Educational and Cultural Centre in Budapest.

In the spring of 2021, the Bulgarian National Self-Government raised the issue of amending paragraph 7 of the Government Decree with the Prime Minister's Office to the effect that the new property to be built by the Self-Government should accommodate, in addition to the educational and cultural institutions, the Office of the Bulgarian National Self-Government; furthermore, apartments guaranteeing an effective performance of the educational and cultural tasks of the Self-Governments should also be built. Government Decree No. 1578/2020 (IX. 10.) on measures related to the location of certain organisational units of the Ministry of Foreign Affairs and Trade was published Vol. 134 of the Hungarian Official Gazette.

In view of the complexity of the investment and the interest in its timely implementation, the Government declared the project as an investment of major importance, and that certain administrative matters related to it were considered as matters of major importance for the national economy.

Following a conditional tendering procedure, due to rapid changes in the construction industry, the President of the Bulgarian National Self-Government wrote to the State Secretary for Church and Nationality Relations to request additional funding of HUF 1,746,829,400 for the establishment of the Bulgarian Educational and Cultural Centre. Thus, the Government of Hungary will contribute a total of HUF 4,346,829,400 to the construction of the Bulgarian Educational and Cultural Centre.

Paragraph 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 an act of discrimination against the users of more widely-used languages.

See information in Article 7 **Paragraph 2(2)** of Chapter I “Romani and Boyash” on the Equal Treatment Authority.

Paragraph 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.

In respect of the mass media:

Radio – Bulgarian national minority programme:

The programme does not follow rigid rules, nor does it focus on the daily life, social and cultural life of Bulgarians in Hungary; instead it follows events in the motherland, about which it reports regularly and extensively. Programme duration: 30 minutes, on-air: Wednesday 13:00, National Minority Radio, rerun: Friday 01:00, National Minority Radio.

Radio - Music of National Minorities:

Each day, the programme showcases the musical culture of a national minority. On Saturdays, the music of the 7 small (Bulgarian, Greek, Polish, Armenian, Russian, Slovenian, Ukrainian) nationalities is presented, with Roma music on Sundays. Programme duration: 30 and 57 minutes, respectively, on-air: every weekday 13:30, National Minority Radio; Saturday and Sunday 12:00–13:00, National Minority Radio; rerun: Tuesday 01:00 and Monday, Tuesday 00:00, National Minority Radio.

Television - Rondo:

Hungary’s minor nationalities (6 small nationalities: Bulgarian, Greek, Polish, Armenian, Ruthenian, Ukrainian), which do not have their own programmes, can also present themselves in the Rondo programme, which consists of excellent interviews and news reports. Historical retrospectives feature prominently in the magazine programmes broadcast by the Duna and Duna World channels, helping the communities to get to know and understand each other’s past, and thereby developing and maintaining ethnic identity. The programmes provide an insight into the daily life of the national minorities and present their diverse culture, history, current news and events. The programmes are made in a magazine-like style, but occasionally longer time is devoted to more serious topics; furthermore, festival reports, autobiographies or documentaries are also broadcast. Programme duration: 26 minutes, on-air: fortnightly Thursday 7:25, Duna, rerun: Thursday 15:00, Duna World³¹.

Paragraph 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.

³¹ Changes in the reporting period: From 1 January 2022, the Rondo, a national minority magazine programme previously aired for 52 or 26 minutes every two weeks on Thursdays, is on air for 26 minutes every Friday.

They are encouraged to establish bodies, if necessary, for the purpose of advising the authorities on all matters pertaining to regional or minority languages.

See Article 7 (4) (i) of Chapter I “Romani and Boyash”, Article 7(4)(i) of Chapter II “German”, and information on the *Thematic Working Group Responsible for National Minority Affairs* In the reporting period, the Bulgarian national minority advocate was Szimeon Varga. The President of the Bulgarian National Self-Government was Dr Musev Dancho in the reporting period.

Paragraph 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.

See the information in Article 7 (5) of Chapter I “Romani and Boyash”.

National minority reports

See the paragraph on *National minority reports* of Chapter I “Romani and Boyash” about the involvement in and contribution to the compilation of this country report of the national minorities living in Hungary. In addition to the ministries and other governmental and non-governmental organisations mentioned in the Introduction, the National Bulgarian Self-Government and the Association of Bulgarians in Hungary also contributed to the Bulgarian chapter.

IX. Greek

The Greek language is covered by the commitments in Part II - the Greek community is one of the smaller ethnic minority mother tongues in Hungary. For most nationalities, but especially for the smaller ones, communities speaking national languages are scattered throughout the country. In the vast majority of cases, they live in settlements where they are a numerical minority of the population at local level.

Information

For information on the Language Charter and the nationality field, see *Information* in chapter "German II".

Implementation of undertakings related to Part II

Article 7 – Objectives and principles

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

i) See Article 7(1)a) of Chapter "I Romani and Boyash". and the presentation of *the 2020 amendment to the Nationality Act* under chapter "German II".

ii) For general information on the recognition of nationalities, see Article 7(1) of Chapter "I. Romani and Boyash". On behalf of the Greek community, Dr. György Antal Diószegi (2017), Vlahos Harambolos (2020), Raptis Ionnanis (2020), Andrea Papageorgiu (2019), the Pyrgos Traditional Greek Folk Dance Ensemble (2018), Sidiropoulos Archimedes (2021), and Vlahopoulos Zisis (2020); and Notis Georgiou (Georgiou Panagiotis) (2018) and Stefanidu Janula (2021) received the Pro Cultura Minoritatum Hungariae Award during the reporting period.

The National Self-Government of the Greeks in Hungary also tries to preserve the mother tongue of the Greeks in Hungary by publishing books on historical, social and cultural topics and memoirs. The Greek community has an active theatre life, especially through the theatre company Amfitheatro, which, under the direction of Kollatos Fotios, often performs Greek-language plays in various theatres in Budapest, such as the National Theatre, but also in cultural centres. In addition, musical theatre and prose evenings as well as Greek dance evenings ensure the preservation of the Greek language through music, song and lyrics, with the aim of fostering Greek musical culture.

Regular cultural events are organised by the National Self-Government of the Hellenes in Hungary, as the main organisation of Greeks in Hungary, as well as several other organisations, such as the Hellenic Municipality of the Capital, the Cultural Association of the Hellenes in Hungary, the Hellenic Youth Association, and the Association of Kariatida. National celebrations are always in the mother tongue, while presentations and speeches are usually bilingual. Greek is the main language used for church celebrations, especially during the liturgy. In the case of commemorations, cultural events, excursions and conferences, the lectures are given by speakers of Greek origin or from Greece who are experts in the subject, where the language of the lecture is Hungarian and Greek. The district councils often organise excursions to visit Greek spiritual and material cultural heritage in Hungary, where the language of communication and presentation is also Greek and Hungarian. The events of the ELTE Department of Modern Greek are bilingual or trilingual (including English).

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;

See Article 7(1)b in Chapter "I Romani and Boyash",. In the case of Beloiannis, the "Greek village" in Hungary, it should be noted that in recent years the Hungarian Government has supported the renovation of the village's school, the construction of a modern gymnasium and the renewal of the main square.

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

See Article 7(1)c of Chapter "I. Romani and Boyash".

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

See Chapter I Romani and Boyash”, Article 7 (1) d) i), and Chapter „II German” on *Religious practices in the mother tongue*.

During the reporting period, the Greek community was served as a national theatre by the Amfitheatro Theatre Association for Hungarian Greek Culture.

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;

See the information in Chapter "I. Romani and Boyash", article 7(1)(e). The iconic building of the former Pest-Buda cinema stands in the József Attila district of Budapest. The building, which had fallen into a state of disrepair, became the property of the National Self-Government of the Hellenes in Hungary. In recent years, the Hungarian Government has provided significant support to start the renovation of the building to create the House of Greek Culture Centre. Emergency response and renovation started after the reporting period.

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

i) See chapter "I. Romani and Boyash", Article 7(1)f about the Origo Language Centre of ELTE University. A detailed summary of the evolution of the number of language examinations for each nationality over the reporting period is given in Appendix 3.

As already mentioned in the previous chapter, an important change in the reporting period was that the amendment of the National Minorities Act and the Public Education Act in 2020 - at the initiative of the Bulgarian, Greek and Polish national minority self-governments that maintain supplementary national minority schools - created the possibility for the municipalities maintaining such schools to organise additional national minority kindergarten education to support the enrolment of these schools. On this basis, the National Self-Government of the Hellenes in Hungary has organised kindergarten education from the 2021/2022 school year. In this scheme, minority children attending Hungarian kindergartens may receive education in their national language in the afternoons and on weekends. These sessions were provided by qualified teachers and financed by the budget law. They were entitled to the average salary of 1 kindergarten teacher per 21 pupils, and an operating subsidy of HUF 200,000 per person per year for maintaining a public education institution operated by a national minority self-government.

ii) The National Self-Government of the Hellenes of Hungary maintains two national minority public educational institutions, as follows.

Table 61:***Public education institutions of the National Self-Government of the Hellenes in Hungary***

Operator	Institution:	Seat municipality
NATIONAL SELF-GOVERNMENT OF ETHNIC GREEKS IN HUNGARY	NIKOS BELOIANNIS PRIMARY SCHOOL, KINDERGARTEN AND KINDERGARTEN FOR ADDITIONAL NATIONALITIES	Beloianis:
NATIONAL SELF-GOVERNMENT OF ETHNIC GREEKS IN HUNGARY	MANOLIS GLEZOS 12-YEAR SUPPLEMENTARY GREEK LANGUAGE SCHOOL	Budapest

Source: Prime Minister's Office, based on the database of the Hungarian State Treasury

The Manolis Glezos 12th Grade Supplementary Greek Language School celebrated its 25th anniversary in September 2020, and to mark the occasion, it produced a 100-page, full-colour, bilingual anniversary publication. The institution has been awarded the title of Base Institution of the Education Office for 3 years from the 2020/2021 academic year. The school also serves as the centre of the Greek Language Centre in Greece (Κέντρο Ελληνικής Γλώσσας) for the monolingual Greek language examination (Ελληνομάθεια). The school is staffed by qualified teachers from Hungary and the mother country, who contribute to the preservation and transmission of Greek language and culture to children who attend Greek lessons twice a week after the day school. All important documents of the school are written in two languages (the School Regulations, the Pedagogical Programme, the House Rules), the Greek language is the language of preference in everyday communication with parents and the teaching staff, and the language of the lessons is of course Greek. Typically, a Greek-language Christmas play is presented by the teaching staff, and the children also take part in the performance of Greek-language stories. Various notices are also displayed in Greek in the school corridor and on the notice board.

The Nikos Beloianis Primary School is a Greek bilingual primary school. In all grades, 10 lessons per week are taught in Greek (Greek language, ethnography, physical education, art, singing), plus one Greek language lesson with the introduction of the new National Curriculum.

The two public education institutions organise several joint professional days. In these programmes, teachers from the mother country help each other, exchange professional knowledge, and give Greek tutorials. The professional exchanges provide an opportunity to discuss problems and difficulties in Greek language teaching.

iii) On the initiative of the Bulgarian, Greek and Polish national minority self-governments, which run supplementary national minority schools, it has been possible to start supplementary national minority kindergarten education for these nationalities from the 2021/2022 school year, as reported in the current report, and the Greek nationality has organised it.

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;

See the information in Article 7(1)g in Chapter I "Romani and Boyash". The Hellenic Institute was established as the successor to the Research Institute of the Hellenes in Hungary, the Cultural Institute of the Hellenes in Hungary and the Hellenic Theatre in Hungary (from 1 April 2019). Organisationally, this includes the Library and Adult Education. The institute was the

main organiser of the 2021 Bicentenary celebrations. On 27 December 2019, the Institute launched the Greek Film Club. The first film was a documentary on the life of Maria Callas. Also published by the Institute in 2022 was a book by Nakis Skordilis, entitled *Nostos*, in Greek.

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

See Chapter "I. Romani and Boyash", Article 7(1)h). Since 1975, Greek has been taught at higher education level at the Eötvös Loránd University (ELTE BTK, Department of Modern Greek). Greek teacher training was an established training course, but higher education institutions did not have a licence to start a specialisation during the reporting period.

The annual subsidy for higher education courses in the "small majors" (including Greek) was more than HUF 270 million throughout the reporting period.

Table 62:
Nationality teacher training

Nationality	Pre-school teacher training	Lower primary school teacher training	Teacher training
Greek	-	-	x

Source: Ministry for Innovation and Technology

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.

See chapter "German II", Article 7(1)i). The Nikos Beloiannis Primary School and Complementary Ethnic Kindergarten has applied every year for funding for summer camps in Greece. Although the COVID-19 pandemic has unfortunately prevented the school from running language camps in Greece for two years, in previous years school children had the opportunity to spend a week in Greece to practice the Greek language, talk to other pupils of the same age, and make friends.

The management of the Nikos Beloiannis Primary School and Kindergarten has also successfully applied for funding from Greece, and as a result has managed to receive the equivalent of almost 80 million HUF from the Stavros Niarchos Foundation. (Among other things, the grant was used to renovate the entire roof of the school building, replace classroom doors, create new, modern toilets for the lower grades, and replace the flooring in the corridors with non-slip tiles.)

Paragraph 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.

See Chapter I "Romani and Boyash", chapter 7(2) in relation to the Equal Treatment Authority.

Paragraph 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.

Radio – Greek national minority programme:

The programme informs the listeners about the social, cultural and ecclesiastical events and holidays of the Greeks in Hungary and the motherland, with a balanced choice of topics, following the current events. Programme duration: 30 minutes, broadcast time: Thursday 13:00, Nationality Radio, replay: Saturday 01:00, Nationality Radio.

As regards the *Music of the Nationalities* radio programme and the *Rondo* television programme, see paragraph 3 of Chapter VIII "Bulgarian".

In addition to the above, the National Self-Government of the Hellenes in Hungary publishes *Ellinismos*, a bilingual newspaper, which is distributed electronically and by post.

Paragraph 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.

See Chapter I "Romani and Boyash", Article 7(4) i), and Chapter II "German", Article 7(4) i), and the information on the *Thematic Working Group for Nationality Affairs*. During the reporting period, the Greek Nationality Advocates were Koranis Laokratis (-2018), Tamás Sianos (2018-2022), and Koranis Laokratis (2022-). In connection with the 2019 elections for the national minority self-government, an increase by almost 60% was observed in the national register for the Greek nationality. György Kukumzis (-2019) and Konstantinos Hristodoulou (2019-) were the presidents of the National Self-Government of the Hellenes in Hungary during the reporting period.

Paragraph 5

The Parties undertake to apply, mutatis mutandis, paragraphs 1 to 4 above to languages which are not territorially relevant. For these languages, however, the nature and scope of the measures to give effect to this Charter should be determined flexibly, taking into account the needs and wishes of the language-using groups in question, while respecting their traditions and characteristics.

See Chapter I. "Romani and Boyash", Article 7(5).

Nationality reports

Regarding the involvement and contribution of the nationalities living in Hungary in the compilation of this country report, see Chapter I "Romani and Boyash", *Nationalities' reports*. In addition to the ministries and other state and non-state organisations mentioned in the

Introduction, the National Self-Government of the Hellenes in Hungary provided input for the Greek chapter.

X. Polish

The Polish language is covered by the undertakings in Part II – the Polish community is a relatively small ethnic community in Hungary. For most nationalities, but especially for the small ones, communities speaking minority languages are scattered across the country. In the vast majority of the cases, they live at places where they constitute a minority compared with the population as a whole.

Since 2006, **the day of Polish-Hungarian friendship** has been celebrated on 23 March at the highest state level. Main celebrations are hosted by Hungary in even years and in Poland in odd years.

Information

For information on the Language Charter and national minorities, see the "Information" section in Chapter II “German”.

Implementation of undertakings related to Part II

Article 7 - Objectives and principles

Paragraph 1

The Parties shall base their policies, legislation and practice with regard to regional or minority languages in the areas where these languages are used, in accordance with the status of each language, on the following objectives and principles:

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

i) See Article 7(1)a) in Chapter I “Romani and Boyash” and the presentation of the *Amended Act on Ethnic Minorities 2020* in Chapter II “German”.

ii) For general information on the recognition related to national minorities, see the information in Article 7(1) of Chapter I “Romani and Boyash”. Regarding the Polish community, the ‘For National Minorities’ Award was granted to Mrs László Csúcs (2020), Dr Konrad Sutarski (2017), Józef Krzysztof Ducky (2018), the St. Adalbert Association of Polish Catholics in Hungary (2021), the Polonia Nova Cultural Association for Public Benefit (2020) and Andrzej Straszewski (2018), and the ‘Pro Cultura Minoritatum Hungariae’ Award was granted to the Drenka Polska Ensemble (2020), the Głos Polonii Editorial Board (2017), Mrs Izabella Darska Havasi (2021), Malgorzata Leszko (2018) and Tünde Trojan (2019).

The Polish community is scattered in Hungary, so the programmes of the national self-government and its institutions were not linked exclusively to Budapest in the reporting period; events and community meetings were also held outside the capital city, at places that constitute the bases of the rural Polish community. The cultural institutions maintained by the National Polish Self-Government (e.g. the Polish Research Institute and Museum and the Polish Public

Cultural Centre, which maintains several independently operating member institutions (in Nádor Street and Óhegy Street in Budapest and in the Regional House in Szögligeti)) hosted performances, book presentations and film screenings in Polish. The following organisations played the most important role in promoting and transmitting Polish culture in the reporting period:

- the Polish Church (where Polish-language services were held several times a week),
- the Polish House in Kőbánya (next to the Polish Church),
- the Bem Cultural Association,
- the St Adalbert Association of Polish Catholics in Hungary (which celebrated its 25th anniversary in 2018), and
- the Polonia Nova Association,

and

- there are also many Polish clubs and Polish-Hungarian friendship societies throughout the country,
- as well as four Polish choirs in Győr, Budapest, Békéscsaba and Nyíregyháza;
- the Polonez Ensemble performs Polish folk dances;
- and a significant number of exhibitions, events and programmes (either from the mother country or in Polish minority communities) take place at various locations in Hungary every year.

The Polish House hosted a Polish kindergarten run by Polish missionary sisters on Saturdays. In addition to learning the language, the children also learned about Polish culture, traditions and customs. Once a year, the children went to a summer camp in Poland. The Polish House also hosted the weekly meetings of young Polish people studying in Hungary, and once a month a cultural meeting for Polish women called ‘Kobieta potrafi’. Three times a year, an amateur group ‘Our Theatre Group’ whose members represent generations of the community, performed plays. In addition, the Polish House also hosted a Seniors’ Club, which held regular meetings, and the Polish choir of St. Kinga had weekly rehearsals. The Polish House hosted around 50 different cultural events and meetings every year.

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;

See the information provided in Article 7(1)b) of Chapter I “Romani and Boyash”. In the reporting period, a Polish-Hungarian pilgrimage organised and implemented by the Polish national minority advocate created connections between many regions of Hungary and attracted over 3,000 people; the image of the Black Madonna of Częstochowa was transported to 45 sites in Hungary, mainly in areas where Poles live. At the stops on the pilgrimage, the participants said prayers in Polish and Hungarian in preparation for the International Eucharistic Congress in Budapest. A commemorative book on the prayer walk was also been published.

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

See the information in Article 7(1)c) of Chapter I “Romani and Boyash”. The National Polish Self-Government cooperated with the National Library of Foreign Languages to promote Polish language and literature and to digitise Polish periodicals in Hungary (with the Polonia Węgierska Głos Polonii supplement).

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

See Article 7(1)(d)i) of Chapter I “Romani and Boyash” and Chapter II “German” for information on *Practising religion in the mother tongue*. The National Polish Self-Government contributed financially to the operation of the Polish Personal Parish each year in the reporting period. In the Polish Church in Óhegy Street, Polish masses were held several times a week.

According to the national minority advocate, ethnic Poles are a small scattered community in Hungary, and nearly all speak Hungarian well, but there are many who do not speak Polish well or at all. As a result, practically no situations may evolve within the Hungarian judicial system where ethnic Poles may exercise the right to demand the use of Polish in proceedings. According to the advocate, it would be a completely unrealistic expectation and a waste of money to prepare the Hungarian judicial system to conduct proceedings in Polish without the need for interpreters in cases that are specifically requested. So far this has not been a problem or a disadvantage for ethnic Poles either in criminal or civil cases or in other proceedings. Nor were there any circumstances in the reporting period that would have led to a reasonable expectation that the situation should change in the future. In the reporting period, the Ombudsman’s Office did not receive any complaints from ethnic Poles about the functioning of the judiciary.

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;

See the information in Article 7(1)e) of Chapter I “Romani and Boyash”.

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

i) See the information in Article 7(1)f) of Chapter I “Romani and Boyash”, and *Article 7 (1) f)* of Chapter III “Croatian” on the ELTE Origo Language Centre. For a detailed summary of trends in the number of language examinations for each national minority over the reporting period see Appendix 3.

An important change in the reporting period was that the amendment of the National Minorities Act and the Public Education Act in 2020 - initiated by the Bulgarian, Greek and Polish national minority self-governments that operate auxiliary national minority schools - created the possibility for the municipalities that maintain additional national minority schools to provide auxiliary national minority kindergarten education to improve enrolment at these schools.

ii) The National Polish Self-Government maintained an auxiliary national minority school in the reporting period; the Polish National Minority Language Teaching School is located in Budapest. The Polish National Minority Language Teaching School taught Polish language and folklore once a week and educated pre-school children. According to the pedagogical programme, the aim of the school is to teach the language and literature of the Polish national minority, as well as national ethnography. Education was not confined to the classroom, so children could test their language skills in daily situations (national minority camps, camps in the mother country, interactive performances). The Polish National Minority Language

Teaching School was also an ECL examination centre for the Polish language in the reporting period, so Polish language examinations were available at the school. It should be mentioned that students can also sit for a GCSE examination with Polish as their elected subject.

iii) As already indicated in the previous chapters, on the initiative of the Bulgarian, Greek and Polish national minority self-governments, which run auxiliary national minority schools, auxiliary national minority kindergarten education for these nationalities was made possible from the 2021–2022 school year. (An auxiliary national kindergarten for the Bulgarian community started operating in the school year following the reporting period.)

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

See the information in Article 7(1)g) of Chapter I “Romani and Boyash”.

The decision to establish a training centre and holiday resort in Balatonboglár had been made before the reporting period. The project was in its final phase at the end of the reporting period, in 2022, and the facility was about to be inaugurated (it opened after the reporting period). The Training and Education Centre supports primarily the work at school by providing language training throughout the year, and by organising teacher conferences and training courses, Polish-Hungarian mixed language summer camps and ethnographic education courses. Polish self-governments and civil society organisations in Hungary will of course also be allowed to use it. The resort and the training and education centre have 12 rooms on three floors in two wings. A chapel was also built on the lower level of the building, and is connected to the conference room. It will host workshops, exhibitions, training courses, conferences and children’s camps.

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

See the information in Article 7(1)h) of Chapter I “Romani and Boyash”. In higher education, several colleges and universities offered training in Polonistics. This included the opportunity for Polish students to participate in part-time courses in the mother country.

The annual subsidy for higher education in respect of ‘small majors’ (including Polish) exceeded HUF 270 million in the reporting period.

Table 63:
Nationality minority teacher training

National minority	Pre-school teacher training	Lower primary school teacher training	Upper-primary and secondary school teacher training
Polish	-	-	x

Source: Ministry for Innovation and Technology

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.

See Article 7(1) i) of Chapter II “German”.

In 2018, Wspólnota Polska, an organisation supporting Polish expatriates, granted a Central European Methodological Centre certification to the Polish National Minority Language Teaching School. Since then, the methodological training of Polish national minority teachers working in Central European countries has been provided in Hungary, and organised by the Polish National Minority Language Teaching School; experts from Poland providing upskilling came here to deliver lectures and hold training courses for Polish national minority teachers from the neighbouring countries, which boosted the prestige of the Polish National Minority Language Teaching School. By granting the certification, the Polish state officially recognised the high standards of Polish national minority education in Hungary.

In 2018 and 2019, the Polish National Minority Language Teaching School in its capacity as a methodological centre organised 3 international training courses (unfortunately, due to the pandemic training was discontinued in 2020 and 2021). In 2019, the Polish National Minority Language Teaching School and Wspólnota Polska organised a conference in Visegrád which was attended by Polish teachers from all over the world.

Polish-Hungarian Friendship Day

Since 2006, **the day of Polish-Hungarian friendship** has been celebrated on 23 March at the highest state level. The main celebrations are hosted by Hungary in even years and in Poland in odd years. In the reporting period, the event was held in Veszprém in 2018 and in Kielce, Poland in 2019, while in 2020 the event was cancelled due to the pandemic situation.

Plan of a Polish centre in Budapest

As this country report reveals, there are several initiatives in Hungary to create new, high quality cultural and educational centres through the cooperation of the national minorities, their respective mother countries and the Hungarian Government. Owing to a growing number of ethnic Poles, the three national minority institutions maintained by the National Polish Self-Government were no longer provided sufficient space, so a building that could house a school, a kindergarten and cultural institutions had to be found. The building at 65 Stefánia út in the 14th district of Budapest would be ideal for this purpose. Built between 1924 and 1925, the condition of the neo-Baroque villa is rapidly deteriorating. It needs major renovation as it has been in disuse for a decade.

The Polish community in Hungary would like to use the building to achieve its long-cherished goal of creating a modern cultural and educational centre that meets the 21st century standards. The centre will provide a prestigious home for the educational and cultural institutions of ethnic Poles, and will also be used by the Polish Embassy for its major celebrations and programmes. The villa building, which has belonged to the Polish Embassy since the 1990s, became the property of the Polish State in 2017; the next will be the acquisition of the title to the plot. The Government of Hungary is ready to support the renovation.

Paragraph 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.

See information in Article 7(2) of Chapter I “Romani and Boyash” on the Equal Treatment Authority.

Paragraph 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.

Radio – Polish national minority programme:

A small editorial staff provides information on the mother country and the daily life of ethnic Poles in Hungary. Programme duration: 30 minutes, on-air: Saturday 13:30, Nationality Radio, rerun: Monday 01:30, National Minority Radio.

As regards the *Music of the National Minorities* radio programme and the *Rondo* television programme, see Paragraph 3 of Chapter VIII “Bulgarian”.

The National Polish Self-Government used interactive platforms (website, Facebook page) to share information on the most important events affecting the community, and also provided the conditions of news publishing, e.g. the publication of the monthly magazine *Polonia Węgierska*, with a quarterly *Głos Polonii* supplement.

Paragraph 4

The Parties undertake to take into account the needs and wishes expressed by the groups using regional or minority languages when formulating their policies on these languages. The Parties are encouraged to establish, if necessary, bodies which can advise the authorities on all matters concerning regional or minority languages.

See Article 7(4)i of Chapter I “Romani and Boyash”, Article 7(4)(i) of Chapter II “German”, and information on the *Thematic Working Group Responsible for National Minority Affairs*. The Polish national minority advocates were Mrs László Csúcs (-2018) and Mrs Ewa Slaba Rónay (2018-) in the reporting period. Regarding the 2019 national minority self-government elections, there was an increase of nearly 60% in the number of those registered in the national register. The presidents of the National Polish Self-Government were Mrs Ewa Slaba Rónay (-2018), Zsolt Bátori (2018-2019) and Mária Felföldi (2019-) in the reporting period.

In his report, the Polish advocate said that ‘thanks to the special attention paid to and positive discrimination of the national minorities in Hungary, it is no exaggeration to say that the Polish community in Hungary is in the best possible condition in terms of its situation and opportunities, both in the world and in Europe.’

Paragraph 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.

See the information in Article 7(5) of Chapter I “Romani and Boyash”.

National minority reports

See the paragraph on *National minority reports* of Chapter I “Romani and Boyash” about the involvement in and contribution to the compilation of this country report of the national minorities living in Hungary. In addition to the ministries and other governmental and non-governmental organisations mentioned in the Introduction, the National Polish Self-Government and the Polish national minority advocate, as well as the St. Adalbert Association of Polish Catholics in Hungary contributed to the Polish Chapter.

XI. Armenian

The Armenian language is covered by the undertakings in Part II – the Armenian community is a relatively small ethnic community in Hungary. For most nationalities, but especially for the small ones, communities speaking minority languages are scattered across the country. In the vast majority of the cases, they live at places where they constitute a minority compared with the population as a whole.

Information

For information on the Language Charter and the field of national minorities, see *Information* in Chapter II “German”.

Implementation of undertakings related to Part II

Article 7 – Objectives and Principles

Paragraph 1

The Parties shall base their policies, legislation and practice with regard to regional or minority languages in the areas where these languages are used, in accordance with the status of each language, on the following objectives and principles:

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

i) See Article 7(1)a) of Chapter I “Romani and Boyash” and the presentation of the *Amended Act on Ethnic Minorities 2020* in Chapter II “German”.

ii) For general information on the recognition related to national minorities, see the information in Article 7(1) of Chapter I “Romani and Boyash”. During the reporting period, Dr. László

Szám (2021) was granted the ‘Pro Cultura Minoritatum Hungariae’ Award on behalf of the Armenian community.

In 2020, a new National Armenian Self-Government formed in the wake of the 2019 local elections established the Transylvanian Armenian Cultural Centre in Budapest, which aims to present, preserve and cultivate the specific culture and traditions of the Transylvanian Armenians, who constitute a significant part of the Hungarian Armenian community. The National Armenian Self-Government maintained three national minority institutions in the reporting period: the Transylvanian Armenian Cultural Centre, the Armenian Cultural, Documentation and Information Centre and the URARTU Armenian Theatre. The Artashat Armenian National Theatre also contributed to Armenian cultural life.

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;

See the information provided in Article 7(1)b) of Chapter I “Romani and Boyash”.

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

See the information in Article 7(1)c) of Chapter I “Romani and Boyash”.

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

See Article 7(1)(d)i) of Chapter I “Romani and Boyash” and Chapter II “German” for information on *Practising religion in the mother tongue*.

In the reporting period, the Urartu Armenian Theatre and the Artashat Armenian National Theatre as national theatres provided services to the community.

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;

See the information in Article 7(1)e) of Chapter I “Romani and Boyash”.

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

See the information in Article 7(1)f) of Chapter I “Romani and Boyash”, and *Article 7 (1) f)* of Chapter III “Croatian” on the ELTE Origó Language Centre. For a detailed summary of trends in the number of language examinations for each national minority over the reporting period, see Appendix 3.

Typically, ethnography is taught in the national minority language, but, similarly to the Roma, Armenians may study ethnography in Hungarian.

ii) Armenians do not have their own school network. Language is taught during weekend get-togethers.

iii) As described above, participation in national education is voluntary and is organised according to parental needs. The Armenian community operated what is called ‘Sunday school’; Since 2003, the law allows supplementary national minority education as a special form of education developed to suit this situation, or organised directly by the given national minority municipality even if there are only few students (e.g. only one), but the Armenian community did not make use of this possibility so far. A new development in the reporting period was that the managers of the National Armenian Self-Government personally visited the relevant ministry office in 2022 to initiate education; they were given detailed information on the legal and financial conditions during the meeting. We are confident that in their case, too, national minority education can be introduced in schools.

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;

See the information in Article 7(1)g) of Chapter I “Romani and Boyash”.

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

See the information in Article 7(1)h) of Chapter I “Romani and Boyash”.

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.

See Article 7(1) i) of Chapter II “German”.

Paragraph 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.

See information in Article 7(2) of Chapter I “Romani and Boyash” on the Equal Treatment Authority.

Paragraph 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.

Radio – Armenian national minority programme:

Originally, the programme intended to present the daily life of the small Armenian community in Hungary; in addition to preserving traditions and providing cultural news, the broadcast always provides information about events in the mother country. Programme duration: 30 minutes, on-air: Saturday 13:00, National Minority Radio, rerun: Monday 01:00, National Minority Radio.

As regards the *Music of the National Minorities* radio programme and the *Rondo* television programme, see Paragraph 3 of Chapter VIII “Bulgarian”.

Paragraph 4

The Parties undertake to take into account the needs and wishes expressed by the groups using regional or minority languages when formulating their policies on these languages. The Parties are encouraged to establish, if necessary, bodies which can advise the authorities on all matters concerning regional or minority languages.

See Article 7(4)i) of Chapter I “Romani and Boyash”, Article 7(4)(i) of Chapter II “German”, and information on the *Thematic Working Group Responsible for National Minority Affairs*. The Armenian national minority advocates were Dr. Tamás Turgyán (-2018), Dr. Sevan Serkisian (2018-2022) and Nikogos Akopjan (2022-) in the reporting period. The presidents of the National Armenian Self-Government were Dr. Serkisian Sevan (-2018), Akopjan Nikogos (2019-2022) and Dr. István Czárán (2022-) in the reporting period.

Paragraph 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.

See the information in Article 7 **Paragraph 5** of Chapter I. “Romani and Boyash”.

National minority reports

See the paragraph on *National minority reports* of Chapter I “Romani and Boyash” about the involvement in and contribution to the compilation of this country report of the national minorities living in Hungary. In addition to the ministries and other governmental and non-governmental organisations mentioned in the Introduction, the National Armenian Self-Government also contributed to the Armenian chapter.

XII. Rusyn

The Rusyn language is covered by the undertakings in Part II – the Rusyn community is a relatively small ethnic community in Hungary. For most nationalities, but especially for the small ones, communities speaking minority languages are scattered across the country. In the vast majority of the cases, they live at places where they constitute a minority compared with the population as a whole.

Information

For information on the Language Charter and national minorities, see "Information" in Chapter II "German".

Implementation of undertakings related to Part II

Article 7 – Objectives and principles

Paragraph 1

The Parties shall base their policies, legislation and practice with regard to regional or minority languages in the areas where these languages are used, in accordance with the status of each language, on the following objectives and principles:

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

i) See Article 7(1)a) of Chapter I "Romani and Boyash" and the presentation of the *Amended Act on Ethnic Minorities 2020* in Chapter II "German".

ii) For general information on the recognition related to national minorities, see the information in Article 7(1) of Chapter I "Romani and Boyash". Regarding the Rusyn community, the 'For National Minorities' Award was granted to the National Association of Hungarian Rusyns/Ruthenians (2020), the Rusyn Cultural Association (2021) and the St. Ephraim Male Choir (2018); the 'Pro Cultura Minoritatum Hungariae' Award was granted to András Bródy (2020), Komlóska Rusyn National Ethnic Folk Choir (2017), András Manajló (2018), Sándor Szmolár (2021), and Mihály Bazil Telenkó (2019) in the reporting period.

In 2018, in cooperation with the Greek Catholic Diocese of Hajdúdorog, the Greek Catholic Rusyn Community House was inaugurated in Debrecen-Józsa. The Rusyn coat of arms and the Greek Catholic cross on the façade made by a Rusyn woodcarving artist are the most valuable pieces spiritually. The community centre is a branch of the Atanaz Fedinecz Museum. In the built-in attic, the branch of the Antal Hodinka Scientific Institute was established. To strengthen the local and national community, a wooden church was also built on the plot next to the community centre in the reporting period, and was consecrated in the autumn of 2021. Thus, the community house in Debrecen-Józsa and the wooden church on the site have grown into a true Rusyn Greek Catholic spiritual centre. (A significant part of the Rusyn community in Hungary is Greek Catholic, and the municipal, regional and national Rusyn self-governments have excellent relations with the Greek Catholic parishes, the bishoprics and the Metropolia.)

In order to emphasise the national character of the organisations and to strengthen the sense of identity and mission, the General Assembly of the National Rusyn Self-Government has adopted a decision to change the names of the institutions maintained by the Self-Government; as a result, as of 1 January 2017,

- Udvari István Library of Rusyns in Hungary,
- Atanaz Fedinecz Public Interest Museum and Exhibition Centre of the Hungarian Rusyns,
- Antal Hodinka Institute of Rusyn Studies

are the names to be used in the public sector. The Atanaz Fedinecz Museum and Exhibition Centre of the Hungarian Ruthenians underwent significant development in the reporting period. The institution has added a branch office in Debrecen and a research room, and doubled its staff to cope with the growing number of tasks. Each year the institution submitted successful applications to the grant manager. The István Udvari Library of Hungarian Rusyns in Hungary increased its inventory by almost tenfold in the reporting period, using grants and its own resources. Thus, by the end of the reporting period, the library placed 3,000 documents, books, journals, CDs and DVDs at the disposal of its readers and researchers. A significant number of Ruthenian museum piece volumes were restored in the reporting period. The most important work of the Antal Hodinka Institute of Rusyn Studies is the codification of the Rusyn language. As a result of this work, several badly needed volumes were published in the reporting period.

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;

See the information provided in Article 7(1)b) of Chapter I “Romani and Boyash”.

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

See the information in Article 7(1)c) of Chapter I “Romani and Boyash”. The most acute problem of the Rusyn community as expressed by their representatives is the use of their language in Hungary, which is interspersed with different dialects. The preservation of the mother tongue and codification activities for different dialects are important for the survival of the community. In 2018, the National Rusyn Self-Government published a Hungarian-Rusyn Dictionary, a Rusyn-Hungarian Dictionary and the Spelling Dictionary with central funding, based on the work of the Antal Hodinka Rusyn Scientific Institute. In 2019 a book entitled ‘Children’s songs, lullabies, kolomejkas’ was published. Also published are the Rusyn Linguistic Codex (2021), the Hungarian-Rusyn, Rusyn-Hungarian Dictionary of Technical Words (2021) and the Rusyn Place Names (2021). By the end of the reporting period, the community was ready to codify the Rusyn language used in Hungary on the basis of dictionaries and books compiled and published in several dialects, which is considered to be the most important task for the future.

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

See Article 7(1)(d)i) of Chapter I “Romani and Boyash”, and Chapter II “German” for information on *Practising religion in the mother tongue*. In addition to the operation of national institutions, the national self-government considered it important to broaden cultural autonomy, strengthen identity and enhance the role of the mother tongue in the vernacular. Therefore, as a tradition-building measure, annual priority programmes had been defined before the reporting period, and have been extended since then.

- The national programming year began with the Antal Hodinka Memorial Day, and the work of public personalities was recognised.
- The Rusyn National Day is intended to mobilise the whole community. The event was attended by government officials and church dignitaries.

- For religious practices in the mother tongue, an annual Rusyn Baptism was held in Sajópálfala, which brought together Greek Catholic believers from all parts of the country.
- In order to express the solidarity of the national community and to strengthen the historical coexistence, the traditions of ‘gens fidelissima’ were revived in connection with the commemoration of the birth of Ferenc Rákóczi II. The festivities took place in Sárospatak and Borsi.
- The community’s annual autumn cultural event, ‘The Best of Rusyn Art’, has become a tradition at the Stefánia Palace.

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;

See the information in Article 7(1)e) of Chapter I “Romani and Boyash”.

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

i) See the information in Article 7(1)f) of Chapter I “Romani and Boyash”, and *Article 7 (1) f)* of Chapter III “Croatian” on the ELTE Origó Language Centre. For a detailed summary of trends in the number of language examinations for each national minority over the reporting period, see Appendix 3.

ii) The following institutions provide education in the Rusyn language: kindergarten education in Komlóska (8 children), primary school education in Múcsony (20 pupils) and secondary school education in Dankó Pista Kindergarten, Primary School, Secondary School, Technical School, Vocational School and College operated by Közös Kincs Oktatási Szolgáltató Közhasznú Nonprofit Kft. (47 pupils). The Komlóska Rusyn Nationality Primary School operated by the Komlóska Rusyn National Minority Municipality was closed at the end of the 2019–2020 school year, as the school could no longer provide full-time education due to a low number of students.

As the report reveals, Hungary has made commitments in the Language Charter for eight languages spoken by seven national minorities, but legislation guarantees the individual and collective rights of national minorities, including language, education and culture, for all 13 recognised nationalities (including the Rusyns). As can be seen above, the Rusyns are making good use of this opportunity.

The national self-government considers it important to encourage the learning of languages and the promotion of traditions among ethnic children, and therefore continued to provide scholarships to deserving children in the reporting period. As a result of the functioning of the established scholarship application system, the number of applicants increased every academic year. In addition, Rusyn language courses were held in several municipalities in the country.

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

See the information in Article 7(1)g) of Chapter I “Romani and Boyash”.

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

See the information in Article 7(1)h) of Chapter I “Romani and Boyash”. As there was a continuous problem with the supply of language teachers, it was an important achievement that the advocate of the Rusyn nationality, with the support of the Ministry of Human Resources, was offered a scholarship for additional training in Rusyn language and literature at the Institute of Rusyn Language and Culture of the University of Eperjes for one person, who completed the three-year course in 2022.

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.

See Article 7(1) i) of Chapter II “German”. Vera Giricz, the Rusyn nationality advocate, liaised with the Rusyns in Slovakia through the Hungarian-Slovak Friendship Section of the Inter-Parliamentary Union, and was a member of the National Council for Sustainable Development in the reporting period.

The General Assembly of the National Rusyn Self-government maintains broad social relations with Rusyn NGOs. The development of the identity of the Rusyn community in Hungary is also served by civil initiatives, in which the National Rusyn Self-government is actively involved. During the reporting period, the National Association of Rusyns/Ruthenians in Hungary, the Ruthenian Cultural Association and the Foundation for Ruthenians continued their activities with renewed vigour. The aims of the NGOs include the survival of Rusyn communities living in any country of the world, the strengthening of national consciousness, as well as the cultivation and development of Rusyn traditions, Rusyn culture and the Rusyn language. They also aim to promote opportunities for education and training of young Rusyns, to nurture talent, and to contribute to the effectiveness and coordination of the advocacy activities of Rusyns in the various countries.

The National Rusyn Self-Government was actively involved in helping those in need during the war in Ukraine, which started in 2022. Using its own resources, the self-government supported the Bridge for Carpathians Association with HUF 500,000. In addition, the regional and municipal self-governments organised a charity auction. The donations were delivered by members of those governments to Transcarpathia. Rusyn artists living in Hungary have offered their works at charity auctions.

Paragraph 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.

See information in Article 7(2) of Chapter I “Romani and Boyash” on the Equal Treatment Authority.

Paragraph 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.

Radio – Rusyn national minority programme:

The programme is basically news-oriented, the small editorial staff strives to provide up-to-date news about the most topical decisions and current events affecting the Rusyns in Hungary, despite the serious restrictions on movement caused by the pandemic. Programme duration: 30 minutes, on-air time: Tuesday 13:00, National Minority Radio, replay: Thursday 01:00, National Minority Radio.

As regards the *Music of the National Minorities* radio programme and the *Rondo* television programme, see Paragraph 3 of Chapter VIII “Bulgarian”.

In addition to the public media, the website www.rusyn.hu run by the Rusyn Self-government played an important role in informing national minorities. In the reporting period, the national government continuously improved the staffing level and the instruments available for the bilingual periodical ‘Ruszin Világ’, as well as the visualisation tools, and increased the amount of resources needed for its publication. The journal is published in a double issue every two months and its articles are also available on the website www.ruszin.com. In addition to their cultural values, the website also features their institutions. Their activities, events and achievements are also described in detail here. In addition to the above, the ‘Barátság’ magazine also published articles on programmes, achievements and new publications in the Rusyn language that build the cultural identity of the Rusyn community.

Paragraph 4

The Parties undertake to take into account the needs and wishes expressed by the groups using regional or minority languages when formulating their policies on these languages. The Parties are encouraged to establish, if necessary, bodies which can advise the authorities on all matters concerning regional or minority languages.

See Article 7(4)i) of Chapter I “Romani and Boyash” and Article 7(4)i) of Chapter II “German”, as well as the information on *Thematic Working Group Responsible for National Minority Affairs*. The Rusyn national minority advocate was Vera Giricz in the reporting period. Viktor Kramarenko was President of the National Rusyn Self-Government in the reporting period.

Paragraph 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.

See the information in Article 7(5) of Chapter I “Romani and Boyash”.

National minority reports

See the paragraph on *National minority reports* of Chapter I “Romani and Boyash” about the involvement and contribution of the national minorities living in Hungary in the compilation of this country report. In addition to the ministries and other governmental and non-governmental organisations mentioned in the Introduction, the National Rusyn Government and the Rusyn National Minority Advocate also contributed to the chapter on the Rusyn language.

XIII. Ukrainian

The Ukrainian language is covered by the undertakings in Part II – the Ukrainian community is a relatively small ethnic community in Hungary. For most nationalities, but especially for the small ones, communities speaking minority languages are scattered across the country. In the vast majority of the cases, they live at places where they constitute a minority compared with the population as a whole.

Information

For information on the Language Charter and national minorities, see the "Information" section in Chapter II “German”.

Implementation of undertakings related to Part II

Article 7 – Objectives and Principles

Paragraph 1

The Parties shall base their policies, legislation and practice with regard to regional or minority languages in the areas where these languages are used, in accordance with the status of each language, on the following objectives and principles:

- a) a) the recognition of the regional or minority languages as an expression of cultural wealth;*
- i) See Article 7(1)a) of Chapter I “Romani and Boyash”, and the presentation of the *Amended Act on Ethnic Minorities 2020* in Chapter II “German”.
- ii) For general information on the recognition related to national minorities, see the information in Article 7(1) of Chapter I “Romani and Boyash”. Regarding the Ukrainian community, the ‘Pro Cultura Minoritatum Hungariae’ Award was granted to Alexandra Kormányos (2021) and Mrs József Sikk (2020) in the reporting period.

The Ukrainian National Self-Government also regularly organised Ukrainian language camps and traditional activities during the reporting period. The Ukrainian Municipality of Nyíregyháza used their native language in language teaching, presenting Ukrainian traditions, and organising poetry and literary evenings in Ukrainian. If necessary, there was an interpreter.

- b) respect for the geographical area of each regional or minority language, so that the existing or future administrative divisions do not constitute an obstacle to the promotion of that regional or minority language;*

See Chapter I "Romani and Boyash", Article 7(1) b) .

c) the need for strong supportive measures for the preservation and development of regional or minority languages;

See Chapter I "Romani and Boyash", Article 7(1)c)

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

See Chapter I "Romani and Boyash", Article 7(1)d) i), and Chapter „II German” on *Religious Practices in the Mother Tongue*.

e) in the areas covered by this Charter, to preserve and develop relations between groups using a regional or minority language and other groups in the same State using the same or similar languages, and to establish cultural relations with other groups in the State using different languages;

See Chapter "I Romani and Boyash", Article 7(1) e) .

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

i) See Chapter "I Romani and Boyash”, Article 7(1) f), and Chapter „III Croat” *Article 7(1)f)* about the ELTE Origo Language Centre. A detailed summary of the evolution of the number of language examinations for each nationality over the reporting period is given in Appendix 3.

ii) In Hungary, the National Self-Government of Ukraine operates three schools: *Ridná Skola* in Budapest, *Leszja Ukrajinka* Sunday school, and *Násá Skolá* in Nyíregyháza. The ‘Sunday School’ operated by the national self-government had branches in Várpalota and Nyíregyháza in addition to the one in Budapest. This system provided education primarily for pre-school and primary school children in the mother tongue, while transmitting folk culture (songs, music, dances, literature, traditions) in an organised form, based on a unified curriculum. In Nyíregyháza, Judit Szofilkánics organised and was responsible for the teaching of Ukrainian language; students, many of whom passed their GCSE exams, used her textbook “Let’s learn Ukrainian 1, 2”.

Upon the initiative of Ms Brigitta Szuperák, the Parliament’s Ukrainian national minority advocate, and based on parents’ requests, Ukrainian national minority education was started at two locations, Kisvárda and Tornospálca in Szabolcs-Szatmár-Bereg County in the 2020–2021 school year. In 2022, the development tasks and framework curricula for Ukrainian national minority education were prepared and published. There were plenty of illustrative and developmental materials to help children and teachers. Parents’ requests were taken into account in particular to support the teaching of Ukrainian.

The importance and effectiveness of Ukrainian language teaching could be seen at the very end of the reporting period, also in the context of the Russo-Ukrainian war, as former and current students took an active part in interpreting and helped Ukrainian nationals who were forced to flee. The teaching of the Ukrainian language, Ukrainian culture and literature, as well as the preservation of traditions have been given a prominent role by the Ukrainian national minority

self-governments. Children fleeing from the war in Ukraine also attended the lessons and events readily.

iii) The monitoring report of the Expert Committee of the Language Charter urged the organisation of education for ethnic Ukrainians as part of the public education system. As presented in the previous sub-section, progress has been made in the area of Ukrainian language teaching. Ukrainian national minority education with 22 enrolled students was started at two locations, Kisvárda and Tornyospálca in Szabolcs-Szatmár-Bereg County in the 2020–2021 school year. In 2022, the development tasks and framework curricula regulating the content of Ukrainian national minority education were prepared and published. With a view to the war refugees who arrived in Hungary, we received several proposals from the Ukrainian community in Hungary for the establishment of schools, based on which the number of schools providing education for Ukrainian nationalities is expected to further increase in the future.

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

See Chapter I "Romani and Boyash", Article 7(1) (g).

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

See Chapter "I Romani and Boyash", Article 7(1) (h) . Slavic Studies offered optional specialisation in Ukrainian as an ethnic minority language. In addition to the ELTE University (Master’s degree in Ukrainian language and literature, Ukrainian teacher/Master’s degree in Ukrainian and ethnic Ukrainian), the Ukrainian Department of Nyíregyháza College reopened in autumn 2018, where a Bachelor of Arts in Slavic Studies and Ukrainian Studies major was available.

The annual subsidy for higher education in respect of ‘small majors’ (including Ukrainian) exceeded HUF 270 million in the reporting period.

Table 64:
Nationality teacher training

National minority	Kindergartens teacher training	Lower primary school teacher training	Teacher training
Ukrainian:	-	-	x

Source: Ministry for Innovation and Technology

i) to promote appropriate forms of international exchanges in the areas covered by this Language Charter for regional or minority languages used in the same or similar forms in two or more States.

See Chapter "German II", Article 7(1)i).

Higher education scholarship opportunities by intergovernmental funding

In December 2014, a protocol on Educational and Scientific Cooperation between the Ministry of Human Resources of Hungary and the Ministry of Education and Science of Ukraine was signed in Kiev; the term of the protocol expired in December 2018. (It does not affect the programmes already started and in progress.). The central elements of the agreement are the various study and research opportunities provided by the parties on the basis of reciprocity, as well as stipulations supporting the education of the Hungarian minority in Transcarpathia and the Ukrainian minority in Hungary in their mother tongue:

- admission of up to 10 Hungarian and 10 Ukrainian students per year for a 5-month part-time course,
- exchange of scientific researchers for a total of 10 months per year,
- 3 scholarships per year for the exchange and training of teachers in the field of Hungarian Studies and Ukrainian Studies each,
- hosting 5 people per year in summer language courses and summer universities in the field of Ukrainian Studies and Hungarian Studies each,
- the employment of native speakers of Ukrainian and Hungarian in the higher education institutions of the Parties listed in Article 7,
- the Ukrainian ministry will provide for the possibility that GCSE examinations can be taken in Hungarian language and Hungarian and World Literature, and will lay down the conditions for entrance examinations in Hungarian to Hungarian-language higher education institutions,
- the Hungarian party will provide for the possibility that GCSE examinations can be taken in Ukrainian language and literature, and will lay down the conditions of state-recognised language examinations in Ukrainian in Hungary for the purpose of admission to higher education institutions,
- the Parties will support, on a reciprocal basis and according to their financial capabilities, the hosting of 20-20 teachers and trainers per year in teacher training courses and 30-30 students per year in native language summer camps.
- the Ukrainian ministry will contribute to the professional and methodological background of Ukrainian language teaching at the Vay Ádám Vay High School in Baktalórántháza.
- the Parties will provide support for the continued operation of the Ferenc Rákóczi II Transcarpathian Hungarian College.
- the Hungarian party and the Ukrainian party will annually provide daytime education for representatives of the Hungarian national minority living in Ukraine and representatives of the Ukrainian national minority living in Hungary in their respective higher education institutions, and will inform each other annually of the number of positions available.

Based on the Education Exchange Programme Agreement signed between the Ministry of Human Resources of Hungary and the Ministry of Education and Science of Ukraine on 24 February 2016, Ukraine is also a party to the Stipendium Hungaricum scholarship programme, which was established in the spirit of the foreign policy “opening to the East and South”. The Education Exchange Programme Agreement expired on 31 December 2018, but it was extended via diplomatic channels until 2021. Under the Agreement, 100 Ukrainian applicants will be awarded Stipendium Hungaricum scholarships, distributed as follows:

- bachelor's and master's degrees: 40 people, disciplines: humanities, social sciences, engineering, medicine and health sciences.
- undivided education leading to a master's degree: 20 persons Areas of expertise: engineering, and medicine and health.
- PhD training: 40 persons in majors requested by the Ukrainian party.
- Ukrainian students attend a preparatory course in Hungarian language and subjects for one academic year before starting their higher education in Hungarian. Students enrolled in the bachelor's programme may continue their studies in the master's programme after completing the bachelor's programme in Hungarian and passing the entrance exam.

Table 65:
Ukrainian students in the Stipendium Hungaricum Programme

Stipendium Hungaricum	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Quota	100	100	100	100	100	100
Registered students	50	60	78	41	63	84
Candidate students	48	55	67	37	60	30
Scholarship winners	36	46	48	27	45	

Source: Ministry of Innovation and Technology

The last bilateral agreement ('work plan') with Ukraine on intergovernmental scholarships covered the 2016-2018 period. On this basis, the Ukrainian Party continues to offer 35 Hungarian applicants per year the opportunity to complete a full course of study at a bachelor's or master's level, including a one-year language preparatory course. There have been no applicants for such studies in Ukraine since the agreement was signed.

The Ukrainian pastorate in Hungary

Throughout the reporting period, the State Secretariat for Church and Nationality Relations of the Prime Minister's Office provided significant support for the Ukrainian native language pastoral care of the **Ukrainian Greek Catholic** community living in Hungary, which is available to the faithful in every area. This task was carried out by Father Haboriy Petro-Demian, with the permission and organisation of the Greek Catholic Metropolitan Church of Hungary, in the reporting period. To support Ukrainian-language Greek Catholic pastoral care and ethnic religious life, the Government granted one-off funding of HUF 4.5 million in 2019 and HUF 6 million in 2020.

At the beginning of January 2019, Bartholomew I, the ecumenical patriarch of Constantinople, delivered the official document (thomos) on the Church recognition of the Metropolitan Epiphany, i.e. the head of the autonomous (Autocephal) Ukrainian Orthodox Church. At the same time, Bartholomew I signed the document consecrating the separation of the Ukrainian Orthodox Church from the Russian Orthodox Church. According to that document, the operational area of the new Church is limited to Ukraine, i.e. it is not authorised to found parishes outside its territory. The pastoral care of Ukrainian Orthodox faithful people living outside Ukraine was retained by the thomos under the authority of the Universal Patriarchate of Constantinople. The Exarchate of Hungary of the Universal Patriarchate of Constantinople

took the necessary steps for the delegation of a Ukrainian priest for the Ukrainian Orthodox faithful living in Hungary, and invited Father Roman Vasylevych.

Summer camps for children

The Government of Hungary has been providing holiday opportunities for Ukrainian children for many years, in the form of summer camps at Lake Velence. This initiative involves Ukrainian children from Ukraine, Hungarian children from Transcarpathia, and Ukrainian children from Hungary. The programme is aimed at deepening the relationship between Hungary and Ukraine, Hungarians in Transcarpathia, Ukrainians in Hungary, and the mother country. Invited children include children from all over Ukraine whose parents have lost their lives or are involved in the battles fought in Eastern Ukraine. Besides enjoying Lake Velence, the children on holiday attended various programs, went on excursions, and could acquaint themselves with Hungary's culture. A total of 2,370 children had benefited from the programme by the end of the reporting period.

Table 66:
Funding provided to support the Ukrainian nationality camps in Velence in the reporting period

Year	Funds granted for Ukrainian camps at Lake Velence, total (HUF)
2017	HUF 45,000,000
2019	HUF 4,000,000
	HUF 35,000,000
Total:	HUF 84,000,000

Source: Prime Minister's Office

Unfortunately, the camps planned for 2020 and 2021 could not be organised because of the pandemic (and due to the war in 2022).

Paragraph 2

The Parties undertake to abolish, if they have not already done so, any unjustified discrimination, exclusion, restriction or preference affecting the use of a regional or minority language which is intended to discourage or endanger the maintenance or development of that language. 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.

See Chapter I "Romani and Boyash", Article 7(2) about the Equal Treatment Authority.

Paragraph 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 media to pursue the same objective.

Radio – Ukrainian national minority programme:

The Ukrainian-language broadcast is a music programme, plus news about the social life of the local Ukrainian community, and reports on the activities of Ukrainian NGOs operating in Hungary, especially if the event is a Hungarian-Ukrainian collaboration. Programme duration: 30 minutes, on-air: Friday 13:00, Nationality Radio, rerun: Sunday 01:00, Nationality Radio.

As regards the ***Music of the National Minorities*** radio programme and the ***Rondo*** television programme, see Paragraph 3 of Chapter VIII “Bulgarian”.

Paragraph 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. The Parties are encouraged to establish, if necessary, bodies which can advise the authorities on all matters concerning regional or minority languages.

See Chapter I "Romani and Boyash", Article 7(4)(i), and Chapter "II German", Article 7(4)(i), and the information on **the Thematic Working Group on National Minorities** on . Ukrainian minority advocates in the reporting period: Jaroslava Hartyányi (-2018), Brigitta Szuperák (2018-2022) and Liliána Grexa (2022-). Upon the 2019 national minority self-government elections, the number of persons who registered as belonging to the Ukrainian minority went up by almost 90 percent. The Ukrainian National Self-Government was chaired by György Kravchenko (-2019) and Yaroslava Szabo (2019-) in the reporting period.

Paragraph 5

The Parties undertake to apply, mutatis mutandis, paragraphs 1 to 4 above to languages which are not territorially relevant. For these languages, however, the nature and scope of the measures to give effect to this Charter should be determined flexibly, taking into account the needs and wishes of the language-using groups in question, while respecting their traditions and characteristics.

See Chapter I "Romani and Boyash", Article 7(5).

Nationality reports

Regarding the involvement and contribution of the nationalities living in Hungary in the compilation of this country report, see Chapter I "Romani and Boyash", *Nationalities' reports* . In addition to the ministries and other governmental and non-governmental organisations mentioned in the Introduction, the National Ukrainian Self-Government also contributed to the Ukrainian chapter.

ADDITIONAL INFORMATION

Publication of the country report

This country report, once adopted and submitted to the CoE, will be uploaded to the central government online repository (www.kormany.hu), where it will be available to the public.

The Government was planning to have the documents related to CoE conventions translated into national minority languages, but this was delayed due to circumstances affecting the past period (the COVID-19 pandemic, the Ukrainian war and the international energy crisis), and the task could not be carried out in the reporting period. It should be noted that, as a first step, immediately after the end of the current reporting period, the documents and declarations necessary to address the most urgent matters in government offices were translated (for the time being into Slovak, Serbian and Slovenian). All government offices had received these documents by the summer of 2022.

As for the CoE documents, their content and subject matters, along with current issues in the monitoring cycle, had been presented in person at various forums (thematic working group meetings and technical conferences) before the official translations were prepared.

Contact details of the organisations and bodies representing nationalities

The self-governments of national minorities in Hungary			
Self-government	President	Address	E-mail
BULGARIAN NATIONAL MINORITY SELF-GOVERNMENT	Dr Musev Dimitrov Dancho	1097 Budapest, Fehér Holló u. 6.	bolgonk@bul.hu
NATIONAL SELF-GOVERNMENT OF ETHNIC GREEKS IN HUNGARY	Hristodoulou Konstantinos	1054 Budapest, Vécsey u. 5.	grtitkar@t-online.hu
National Croatian Self-Government	János Gugán	1089 Budapest, Bíró Lajos u. 24.	hds@horvatok.hu
National Polish Self-Government	Mária Felföldi	1102 Budapest, Állomás u. 10.	olko@polonia.hu
National Self-Government of Germans in Hungary	Mrs Ibolya Hock Englander	1026 Budapest, Júlia u. 9.	ldu@ldu.hu
National Armenian Self-Government	Dr. István Czárán	1052 Budapest, Semmelweis u. 17.	armenia@ormenyorszagos.hu
National Roma Self-Government	Oszkár Lakatos	1074 Budapest, Dohány utca 76.	oronk@oronk.hu
National Self-Government of Romanians in Hungary	György Kozma	5700 Gyula, Eminescu u. 1.	atru@globonet.hu

National Rusyn Self-Government	Viktor Kramarenko	1147 Budapest, Gyarmat u. 85/B	ruszin.onkormanyzat@gmail.com
National Serbian Self-Government	Ms Lászlóné Szutor	H-1055 Budapest, Falk Miksa utca 3.	ssm@t-online.hu
National Slovak Self-Government	Mrs Erzsébet Racsó Holler	1114 Budapest, Fadrusz u. 11/a	oszo@slovaci.hu
National Slovenian Self-Government	Károly Holecz	9985 Felsőszölnök, Templom út 8.	samouprava@slovinci.hu
National Ukrainian Self-Government	Szabó Yaroslava	1065 Budapest, Hajós u. 1.	hivatal@ukranok.hu

National minority representatives and advocates in the Hungarian Parliament:			
National minority	Name	Address	E-mail
Committee of Hungarian National Minorities	Secretariat	1055 Budapest, Kossuth tér 1-3.	neb@parlament.hu
German national minority representative	Imre Ritter MEP	1055 Budapest, Kossuth tér 1-3.	ritter.imre@parlament.hu
Bulgarian national minority advocate	Szimeon Varga advocate	1055 Budapest, Kossuth tér 1-3.	varga.szimeon@parlament.hu
Greek national minority advocate	Koranis Laocratis advocate	1055 Budapest, Kossuth tér 1-3.	koranisz.laokratisz@parlament.hu
Croatian national minority advocate	Mr József Szolga advocate	1055 Budapest, Kossuth tér 1-3.	szolga.jozsef@parlament.hu
Polish national minority advocate	Mrs Slaba Ewa Maria Dr Rónay advocate	1055 Budapest, Kossuth tér 1-3.	ewa.ronay@parlament.hu
Armenian national minority advocate	Akopjan Nikogos advocate	1055 Budapest, Kossuth tér 1-3.	akopjan.nikogosz@parlament.hu
Romanian national minority advocate	Creszta Traján advocate	1055 Budapest, Kossuth tér 1-3.	kreszta.trajan@parlament.hu
Russian national minority advocate	Vera Giricz, advocate	1055 Budapest, Kossuth tér 1-3.	giricz.vera@parlament.hu
Serbian national minority advocate	Lyubomir Alexov, advocate	1055 Budapest, Kossuth tér 1-3.	alexov.lyubomir@parlament.hu
Slovak national minority advocate	Antal Paulik, advocate	1055 Budapest, Kossuth tér 1-3.	paulik.antal@parlament.hu
Slovenian national minority advocate	Mrs Erika Köles Kiss advocate	1055 Budapest, Kossuth tér 1-3.	koles.erika@parlament.hu
Ukrainian national minority advocate	Liliána Grexa advocate	1055 Budapest, Kossuth tér 1-3.	grexa.liliana@parlament.hu

APPENDIX

1. Data on national minority education

Roma:

Statistical data on the education of the Roma national minority in kindergartens and schools

(Given that the register of vocational education and training institutions has been kept by the National Office for Vocational Education and Training since 1 July 2020, the data provided on the basis of the statistics for 2020 and 2021 include only the data of public education institutions; the data of vocational education and training institutions are not included in the tables.)

Number of places providing Roma education 2017/2018				
Types of tasks:	national minority Roma – Boyash	national minority Roma – Romani	Hungarian-language Roma cultural education / national minority education	Total
kindergarten	1	2	250	253
primary school	6	9	207	222
vocational school	0	0	1	1
grammar school	5	1	4	10
vocational secondary school	1	0	7	8
specialist grammar school	0	1	3	4
Total	13	13	472	498

Number of places providing Roma education 2018/2019				
Types of tasks:	national minority Roma – Boyash	national minority Roma - Romani	Hungarian-language Roma cultural education / national minority education	Total
kindergarten	0	1	230	231
primary school	7	12	202	221
vocational school	0	0	1	1
grammar school	4	1	8	13
vocational secondary school	0	0	11	11
specialist grammar school	0	0	3	3
Total	11	14	455	480

Number of places providing Roma education 2019/2020				
Types of tasks:	national minority Roma – Boyash	national minority Roma – Romani	Hungarian-language Roma cultural education / national minority education	Total
kindergarten	1	1	217	219
primary school	5	13	203	221
vocational school	0	0	0	0
grammar school	5	1	8	14
vocational secondary school	0	0	11	11
specialist grammar school	0	0	6	6
Total	11	15	445	471

Number of places providing Roma education 2020/2021				
Types of tasks:	national minority Roma – Boyash	national minority Roma – Romani	Hungarian-language Roma cultural education / national minority education	Total
kindergarten	1	0	197	198
primary school	1	11	200	212
grammar school	5	1	5	11
vocational school (vocational secondary school to be phased out)	0	0	9	9
technical school, vocational grammar school	0	0	4	4
Total	7	12	415	434

Number of places providing Roma education 2021/2022				
Types of tasks:	national minority Roma – Boyash	national minority Roma – Romani	Hungarian-language Roma cultural education / national minority education	Total
kindergarten	2	0	183	185
primary school	2	10	201	213
grammar school	5	1	6	12
vocational school (vocational secondary school to be phased out)	0	0	9	9
technical school, vocational grammar school	0	0	5	5
Total	9	11	404	424

Other national minorities:

Statistical data, academic year 2017–2018

National minority kindergartens:

National minority	Native language		Bilingual	
	Number of institutions	Number of students	Number of institutions	Number of students
German	45	2144	236	11,638
Slovak	14	459	35	1406
Croatian	2	53	26	994
Romanian	2	58	6	264
Serbian	3	96	2	55
Slovene			4	63
Bulgarian	1	23		
Rusyn	1	10		
Total:	68	2843	309	14,420

Total ethnic kindergartens:

National minority	Number of institutions	Number of children
German	281	13,782
Slovak	49	1865

Croatian	28	1047
Romanian	8	322
Serbian	5	151
Slovene	4	63
Bulgarian	1	23
Rusyn	1	10
Total:	377	17,263

Number of national minority primary schools:

National minority	Native language		Bilingual	
	Number of institutions	Number of students	Number of institutions	Number of students
German	16	554	32	5702
Slovak	4	302	4	810
Croatian			10	551
Romanian	1	76	7	382
Rusyn				
Serbian	4	138	1	66
Slovene	1	9	2	135
Greek			1	91
Bulgarian				
Polish				
Total:	26	1079	57	7737

Total number of national minority primary schools:

National minority	Number of institutions	Number of students
German	405	49,449
Slovak	47	3462
Croatian	36	1776
Romanian	17	1056
Rusyn	2	24
Serbian	9	300
Slovene	5	150
Greek	2	434
Bulgarian	1	93
Polish	1	154
Total:	525	56,898

Grammar schools:

National minority	Native language		Bilingual	
	Number of institutions	Number of students	Number of institutions	Number of students
German	1	69	9	2305
Slovak	1	52	1	51
Croatian			2	216
Romanian			1	204
Serbian	1	272	1	20
Slovene				
Total:	3	393	14	2796

Grammar schools in total:

National minority	Number of institutions	Number of students
German	16	2738
Croatian	2	103
Slovak	2	216
Romanian	1	204
Serbian	2	292
Slovene	2	14
Total:	25	3567

Statistical data, academic year 2018–2019

National minority kindergartens:

National minority	Native language		Bilingual	
	Number of institutions	Number of students	Number of institutions	Number of students
German	39	1999	190	12,039
Slovak	13	357	35	1570
Croatian	4	147	22	887
Romanian	1	20	5	284
Serbian	2	87	2	64
Slovene			3	64
Greek	1	97		
Bulgarian	1	21		
Rusyn			1	8
Total:	61	2,728	258	14,916

Total national minority kindergartens:

National minority	Number of institutions	Number of children
German	229	14,038
Slovak	48	1927
Croatian	26	1034
Romanian	6	304
Serbian	4	151
Slovene	3	64
Greek	1	97
Bulgarian	1	21
Rusyn	1	8
Total:	319	17,644

Number of national minority primary schools:

National minority	Native language		Bilingual		Language teacher		National minority auxiliary	
	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	17	1833	32	5315	250	42,734		
Slovak	3	345	4	823	30	2294		
Croatian	2	23	9	874	21	1176		
Romanian			6	767	5	577		
Serbian	2	179	1	70	3	82		
Slovene			2	110	1	13		
Greek	1	97					1	228
Rusyn	1	6			1	16		
Bulgarian							1	97
Polish							1	171
Total:	26	2,483	54	7,959	311	46,892	3	496

Total number of national minority primary schools:

National minority	Number of institutions	Number of students
German	299	49,882
Slovak	37	3462
Croatian	32	2073
Romanian	11	1344
Serbian	6	331
Slovene	3	123

Greek	2	325
Rusyn	2	22
Bulgarian	1	97
Polish	1	171
Total:	394	57,830

Grammar schools:

National minority	Native language		Bilingual		Language teacher		National minority auxiliary	
	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	2	139	11	2401	4	234		
Slovak	1	48	1	60				
Croatian			2	197				
Romanian			1	199				
Serbian	1	300			1	22		
Slovene					1	9		
Total:	4	487	15	2,857	6	265	0	0

Grammar schools in total:

National minority	Number of institutions	Number of students
German	17	2,774
Croatian	2	108
Slovak	2	197
Romanian	1	199
Serbian	2	322
Slovene	1	9
Total:	25	3609

Statistical data, academic year 2019–2020

National minority kindergartens:

National minority	Native language		Bilingual	
	Number of institutions	Number of students	Number of institutions	Number of students
German	33	1567	251	13,095
Slovak	7	234	40	1671
Croatian	3	89	26	1024

Romanian	1	22	7	281
Serbian	3	107	4	109
Slovene			4	71
Greek			1	29
Rusyn			1	8
Total:	47	2,019	334	16,288

Total national minority kindergartens:

National minority	Number of institutions	Number of children
German	284	14,662
Slovak	47	1,905
Croatian	29	1,113
Romanian	8	303
Serbian	7	216
Slovene	4	71
Greek	1	29
Rusyn	1	8
Total:	381	18,307

Number of national minority primary schools:

National minority	Native language		Bilingual		Language teacher		National minority auxiliary	
	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	21	2493	27	4549	350	42,368		
Slovak	3	165	4	787	40	2423		
Croatian	1	64	8	877	19	1070		
Romanian	1	97	7	677	9	550		
Serbian	4	204	2	77	4	62		
Slovene			2	107	2	14		
Greek			1	92			1	216
Rusyn					2	27		
Bulgarian					1	20	1	118
Polish							1	190
Ukrainian					1	10		
Total:	30	3023	51	7166	428	46,544	3	524

Total number of national minority primary schools:

National minority	Number of institutions	Number of students
German	398	49,410
Slovak	47	3375
Croatian	28	2011
Romanian	17	1324
Serbian	10	343
Slovene	4	121
Greek	2	308
Rusyn	2	27
Bulgarian	2	138
Polish	1	190
Ukrainian	1	10
Total:	512	57,247

Grammar schools:

National minority	Native language		Bilingual		Language teacher		National minority auxiliary	
	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	92	10	2,392	7	461		
Slovak	1	51	1	54				
Croatian			2	191				
Romanian			1	197				
Serbian	1	312			1	21		
Slovene					2	16		
Total:	3	455	14	2,834	10	498	0	0

Grammar schools in total:

National minority	Number of institutions	Number of students
German	18	2945
Croatian	2	105
Slovak	2	191
Romanian	1	197
Serbian	2	333
Slovene	2	16
Total:	27	3787

Statistical data, academic year 2020–2021

National minority kindergartens:

National minority	Native language		Bilingual	
	Number of institutions	Number of students	Number of institutions	Number of students
German	34	1474	243	12,856
Slovak	10	304	37	1533
Croatian	3	84	27	1051
Romanian	1	23	7	279
Serbian	4	120	3	83
Slovene			4	78
Bulgarian	1	12		
Greek	1	38		
Rusyn			1	10
Total:	54	2055	322	15,890

Total national minority kindergartens:

National minority	Number of institutions	Number of children
German	277	14,330
Slovak	47	1,837
Croatian	30	1,135
Romanian	8	302
Serbian	7	203
Slovene	4	78
Bulgarian	1	12
Greek	1	38
Rusyn	1	10
Total:	376	17,945

Number of national minority primary schools:

National minority	Native language		Bilingual		Language teacher		National minority auxiliary	
	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	17	1,084	26	4,338	357	43,884		
Slovak	2	172	4	806	37	2,323		
Croatian			8	730	21	1,089		

Romanian	1	223	8	806	9	363		
Serbian	5	226	1	77	5	75		
Slovene			2	97	1	17		
Greek			1	91			1	214
Rusyn					1	23		
Bulgarian					2	33	1	106
Polish							1	153
Ukrainian					1	26		
Total:	25	1,705	50	6,945	434	47,833	3	473

Total number of national minority primary schools:

National minority	Number of institutions	Number of students
German	400	49,306
Slovak	43	3,301
Croatian	29	1,819
Romanian	18	1,392
Serbian	11	378
Slovene	3	114
Greek	2	305
Rusyn	1	23
Bulgarian	3	139
Polish	1	153
Ukrainian	1	26
Total:	512	56,956

Grammar schools:

National minority	Native language		Bilingual		Language teacher		National minority auxiliary	
	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	131	10	2,356	6	397		
Slovak	1	68	1	49				
Croatian			2	184				
Romanian			1	189				
Serbian	1	335	1	18				
Slovene					1	16		
Total:	3	534	15	2,796	7	413	0	0

Grammar schools in total:

National minority	Number of institutions	Number of students
German	17	2,884
Croatian	2	117
Slovak	2	184
Romanian	1	189
Serbian	2	353
Slovene	1	16
Total:	25	3,743

Statistical data, academic year 2021–2022

National minority kindergartens:

National minority	Native language		Bilingual	
	Number of institutions	Number of students	Number of institutions	Number of students
German	32	1,415	250	12,901
Slovak	11	315	38	1,542
Croatian	2	79	29	1,061
Romanian	1	24	9	413
Serbian	4	146	3	75
Slovene			4	78
Bulgarian	1	11		
Greek	1	40		
Rusyn			1	8
Total:	52	2,030	334	16,078

Total national minority kindergartens:

National minority	Number of institutions	Number of children
German	282	14,316
Slovak	49	1,857
Croatian	31	1,140
Romanian	10	437
Serbian	7	221
Slovene	4	78
Bulgarian	1	11

Greek	1	40
Rusyn	1	8
Total:	386	18,108

Number of national minority primary schools:

National minority	Native language		Bilingual		Language teacher		National minority auxiliary	
	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	20	1,390	27	4,779	351	42,197		
Slovak	2	116	4	797	37	2,601		
Croatian	1	35	10	843	21	1,090		
Romanian	1	89	8	743	7	469		
Serbian	4	248	1	84	5	94		
Slovene			2	105	3	15		
Greek			1	96			1	227
Bulgarian					1	51	1	127
Polish							1	170
Rusyn					1	20		
Ukrainian					2	22		
Total:	28	1,878	53	7,447	428	46,559	3	524

Total number of national minority primary schools:

National minority	Number of institutions	Number of students
German	398	48,366
Slovak	43	3,514
Croatian	32	1,968
Romanian	16	1,301
Serbian	10	426
Slovene	5	120
Greek	2	323
Bulgarian	2	178
Polish	1	170
Rusyn	1	20
Ukrainian	2	22
Total:	512	56,408

Grammar schools:

National minority	Native language		Bilingual		Language teacher		National minority auxiliary	
	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	2	241	9	2,294	9	428		
Slovak	1	82	1	56				
Croatian			2	179				
Romanian			1	193				
Serbian	1	365			1	20		
Bulgarian								
Slovene					1	13		
Total:	4	688	13	2,722	11	461	0	0

Grammar schools in total:

National minority	Number of institutions	Number of students
German	20	2,963
Croatian	2	138
Slovak	2	179
Romanian	1	193
Serbian	2	385
Bulgarian	0	0
Slovene	1	13
Total:	28	3,871

Source: Ministry of Human Capacities

2. National minority upskilling in higher education

National minority-specific upskilling courses offered by higher education institutions

Name of specialised upskilling	Training institution(s) ³²
modern methodologies applied in German national minority and bilingual school education	EFJ
modern methodologies applied in German national minority and bilingual pre-school education	EFJ
Roma national minority mentor teacher, teacher exam preparation	DE, EFJ
Croatian nationality mentor teacher, teacher exam preparation	EFJ
national minority health promotion officer	PTE
national minority public policy adviser	KJF
German nationality mentor teacher, teacher exam preparation	EFJ
German national minority education officer	ELTE
national and ethnic minority protection adviser	ME
national minority specialist	KEE
national minority expert	KEE
national and ethnic minority protection adviser	ME
international interdisciplinary Roma studies	KEE
Specialist for the social integration of national minority communities	EKKE
German bilingualism in kindergartens	SOE, PTE
preparation for teacher examination in Roma integration studies	SZTE
Roma cultural promoter	DE
Roma entrepreneurship and cultural consultant	NJE
Roma entrepreneurship and cultural economist	NJE
reparation for teacher examination in the field of Roma social studies	AVKF, ME, NYE, PPKE, PTE, SSZF, SOE, SZE
Roma social studies	AVKF, DRHE, ME, SSZHF, SZE
subjects taught in foreign/national minority languages	ELTE, MATE, PTE, PE, SOE, SZTE

³² Abbreviated names of institutions in tables: AVKF - Apor Vilmos Catholic College, DE - University of Debrecen, DRHE - Debrecen University of Theology, EJF - Eötvös József College, EKKE - Eszterházy Károly Catholic University, ELTE - Eötvös Loránd University, KEE - Central European University, KJF - Kodolányi János College, ME - University of Miskolc, MATE - Hungarian University of Agricultural and Life Sciences, NJE - Neumann János University, NYE - University of Nyíregyháza, PE - University of Pannonia, PPKE - Pázmány Péter Catholic University, PTE - University of Pécs, SOE - University of Sopron, SSZHF - Sapientia Monastic College of Theology, SZE - Széchenyi István University, SZTE - University of Szeged

Specialised upskilling courses corresponding to specialisation leading to a bachelor's degree in the given field

Name of the specialised upskilling course	Training institutions
lower primary school teacher training, bachelor's degree - upskilling for Roma teachers	AVKF, EFJ
lower primary school teacher training, bachelor's degree - upskilling for Croatian teachers	EFJ
lower primary school teacher training, bachelor's degree - upskilling for German teachers	ELTE, AVKF, PPKE, EJJ, PTE
lower primary school teacher training, bachelor's degree - upskilling for Serbian teachers	ELTE
lower primary school teacher training, bachelor's degree - upskilling for Slovak teachers	PPKE
pre-school teacher training, bachelor's degree - upskilling for Roma pre-school teachers	AVKF, EFJ
pre-school teacher training, bachelor's degree - upskilling for Croatian pre-school teachers	EFJ
pre-school teacher training, bachelor's degree - upskilling for German pre-school teachers	AVKF, ELTE, EJJ, PPKE, PTE, SOE
pre-school teacher training, bachelor's degree - upskilling for Serbian pre-school teachers	ELTE
pre-school teacher training, bachelor's degree - upskilling for Serbian pre-school teachers	PPKE

Source: Ministry for Innovation and Technology

3. State-recognised language proficiency examinations in the languages of the national minorities living in Hungary

State-recognised language proficiency examinations in national minority languages																				
	Year:	2017			2018			2019			2020			2021			2022 Q1			Total:
	Level:	B1	B2	C1	B1	B2	C1	B1	B2	C1	B1	B2	C1	B1	B2	C1	B1	B2	C1	
Language	Boyash	0	14	2	0	11	0	3	5	2	0	0	0	0	0	0	0	1	0	38
	Bulgarian	1	2	0	0	1	0	0	0	0	0	3	0	0	0	0	0	1	2	10
	Croatian	28	54	21	24	49	16	3	43	12	14	24	10	4	21	8	2	9	3	345
	Polish	5	5	4	2	6	2	1	2	1	0	0	0	0	0	0	0	0	0	28
	Lovari	23	1,648	19	4	1,620	17	10	1,390	12	5	597	12	0	359	1	0	90	0	5,807
	German	1,513	20,073	1,938	1,276	19,307	1,850	1,091	18,931	1,888	843	12,908	1,658	603	11,795	1,728	79	2,720	350	100,551
	Armenian	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
	Romanian	3	41	36	4	42	29	2	36	26	12	29	23	0	15	10	1	4	7	320
	Rusyn	1	0	0	1	0	0	0	0	0	0	4	0	0	0	2	0	0	0	8
	Serbian	2	27	19	0	33	24	1	16	19	1	13	24	4	5	23	2	4	8	225
	Slovak	20	60	20	10	83	19	5	129	35	1	76	18	3	64	15	2	17	6	583
	Slovenian	0	3	0	0	6	1	0	5	0	3	10	1	1	4	0	2	3	3	42
Ukrainian	4	9	18	2	10	12	1	13	14	2	11	15	15	9	23	0	4	6	168	

Source: Ministry for Innovation and Technology

4. Subsidy to national minority theatres (in the field of national minorities - 12 national minorities)

Subsidy to national minority theatres between 2017-2022 (in HUF million)

Year	Types of subsidy	Pécs Croatian Theatre	Serbian Theatre in Hungary	German Theatre in Hungary	Cervinus Theatre	Malko Teatro	Vertigo Slovak Theatre	Urartu Armenian Theatre	Artashat Armenian National Minority Theatre	Amfitheatro Theatre	Total	Total per year
2017	operational	23.1	19.1	-	23	4.6	2	1	-	-	72.8	160.8

2018	case-based	21.5	21	19	18.5	4.5	3.5	-	-	-	88	161
	operational	23	18.5	-	24.2	4.8	2	1	-	-	73.5	
	case-based	21.5	21	18.5	19.5	4	3	-	-	-	87.5	
2019	operational	23	18.5	-	25	6	2	-	-	-	74.5	315.56
	case-based	41	21	19	20	5	4	-	-	-	110	
	Additional subsidy	40	30.36	5	55.7	-	-	-	-	-	131.06	
2020	operational	22	22	-	22	6	-	-	2	-	74	238
	Additional subsidy	32	10	7	101	-	-	-	9	5	164	
2021	operational	22	22	-	22	2	2	-	4	-	74	316,535
	additional subsidy National Cultural Fund	55.5	38	10	58	-	-	-	10,035	6	177,535	
	case-based	25	10	16	8	4	2	-	-	-	65	
2022	operational	20	21	1	22	3	2	-	3	1	73	194
	additional subsidy National Cultural Fund	56	23	-	34	-	-	3	5	-	121	

Source: Prime Minister's Office

Notes:

- **Operational subsidy:** Subsidy provided under the calls for proposals by the State Secretariat for Culture of the Ministry of Human Resources
- **Case-based subsidy:** financial support for professional programmes from the State Secretariat for Church and National Minority Relations of the Prime Minister's Office
- In **2018** Roma affairs remained the responsibility of the Ministry of Human Resources, therefore, case-based subsidy to the Roma national minority theatres *are not* included in the total amount.
- In **2020** no case-based funding was provided for national minority theatres as they were closed due to the epidemic.
- With effect from **2022**, case-based subsidy to national minority theatres was included in the funds provided for national minority self-governments.
- **Additional subsidy:** In 2019 the Government introduced a system of direct financial support for performing arts through budget appropriations; as a result, the Ministry of Human Resources can file individual requests for support under 'Additional support for performing arts organisations'. The National Cultural Fund also provides funding.

5. Radio and television stations with national minority broadcasting time

Audiovisual media services

Name of media service provider	Media service	Media service coverage	Daily on-air commitment for national minority programmes	Notes
'Salla' Civic Centre and Library	Zalalövő City TV	Csődé, Felsőjánosfa, Hegyhátszentjakab, Keménfa, Salomvár, Vaspör, Zalaháshágy, Zalacséb, Zalalövő, Ozmánbük (local)	20 minutes	
AGORA Savaria Nonprofit Kft.	Szombathely Television	District	1 hour	
Agro-Protect Kft.	Enkes TV	Himesháza, Geresdlak, Székelyszabar, Szűr (local)	1 hour	
Foundation to help the Tata Television	Tatabánya Television	Tatabánya (local)	150 minutes	
Foundation to help the Tata Television	District Television Tata	Baj, Szomód, Naszály, Környe, Környebánya, Tarján, Kecskéd, Várgesztes, Vértessomló, Vértestolna, Süttő, Lábatlan, Vértesszőlős, Szárliget, Dunaalmás, Neszmély, Kocs, Duna-szentmiklós, Tardos, Oroszlány (local)	4 minutes	Programmes about preserving Slovak tradition, and presenting national minority weeks are available on its YouTube channel.
Apostolmédiá Nonprofit Kft.	Apostol TV	District	5 minutes	
Baja Hangja Kft.	Baja Television	Érsekcsanád, Sükösd, Baja, Bátmonostor, Nagybaracska, Csátalja, Dávod, Hercegszántó, Vaskút, Nemesnádudvar, Szeremle, Gara, Bácsborsód, Bácsbokod, Csávoly, Rém, Katymár, Madaras, Mátételke, Tataháza, Bácsalmás, Bácsszőlős, Csikéria, Kunbaja, Balotaszállás, Harkakötöny, Imrehegy, Pirtó, Kunfehértó, Borota, Jánoshalma, Mélykút, Kéleshalom (local)	1 hour	
Békéscsabai Médiacentrum Kft.	7.TV	District	1 minute	
Biatorbágyi Kábeltv Kft.	BIATV	Biatorbágy, Herceghalom (local)	10 hours 20 minutes	
Antal Bihari, sole proprietor	District Television Esztergom	Ács, Ácsteszér, Almásfüzitő, Ászár, Bábolna, Baj, Bajna, Bajót, Bakony-sárkány, Bakonyszombathely, Bana, Bársonyos, Bokod, Császár, Csép, Csolnok, Dad, Dág, Dorog, Dunaalmás, Esztergom, Ete, Gyermely, Ipolydamásd, Kecskéd, Kerékteleki, Kesztlőc, Kisbér, Kismaros, Kocs, Komárom, Kóspallag, Kömlőd,	20 minutes	National minority programme (Blick, Blikk): German, Slovak, Roma and Polish national minorities have self-governments in Esztergom. As however, ethnic Germans and

		Környe, Lábatlan, Leányvár, Márianosztra, Mocsá, Mogyorósbánya, Nagyigmánd, Nagysáp, Naszály, Neszmély, Nyerges-újfalú, Oroszlány, Piliscsaba, Piliscsév, Pilisjászfalu, Pilisszentkereszt, Réde, Súr, Süttő, Sákszend, Szob, Szokolya, Szomor, Szomód, Tarján, Tata, Tatabánya, Tát, Tinnye, Tokod, Tokodaltáró, Úny, Verőce, Vértes-somló, Vérteszőlős Vértestolna (local)		ethnic Slovaks live in the highest number in the area, programmes mainly report on the cultural events of these two national minority groups.
Bonum Tv Közhasznú Nonprofit Kft.	EWTN BONUM	District	30 minutes	
Buda Környéki Médiaszolgáltató Kft.	GDPV	Budakeszi, Törökbálint, Páty, Telki, Budajenő, Zsámbék, Perbál, Nagykovácsi, Remeteszőlős, Biatorbágy, Herceghalom, Tök, Dunaharaszti, Dunavarsány, Dömsöd, Halásztelek, Szigethalom, Szigetszentmiklós, Taksony, Budapest XIII. district, Solymár, Budaörs, Tinnye, Piliscsaba (local)	29 minutes	
Budaörs Jókai Mór Civic Centre	TV2040	Budaörs, Budakeszi (local)	1 hour	
Centrum Televízió Kft.	Centrum TV	District	5 minutes	
Centrum Televízió Kft.	ESTV	Budapest Districts XX and XXIII (local)	10 minutes	
Cuttingroom Bt.	Gólya Tv	Bercel, Galgaguta, Nógrádkövesd, Magyarnándor, Kosd, Vác, Beckske (local)	10 minutes	
Danubia Televízió Nonprofit Kft.	Danubia Television	Visegrád, Dunabogdány, Tahitótfalu, Kisoroszi, Pócsmegyer-Surány, Szob, Zebegény, Verőce, Kismaros, Szokolya, Bernecebaráti, Ipolydamásd, Ipolytölgyes, Kemence, Kóspallag, Letkés, Márianosztra, Nagybörzsöny, Nagymaros, Perőcsény, Tésa, Vámosmikola, Börzsönyliget, Esztergom, Szentendre (local)	43 minutes	
DS Média Kft.	DSTV Dunaújváros Television	Dunaújváros, Kulcs, Rácalmás (local)	10 minutes	
Érd Médiacentrum Nonprofit Kft.	Érd Television	Érd, Diósd, Sós-kút, Pusztazámor (local)	10 minutes	
Eszterházy Károly Catholic University	Lyceum Television	Eger, Kerecsend, Felsőtárkány, Ostoros, Novaj, Egerbakta, Egerszólát, Demjén, Egerszalók (local)	10 minutes	
Füredi Hableány Bt.	Phoenix Independent City Television	Tiszafüred (local)	5 minutes	

Ferenc Fűri, sole proprietor	VTV Pécsvárad	Pécsvárad, Zengővárkony, Nagypall (local)	3 hour	
Globo Televízió Bt.	Globo Television	Locations notified by PR-Telecom Zrt., Oláh & Társa Elektronikai Kereskedelmi és Szolgáltató Kft. and Magyar Telekom Nyrt. and registered by the Office (local).	1 hour 12 minutes	
Grót-Média Kft.	Objek TV	Zalaszentgrót (local)	4 minutes	
Harta Association of Volunteer Firefighters	HTV	Harta (local)	10 minutes	
HATVANONLINE Kft.	HOTV	Lőrinci, Heréd, Petőfibánya, Zagyvaszántó, Apc, Jobbágyi, Szarvasgede, Csécse, Ecseg, Kozárd, Héhalom, Erdőtarcsa, Kálló, Erdőkürt, Vanyarc, Egyházasdengeleg, Palotás, Kisbágyon, Szirák, Bér, Buják, Hatvan, Tura, Gyöngyös, Gyöngyössolymos, Csány, Ecséd, Hatvan, Hort (local)	1 minute	
HHT '98 Kft.	Television Hortobágy 2	Folyás, Tiszacsege, Tiszagyulaháza, Újszentmargita, Újtikos (local)	4 minutes	
IRÁNY Média 2012 Kft.	Írány Televízió Miskolc	Miskolc, Tiszaújváros, Bükkzentkereszt (local)	1 hour	programmes for Slovak national minority
György Kalmár, sole proprietor	VFTV - Villa Filip Television	Révfülöp (local)	15 minutes	
Kanizsa Médiaház Nonprofit Kft.	Kanizsa TV	Nagykanizsa, Sormás, Szepetnek, Nagyrécse, Zalasárszeg, Miklósfa, Füzvölgy, Letenye (local)	1 hour 12 minutes	introduction to the culture of the Croatian national minority
Kisújszállás Civic Centre and Library	TV KISÚJ	Kisújszállás (local)	9 minutes	Programme: Roma in the focus
Lenti Televízió Szolgáltató Kft.	Lenti TV	Lenti, Baglad, Belsőárd, Kálócfa, Kerkabarabás, Kerkafalva, Külsőárd, Rédic, Resznek, Zalabaksa, Kerka-teskánd, Kozmadombja, Pórszombat, Csesztreg, Dobri, Lovászi, Tormafölde, Tornyiszentmiklós, Szilvagy (local)	30 minutes	
LEZO Kft.	Békés TV	Békés, Békéscsaba (local)	1 hour	
Károly Madarász Civic Centre and City Library	Túrkeve Television	Túrkeve (local)	5 minutes	Reports on Roma life
Media Csele Bt.	Csele Television	District	30 minutes	National minorities: German, Croatian-Šokci, Roma national minority programmes
Media Solutions Kft.	Somogy TV	District	2 minutes	
Media Technology Zrt.	DUNAMÉDIA	Tököl, Szigetszentmiklós, Dunavarsány, Dunaharaszti, Szigethalom, Taksony, Ráckeve, Kiskunlacháza,	2 minutes	

		Dömsöd, Szigetcsép, Délegyháza, Szigetújfalu, Majosháza, Áporka, Szigetbecse, Apaj, Makád, Lórév, Szigetszentmárton, Halásztelek (local)		
Molnár TV Ltd.	Rábaközi Television	Babót, Barbacs, Bányogyszovát, Beled, Bezi, Bodonhely, Bogyoszló, Csorna, Dör, Edve, Enese, Farád, Fehértó, Györsövényház, Ikrény, Jobaháza, Kapuvár, Kóny, Osló, Páli, Pásztori, Potyond, Rábakecöl, Rábatapona, Rábatamási, Sopron-németi, Szárföld, Szil, Szilsárkány, Tét, Vásárosfalu, Fertőd, Fertőszentmiklós, Fertőszéplak, Petőháza, Rábacsanak, Sarród, Agyagosszergény, Fertőendréd, Vitnyéd, Győr, Vámoszabadi, Kisbajcs, Nagyabjcs, Győrújbarát, Nyúl, Écs, Töltéstava, Pannonhalma, Ravazd, Mezőörs, Pér, Tét, Tényőő, Györszemere, Mórchida, Rábaszentmiklós, Rábaszentmihály, Rábacsécsény, Ikrény, Enese, Abda, Öttevény, Lébény, Bősárkány, Győrújfalu, Győrzámoly, Győrladamér, Dunaszeg, Meccsér, Ásványráró, Hédervár, Kimle, Kunsziget, Mosonmagyaróvár, Levél, Hegyeshalom, Bezenye, Rajka, Halászi, Máriakálnok, Darnózséli, Jánossomorja, Mosonszolnok, Szany, Kisfalud, Mihályi, Himod, Gyóró, Cirák, Sopron, Fertőrákos, Harka, Ágfalva, Hegykő, Sopronkövesd, Nagycenk, Fertőhomok, Kópháza, Mosonudvar, Vág, Rábasebes, Magyarkeresztúr, Zsebeháza, Maglóca, Acsalag, Rábcakapi, Tárnokréti, Cakóháza, Markotabödöge (local)	10 minutes	
Multinet 99 Szolgáltató Kft.	Óbuda TV 1	Budapest District III (local)	0,20 %	
Nagykállói Közhasznú Nonprofit Kft.	Nagykálló Television	Nagykálló (local)	28 minutes	
Pannon Broadcast Televízió Kft.	Főnix TV	District	3 minutes	
Ferenc Pengő, sole proprietor	Karcag Television	Karcag, Kunhegyes, Abádszalók, Kenderes, Tiszaderzs, Tiszaszőlős, Tiszagyenda, Tiszaroff, Tiszabura (local)	10 minutes	Programme: Roma in the focus
Pilis Televízió Kft.	Pilis TV	Pilisborosjenő, Piliscsaba, Pilisszentiván, Pilisvörösvár, Solymár, Nagykovácsi, Remeteszőlős (local)	31 minutes	
Refresh Budapest Nonprofit Kft.	Promontor Television	Budapest District XXII (local)	1 minute	

Sárisápi Bányász Sportegyesület	Sárisáp Television	Sárisáp (local)	6 minutes	
Satellit Bt.	Tab Tv	Tab, Zala (local)	10 minutes	
Szabadszállás ÁMK József Attila Community House, Library and Local History Collection	Térségi Televízió Szabadszállás	Szabadszállás, Balázspusztá, Újsolt, Apostag, Szalkszentmárton, Dunaegyháza, Kunadacs, Kunpeszér, Dunavecse, Tass, Kunszentmiklós, Solt (local)	30 minutes	
Szentendrei Médiaközpont Kft.	TV Szentendre	Szentendre, Leányfalu, Pilisszentlászló, Öröm, Budakalász, Pomáz, Tahitótfalu, Szigetmonostor, Csobánka, Pócsmegyer (local)	5 minutes	
Szentgotthárd Városi Televízió Nonprofit Kft.	Gotthard Tv	Szentgotthárd, Alsószölnök, Felsőszölnök, Szakonyfalu, Magyarlak, Csörötnek, Rábagyarmat, Kétvölgy, Nádasd, Katafa, Hegyháthodász, Vasalja, Vasvár (local)	1 minute	
Szenzor Szolgáltató Kkt.	Video chronicle	Szarvas, Csabacsüd, Békésszentandrás (local)	1 hour	
Szenzor Szolgáltató Kkt.	Video chronicle Gyomaendrőd	Gyomaendrőd (local)	1 hour	
Tatai Televízió Közalapítvány	Tata Television	Tata (local)	2 hour 30 minutes	
Tavi Kft.	TaVi tv	Marcali, Balatonboglár, Balatonfenyves, Balatonföldvár, Balatonkeresztúr, Balatonlelle, Balatonmárfürdő, Balatonszárszó, Balatonszemes, Balatonszentgyörgy, Böhönye, Fonyód, Gadány, Galambok, Garabonc, Hollád, Hosszúvíz, Kelevíz, Kéthely, Lengyeltóti, Libickozma, Marcali, Mesztegnyő, Nagyszakácsi, Nemeskisfalud, Nikla, Öreglak, Sávoly, Siófok, Somogyfajsza, Somogyvár, Szenyér, Tapsony, Tikos, Varászló, Vése, Zalasabar, Zalakaros, Zalakomár, Zamárdi (local)	15 minutes	
Teleház Egyesület Gyömrő	Signal TV	Gyömrő (local)	10 minutes	
Tompa Civic Centre	Channel operated by the self-government	Tompa, Kelebia, Kisszállás (local)	1 hour	
Újpesti Sajtó Szolgáltató Nonprofit Kft.	Újpest Television	Budapest District IV (local)	6 minutes	
Váci Városimázs Nonprofit Kft.	Elektro Szi gnál Térségi Televízió	Kismaros, Szokolya, Verőce, Zebegény, Nagymaros, Vác, Kosd, Penc, Csóvár, Püspökhatvan, Acsa, Galgagyörk, Püspökszilágy, Kisnémedi, Vácduka, Csörög, Sződliget, Sződ,	3 minutes	There are German, Slovak, Rusyn, Ukrainian, Greek and Roma self-governments operational in the area of coverage.

		Vácrátót, Váchartyán, Váckisújfalu, Rád (local)		One of the aims of the ES is to present national traditions.
Vállalkozók a Városért Média Nonprofit Kft.	Kecel City Television	Kecel (local)	14 minutes	Events for German and Roma national minorities broadcast in Hungarian
Municipal Civic Centre and Library	Rétság Television	Rétság, Tereske, Tolmács, Bánk, Diósjenő, Nógrád, Berkenye, Borsosberény, Szátok, Kétybodony (local)	10 minutes	
Városi Televízió és Médiacentrum Kft.	Moson-Magyaróvár City Television	Mosonmagyaróvár, Dunakiliti, Halászi, Bezenye, Hegyeshalom, Jánossomorja, Levél, Rajka, Újrónafő (local)	3 minutes	
Vesz-Pannon Média Kft.	Regina Television	Veszprém, Balatonfüzfő, Öskü, Hajmáskér, Balatonalmádi, Szentkirályszabadja, Alsóörs, Felsőörs, Lovas, Csopak, Paloznak, Balatonfüred, Nemesvámos, Várpalota, Pétfürdő, Berhida, Inota (local)	10 minutes	
Veszprém Városi Televízió és Lapkiadó Kft.	Veszprém TV	Öskü, Hajmáskér, Veszprém, Szentkirályszabadja, Balatonfüred, Nemesvámos, Csopak, Paloznak, Balatonalmádi, Balatonfüzfő, Felsőörs, Alsóörs, Lovas (local)	1 minute	
V-T KOM Kft.	Infó TV	Baja, Nemesnádudvar (local)	1 hour	
Patrik Walczar	Kétágú Falu TV	Kesztlöc (local)	30 minutes	Slovak
Zalaegerszegi Televízió és Rádió Kft.	Zalaegerszeg Television	Zalaegerszeg, Bocföldre, Bagod, Gellénháza, Teskánd, Salomvár, Lenti (local)	1 minute	
ZEFIDNA Multimédia Kft.	Szalka TV	Mátészalka, Ópályi, Nagydobos, Járm, Papos, Nyírmeggyes, Nyírcsaholy, Nagycsed (local)	16 minutes	national minority programmes: Roma, German

Radio media services

Name of media service provider	Permanent designation of media service	Secondary place of business	Coverage	Daily on-air commitment for national minority programmes (100% = 1,440 minutes)
FM 4 Rádió Szolgáltató Kft.	Mária Rádió	Budapest 88,8 MHz + Göd 97.3 MHz + Törökbálint 97.6 MHz	District	0.35% (full time) 0.23% (excluding night-time hours)
Roma Rádió Kft.	RÁDIÓ DIKH	Budapest 100.3 MHz	District	Daily: 0 % Weekly: 0.89% (full-time) Weekly: 1.19% (excluding night-time hours)
Best Radio Kft.	Rádió M	Miskolc 101.6 MHz + Kazincbarcika 95.9 MHz +	District	2 %

		Ózd 99,5 MHz + Tiszaújváros 89.6 MHz		
Baja Hangja Kft.	Radio Baja	Baja 89,8 MHz	local	0.694 %
Campus Rádió Nonprofit Kft.	FM90 Campus Rádió	Debrecen 90.0 MHz	local	0.10 %
Dél-alföldi Média Centrum Kft.	Rádió 7	Hódmezővásárhely 97.6 MHz + Makó 96.8 MHz + Kistelek 107.0 MHz	local	5 %
Radio 8 Körmen d Kft.	Körmen d FM	Körmen d 99,8 MHz	local	0,35 %
Mária Rádió Frekvencia Kft.	Mária Rádió Mór	Mór 92,9 MHz	local	1% (Wednesday)
Mária Rádió Frekvencia Kft.	Mária Rádió Pápa	Pápa 90,8 MHz	local	1% (Wednesday)
Sárvári Média Nonprofit Kft.	Sárvár Rádió	Sárvár 96,5 MHz	local	0.35 %
Szlovén Rádió Közhasznú Nonprofit Kft.	RADIO MONOŠTER	Szentgotthárd 106,6 MHz + Felsőszölnök 97.7 MHz	local	67% (Slovenian)
Mária Rádió Frekvencia Kft.	Mária Rádió Savaria	Szombathely 88,4 MHz + Celldömölk 92,5 MHz + Sárvár 95.2 MHz	local	0.21 %
Auris Média Kft.	88.7 MHz, 89.2 MHz Rádió 1	Tiszafüred 88.7 MHz + Abádszalók 89.2 MHz	local	1 %
KUN-MÉDIA Kft.	KARCAG FM	Karcag 88.0 MHz	small community	daily: 0.2% weekly: 0.2 % monthly: 0.2 %
Kulturális Életért Közhasznú Egyesület	Mustár Rádió	Nyíregyháza 89.6 MHz	small community	daily: 4 %

Source: National Media and Infocommunications Authority