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# EIGHTH EVALUATION REPORT ON HUNGARY

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Committee of Experts of  
the European Charter  
for Regional or  
Minority Languages

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Adopted on 20 November 2025

The European Charter for Regional or Minority Languages provides for a control mechanism to evaluate how the Charter is applied in a state party with a view to, where necessary, making recommendations for improving its legislation, policy and practices. The central element of this procedure is the Committee of Experts, set up under Article 17 of the Charter. Its principal purpose is to report to the Committee of Ministers on its evaluation of compliance by a party with its undertakings, to examine the real situation of regional or minority languages in the state and, where appropriate, to encourage the party to gradually reach a higher level of commitment.

To facilitate this task, the Committee of Ministers adopted, in accordance with Article 15, paragraph 1, an outline for periodical reports that a party is required to submit to the Secretary General. This outline requires the state to give an account of the concrete application of the Charter, the general policy for the languages protected under Part II and, in more precise terms, all measures that have been taken in application of the provisions chosen for each language protected under Part III of the Charter. The Committee of Experts' first task is therefore to examine the information contained in the periodical report for all the relevant regional or minority languages on the territory of the state concerned. The periodical report shall be made public by the state in accordance with Article 15, paragraph 2.

The Committee of Experts' role is to evaluate the existing legal acts, regulations and real practice applied in each state for its regional or minority languages. It has established its working methods accordingly. The Committee of Experts gathers information from the respective authorities and from independent sources within the state, in order to obtain a fair and just overview of the real language situation. After a preliminary examination of a periodical report, the Committee of Experts submits, if necessary, a number of questions to each party to obtain supplementary information from the authorities on matters it considers insufficiently developed in the report itself. This written procedure is usually followed up by an on-the-spot visit by a delegation of the Committee of Experts to the state in question. During this visit the delegation meets bodies and associations whose work is closely related to the use of the relevant languages and consults the authorities on matters that have been brought to its attention. This information-gathering process is designed to enable the Committee of Experts to evaluate more effectively the application of the Charter in the state concerned.

Having concluded this process, the Committee of Experts adopts its own report. Once adopted by the Committee of Experts, this evaluation report is submitted to the authorities of the respective state party for possible comments within a given deadline. A confidential dialogue may, at this stage, be requested by this state party. The final evaluation report is made public, together with the comments, if any, which the authorities of the state party may have made. This document is then transmitted to the Committee of Ministers for the adoption of its recommendations to the state party, on the basis of the proposals for recommendations contained in the evaluation report.

MIN-LANG(2025)18

Published on 3 March 2026

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## Executive Summary

The European Charter for Regional or Minority Languages entered into force in Hungary on 1 March 1998 and applies to the following languages: Armenian, Boyash, Bulgarian, Croatian, German, Greek, Polish, Romani, Romanian, Ruthenian, Serbian, Slovak, Slovenian and Ukrainian.

Hungary has a solid legal and institutional framework in the field of national minorities and use of minority languages. These matters enjoy a high level of commitment from the authorities and there is a continuous dialogue with the representatives of national minorities. National minority self-governments play a key role in the promotion and protection of minority languages, and the national minority representatives in the National Assembly further contribute to dialogue and consultation.

Minority language education is well-developed. A network of kindergartens and schools, some run by national minority self-governments, provide education in minority languages, bilingual education or teach minority languages. Except for Armenian, all minority languages are present in the education system, although not at all levels. However, in practice, education in minority languages and bilingual education suffer from a lack of adequate textbooks and teachers able to teach subjects in minority languages. Measures to increase the attractiveness of a teaching career in minority language education are in place, but further attention from the authorities to teacher training is needed.

Despite the legal provisions, minority languages are not used before courts and rarely used in relations with the administrative authorities. A more pro-active approach in the field of administration, offering and encouraging the use of minority languages, while also taking further practical measures to facilitate their use, is needed.

While minority languages are used in radio and television programmes of the public broadcaster, to varying degrees, the duration of television programmes in minority languages remains insufficient. In addition, while Hungary continues to maintain a radio station dedicated exclusively to programmes about national minorities and in minority languages, there are technical problems related to the reception of these programmes. Measures are needed to further improve the offer of programmes in minority languages on public television, facilitate access to radio programmes and diversify the programme content. There is still a need to develop a scheme for training journalists and other media staff using minority languages.

Minority languages are generally well represented in cultural life, with a network of institutions run by national minority self-governments including museums, documentation centres and theatres.

Hungary extended the protection of Part III to Boyash and Romani in 2008, which was a commendable step. While developments can be noticed over the years, further resolute measures are needed to reinforce the use of these languages, in particular in education and media.

Finally, to further strengthen minority languages, language-specific strategies and action plans based on the Charter's provisions and the monitoring recommendations should be developed.

This eighth evaluation report by the Committee of Experts is based on the political and legal situation prevailing at the time of the Committee of Experts' on-the-spot visit to Hungary in May 2025.

## **Chapter 1 The situation of the regional or minority languages in Hungary – Recent developments and trends**

1. The European Charter for Regional or Minority Languages (hereafter referred to as “the Charter”) is a treaty of the Council of Europe putting obligations on its states parties to protect and promote the country’s traditional minority languages in all fields of public life: education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, and transfrontier exchanges. The Charter entered into force in Hungary on 1 March 1998 and applies to the following languages: Armenian, Boyash, Bulgarian, Croatian, German, Greek, Polish, Romani, Romanian, Ruthenian, Serbian, Slovak, Slovenian and Ukrainian. The Armenian, Bulgarian, Greek, Polish, Ruthenian and Ukrainian languages are covered by Part II (Article 7) only, whereas the other languages receive protection under both Part II and Part III (Articles 8-14).

2. States parties are required to submit reports every five years<sup>1</sup> on the implementation of the Charter. On 28 February 2024, with a delay of one year, the authorities of Hungary submitted their eighth periodical report,<sup>2</sup> covering only the period until April 2022. The Committee of Experts reminds the authorities that periodical reports should contain information covering the period from the most recent on-the-spot visit to the date of submission of the following periodical report. Moreover, separate chapters with language specific data on the application of all obligations under the Charter to Boyash and to Romani should also be included. This eighth evaluation report of the Committee of Experts is based on the information contained in the periodical report, additional information received from the authorities and statements made by representatives of the speakers of the minority languages during the on-the-spot visit (26-30 May 2025).

3. Chapter 1 of this evaluation report focuses on the general developments and trends regarding the regional or minority languages in Hungary and the situation of these languages. It examines in particular the measures taken by the Hungarian authorities to respond to the recommendations made by the Committee of Experts and the Committee of Ministers at the end of the seventh monitoring cycle and also highlights new issues. Chapter 2 provides a detailed overview of the state of implementation of each undertaking of Hungary in respect of the given language as well as the recommendations addressed to the Hungarian authorities. On the basis of its evaluation, the Committee of Experts proposes, in Chapter 3, recommendations to the Committee of Ministers to be addressed to the Government of Hungary, as provided in Article 16 (4) of the Charter. The Committee of Experts encourages the Hungarian authorities to translate this report into Hungarian and the regional or minority languages with a view to supporting the authorities, organisations, advisory bodies and persons concerned in the process of fully implementing the Charter, in accordance with Articles 6 and 7.4.

4. This report is based on the political and legal situation prevailing at the time of the Committee of Experts’ on-the-spot visit to Hungary in May 2025. It was adopted by the Committee of Experts on 20 November 2025.

### **1.1 General developments in policies, legislation and practice concerning the regional or minority languages in Hungary**

#### ***General framework of the protection and promotion of regional or minority languages in Hungary***

5. The protection and promotion of minority languages, as languages of the national minorities in Hungary, is enshrined in the Fundamental Law of Hungary and regulated mainly by the Act on the Rights of Nationalities,<sup>3</sup> accompanied by sectoral legislation. National minority issues continue to enjoy a high level

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<sup>1</sup> Article 15.1 of the Charter provides that states parties submit periodical reports every three years. However, following the entry into force of the reform of the monitoring mechanism of the ECRML on 1 July 2019, states parties are now to submit their reports every five years instead of every three years. See Committee of Ministers Decisions “Strengthening the monitoring mechanism of the European Charter for Regional or Minority Languages” (CM/Del/Dec(2018)1330/10.4e, para. 1.a.).

<sup>2</sup> [MIN-LANG \(2024\) PR 3](#).

<sup>3</sup> The Hungarian legislation uses the term “nationality” for “national minority”. In English the periodical report generally uses “national minority”, which will be used, when necessary, in this evaluation report.

of commitment from the authorities and there is dialogue with the representatives of national minorities. They have, *inter alia*, been consulted by the authorities and provided information for the preparation of the eighth periodical report.

6. Hungary protects eight languages under Part II and Part III of the Charter, with six others being covered by Part II only. It should be noted that in the national framework all minority languages generally benefit from the same legal protection. Hungary has also been among the first states to have ratified the Charter and to accept additional undertakings after the ratification, by extending Part III protection to Romani and Boyash in 2008.

7. In addition to the legal framework, which has been amended during the monitoring period (to be described below), institutions are in place and funding is provided for the activities of the national minorities (7.1.c). National minority self-governments,<sup>4</sup> elected every five years, play a key role in the promotion of minority languages, in particular in the fields of education, culture and media. They receive subsidies for the expenses related to their functioning, the carrying out of their tasks as regards media and the maintenance of institutions. Funding based on calls for applications is also available for national minority self-governments, NGOs or educational institutions for different activities such as research, organisations of events, summer camps, as well as for renovation, investment and maintenance activities.<sup>5</sup>

8. During the on-the-spot visit, the Committee of Experts noticed the general appreciation for the support provided to the activities of the national minorities. However, the information received also shows that funding does not allow further development of new activities to promote minority languages. The Committee of Experts also notes that, according to the periodical report, all national minorities are under the responsibility of the Prime Minister's Office – Office of the State Secretary for Church and National Minority Relations, except the issues related to the Roma national minority which are placed under the responsibility of Ministry of the Interior's Office of the State Secretary for Social Provision and Government Commissioner for Roma Relations.<sup>6</sup> It is unclear to the Committee of Experts what the reasons for decision were and whether this has any impact on the promotion of the minority languages and culture.

9. Despite the authorities' commitment and their generally attested positive attitudes towards minority languages, there appears to be no or insufficient development in some areas of minority language use. The authorities are aware of this and acknowledge, for example, the need for further measures in the field of minority language education. The Committee of Experts therefore reiterates that the authorities, in co-operation with the representatives of the minority language speakers, should develop language-specific strategies and action plans based on the Charter's provisions and the recommendations of the Committee of Experts and the Committee of Ministers, with clear targets and with the long-term objective of increasing the number of users of minority language in Hungary<sup>7</sup> (Article 7.1.c).

10. In relation to the above, the Committee of Experts underlines that a more pro-active approach from the authorities is needed to promote the use of minority languages in public and private life (7.1.d). This is needed in particular to address the virtually complete absence of minority languages from the judicial field and their limited use in administration. Further measures are needed to strengthen education in minority languages from an early age and to contribute to increasing the use of minority languages in private life.

11. National minorities coordinate in different formats, such as the Committee on National Minorities or Association of national minority self-governments, thus facilitating the exchange of views on the state and use of the respective minority languages. In addition, programmes aimed at youth belonging to national

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<sup>4</sup> According to the Act on the Rights of Nationalities a nationality self-government (national minority self-government in this evaluation report), is "an organisation established on the basis of this Act by way of democratic elections that operates as a legal entity, in the form of a body, fulfils nationality public service duties as defined by law and is established for the enforcement of the rights of nationality communities, the protection and representation of the interests of nationalities and the independent administration of the nationality public affairs falling into its scope of responsibilities and competence at a local, regional or national level".

<sup>5</sup> See Eighth periodical report of Hungary on the application of the Charter, MIN-LANG(2024)PR3, p.132.

<sup>6</sup> See Eighth periodical report of Hungary on the application of the Charter, MIN-LANG(2024)PR3, p.13.

<sup>7</sup> See Evaluation of the implementation of the recommendations for immediate action by Hungary, MIN-LANG (2020) 14, para. 7, Seventh evaluation report of the Committee of Experts on Hungary MIN-LANG (2019) 86, para.6.

minorities are organised by the authorities. This includes the National Minority Alumni Meeting, the National Minority Sports Weekend, for students of secondary schools providing minority language education, or the National Minority Youth Meeting, organised each year by a different national minority (Article 7.1.e).

12. National minority self-governments must be consulted, and their agreement is necessary for important decisions affecting national minorities. Since the 2018 elections, a representative of the German minority has been a member of the National Assembly (Hungarian parliament), while the other national minorities continue to have a national minority advocate. Regrettably, since the 2022 elections, there has been no advocate for the Roma national minority, as the Roma National Minority Self-Government did not submit an electoral list by the required deadline.<sup>8</sup> The Committee for National Minorities in the National Assembly is composed of the representative and the advocates. In addition, the Association of National Minority Self-Governments can propose members to the School District Councils, advisory bodies to the school districts administration; these members represent the interests of all national minorities in a district (Article 7.4).

13. The Committee of Experts was informed that, pursuant to constitutional amendments and the relevant implementing legislation (Act XLVIII of 2025 on the Protection of Local Identity), some local authorities set requirements for people wishing to acquire property in the respective municipality (e.g. having at least a secondary school diploma, proof of knowledge of Hungarian language, being employed). The Committee of Experts refers to the recent opinion of the Venice Commission in this respect and invites the Hungarian authorities to provide information when reporting on the recommendations for immediate action on how these local requirements affect the use of minority languages.<sup>9</sup>

### **Census 2022**

14. A census was conducted in Hungary in 2022. During its preparation, consultations took place with national minority representatives and the Deputy Commissioner for Fundamental Rights - Ombudsman for the Rights of National Minorities (hereafter, Deputy Commissioner for the Rights of National Minorities). The census questionnaire was available in all 14 minority languages. It contained questions on belonging to an ethnic group (with the possibility to declare a second affiliation), "mother tongue", language used in the family or with friends. Another separate question addressed the languages which a person speaks or understands. The Committee of Experts welcomes the use of minority languages in the census form, as well as the collection of data not only on "mother tongue", but also on language use. In addition, data available on languages which people speak or understand is also relevant as regards minority language users.

15. The results were available in 2023. According to the information provided by the authorities, the number of persons belonging to national minorities (which serve as a basis for thresholds) has declined compared to the 2011 census. This affects especially the larger national minorities, such as Croatian, German, Roma, Romanian and Slovak, while in other cases, such as Armenian, Greek, Polish, Slovenian, Ruthenian and Ukrainian the number has increased.<sup>10</sup> In the two latter cases, the authorities explain the significant increase by the arrival of refugees from Ukraine. As regards the "mother tongue" and the language used with family and friends, the available data<sup>11</sup> shows an important decrease in each category

<sup>8</sup> Péter Kállai (11 March 2022), [How to Lose \(the Almost\) Guaranteed Representation – Recent Developments concerning Roma Parliamentary Representation in Hungary](#), ECMI Minorities Blog

<sup>9</sup> Opinion on the compatibility with international human rights standards of the Fifteenth Amendment to the Fundamental Law of Hungary, [CDL-AD\(2025\)043](#), paras. 72-76.

<sup>10</sup>The results as regards the number of persons belonging to national minorities based on all factors of ethnic affiliation in 2022 and 2011 are as follows: Armenian (4 199 compared to 3 571), Bulgarian (6 109 compared to 6 272), Croatian (21 824 compared to 26 774), German (142 551 compared to 185 696), Greek (6 178 compared to 4 642), Polish (7 398 compared to 7 001) Roma (209 909 compared to 315 583), Romanian (27 554 compared to 35 641), Ruthenian (7 111 compared to 3 882), Serbian (11 622 compared to 10 038), Slovak (29 881 compared to 35 208), Slovenian (3 965 compared to 2 820), Ukrainian (24 615 compared to 7 396), see also [Census database – Hungarian Central Statistical Office](#)

<sup>11</sup> See [Census 2022](#), table 1.1.6 Ethnicity, mother tongue, and in particular Romani and Boyash: 23 192 as "mother tongue" (I) and 31 173 as language used with family and friends (II) in 2022, compared to 54 339 (I) and 61 143 (II) in 2011, Croatian 8 232 (I) and 9 171 (II) compared to 13 716 (I) and 16 053 (II) German 28 473 (I) and 66 491 (II) compared to 38 248 (I) and 95 661 (II), Romanian 11 186 (I) and 13 633 (II) compared to 13 886 (I) and 17 983 (II). For the other language, the data is as follows: Armenian 676 (I) and

(112 014 persons in 2022 compared to 148 155 in 2011, as regards “mother tongue”, and 165 910 in 2022 compared to 228 353 in 2011, as regards the language used with family and friends). Significant decreases concern in particular Romani and Boyash (listed as one category in the census), Croatian, German, Romanian and Slovak (for the latter, as regards the language used with family and friends). For other languages, the decrease is lower, while for Polish and Slovak as “mother tongue”, Armenian, Ruthenian, Serbian and Ukrainian there is an increase, although to varying degrees. In the case of Ukrainian, this increase is significant, which may be explained by the refugees having arrived from Ukraine. This data is confirmed by the information received by the Committee of Experts during the on-the-spot visit about a decrease of use of minority languages in the family. It also shows that stronger measures to support the use of minority languages in public and private life are needed (see also above, paras 9-10).

### ***Respect, understanding and tolerance in relation to minority languages***

16. According to the information provided by the authorities, one of the missions of public education, as indicated in the National Core Curriculum is the preservation of the language and culture of national minorities. Accordingly, several subjects, such as Ethnography and Ethnology, History, Geography, Ethics/Religious Education, Civic Studies include in their goals and curricula relevant aspects. They refer, on the one hand to the knowledge about the national minorities and their cultures, and on the other hand to developing an open and positive attitude towards them. The 12<sup>th</sup> grade textbook for history contains a dedicated chapter about national minorities in Hungary. The seven-eight grade textbooks for Geography also present the national minorities in Hungary. In addition, primary school reading books contain Roma folk tales and artists belonging to the Roma national minority are presented in other textbooks.

17. As regards media, *M4 National Minority Radio* broadcasts a programme about national minorities (*Egy hazában*, 52 minutes, once per week, with one repeat, on *Kossuth Radio*), as well as a selection of literature of national minorities read in Hungarian (*Gyöngyszemek*, five minutes once a week, with one repeat). On television, a new programme (*Barangolások*, 26 minutes every two weeks, in Hungarian) was launched in July 2025, aiming at presenting the national minorities to the general public. Other programmes are broadcast on special occasions, e.g. Day of National Minority Cultures.

18. In addition, museums at national and local level display collections related to national minorities and present information about them. National minority days and cultural events are organised in various cities across Hungary.

19. However, concerns have been expressed about the way the media discourse on the bilateral relations might impact the Ukrainian speakers in Hungary. In addition, the Committee of Experts notes that the Deputy Commissioner for the Rights of National Minorities addressed in her statements social media content inciting to hatred against persons belonging to the Roma national minority<sup>12</sup> or offensive comments in a media programme about the German minority.<sup>13</sup>

20. The Committee of Experts encourages the Hungarian authorities to continue to raise awareness and promote respect, understanding and tolerance in relation to minority languages, in particular in education and media.

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901 (II) compared to 444 (I) and 496 (II), Bulgarian 2 536 (I) and 2 027 (II) compared to 2 899 (I) and 2 756 (II) , Greek 1 761 (I) and 2 167 (II) compared to 1 872 (I) and 2 346 (II), Polish 3 398 (I) and 3 520 (II) compared to 3 049 (I) and 3 815 (II), Ruthenian 1 981 (I) and 2 382 (II) compared to 999 (I) and 1 131 (II), Serbian 4 249 (I) and 6 017 (II) compared to 3 708 (I) and 5 713 (II), Slovak 10 123 (I) and 12 521 (II) compared to 9 888 (I) compared to 16 266 (II), Slovenian 1 541 (I) and 1 732 (II) compared to 1 723 (I) and 1 745 (II), Ukrainian 15 315 (I) and 15 356 (II) compared to 3 384 (I) and 3 245 (II).

<sup>12</sup> [Message from the Deputy Commissioner for the Rights of National Minorities on tackling hate speech and scapegoating](#), 4 September 2024.

<sup>13</sup> Statement by the Deputy Commissioner for the Rights of National Minorities concerning the derogatory media communications affecting the German community in Hungary and General Comment 5/2020 ([summary](#) in English).

### ***Use of the regional or minority languages in education***

21. In the previous monitoring cycle, the Committee of Ministers recommended that the Hungarian authorities “**develop a structured long-term policy and plan for education in all minority languages**” and “**further increase bilingual education at all levels with a view to moving from the model of only teaching the minority language as a subject to bilingual education in Croatian, German, Romanian, Serbian, Slovak and Slovenian, and increase the number of teachers able to teach subjects in these languages**”.

22. As in previous monitoring cycles, the Hungarian authorities acknowledged the need to improve the effectiveness of minority language education to reverse the decrease of minority language use.<sup>14</sup> However, as of yet, there is no structured long-term strategy for education in all minority languages in place, including goals concerning numbers of pupils and language proficiency levels, timelines and an action plan with responsibilities.<sup>15</sup>

23. Three models of minority language education continue to exist in Hungary: education in the minority language, bilingual education and teaching the minority language as a school subject. The latter model can take the form of supplementary minority language education, organised outside the regular school hours. In the first model, all subjects except Hungarian are taught in the regional or minority language. In bilingual education, at least 50% of the compulsory number of lessons, covering at least three subjects, must be taught in the minority language. In the third model, the minority language is taught as a subject for three lessons per week together with the subject “ethnology” in the minority language, for one lesson per week. Extended minority language teaching is possible within this third model, which requires that 30-49% of teaching hours take place in the minority language. At pre-school level, education in the minority language, bilingual education and supplementary education are the three models.

24. A minimum number of eight parental requests is necessary to start any of the three models of minority language education. However, the authority responsible for running a school is permitted to set up a class or group even with a lower number of applications. The Committee of Experts has been informed that this is rarely the case in practice. Moreover, cases have been reported where in the 2024/2025 school year, school district centres have only approved the setting up of combined classes (i.e. consisting of pupils from two up to four grades) at primary level if the number of requests was below 14. This is due to the interpretation of two legal provisions: on the one hand, the Act of the Rights of Nationalities, which sets a minimum number for starting minority language education at eight pupils and on the other hand the Act on National Public Education, which sets the minimum number of pupils in a class at 14. This issue has been addressed by the Deputy Commissioner for the Rights of National Minorities<sup>16</sup> and the Committee of Experts shares the concerns about the negative consequences of this apparent legal inconsistency and the interpretation given, on minority language education. It supports the recommendation to clarify the legal provisions and their application. In any case, the Committee of Experts recalls a threshold of 14 pupils would be too high for minority language education.<sup>17</sup>

25. An important development was the 2020 amendment of the Act on the Rights of Nationalities, initiated by the Bulgarian, Greek and Polish national minority self-governments, to allow the provision of kindergarten minority language education as supplementary education. As a result, in the 2021/2022 school year supplementary kindergarten education using Greek and Polish started at two schools maintained by the respective national minority self-governments.

26. According to the authorities, no shift towards models which use minority languages as medium of instruction, i.e. teaching in minority languages or bilingual education took place since 2018 in existing institutions. However, new institutions have been established under the bilingual model as it is the case of

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<sup>14</sup> See Eighth periodical report of Hungary on the application of the Charter, MIN-LANG (2024) PR3, p.18, Seventh evaluation report of the Committee of Experts on Hungary MIN-LANG (2019) 86, para. 6.

<sup>15</sup> Seventh evaluation report of the Committee of Experts on Hungary MIN-LANG (2019) 86, para. 6.

<sup>16</sup> [General Comment 1/2025](#) on current challenges concerning the organisation and launch of nationality classes in primary schools.

<sup>17</sup> See First evaluation report of the Committee of Experts on Poland, ECRML (2011) 5, para. 56; Second evaluation report of the Committee of Experts on Serbia, ECRML (2013) 3, para. 44.

the Ukrainian language school launched on 1 September 2025. While welcoming the setting up a bilingual school using Ukrainian, the Committee of Experts regrets the absence of developments with respect to the other languages. Moreover, as the information provided by the authorities show, some institutions moved towards less teaching in the minority language, for example, in the case of a Romanian school which underwent a change from teaching in the minority language to a bilingual model. During the on-the-spot visit, the Committee of Experts gained the impression that organising teaching in minority languages is increasingly difficult, in particular at secondary level. This is due, *inter alia*, to a shortage of textbooks or teachers able to teach subjects in minority languages (see below, paras. 29 and 32).

27. Apart from teacher training, there is still a need to raise awareness about the advantages of education in minority languages or bilingual education and to encourage parents to choose or request one of these models. The authorities reiterate that the participation in minority language education is voluntary and the choice among the models is made by the parents. The demand is assessed by the authority responsible for running the kindergarten or school in cooperation with the national minority self-government; in this context, a leaflet presenting information about the respective kindergarten or school, including the model of minority language education and how to apply, is usually distributed. While the Committee of Experts is aware of this and does not question the voluntary character of enrolment in minority language education and the choice of model, it reiterates its call for a coordinated information and promotion campaign by the authorities and the national minority self-governments to raise awareness and promote education in minority languages or bilingual education.<sup>18</sup>

28. Kindergartens and schools are generally run by municipalities and school districts, by national or local minority self-governments, as well as churches/religious organisations and other organisations. The number of pre-school, primary and secondary level institutions, including supplementary minority language education, maintained or newly set up by national minority self-governments has increased, according to the information provided by the authorities. The amount of the operating grant, which national minority self-governments maintaining public educational institutions receive, has increased from HUF 160 000/person/year (approximately EUR 400) to HUF 200 000/person/year (approximately EUR 500). Pursuant to 2020 amendments, the Act on the Rights of Nationalities foresees the transfer of the property title to the national minority self-government which takes over an educational institution together with the operating rights. During the on-the-spot visit, the Committee of Experts noticed concerns as regards the institutions maintained by school districts, due to *inter alia* the above-mentioned problems related to the minimum number required to start a class, as well as to a tendency to merge schools with a low number of pupils, which could result in a discontinuation of minority language education.

29. The amendments referred to above also guarantee that textbooks are provided free of charge. However, during the on-the-spot visit, the Committee of Experts was informed of shortages in the provision of textbooks. Until 2019, these were published by publishing houses; afterwards, they have been published by the state authorities. Due to frequent changes in the national curriculum, updating the relevant textbooks in the minority languages has been a particular challenge with the result that often they were not available either at primary or at secondary level. Teachers and schools are therefore compelled to develop their own additional teaching materials.

30. As noted in the previous monitoring cycle, most minority languages remain absent from technical and vocational education (Article 8 1 d). Only German, Slovenian as well as Ukrainian are taught at this level, in few schools. New legal provisions on vocational education and training entered into force in 2020 (Act LXXX of 2019 on Vocational Education and Training), which, according to the authorities, allow for organising vocational education wholly or partly in minority languages. National minority self-governments may also establish vocational education institutions. The Committee of Experts reiterates that the authorities should establish a strategy on how teaching in/of these languages could be integrated into technical and vocational education.<sup>19</sup>

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<sup>18</sup> See Evaluation of the implementation of the recommendations for immediate action by Hungary, MIN-LANG (2020) 14, paras. 11-12, Seventh evaluation report of the Committee of Experts on Hungary MIN-LANG (2019) 86, para. 18.

<sup>19</sup> Seventh evaluation report of the Committee of Experts on Hungary MIN-LANG (2019) 86, para. 19.

31. In general, minority languages may be studied at university level. In addition, the Multilingualism and Educational Linguistics Research Group (MELRG) at ELTE carries out research on minority languages in Hungary (Article 7.1.h).<sup>20</sup>

32. Availability of teachers remains problematic, in particular when it comes to teachers able to teach non-language subjects in minority languages. This has an obvious negative impact on the development of teaching in minority language and bilingual education. Teachers of science subjects are especially difficult to find. The authorities have been taking measures to increase the attractiveness of a teaching career in minority language education, which the Committee of Experts has commended in the evaluation of the recommendations for immediate action.<sup>21</sup> These are part of the National Minority Teacher Programme<sup>22</sup> and the Klebelsberg Training Scholarship. They include allowances for teachers who use minority languages in their work, which have been gradually increased and extended to different categories of teachers,<sup>23</sup> as well as scholarships for students, who, after graduation are required to work in a national minority educational institution for a period corresponding to the duration of their scholarship. The Committee of Experts considers this a commendable practice and is convinced that this will make working in a national minorities institution suitably attractive. A total of 539 students participated in the 2021-2022 academic year in the scholarship programme. The authorities have also continued to provide funding to Higher Education institutions to support training programmes related to national minorities. In 2021, five-year contracts granting supplementary funds for training programmes related to national minorities were signed with five universities (total annual amount of HUF 210 025 000/EUR 537 000).

33. In 2021, the training and outcome requirements for the degree of Bachelor in Infant and Early Childhood Education were amended and an optional specialisation in minority languages was incorporated. The three-year course prepares undergraduates for using Hungarian and minority languages with children under the age of three, and the teaching and examination of the national minority specialisation, take place in the respective minority language.

34. Further training is organised by Higher Education institutions and by the Educational Authority. The national minority specialisation within pre-school and primary school teacher training can be completed as further training by in-service pre-school and primary school teachers. Further training is also possible in "kin-states" in the framework of bilateral agreements, with such training taking place in Austria, Croatia, Germany, Poland, Romania, Slovakia, Slovenia and Ukraine recognised in Hungary as further training. According to the periodical report, training in Croatian, German, Slovak and Slovenian have been organised in co-operation with the respective "kin-state".<sup>24</sup> In 2020-2023, 29 public education institutions linked to seven national minorities became part of a programme enabling exchanges of good practices and further training of the central Educational Authority.<sup>25</sup> There is also a Pedagogical Education Centre for National Minorities under the auspices of the Educational Authority. Its task is to provide professional support to institutions involved in minority language education, to advise students, support training and further training. Such trainings are provided in the minority languages, when possible. Some national minority self-governments run methodological and pedagogical centres, for example, German, Croatian, Slovak.

35. The Educational Authority carries out the regular supervision of education. However, this does not meet the requirements of Article 8.1.i. This would require evaluating and analysing the specific measures taken and the progress achieved regarding minority language education. Reports on these topics should be drafted and made public, containing, among other things, information on the extent and availability of

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<sup>20</sup> [Multilingualism and Educational Linguistics Research Group - Research Centre for Linguistics](#).

<sup>21</sup> Evaluation of the implementation of the recommendations for immediate action by Hungary, MIN-LANG (2020) 14, para. 9.

<sup>22</sup> The National Minority Teacher Programme was set up in 2017 with the involvement of the Committee on National Minorities. Its starting point was a 2016-2017 review on the shortage of kindergarten teachers for the seven minority languages; at that time the shortage amounted at 550 teachers.

<sup>23</sup> Teachers working in the minority language for more than 50% of the time receive as of 2020 an allowance of 40% of the allowance base. Since 1 January 2020, teachers are entitled to 10% if they work up to 19% of their time in a minority language including at least one hour teaching and 25% if they work up to 49% in a minority language. Initially aimed at kindergarten teachers, it further developed to include teachers for grades 1-4, subject teachers and specialised teachers.

<sup>24</sup> Eighth periodical report of Hungary on the application of the Charter, MIN-LANG (2024) PR3, p. 104.

<sup>25</sup> Educational Authority Base Institution, see [Oktatási Hivatal](#).

minority language education, developments in language proficiency, teacher supply and the provision of teaching materials. The purpose of such monitoring is to identify satisfactory measures and methods, as well as the areas where additional efforts are needed. Regular reports provide the opportunity to assess minority language education over time, thereby making it possible to adjust methods and measures according to the experiences acquired.<sup>26</sup>

36. Everyone has the right to access minority language education, irrespective of their linguistic background, affiliation to a national minority, or area a person lives in. This is commendable, since as the Committee of Experts previously stated, knowledge of regional or minority languages by people living in a certain area irrespective of their background contributes to language maintenance and revitalisation, as well as understanding and social cohesion of the local community.<sup>27</sup> This also allows children who do not speak a minority language to learn it (Article 7.1.g). It is unclear, however, except for Armenian, Polish, German and Greek, how adults who do not speak minority languages learn them if they so desire and whether this happens in practice (Article 7.1.g). It is also unclear, which institutions offer minority languages as a subject of adult or continuing education and how such an offer is encouraged by the authorities (Article, 8.1. fiii).

37. As regards the Article 8.2, the authorities indicate that minority language education is not restricted to the areas where these are traditionally used, although it is usually organised there. According to the legal provisions, it has to be provided when eight requests to that effect are received. The Committee of Experts has been informed that the Serbian educational centre in Budapest provides education in Serbian from kindergarten to the secondary level (Article 8.2). Nevertheless, for most languages, the Committee of Experts did not learn of examples where minority language education was organized outside the territory in which they are traditionally used and invites the authorities to provide such information in the next periodical report.

#### ***Use of the regional or minority languages by judicial authorities***

38. In the previous monitoring cycle, the Committee of Ministers recommended that the Hungarian authorities **take measures to encourage speakers of minority languages to use them in their contacts with judicial [...] authorities**".

39. According to the Act on the Rights of Nationalities, the use of minority languages before courts is regulated by the procedural laws relevant for criminal, civil and administrative proceedings. Minority languages may be used before courts and the costs for interpretation are borne by the state. However, in practice, the minority languages are practically almost never used, with only two cases reported by the authorities in the current monitoring cycle. The Committee of Experts underlines that measures are still needed to raise awareness among minority language users of the possibility of using minority languages before courts.

#### ***Use of the regional or minority languages by administrative authorities***

40. In the previous monitoring cycle, the Committee of Ministers recommended that the Hungarian authorities **take measures to encourage speakers of minority languages to use them in their contacts with [...] administrative authorities**".

41. The Act on the Rights of Nationalities and the Act on the General Administrative Procedure set out the legal framework for the use of minority languages in relations with the administrative authorities. The Act on the General Administrative Procedure prescribes that persons belonging to national minorities or representing a national minority organisation may use minority languages before authorities. Upon request, the authorities are obliged to translate into minority languages decisions drafted in Hungarian following applications submitted in minority languages. The Act on the Rights of Nationalities (Section 5.4) allows for

<sup>26</sup> Fifth evaluation report of the Committee of Experts on Slovenia, MIN-LANG (2019) 17final, para.23, Seventh evaluation report of the Committee of Experts on the application of the Charter by Germany, MIN-LANG (2022) 7, para. 19.

<sup>27</sup> Fourth evaluation report of the Committee of Experts on Poland, MIN-LANG (2023) 11, para. 42.

the use of minority languages in representative bodies of local authorities, but a speech made only in a minority language must be attached to the minutes of the meeting in Hungarian. Where a 20% threshold is met and upon request of the local national minority self-government or organisation, the minutes and decisions of such bodies shall be kept also in the minority language (Sections 5.5 and 6.5) and persons understanding the minority language shall be employed in the local authority, among notaries and court bailiffs, subject to the general professional requirements (Sections 5.6 and 6.5). Where a 10% threshold is met and upon request of the local national minority self-government or organisation, the local authority must ensure that its decrees and announcements are adopted and published also in the minority language; forms are available in minority languages; names of public authorities and public service bodies as well notifications related to their operation are displayed also in the minority language, with the same content and in the same format as in Hungarian; place names, including street names, are displayed in the traditional form in the minority language, or, if this does not exist, are translated into the minority language (Sections 6.1 and 6.5). Upon request of the local national minority self-government or organisation, the local authority may grant the rights described in Sections 5.5, 5.6 and 6.1, irrespective of the thresholds. The Committee of Experts recalls that the Charter applies in those areas where the minority language speakers are present in sufficient numbers for the purpose of the undertakings ratified, irrespective of thresholds.<sup>28</sup> Finally, according to the Act on the Rights of Nationalities, members of the National Assembly belonging to a national minority and the national minority advocates may use their minority language in the National Assembly.

42. As regards the submission of oral and written applications (Article 10.1.aiv, for Romani) or documents to local branches of state authorities (Article 10.1.av for the other minority languages), while this is legally possible, according to the information provided by the authorities, it rarely happens in practice and is mostly restricted to oral contributions in those instances. Examples yield from the areas of employment or social security. The local branches of state authorities provided some frequently sought after documents and forms translated into Croatian, German, Romanian, Serbian, Slovak and Slovenian in 2022 and 2023. These include applications for birth certificates, for health and social security documents (e.g. pension, allowances), or registrations as a farmer. The Committee of Experts welcomes the availability of translated forms and documents, as they facilitate written submissions in minority languages. However, the Committee of Experts received no indication that such forms have been translated into Romani (Article 10.1.b) or Boyash. As regards documents drafted in minority languages by local branches of state authorities (Article 10.1.c), the examples provided to the Committee of Experts refer to public health information in Croatian, German and Romanian. The census forms have also been translated into all minority languages.

43. The use of minority languages for the submission of oral and written applications to local authorities (Article 10.2.b) takes place in practice, according to the information received by the Committee of Experts during the on-the-spot visit, in those settlements where the minority language speakers represent a substantial share in the population, even the majority, and there are employees speaking minority languages. These are usually small or rural settlements, and the minority languages are mainly used in oral exchanges. In cases where interpreters would have been needed to communicate with the authorities because they do not speak the minority language, the minority languages speakers reported that they would simply choose to speak Hungarian to speed up the proceedings.

44. The Committee of Experts notes, as in the previous monitoring cycles, that the use of minority languages in administration remains rare, as acknowledged by the authorities.<sup>29</sup> Therefore, it is important that the authorities apply a more pro-active approach, offering and encouraging the use of minority languages, while also taking practical measures to facilitate such use. Among such measures, for example, is increasing the number of civil servants speaking minority languages, for which the periodical report indicates there is a demand.<sup>30</sup>

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<sup>28</sup>Sixth evaluation report of the Committee of Experts on Hungary ECRML(2016)6, para. 21.

<sup>29</sup>Eighth periodical report of Hungary on the application of the Charter, MIN-LANG (2024) PR3, p. 114.

<sup>30</sup>Eighth periodical report of Hungary on the application of the Charter, MIN-LANG (2024) PR3, p. 117.

45. At the same time, the Committee of Experts notes that, according to the information received from the authorities, there is a certain use of minority languages in relations with the local branches of state authorities (Article 10.1), but mostly in oral exchanges. The legislation also provides for the possibility to receive a reply in a minority language. However, Hungary has ratified for all minority languages protected also under Part III, except Romani, for an undertaking providing for the valid submission of documents in minority languages to local branches of state authorities (10.1.av) and not, for example, 10.1.a.iii or 10.1.a.iv, which refer also to “oral applications”. Moreover, forms have been translated into most of the languages covered also by Part III. Therefore, in light of the existing legislation and practice, the Committee of Experts invites the authorities to consider the ratification of Article 10.1.a.iii or 10.1.a.iv, as well as 10.1.b. In addition, since the legislation prescribes, in certain conditions, the publication by local authorities of their official documents also in minority languages, the ratification of Article 10.2.d could also be considered. These steps would reinforce the use of minority languages in administration.

46. The use of minority languages in debates of regional and local assemblies remains legally possible (Articles 10.2.e, f). However, the Committee of Experts received no indication that this is actually taking place in practice.

47. Place names in minority languages (Article 10.2.g) are used mainly on signs marking the entrance and exit of settlements; to a lesser extent, street names in minority language are also displayed. According to the periodical report, the public use of minority languages, such as on place name signs, is most frequently found where the minority language speakers represent a high share in the local population. The periodical report also notes a demand for displaying place name signs and names of institutions in minority languages.<sup>31</sup> The Committee of Experts underlines that bi/multilingual signage is a simple and effective measure to increase the visibility and prestige of minority languages. It contributes to raising awareness of the minority language among the majority population, while conveying the message that a given territory is shared in harmony by different ethnic groups. It can be also easily applied even where the number of minority language speakers is relatively low.<sup>32</sup> The Committee of Experts recalls that the term “place names” concerns not only the name of the settlement, but all topographical names in that municipality that can be officially used, for example in texts produced by the local authority (e.g. documents, forms, public relations material, websites) or in signage (e.g. street name signs, signposts and public transport signs, inscriptions for tourists).<sup>33</sup> The Committee of Experts reiterates that the Hungarian authorities, in co-operation with the national minority self-governments, should promote a more structured approach in this field, encouraging and facilitating a wider adoption and use by local authorities of place names, irrespective of thresholds. The Committee of Experts recalls the recommendations of the Deputy Commissioner for the Rights of National Minorities to raise awareness of the national minorities and to encourage local authorities, also by providing financial support, to use minority languages in public signage, including as regards transport (e.g. railway station, stops) and public spaces.<sup>34</sup>

48. Minority languages continue not to be used in relations with public service providers (Article 10.3.c). The Committee of Experts regrets that no progress appears to have been made during the monitoring cycles. It underlines that Article 10.3 applies to services provided by the administrative authorities or private enterprises acting on their behalf (e.g. railway, urban transport, electricity, water and gas, cleaning and sanitation, telephone services, refuse collection and disposal, sports facilities, entertainment venues). The Committee of Experts reiterates<sup>35</sup> that the authorities should identify the public service providers operating in areas where the minority languages are used, and that practical measures should be taken to facilitate the use of minority languages in practice. These include the availability of staff using minority languages and advertising the possibility to use minority languages among the speakers (e.g. announcements at the headquarters or on the websites of the respective public service providers).

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<sup>31</sup> Eighth periodical report of Hungary on the application of the Charter, MIN-LANG (2024) PR3, p. 57, p. 117.

<sup>32</sup> Seventh evaluation report of the Committee of Experts on Germany, MIN-LANG (2022) 7, para. 30, Fourth evaluation report of the Committee of Experts on Poland, MIN-LANG(2023)11, para. 59, Seventh evaluation report of the Committee of Experts on Croatia, MIN-LANG (2024) 5, para. 32.

<sup>33</sup> Seventh evaluation report of the Committee of Experts on Hungary MIN-LANG (2019)86, para.29, Fifth evaluation report of the Committee of Experts on Slovakia, MIN-LANG(2025)12, para. 33.

<sup>34</sup> General Comment 4/2021 on use of geographical names in minority languages ([summary](#) in English).

<sup>35</sup> Seventh evaluation report of the Committee of Experts on Hungary MIN-LANG (2019) 86, para. 28.

49. According to the periodical report, interpretation is provided during proceedings before administrative authorities either by a civil servant speaking the minority language or by an interpreter (Article 10.4.a), where this is requested.<sup>36</sup> As noted above, employing a civil servant speaking a minority language is compulsory where the 20% threshold is met. The authorities also indicate that since the selection of public service employees takes the future tasks into account, in the areas where requests in minority languages are frequent, language may be considered a criterion in the selection process. In practice, the authorities indicate that speakers of almost all minority languages are among employees of government offices and in particular German, Romani, Romanian and Ukrainian.

50. As regards the use and adoption of family names (Article 10.5), pursuant to Act I of 2010 on Civil Status Registration, persons belonging to national minorities may ask that the child's name to be registered in accordance with the minority language rules, that an already registered name is replaced with one in accordance with the minority language rules, or that the name is also registered in the minority language. The name in the minority language may appear in the identity card and the passports. However, in practice, the data provided in the periodical report<sup>37</sup> show that the number of registrations of minority language names in the electronic civil status is low (for example between 10-15 per year for German and a total of 98 in 2021) and, for some minority languages, there have been no new registrations for several years. As regards identity documents, the data provided<sup>38</sup> shows that their number is also low (for example, 70 identity documents containing names in minority languages in 2021). The Committee of Experts was informed that in practice there are cases of civil servants which are not aware of the legal provisions allowing for names in minority languages and that there are problems linked to the spelling of certain names and the use of a different alphabet for some languages.<sup>39</sup> These discourage those interested to make use of the legal provisions in place.

51. During the on-the-spot visit, the Committee of Experts was informed about Act LXV/2025 on Amendments to Acts related to Given Names that May be Registered. This establishes a ministerial procedure for approving names in Hungarian and in minority languages. It is unclear to the Committee of Experts to which extent this will affect the registering of names in minority languages and invites the authorities to provide information in this respect in the next periodical report.

### ***Use of the regional or minority languages in the media***

52. In the previous monitoring cycle, the Committee of Ministers recommended that the Hungarian authorities “**further improve the offer of minority language programmes on television and develop a comprehensive scheme for the training of journalists and other media staff using minority languages**”.

53. Public television programmes in minority languages continue to be broadcast by the public broadcaster *Duna* and *Duna World* (repeats), and public radio programmes by *M4 Nemzetiségi Rádió* (National Minority Radio)<sup>40</sup> and to a lesser extent by *Kossuth Rádió* (Article 11.1.a.iii). Both radio and television programmes are available online on the platform *MediaKlikk*.

54. There have been no developments in terms of the duration of these programmes, which remain, for Croatian, German, Romanian, Serbian and Slovak a 26-minute programme in each language once per week (and a repeat) on television and a two-hour programme in each language per day (and a repeat) on radio. For Slovenian, there is a 26-minute programme (and a repeat) every two weeks on television and a 30-minute programme (and a repeat) once per week on radio. For Armenian, Bulgarian, Greek, Polish, Ruthenian and Ukrainian, there is one common programme (*Rondó*, 26 minutes once per week, and a repeat), covering the daily life, history, culture, news, interviews and a programme for each language on

<sup>36</sup> Eighth periodical report of Hungary on the application of the Charter, MIN-LANG (2024) PR3, p. 58.

<sup>37</sup> Eighth periodical report of Hungary on the application of the Charter, MIN-LANG (2024) PR3, p. 118, 150, 167, 184, 201, 222.

<sup>38</sup> Eighth periodical report of Hungary on the application of the Charter, MIN-LANG (2024) PR3, p. 119.

<sup>39</sup> The issue has been addressed also by the Deputy Commissioner for the Rights of National Minorities, see Newsletter 4/2024.

<sup>40</sup> M4 National Minority Radio is dedicated exclusively to programmes dedicated to national minorities and/or in minority languages, 24 hours/day, live and replays.

radio (30 minutes, per week, with a repeat). There is also a music programme (*Nemzetiségeink zenéje*, one hour per day, and a repeat) covering all national minorities.

55. During the on-the-spot visit, technical difficulties with receiving the radio programmes were raised by several representatives of minority language speakers, relating to the fact that the programmes are not broadcast on FM, the most widely available wavelength for most radios, including most cars, but only on AM and by internet. The Committee of Experts notes that the Deputy Commissioner for the Rights of National Minorities has addressed the issue of the reception on radio programmes in 2021.<sup>41</sup> The Deputy Commissioner drew attention to the requirement that the technical conditions for receiving programmes by minority language speakers must be at the same level as for the majority population; internet broadcasting, due to habits and lack of equipment, can only be supplementary and should not replace territorial broadcasting. Therefore, she recommended that the public broadcasting company take concrete steps to improve the technical conditions and receiving standards for these programmes, including a long-term strategy based on real dialogue with the representatives of national minority speakers. This had not been the case by the time of the on-the-spot visit.

56. The Committee of Experts notes that the duration of the public television programmes remains too short to make an impact on the promotion of these languages and to encourage their use. Lack of resources, including staff and infrastructure, have been raised during the on-the-spot visit as reasons for the absence of developments in this field, both as regards duration and content. The Committee of Experts reiterates that the Hungarian authorities should further improve the offer of minority language programmes on public television. In addition, access to radio programmes should be facilitated. Both radio and television programmes should cover content from various genres such as local and national news, entertainment and culture. In addition, they should address different generations, including children and young people to support language learning, use and transmission.<sup>42</sup>

57. There is also an interest among minority language speakers in promoting forms of new and digital media, as a way to address the youth. For example, German speakers have produced a series of podcasts, with support from Germany. Croatian speakers have set up an internet radio and TV. National minority self-governments and other institutions are in general present on social media. New forms of media should also be taken into account, when promoting minority languages in the media, in particular bearing in mind the need to support the learning and use of minority languages among young people.

58. Although Hungary has undertaken to facilitate the provision of private radio and television broadcasts in regional or minority languages, the periodical report indicates that the authorities have no influence on the private broadcasters.<sup>43</sup> Such programmes exist for Croatian (internet radio and TV), Romani (radio and TV) and Slovenian (radio). Some local or private radio and television channels broadcast programmes for national minorities, but it is unclear to what extent they are in minority languages and supported by the authorities. They could, nevertheless, contribute to raising awareness about minority languages in various regions. The Committee of Experts reiterates that the Hungarian authorities should provide financial and other incentives (e.g. licensing requirements) to private media to encourage the use of these languages.

59. Newspapers are published in Croatian, German, Romanian, Serbian, Slovak and Slovenian (Article 11.1.ei). Magazines in other languages or bilingual magazines are also published. They are also freely accessible online. Subsidies for newspapers are integrated into the budgets of national minority self-governments. In addition, the multilingual magazine *Barátság* (Friendship) addressing all national minorities has received individual subsidies until 2019 and since then through the budget of the Croatian national minority self-government.

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<sup>41</sup> General Comment 2/2021 on the current situation regarding the availability of national minority public broadcasts ([summary](#) in English).

<sup>42</sup> Fifth report of the Committee of Experts on Slovakia, MIN-LANG (2025) 12, para. 38.

<sup>43</sup> Eighth periodical report of Hungary on the application of the Charter, MIN-LANG (2024) PR3, p. 121.

60. As regards the training of journalists (Article 11.1.g), according to the periodical report, in 2021 trainees have been delegated for three to six months to national minority programmes under the Talent Development Scholarship Programme of the public media company (MTVA).<sup>44</sup> Information received during the on-the-spot visit points to the lack of a comprehensive training scheme for journalists working in minority languages.

61. According to the periodical report, the minority language speakers have been represented in the Public Service Foundation by the president of the Croatian national minority self-government since 2020 (Article 11.3).<sup>45</sup>

### ***Use of the regional or minority languages in cultural activities and facilities***

62. Minority languages are generally well represented in cultural life (Article 12.1.a). National minority self-governments maintain museums, cultural, documentation and information centres, as well as several theatres performing in minority languages (Article 12.1.a, article 12.1.f). A national minorities theatres festival (JELEN/LÉT) was relaunched in 2018 and has been since then organised annually at the National Theatre in Budapest, with financial support from the authorities. The National Foreign Language Library has a national minorities collection which contains fiction and non-fiction books in minority languages, as well as music of the national minorities. A digital collection of works in minority languages is available online for free. The Hungarian authorities also support cultural activities of national minorities through tenders and individual grants.

63. As regards fostering access in other languages to works produced in minority languages by aiding and developing translation, dubbing, post-synchronisation and subtitling (Article 12.1.b) and vice versa (Article 12.1.c), the authorities stated that plays performed by national minority theatres in minority languages are subtitled or translated simultaneously in Hungarian (Article 12.1.b). During an event on the occasion of the 200<sup>th</sup> anniversary of Sándor Petőfi's birth, poems were recited in Hungarian, as well as in Bulgarian, Greek, German, Polish, Romani and Ukrainian. Slovenian folktales were translated in Hungarian and presented at the National Foreign Language Library in Budapest.

64. National minority self-governments may establish public archives, under the general legal requirements concerning staff, preservation and consultation of documents. The National Archives of Hungary are responsible for archiving documents in minority languages, if national minority self-governments have not set up public archives (Article 12.1.g).

65. As regards cultural activities organised outside the areas where the minority languages are traditionally used (Article 12.2), the authorities refer to the JELEN/LÉT theatre festival which takes place in Budapest, as well as to the *Bárka* National Minority Festival in Budapest. National minority days and cultural events are organised also in other cities across Hungary.

66. With respect to the inclusion, in the cultural policy abroad, of the minority languages and cultures they reflect (Article 12.3), the information provided by the authorities (with respect to Croatian, German, Serbian and Slovenian) refers to events in the respective "kin-states". As regards the Roma minority, events presenting the Roma culture or history have been organised in Brussels and Vienna. In addition, the authorities indicate that Roma music ensembles participate in international festivals, with support from the authorities. The Committee of Experts recalls that the concept of the "cultural policy abroad" not only refers to the state in which the minority language is used as official language but also obliges the authorities to show the multilingual nature of the country more generally in states in which their cultural institutions are active.<sup>46</sup>

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<sup>44</sup> Eighth periodical report of Hungary on the application of the Charter, MIN-LANG (2024) PR3, p. 63.

<sup>45</sup> Eighth periodical report of Hungary on the application of the Charter, MIN-LANG (2024) PR3, p. 151.

<sup>46</sup> See, for example, Fifth report of the Committee of Experts on Austria, Min-LANG (2023) 2, para. 46.

### ***Use of the regional or minority languages in economic life***

67. According to the periodical report, minority languages are used by national minority self-governments along with Hungarian in invitations to events, agreements with municipalities in the “kin-states”, school statutes, grant agreements, or calls for applications for teachers. In the border regions, some minority languages are also used in the private economic sector.

68. The Committee of Experts did not receive any information on any practices discouraging the use of Romani in economic or social activity (Article 13.1.c).

69. However, no steps have been taken to ensure the use of Boyash and Romani by social care facilities such as hospitals, retirement homes and hostels (Article 13.2.c). The Committee of Experts reiterates that the Hungarian authorities are encouraged to identify the social care facilities concerned by the undertaking, recruit or train staff competent in both languages, and publicise the opportunity to use Boyash and Romani.

### ***Use of the regional or minority languages in transfrontier exchanges***

70. Six joint bilateral committees on minority issues, covering also minority languages, are in place and are relevant as regards the Croatian, Romanian, Serbian, Slovak, Slovenian and Ukrainian languages. As regards German, co-operation takes place with Germany and with certain *Länder*; a standing sub-committee of the German-Hungarian Joint Cultural Committee meets regularly. Co-operation with other countries in the framework of bilateral agreements provides a basis, *inter alia*, for academic studies abroad, further training of teachers, presence of lecturers and guest teachers, acquisition of textbooks and other teaching material, and summer camps for children.

71. Minority language speakers and their organisations maintain contacts with the “kin-states” and their institutions based there, such as universities, as well as with associations and institutions in other countries where the minority language is spoken (Article 7.1.i). Schools using minority languages exchange with schools in other countries where those languages are spoken. Numerous cities in Hungary where minority speakers live have partnerships with cities in the neighbouring countries and beyond. Hungary participates in INTERREG programmes with its neighbours. In their framework, culture, education and training are often among the topics addressed. The Committee of Experts invites the authorities to provide in the next periodical report concrete examples of co-operation across borders between local and regional authorities which benefit minority languages (Article 14.1.b).

## **1.2 The situation of the individual regional or minority languages in Hungary**

### **Armenian - Part II language**

72. **Armenian** is not taught in the regular school system (Article 7.1.f). In 2022 the representatives of the Armenian National Minority Self-Government consulted the authorities about starting education and received information about the legal and financial conditions. In practice, however, there has been no progress.<sup>47</sup> In the media (Article 7.1.d), Armenian is used in a 30-minute weekly radio programme dedicated to the Armenian national minority on *M4 National Minority Radio*, as well as in the programme *Rondó* on public television. The bilingual *Armenia Magazine* is issued 3-4 times per year and contains also articles in Armenian. The Armenian National Self-Government runs cultural institutions (a cultural centre, a theatre and a documentation and information centre). A Department of Armenian Studies functions within the Institute of History at the Pázmány Péter Catholic University; a MA degree in history with specialisation in Armenian Studies is organised, where students learn also Eastern, Western and Classical Armenian (Article 7.1.h).<sup>48</sup> Courses of Armenian are open to adults interested in learning the language upon a fee (Article 7.1.g). There is co-operation with Armenia in the cultural and educational fields (Article 7.1.i).

### **Boyash – Part II and Part III language**

<sup>47</sup> Evaluation of the implementation of the recommendations for immediate action by Hungary, MIN-LANG (2020) 14, para. 14.

<sup>48</sup> [Department of Armenian Studies - BTK.PPKE.HU](https://www.btk.ppke.hu/en/department-of-armenian-studies).

73. In the previous monitoring cycle, the Committee of Ministers recommended that the Hungarian authorities “**take further resolute measures in order to improve the educational offer of Boyash [...] at all levels of education**”. According to the data received from the authorities, bilingual education is provided at pre-school level (four kindergartens), while at primary level education in Boyash (two schools) and teaching of Boyash as a subject (two schools) are available. At secondary level, Boyash is only taught as a subject (two schools) (Article 8.1.aiv, biv, civ). The number of kindergartens and schools remains low. According to the periodical report, textbooks for Boyash language teaching are available only for the first four years of education. The periodical report also indicates that the number of in-service teachers was 12 in 2021/2022 (latest available data), which is very low and is unlikely to properly support the further development of minority language education. Romology studies and teacher training (Boyash language and culture) are organised at the University of Pécs, but, as indicated by the periodical report, the number of students enrolled remains low (Article 8.1.eiii, 8.1.h).<sup>49</sup> The available information indicates that Boyash has not been used before the courts in the current monitoring cycle (Article 9). According to the periodical report, Boyash has only a very limited use in administration (6 cases in the monitoring cycle in relations with local branches of state authorities). In public media (Article 11.1. aiii), a magazine about and for the Roma national minority is broadcast by public radio (*Jelenlét*, 24 minutes twice per week, on the weekend, one with a focus on public life, another with a focus on culture, on *Kossuth Radio* and repeat on *M4 National Minority Radio*). However, large portions of the programme are produced in Hungarian. A daily radio programme by *M4 National Minority Radio* (*Három szólamra*, 30 minutes) alternates between editions in Hungarian, Romani and Boyash. It is unclear whether Boyash is used in any public television programmes about the Roma national minority, such as the TV programmes *Közelebb - Roma Magazin* (26 minutes/week) and *P'amende* (26 minutes/week), both mainly in Hungarian and broadcast on *Duna* or by private media (*DIKH Radio* and *DIKH TV*). While there are institutions and activities promoting the Roma culture (e.g. museum, theatres, libraries), there is no information on the extent to which Boyash is used in this field. The Committee of Experts invites the authorities to provide detailed, language specific information on Boyash in each field covered by the Charter separately in the next periodical report. In addition, more resolute steps are needed to strengthen the use of Boyash in the fields covered by the Charter, starting with education.

### **Bulgarian – Part II language**

74. Bulgarian is used in bilingual education at preschool level, and it is taught as a subject at primary level. Both at the primary and secondary levels Bulgarian is also taught in the form of supplementary education (Article 7.1.f). There is an interest from the speakers in offering more children the opportunity to learn Bulgarian, for example by providing buses to schools teaching the language, but the financial resources are reportedly insufficient. In the media (Article 7.1.d), Bulgarian is used in a 30-minute weekly radio programme on *M4 National Minority Radio* and in the programme *Rondó* on television. In the print media, Bulgarian is used in the bilingual monthly magazine *Bulgarian News*, as well as in a cultural magazine and books, including specific ones for children. Cultural institutions (such as a cultural centre, library, research institute, the Bulgarian *Malko* Theatre) contribute to the promotion of the Bulgarian language. Cultural events are regularly organised. Bulgarian may be studied at university level, for example at the Eötvös Loránd University in Budapest (Article 7.1.h); teacher training for Bulgarian as a minority language and Bulgarian culture is also offered. Language summer camps are organised in Bulgaria by the Bulgarian national minority self-government (Article 7.1.i). Hungary and Bulgaria contributed to the construction of a new location for the Bulgarian Educational and Cultural Centre.

### **Croatian – Part II and Part III language**

75. Bilingual education is provided at pre-school, in primary and secondary education. Subjects in humanities and social sciences, as well as the so-called “skills subjects” (e.g. music, sport, arts) are taught in Croatian. For science subjects, the language of instruction is Hungarian, with only key terms explained in Croatian. Teaching of Croatian as a school subject is also available at primary and secondary level. According to the statistical data provided by the authorities, education in Croatian is available at pre-school,

<sup>49</sup> Eighth periodical report of Hungary on the application of the Charter, MIN-LANG (2024) PR3, p. 42.

primary and secondary level. However, the information received during the on-the-spot visit points rather to the existence of a bilingual model only. The Croatian national minority self-government established educational centres in larger cities, to provide opportunities for Croatian language education to those who are moving from the rural areas. The shortage of teachers affects also the Croatian education, with very few students choosing to become teachers. It is expected that the provision of scholarships and a recent increase in salary (see above, para. 32) will reverse this trend. In higher education Croatian is studied at several universities, with a dedicated department of Croatian at the University of Pécs/Pečuh. Teacher training for all levels of education is also provided (Article 8.1.h). The available information indicates that Croatian has been used once before courts in the current monitoring cycle (Article 9). As regards administration, Croatian has been used in relations with to the local government offices, but the information provided does not specify if it was for the submission of documents (Article 10.1. av). However, forms have been translated into Croatian. At local level, Croatian is used where there are civil servants speaking Croatian, which is in general the case in small villages where Croatian speakers represent a high proportion of the population. In other cases, finding an interpreter is very difficult and Hungarian is used (Article 10.2.b). Place names at the entrance of villages, as well as, though less frequently, street names and names of institutions are in use (Article 10.2.g). The possibility to use of Croatian family names (Article 10.5) meets with practical difficulties in cases where civil servants are not sufficiently informed about the legal conditions. In addition, there are reported obstacles with the use of the correct diacritics of the Croatian spelling system. Under these circumstances, people have to insist to have their names written in Croatian, e.g. in identity documents or passports, and few do it. In broadcasting, a two-hour daily radio programme is available in Croatian on *M4 National Minority Radio* and a 26-minute weekly programme (*Hrvatska kronika*) on public television (Article 11.1. aiii). The number of journalists is very low which poses a challenge to producing more programmes or with higher quality. The Croatian media centre (*Croatica*), under the auspices of the national minority self-government, maintains an internet radio, an internet TV, as well as a weekly magazine in Croatian, in print and online (Article 11.1.bii, cii, ei).<sup>50</sup> Croatian is used in cultural activities organised by the national minority or by institutions maintained by the national minority self-government, such as cultural centres or the Croatian Theatre in Pécs/Pečuh. In the framework of the Hungarian-Croatian agreement in the fields of science, education and culture, co-operation covers education (teacher training, scholarships of Croatia for university studies, summer university and language camps, sending of teachers from Croatia for methodological centre).

### **German - Part II and Part III language**

76. Education in German is provided at pre-school and primary levels, while bilingual education and teaching German as a language are provided at pre-school, primary and secondary levels. According to the statistical data provided by the authorities, education in German is provided also at secondary level. However, according to the information received during the visit, in practice not all subjects can be taught in German. In practice, in bilingual education German is not always used for at least 50% of the lessons, as there are very few teachers able to teach in German, in particular science subjects. The lack of teachers also prevents the further development of teaching in German. The German speakers aim to increase the education in German at pre-school. Teacher training for all levels of education is available. The Methodological and Pedagogical Centre of the Hungarian Germans operating under the auspices of the national minority self-government provides support to German language institutions as well as to those using other minority languages. The available information indicates that German has been used once before courts in the current monitoring cycle (Article 9). As regards the administrative authorities, German is rarely used. According to the authorities, it has been used in relations with government offices, but the information provided does not specify if it was for the submission of documents (Article 10.1. av). However, forms have been translated into German. The national minority self-government organised language courses for local administrative staff, with the aim of encouraging them to use German. There is some public signage of topographical names in German, mainly on place name signs but also on street name signs in some places (Article 10.2.g). In broadcasting, a two hour daily public radio programme and a 26 minute weekly public television programme (*Unser Bildschirm*) are broadcast in German (Article 11.1. aiii). The Committee of Experts has been informed that the lack of development in the media is linked to a lack of resources, including staff and infrastructure. The content is reported to be not sufficiently diverse and

<sup>50</sup> <https://www.croatica.hu/>.

relevant. Recently, German-speakers have started to produce a series of 12 podcasts in German, with financial support from Germany. They have also archived the footage of all programmes in German of the public broadcaster. A weekly newspaper with several supplements (*Neue Zeitung*) is published in German (Article 11.1. ei), as well as other publications of associations or local self-governments. German is used in cultural activities organised by the national minority self-governments and by minority associations (cultural associations, music groups, etc.), and in cultural institutions, such as the German Theatre in Szekszárd/Seksard, museums (such as the Hungarian German Museum in Tata, the Bechtold Swabian country house, etc.). German is supported through cross-border co-operation, between Hungary and Germany (for example, the Standing Subcommittee of the German-Hungarian Joint Cultural Committee) or the German *Länder*. The German national self-government also co-operates with associations of the German minority in other European countries. (7.1.i). German speakers are interested in raising awareness and researching the history and narratives about Germans in the post-war years and apply to tenders to support researchers. In order to raise awareness about the German minority in Hungary a project dedicated to creating study trails at national and local level has been implemented by the national minority self-government.<sup>51</sup>

### Greek - Part II language

77. There is one institution offering bilingual pre-school and primary education in Greek. At primary level, in addition to the Greek language, ethnography, sport, art and music are taught in Greek. In addition, teaching of Greek as supplementary education is also organised, covering primary and secondary levels, in Budapest and several other locations in Hungary (Article 7.1.f). Some of the teachers are sent from and financed by Greece. At university level, Greek may be studied, for example, at Eötvös Loránd University in Budapest, where research is also carried out (Department of Greek) (Article 7.1.h). As regards media (Article 7.1.d), a 30-minute radio programme in Greek is broadcast weekly by public broadcaster *M4 National Minority Radio*. Greek is also used in the public television programme *Rondó*. A bilingual magazine is also published. A Greek Institute, a cultural centre and library are run by the Greek National Self-Government. Books in Greek are published and cultural events, where Greek is used are organised. A theatre company also performs in Greek (Article 7.1.d). There is co-operation with Greece and for example summer camps for children are organised or teachers are sent from Greece (Article 7.1.i.)

### Polish – Part II language

78. **Polish** is used in pre-school and taught at primary and secondary levels, in all cases as supplementary education. Education is organised in Budapest and several other cities in Hungary (Article 7.1.f). Recruitment of new teachers is becoming difficult and many of the current ones are close to retirement. At university level, Polish may be studied for example, at Eötvös Loránd University in Budapest (Article 7.1.h). Teacher training (for Polish as minority language and Polish culture) is offered at the same university. In the media, Polish is used in a weekly 30-minute radio programme by public broadcaster *M4 National Minority Radio* and in the programme *Rondó* on television. A bilingual bimonthly periodical *Głos Poloni* (6 issues/year) with a quarterly supplement is published (Article 7.1.d). The Polish national self-government maintains several cultural institutions, such as a museum and research institute, as well as a cultural centre. These organise events where Polish is used (Article 7.1.d).

### Romani – Part II and Part III language

79. In the previous monitoring cycle, the Committee of Ministers recommended that the Hungarian authorities “**take further resolute measures in order to improve the educational offer of [...] Romani at all levels of education**”. According to the data received from the authorities, Romani is taught at primary and secondary level, however in a very low number of institutions (six and one, respectively). Regrettably, Romani is not used at pre-school level. Romology studies and teacher training (Romani language and culture) are organised at the University of Pécs, but as indicated by the periodical report, the number of students enrolled remains low.<sup>52</sup> (Article 8.1. eiii, 8.1.h). According to the periodical report, textbooks for

<sup>51</sup> [www.lehrpfad.hu](http://www.lehrpfad.hu).

<sup>52</sup> Eighth periodical report of Hungary on the application of the Charter, MIN-LANG (2024) PR3, p. 42.

Romani language teaching are available only for the first four years of education. The periodical report also indicates that the number of in-service teachers was 13 in 2021/2022 (latest available data), which is three times less than in the 2017/2018 school year. The available information indicates that Romani has not been used before the courts in the current monitoring cycle (Article 9). According to the periodical report, Romani has been used in relations with the local branches of state authorities (Article 10.1.aiv). In the media, a magazine about and for the Roma national minority is broadcast by public radio (*Jelenlét*, 24 minutes twice per week). However, large portions of the programme are produced in Hungarian, not Romani. A programme in Romani is broadcast by *M4 National Minority Radio (Három szólamra*, 30 minutes). There are two programmes about Roma on public television (*Roma Magazine-Közelebb*, 26 minutes, once per week, and *P'amende* 26 minutes, once per week) both mainly in Hungarian. A private radio and a private TV channel (*DIKH Radio* and *DIKH TV* – initially a YouTube channel, on cable since 2019) aim at presenting programmes about Roma; some programmes are in Romani (Article 11.1.bii, cii). There is an interest from the Romani speakers in having programmes in Romani. While there are institutions and activities promoting the Roma culture (e.g. museum, theatres, libraries), there is no information on the extent to which Romani is used in this field. The Committee of Experts invites the authorities to provide detailed, language specific information on Romani in each field covered by the Charter separately in the next periodical report. In addition, the use of Romani in the fields covered by the Charter is insufficient and more resolute steps are needed to strengthen it, starting with education.

### **Romanian – Part II and Part III language**

80. Bilingual education is provided at pre-school, primary and secondary level, while at primary level teaching of Romanian is also available (Article 8.1.aiv, biv, civ). Compared to previous years (e.g. 2021/2022) there is no longer any pre-school and primary school with Romanian as the medium of instruction. In bilingual education, as for other languages, history and the so-called “skills subjects” are taught in Romanian, while the language of instruction in science subjects is Hungarian, with only key terms being explained in Romanian. Adult education may be organised as afternoon classes at the bilingual secondary school in Gyula/Giula, if requested. As for other languages, the provision of textbooks, especially updated ones, is problematic. Sometimes, teachers and schools develop teaching materials themselves. Romanian may be studied at university level (at Eötvös Loránd University and University of Szeged) and teacher training is provided for all levels of education; further training for Romanian language, literature, ethnology, as well as general development of competences are provided by the bilingual secondary school in Gyula/Giula (Article 8.1. eiii, 8.1.h). The available information indicates that Romanian has not been used before the courts in the current monitoring cycle (Article 9). According to the authorities, Romanian has been used in relations with government offices, but the information provided does not specify if it was for the submission of documents (Article 10.1. av). Forms have been translated into Romanian. At local level, Romanian is mainly used in places where the speakers represent a significant share in the population and where there are Romanian speakers among the civil servants (Article 10.2.b). Otherwise, interpretation would be needed, which would prolong the procedures and applicants then prefer to use Hungarian. Where civil servants speak Romanian, there are cases where their level of language competence is not sufficient to carry out the procedure. In the media (Article 11.1. aiii), a two-hour daily programme in Romanian is broadcast by *MR4 National Minority Radio*; on television, a 26-minute programme in Romanian (*Ecranul nostru*) is broadcast once a week. There is also a 15-minute weekly radio programme of the bilingual secondary school, rebroadcast on Szeged Radio. Two newspapers (*Foaia românească* and *Cronica*) are published weekly in Romanian (Article 11.1 ei). The Romanian National Minority Self-Government maintains a Documentation and Information Centre, which hosts a library. Cultural events are also organised (Article 12.1.a). The national minority self-government and the grammar school co-operates with universities in Romania, in particular on teacher training.

### Ruthenian – Part II language

81. Ruthenian is used at pre-school level in one kindergarten and taught at primary level, in one school (Article 7.1.f). The Committee of Experts was informed that one other school had to close due to the low number of children. There is a shortage of teachers, including at pre-school level, and, while Ruthenian may be studied at Eötvös Loránd University (Article 7.1.h), there is no dedicated teacher training programme; there is a scholarship to train as a teacher at the University of Prešov in Slovakia, by the national minority advocate and the Hungarian authorities. There is scholarship for school pupils to study Ruthenian, offered by the national minority self-government. Summer camps are also organised in larger cities or tourist destinations, although finding the necessary financial resources is increasingly difficult. In the media, Ruthenian is used in a weekly 30-minute radio programme of the public broadcaster *M4 National Minority Radio* and in the programme *Rondó* on television. A bilingual publication is issued every two months and is also available on the website of the national minority self-government. Cultural institutions, such as a museum, a library, a cultural centre, as well as a research institute are maintained by the national minority self-government. Cultural activities and events are organised, including by the local self-governments (Article 7.1d). The codification of Ruthenian in Hungary has been finalised. There is co-operation of the national minority self-government with bodies and associations of Ruthenian speakers in other countries (Article 7.1.i).

### Serbian – Part II and Part III language

82. Education in Serbian is available at pre-school, primary and secondary education. In addition, bilingual education is available at pre-school and primary level, while teaching Serbian as a subject is also provided at primary level. At university level, Serbian is offered at Eötvös Loránd University in Budapest (Article 8.1. eiii). Teacher training for all levels of education is also provided. Nevertheless, this concerns mainly language teaching and finding teachers able to teach subjects in Serbian is very difficult, in particular for science subjects. In general, such teachers come from Serbia. As regards textbooks, finding good quality textbooks in terms of language, as well as appropriately updated textbooks is difficult. Some teachers, especially for the lower grades, prepare their own materials. The available information indicates that Serbian has not been used before courts (Article 9). According to the periodical report, Serbian has been used in relations with the government offices, but the information provided does not specify if it was for the submission of documents (Article 10.1. av). Forms have been translated into Serbian. The Committee of Experts was informed that in general interpreters are needed in order to be able to use Serbian in administration. There is some use of Serbian place names on public signage (10.2.g). As regards family names (Article 10.5), the Committee of Experts was informed that transliteration problems occur. In broadcasting (Article 11.1. aiii), a two-hour programme in Serbian is broadcast daily by *MR4 National Minority Radio*; on public television, a 26-minute programme in Serbian (*Srpski ekran*) is broadcast once a week. The media centre founded by the national minority self-government maintains an online portal in Serbian,<sup>53</sup> with daily updates, and a weekly newspaper is published in Serbian in print format (Article 11.1. ei). However, according to the information received by the Committee of Experts, the budget is low and the number of journalists insufficient. Cultural institutions, such as the Serbian cultural centre under the auspices of the national minority self-government, or the Serbian theatre organise activities promoting the Serbian language. Other local associations maintain folklore groups, local museums and organise activities using Serbian in their activities (Article 12.1.a).

### Slovak – Part II and Part III language

83. Education in Slovak and bilingual education are provided at pre-school, primary and secondary levels. At primary level, Slovak is also taught as a subject (Article 8.1.aiv, biv, civ). There is a lack of updated textbooks for teaching subjects in Slovak. The situation of primary schools maintained by the school districts, rather than the Slovak self-government is difficult, especially for those with a low number of pupils since they are at risk of being closed or merged with bigger schools, which may lead to the discontinuation of Slovak language teaching. At university level, Slovak may be studied at Eötvös Loránd University in Budapest (Article 8.1. eiii). Teacher training is available for all levels of education. The available information

<sup>53</sup> <https://snnovineplus.hu/>.

indicates that Slovak has not been used before courts (Article 9). In the field of administration, according to the periodical report, Slovak has hardly been used in relations with government offices, and it not clear if it was for submission of documents (Article 10.1. av). Forms have been translated into Slovak. Slovak has been used in small rural settlements but even there only rarely (Article 10.2.b). In some settlements, there is public signage in Slovak, in the form of place names and names of particular institutions (Article 10.2.g). In the media (Article 11.1. aiii), a two-hour daily programme is broadcast in Slovak by M4 National Minority Radio; and a weekly 26-minute programme (*Domovina*) on television. A weekly newspaper (*Ludové noviny*) is published in Slovak, both in print and online (Article 11.1.e.iii). Local minority self-governments and associations publish additional periodicals in Slovak or bilingually. Slovak is used in cultural activities, organised by associations or cultural centres such as the Cultural Institute of Slovaks in Hungary (Article 12.1a). There is close co-operation of Slovak speakers in Hungary with Slovak speakers in Romania and Serbia, and joint activities are carried out. Moreover, summer camps are organised by the national minority self-government or associations in Slovakia. Teachers are also sent from Slovakia to support teaching of Slovak in Hungary.

### **Slovenian – Part II and Part III language**

84. Bilingual education is organised at pre-school and primary level, and teaching of Slovenian is provided at primary, secondary and vocational education (Article 8.1.a.iv, biv, civ, div). At university level, Slovenian may be studied at Eötvös Loránd University in Budapest, as well as in Szombathely (Article 8.1. eiii). Teacher training for Slovenian as minority language and culture is organised in Szombathely, although, according to the periodical report, enrolment should be improved. Pre-school teacher training is also provided (Article 8.1.h). The available information indicates that Slovenian has not been used before courts (Article 9). Slovenian has been used in contact with local government offices (10.1. av.), but it is not clear if it was for the submission of documents (Article 10.1.av). Forms, for example, related to social security, are available in Slovenian. In the region where Slovenian is traditionally used and where Slovenian speakers represent a significant part of the population and even majority in a few municipalities, according to the periodical report, all local authorities have Slovenian-speaking staff. Place names in Slovenian are in use in this area (Article 10.2.g). As far as public media is concerned (Article 11.1. aiii), a 30-minute weekly radio programme in Slovenian is broadcast by *M4 National Minority Radio*. On television, the programme *Slovenski utrinki* is broadcast in Slovenian only once every two weeks. *Radio Monošter*, run by the Slovenian national minority self-government, broadcasts in Slovenian (Article 11.1.bii) with support from both Hungary and Slovenia. The weekly magazine *Porabje* is published in Slovenian and receives financial support from both Hungary and Slovenia (Article 11.1. ei). A supplement for children and youth (*Mlado Porabje*) is published four times a year. As regards culture, a Slovenian country house /Kuhar memorial house is maintained by the national minority self-government. Several cultural groups are active, which receive support also from Slovenia and cultural events using Slovenian are organised. Bilateral co-operation between Hungary and Slovenia is in place and is reflected, for example, in education. A scientific, educational and cultural agreement was signed in 2022.

### **Ukrainian – Part II language**

85. **Ukrainian** language teaching as supplementary education is provided in Budapest and Nyíregyháza by a school maintained by the Ukrainian national minority self-government. Children (6-17 years old) attend lessons of four hours during the weekend but may also attend 1-2 hours during weekdays.<sup>54</sup> According to the information provided by the authorities, Ukrainian is also taught at two other primary schools. On 1 September 2025 a bilingual primary and secondary school started to operate in Budapest maintained by the Ukrainian national minority self-government (Article 7.1.f). The Committee of Experts welcomes these developments. Ukrainian may be studied at university level. Teacher training for Ukrainian as a minority language in Hungary and culture is organised (Article 7.1.h). In the media (Article 7.1.d), there is a weekly 30-minute radio programme in Ukrainian on *M4 National Minority Radio*. On television, Ukrainian is used in the programme *Rondó*. The national minority self-government also maintains a *Youtube* channel. A quarterly magazine (*Hromada*) is published in Ukrainian. The national minority self-government maintains a cultural and documentation centre, which supports the organisation of cultural

<sup>54</sup> [Bemutatózás - Leszja Ukrajinka Ukrán Kiegészítő Nemzetiségi Nyelvoktató Iskola.](#)

events, the publishing of books and other materials, and the functioning of a library, all using Ukrainian (article 7.1.d).

## Chapter 2 Compliance of Hungary with its undertakings under the European Charter for Regional or Minority Languages and recommendations

### 2.1 Armenian

#### 2.1.1 Compliance of Hungary with its undertakings under the European Charter for Regional or Minority Languages concerning the protection and promotion of Armenian

Symbols used to mark changes in the evaluation compared to the previous monitoring cycle: ↗ improvement ↘ deterioration = no change

The Committee of Experts considers the undertaking*:						
Article	Undertakings of Hungary concerning Armenian <sup>55</sup>	fulfilled	partly fulfilled	formally fulfilled	not fulfilled	no conclusion
<b>Part II of the Charter</b>						
<b>(Undertakings which the state must apply to all regional or minority languages within its territory)</b>						
<b>Art. 7 – Objectives and principles</b>						
7.1.a	recognition of Armenian as an expression of cultural wealth	=				
7.1.b	ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Armenian	=				
7.1.c	resolute action to promote Armenian		=			
7.1.d	facilitation and/or encouragement of the use of Armenian, in speech and writing, in public life (for example education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life and/or transfrontier exchanges) and private life		=			
7.1.e	<ul style="list-style-type: none"> <li>• maintenance and development of links, in the fields covered by this Charter, between groups in the State using Armenian</li> <li>• establishment of cultural relations with other linguistic groups</li> </ul>	=				
7.1.f	provision of forms and means for the teaching and study of Armenian at all appropriate stages				=	
7.1.g	provision of facilities enabling (also adult) non-speakers of Armenian to learn it	↗				
7.1.h	promotion of study and research on Armenian at universities or equivalent institutions	↗				
7.1.i	promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Armenian	=				
7.2	eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Armenian	=				
7.3	<ul style="list-style-type: none"> <li>• promote mutual understanding between all the linguistic groups of the country</li> <li>• promote the inclusion of respect, understanding and tolerance in relation to Armenian among the objectives of education and training</li> <li>• encourage the mass media to include respect, understanding and tolerance in relation to Armenian among their objectives</li> </ul>	=				
7.4	<ul style="list-style-type: none"> <li>• take into consideration the needs and wishes expressed by the group which uses Armenian</li> <li>• establish a body for the purpose of advising the authorities on all matters pertaining to Armenian</li> </ul>	=				

\* The Committee of Experts of the European Charter for Regional or Minority Languages evaluates the compliance of States Parties with their undertakings under the Charter as follows:

**Fulfilled:** Policies, legislation and practice are in conformity with the Charter.

**Partly fulfilled:** Policies and legislation are wholly or partly in conformity with the Charter, but the undertaking is only partly implemented in practice.

**Formally fulfilled:** Policies and legislation are in conformity with the Charter, but there is no implementation in practice.

<sup>55</sup> In order to facilitate readability, the provisions of the Charter appear here in a shortened and simplified form. The complete version of each provision can be consulted on the website of the Treaty Office: [http://www.coe.int/en/web/conventions/\(treaty+No.148\)](http://www.coe.int/en/web/conventions/(treaty+No.148)).

**Not fulfilled:** No action in policies, legislation and practice has been taken to implement the undertaking.

**No conclusion:** The Committee of Experts is not in a position to conclude on the fulfilment of the undertaking as no or insufficient information has been provided by the authorities.

In its evaluation of the application of Art. 7.1-7.4 to Armenian, the Committee of Experts has kept in mind that these provisions should be applied *mutatis mutandis*.

### **Changes in the evaluation compared to the previous monitoring cycle**

86. Courses of Armenian are open to adults interested in learning the language upon a fee at the Pázmány Péter Catholic University in Budapest. The Committee of Experts therefore considers the undertaking in Article 7.1.g fulfilled. A Department of Armenian Studies functions within the Institute of History at the Pázmány Péter Catholic University. The Committee of Experts considers the undertaking in Article 7.1.h fulfilled.

### **2.1.2 Recommendations by the Committee of Experts on how to improve the protection and promotion of Armenian in Hungary**

The Committee of Experts recommends the Hungarian authorities to comply with all undertakings under the European Charter for Regional or Minority Languages which are not considered “fulfilled” (see under 2.1.1 above), as well as to continue to comply with those that are fulfilled. In doing so, the authorities should take particular account of the recommendations set out below. The recommendations by the Committee of Ministers of the Council of Europe on the application of the Charter in Hungary<sup>56</sup> remain valid in their own right. Recommendations made in the monitoring procedure of the Charter aim to support the authorities in the implementation process.

#### **I. Recommendation for immediate action**

a. <b>Take steps to provide teaching in/of Armenian at pre-school, primary and secondary level.</b>
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#### **II. Further recommendations**

- b. Develop and implement a strategy and action plan for the application of the Charter to Armenian.
- c. Take the necessary measures to increase the presence of Armenian in the media, including new and digital media.

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<sup>56</sup> [CM/RecChL\(2001\)4](#); [CM/RecChL\(2004\)4](#); [CM/RecChL\(2007\)4](#); [CM/RecChL\(2010\)3](#); [CM/RecChL\(2013\)5](#); [CM/RecChL\(2016\)5](#); [CM/RecChL\(2019\)4](#).

## 2.2 Boyash

### 2.2.1 Compliance of Hungary with its undertakings under the European Charter for Regional or Minority Languages concerning the protection and promotion of Boyash

Symbols used to mark changes in the evaluation compared to the previous monitoring cycle: ↗ improvement ↘ deterioration = no change

The Committee of Experts considers the undertaking*:						
Article	Undertakings of Hungary concerning Boyash <sup>57</sup>	fulfilled	partly fulfilled	formally fulfilled	not fulfilled	no conclusion
<b>Part II of the Charter</b> <i>(Undertakings which the state must apply to all regional or minority languages within its territory)</i>						
<b>Art. 7 – Objectives and principles</b>						
7.1.a	recognition of Boyash as an expression of cultural wealth	=				
7.1.b	ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Boyash	=				
7.1.c	resolute action to promote Boyash		=			
7.1.d	facilitation and/or encouragement of the use of Boyash, in speech and writing, in public life (for example education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life		=			
7.1.e	<ul style="list-style-type: none"> <li>• maintenance and development of links, in the fields covered by this Charter, between groups in the State using Boyash</li> <li>• establishment of cultural relations with other linguistic groups</li> </ul>	=				
7.1.f	provision of forms and means for the teaching and study of Boyash at all appropriate stages		=			
7.1.g	provision of facilities enabling (also adult) non-speakers of Boyash to learn it					=
7.1.h	promotion of study and research on Boyash at universities or equivalent institutions	=				
7.1.i	promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Boyash				=	
7.2	eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Boyash	=				
7.3	<ul style="list-style-type: none"> <li>• promote mutual understanding between all the linguistic groups of the country</li> <li>• promote the inclusion of respect, understanding and tolerance in relation to Boyash among the objectives of education and training</li> <li>• encourage the mass media to include respect, understanding and tolerance in relation to Boyash among their objectives</li> </ul>	=				
7.4	<ul style="list-style-type: none"> <li>• take into consideration the needs and wishes expressed by the group which uses Boyash</li> <li>• establish a body for the purpose of advising the authorities on all matters pertaining to Boyash</li> </ul>	=				
<b>Part III of the Charter</b> <i>(Additional undertakings chosen by the state for specific languages)</i>						
<b>Art. 8 – Education</b>						
8.1.aiv	favour and/or encourage the provision of pre-school education in Boyash and a substantial part of pre-school education in Boyash		↗			
8.1.biv	make available primary education in Boyash, a substantial part of primary education in Boyash or teaching of Boyash as an integral part of the curriculum at least to those pupils whose families so request and whose number is considered sufficient		=			
8.1.civ	make available secondary education in Boyash, a substantial part of secondary education in Boyash or teaching of Boyash as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient		=			

<sup>57</sup> In order to facilitate readability, the provisions of the Charter appear here in a shortened and simplified form. The complete version of each provision can be consulted on the website of the Treaty Office: [http://www.coe.int/en/web/conventions/ \(treaty No. 148\)](http://www.coe.int/en/web/conventions/(treaty%20No.148)).

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Hungary concerning Boyash<sup>57</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
8.1.div	make available technical and vocational education in Boyash, a substantial part of technical and vocational education in Boyash or teaching of Boyash as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient				✓	
8.1.eiii	encourage and/or allow the provision of university or other forms of higher education in Boyash or of facilities for the study of Boyash as an university or higher education subject	=				
8.1.fiii	favour and/or encourage the offering of Boyash as a subject of adult and continuing education					✓
8.1.g	ensure the teaching of the history and the culture which is reflected by Boyash	=				
8.1.h	provide the basic and further training of the teachers teaching (in) Boyash		=			
8.1.i	set up a supervisory body responsible for monitoring the progress achieved in the teaching of Boyash and for drawing up public periodic reports of its findings				=	
8.2	in territories other than those in which Boyash is traditionally used, allow, encourage or provide teaching in or of Boyash at all the appropriate stages of education					=
<b>Art. 9 – Judicial authorities</b>						
9.1.aii	guarantee the accused the right to use Boyash in criminal proceedings, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.aiii	provide that requests and evidence, whether written or oral, shall not be considered inadmissible in criminal proceedings solely because they are formulated in Boyash, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.aiv	produce, on request, documents connected with criminal legal proceedings in Boyash, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.bii	allow, whenever a litigant has to appear in person before a court, that he or she may use Boyash in civil proceedings without thereby incurring additional expense, if necessary by the use of interpreters and translations			=		
9.1.biii	allow documents and evidence to be produced in Boyash in civil proceedings, if necessary by the use of interpreters and translations			=		
9.1.cii	allow, whenever a litigant has to appear in person before a court, that he or she may use Boyash in proceedings concerning administrative matters without thereby incurring additional expense, if necessary by the use of interpreters and translations			=		
9.1.ciii	allow documents and evidence to be produced in Boyash in proceedings concerning administrative matters, if necessary by the use of interpreters and translations			=		
9.2.c	not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in Boyash	=				
<b>Art. 10 – Administrative authorities and public services</b>						
10.1.av	ensure that users of Boyash may validly submit a document in Boyash to local branches of the national authorities			=		
10.1.c	allow the national authorities to draft documents in Boyash			=		
10.2.b	possibility for users of Boyash to submit oral or written applications in Boyash to the regional or local authority			=		
10.2.e	use by regional authorities of Boyash in debates in their assemblies			=		
10.2.f	use by local authorities of Boyash in debates in their assemblies			=		
10.2.g	use or adoption, if necessary in conjunction with the name in the official language, of place names in Boyash			=		
10.3.c	allow users of Boyash to submit a request in Boyash to public service providers				=	
10.4.a	translation or interpretation				=	
10.4.c	compliance with requests from public service employees having a knowledge of Boyash to be appointed in the territory in which that language is used				=	
<b>Art. 11 – Media</b>						
11.1.aiii	make provision so that public broadcasters offer radio and television programmes in Boyash		=			

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Hungary concerning Boyash<sup>57</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
11.1.bii	encourage and/or facilitate the broadcasting of private radio programmes in Boyash on a regular basis				=	
11.1.cii	encourage and/or facilitate the broadcasting of private television programmes in Boyash on a regular basis				=	
11.1.eii	encourage and/or facilitate the weekly or daily publication of newspaper articles in Boyash				=	
11.1.fi	cover the additional costs of those media which use Boyash				=	
11.1.g	support the training of journalists and other staff for media using Boyash					✓
11.3	ensure that the interests of the users of Boyash are represented or taken into account within bodies guaranteeing the freedom and pluralism of the media	=				
<b>Art. 12 – Cultural activities and facilities</b>						
12.1.a	encourage production, reproduction and dissemination of cultural works in Boyash	=				
12.1.b	foster access in other languages to works produced in Boyash by aiding and developing translation, dubbing, post-synchronisation and subtitling				=	
12.1.c	foster access in Boyash to works produced in other languages by aiding and developing translation, dubbing, post-synchronisation and subtitling				=	
12.1.d	ensure that the bodies organising or supporting cultural activities incorporate the knowledge and use of the Boyash language and culture in the undertakings which they initiate or for which they provide backing				=	
12.1.f	encourage direct participation by representatives of the users of Boyash in providing facilities and planning cultural activities	=				
12.1.g	encourage and/or facilitate the creation of a body responsible for collecting, keeping a copy of and presenting or publishing works produced in Boyash	=				
12.2	In territories other than those in which Boyash is traditionally used, allow, encourage and/or provide cultural activities and facilities using Boyash				=	
12.3	make provision, in cultural policy abroad, for Boyash and the culture it reflects					=
<b>Art. 13 – Economic and social life</b>						
13.1.a	eliminate from the legislation any provision prohibiting or limiting without justifiable reasons the use of Boyash 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	=				
13.2.c	ensure that social care facilities such as hospitals, retirement homes and hostels offer the use of Boyash				✓	
<b>Art. 14 – Transfrontier exchanges</b>						
14.a	apply bilateral and multilateral agreements with the States in which Boyash is used in identical or similar form, or conclude such agreements, to foster contacts between the users of Boyash in the States concerned in the fields of culture, education, information, vocational training and permanent education				=	
14.b	for the benefit of Boyash, facilitate and/or promote co-operation across borders, in particular between regional or local authorities in whose territory Boyash is used in identical or similar form				=	

\* The Committee of Experts of the European Charter for Regional or Minority Languages evaluates the compliance of States Parties with their undertakings under the Charter as follows:

**Fulfilled:** Policies, legislation and practice are in conformity with the Charter.

**Partly fulfilled:** Policies and legislation are wholly or partly in conformity with the Charter, but the undertaking is only partly implemented in practice.

**Formally fulfilled:** Policies and legislation are in conformity with the Charter, but there is no implementation in practice.

**Not fulfilled:** No action in policies, legislation and practice has been taken to implement the undertaking.

**No conclusion:** The Committee of Experts is not in a position to conclude on the fulfilment of the undertaking as no or insufficient information has been provided by the authorities.

## Changes in the evaluation compared to the previous monitoring cycle

87. Boyash is used in bilingual education at pre-school level. The Committee of Experts, therefore, considers the undertaking in Article 8.1.a.iv partly fulfilled. However, there is no teaching in/of Boyash in technical and vocational education. The Committee of Experts, therefore, considers the undertaking in Article 8.1.d.v not fulfilled. The Committee of Experts does not have information on the offer of Boyash in adult and continuing education and how such an offer is encouraged by the authorities. It, therefore, cannot conclude on the fulfilment of Article 8.1.f.iii. It is unclear whether any training of journalists and other staff using Boyash takes place. The Committee of Experts, therefore, cannot conclude on the fulfilment of the undertaking 11.1.g. No measures have been taken to ensure that social care facilities such as hospitals, retirement homes offer the use of Boyash. There is no indication that Boyash is used in practice in social care facilities. The Committee of Experts, therefore, considers the undertaking in Article 13.2.c not fulfilled.

### 2.2.2 Recommendations by the Committee of Experts on how to improve the protection and promotion of Boyash in Hungary

The Committee of Experts recommends the Hungarian authorities to comply with all undertakings under the European Charter for Regional or Minority Languages which are not considered “fulfilled” (see under 2.2.1 above), as well as to continue to comply with those that are fulfilled. In doing so, the authorities should take particular account of the recommendations set out below. The recommendations by the Committee of Ministers of the Council of Europe on the application of the Charter in Hungary<sup>58</sup> remain valid in their own right. Recommendations made in the monitoring procedure of the Charter aim to support the authorities in the implementation process.

#### I. Recommendations for immediate action

- a. **Strengthen education in Boyash or bilingual education in pre-school, primary and secondary education, including by ensuring a sufficient number of teachers and by providing the necessary textbooks.**
- b. **Take the necessary measures to ensure that public and private broadcasters provide longer and more frequent radio and television programmes in Boyash and that new and digital media content is also available.**

#### II. Further recommendations

- c. Develop and implement a strategy and action plan for the application of the Charter to Boyash.
- d. Provide for the teaching in/of Boyash in technical and vocational education.
- e. Develop and finance an adequate framework for the teaching of Boyash in adult and continuing education.
- f. Take measures to facilitate and encourage the use of Boyash in practice in criminal, civil and administrative proceedings.
- g. Take measures to facilitate and encourage the use of Boyash in practice in relations with local branches of state authorities, regional or local authorities as well as public service providers.
- h. Encourage and/or facilitate the weekly or daily publication of newspaper articles in Boyash.
- i. Establish a comprehensive scheme for training journalists and other media staff using Boyash.
- j. For the benefit of Boyash, facilitate and/or promote co-operation across borders in the framework of bilateral agreements and cooperation between local and regional authorities.

<sup>58</sup> [CM/RecChL\(2001\)4](#); [CM/RecChL\(2004\)4](#); [CM/RecChL\(2007\)4](#); [CM/RecChL\(2010\)3](#); [CM/RecChL\(2013\)5](#); [CM/RecChL\(2016\)5](#); [CM/RecChL\(2019\)4](#).

## 2.3 Bulgarian

### 2.3.1 Compliance of Hungary with its undertakings under the European Charter for Regional or Minority Languages concerning the protection and promotion of Bulgarian

Symbols used to mark changes in the evaluation compared to the previous monitoring cycle: ↗ improvement ↘ deterioration = no change

The Committee of Experts considers the undertaking*:						
Article	Undertakings of Hungary concerning Bulgarian <sup>59</sup>	fulfilled	partly fulfilled	formally fulfilled	not fulfilled	no conclusion
<b>Part II of the Charter</b> <i>(Undertakings which the state must apply to all regional or minority languages within its territory)</i>						
<b>Art. 7 – Objectives and principles</b>						
7.1.a	recognition of Bulgarian as an expression of cultural wealth	=				
7.1.b	ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Bulgarian	=				
7.1.c	resolute action to promote Bulgarian	=				
7.1.d	facilitation and/or encouragement of the use of Bulgarian, in speech and writing, in public life (for example education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life	=				
7.1.e	<ul style="list-style-type: none"> <li>• maintenance and development of links, in the fields covered by this Charter, between groups in the State using Bulgarian</li> <li>• establishment of cultural relations with other linguistic groups</li> </ul>	=				
7.1.f	provision of forms and means for the teaching and study of Bulgarian at all appropriate stages	=				
7.1.g	provision of facilities enabling (also adult) non-speakers of Bulgarian to learn it					=
7.1.h	promotion of study and research on Bulgarian at universities or equivalent institutions	=				
7.1.i	promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Bulgarian		=			
7.2	eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Bulgarian	=				
7.3	<ul style="list-style-type: none"> <li>• promote mutual understanding between all the linguistic groups of the country</li> <li>• promote the inclusion of respect, understanding and tolerance in relation to Bulgarian among the objectives of education and training</li> <li>• encourage the mass media to include respect, understanding and tolerance in relation to Bulgarian among their objectives</li> </ul>	=				
7.4	<ul style="list-style-type: none"> <li>• take into consideration the needs and wishes expressed by the group which uses Bulgarian</li> <li>• establish a body for the purpose of advising the authorities on all matters pertaining to Bulgarian</li> </ul>	=				

\* The Committee of Experts of the European Charter for Regional or Minority Languages evaluates the compliance of States Parties with their undertakings under the Charter as follows:

**Fulfilled:** Policies, legislation and practice are in conformity with the Charter.

**Partly fulfilled:** Policies and legislation are wholly or partly in conformity with the Charter, but the undertaking is only partly implemented in practice.

**Formally fulfilled:** Policies and legislation are in conformity with the Charter, but there is no implementation in practice.

**Not fulfilled:** No action in policies, legislation and practice has been taken to implement the undertaking.

**No conclusion:** The Committee of Experts is not in a position to conclude on the fulfilment of the undertaking as no or insufficient information has been provided by the authorities.

<sup>59</sup> In order to facilitate readability, the provisions of the Charter appear here in a shortened and simplified form. The complete version of each provision can be consulted on the website of the Treaty Office: [http://www.coe.int/en/web/conventions/\(treaty No. 148\)](http://www.coe.int/en/web/conventions/(treaty%20No.148)).

In its evaluation of the application of Art. 7.1-7.4 to Bulgarian, the Committee of Experts has kept in mind that these provisions should be applied *mutatis mutandis*.

### **2.3.2 Recommendations by the Committee of Experts on how to improve the protection and promotion of Bulgarian in Hungary**

The Committee of Experts recommends the Hungarian authorities to comply with all undertakings under the European Charter for Regional or Minority Languages which are not considered “fulfilled” (see under 2.3.1 above), as well as to continue to comply with those that are fulfilled. In doing so, the authorities should take particular account of the recommendations set out below. The recommendations by the Committee of Ministers of the Council of Europe on the application of the Charter in Hungary<sup>60</sup> remain valid in their own right. Recommendations made in the monitoring procedure of the Charter aim to support the authorities in the implementation process.

#### **I. Recommendation for immediate action**

- |   |
|---|
| <p><b>a. Take practical measures, including transportation, to extend access to Bulgarian language education for more pupils.</b></p> |
|---|

#### **II. Further recommendations**

- b. Develop and implement a strategy and action plan for the application of the Charter to Bulgarian.
- c. Provide facilities enabling adults to learn Bulgarian.
- d. Take the necessary measures to increase the presence of Bulgarian in the media, including new and digital media.

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<sup>60</sup> [CM/RecChL\(2001\)4](#); [CM/RecChL\(2004\)4](#); [CM/RecChL\(2007\)4](#); [CM/RecChL\(2010\)3](#); [CM/RecChL\(2013\)5](#); [CM/RecChL\(2016\)5](#); [CM/RecChL\(2019\)4](#).

## 2.4 Croatian

### 2.4.1 Compliance of Hungary with its undertakings under the European Charter for Regional or Minority Languages concerning the protection and promotion of Croatian

Symbols used to mark changes in the evaluation compared to the previous monitoring cycle: ↗ improvement ↘ deterioration = no change

The Committee of Experts considers the undertaking*:						
Article	Undertakings of Hungary concerning Croatian <sup>61</sup>	fulfilled	partly fulfilled	formally fulfilled	not fulfilled	no conclusion
<b>Part II of the Charter</b> <i>(Undertakings which the state must apply to all regional or minority languages within its territory)</i>						
<b>Art. 7 – Objectives and principles</b>						
7.1.a	recognition of Croatian as an expression of cultural wealth	=				
7.1.b	ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Croatian	=				
7.1.c	resolute action to promote Croatian		=			
7.1.d	facilitation and/or encouragement of the use of Croatian, in speech and writing, in public life (for example education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life		=			
7.1.e	<ul style="list-style-type: none"> <li>• maintenance and development of links, in the fields covered by this Charter, between groups in the State using Croatian</li> <li>• establishment of cultural relations with other linguistic groups</li> </ul>	=				
7.1.f	provision of forms and means for the teaching and study of Croatian at all appropriate stages		=			
7.1.g	provision of facilities enabling (also adult) non-speakers of Croatian to learn it					=
7.1.h	promotion of study and research on Croatian at universities or equivalent institutions	=				
7.1.i	promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Croatian	=				
7.2	eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Croatian	=				
7.3	<ul style="list-style-type: none"> <li>• promote mutual understanding between all the linguistic groups of the country</li> <li>• promote the inclusion of respect, understanding and tolerance in relation to Croatian among the objectives of education and training</li> <li>• encourage the mass media to include respect, understanding and tolerance in relation to Croatian among their objectives</li> </ul>	=				
7.4	<ul style="list-style-type: none"> <li>• take into consideration the needs and wishes expressed by the group which uses Croatian</li> <li>• establish a body for the purpose of advising the authorities on all matters pertaining to Croatian</li> </ul>	=				
<b>Part III of the Charter</b> <i>(Additional undertakings chosen by the state for specific languages)</i>						
<b>Art. 8 – Education</b>						
8.1.aiv	favour and/or encourage the provision of pre-school education in Croatian and a substantial part of pre-school education in Croatian	=				
8.1.biv	make available primary education in Croatian, a substantial part of primary education in Croatian or teaching of Croatian as an integral part of the curriculum at least to those pupils whose families so request and whose number is considered sufficient		=			
8.1.civ	make available secondary education in Croatian, a substantial part of secondary education in Croatian or teaching of Croatian as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient		=			

<sup>61</sup> In order to facilitate readability, the provisions of the Charter appear here in a shortened and simplified form. The complete version of each provision can be consulted on the website of the Treaty Office: [http://www.coe.int/en/web/conventions/ \(treaty No. 148\)](http://www.coe.int/en/web/conventions/(treaty%20No.148)).

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Hungary concerning Croatian<sup>61</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
8.1.div	make available technical and vocational education in Croatian, a substantial part of technical and vocational education in Croatian or teaching of Croatian as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient				=	
8.1.eiii	encourage and/or allow the provision of university or other forms of higher education in Croatian or of facilities for the study of Croatian as an university or higher education subject	=				
8.1.fiii	favour and/or encourage the offering of Croatian as a subject of adult and continuing education					✓
8.1.g	ensure the teaching of the history and the culture which is reflected by Croatian	=				
8.1.h	provide the basic and further training of the teachers teaching (in) Croatian		=			
8.1.i	set up a supervisory body responsible for monitoring the progress achieved in the teaching of Croatian and for drawing up public periodic reports of its findings				=	
8.2	in territories other than those in which Croatian is traditionally used, allow, encourage or provide teaching in or of Croatian at all the appropriate stages of education					=
<b>Art. 9 – Judicial authorities</b>						
9.1.aii	guarantee the accused the right to use Croatian in criminal proceedings, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.aiii	provide that requests and evidence, whether written or oral, shall not be considered inadmissible in criminal proceedings solely because they are formulated in Croatian, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.aiv	produce, on request, documents connected with criminal legal proceedings in Croatian, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.bii	allow, whenever a litigant has to appear in person before a court, that he or she may use Croatian in civil proceedings without thereby incurring additional expense, if necessary by the use of interpreters and translations			=		
9.1.biii	allow documents and evidence to be produced in Croatian in civil proceedings, if necessary by the use of interpreters and translations			=		
9.1.cii	allow, whenever a litigant has to appear in person before a court, that he or she may use Croatian in proceedings concerning administrative matters without thereby incurring additional expense, if necessary by the use of interpreters and translations			=		
9.1.ciii	allow documents and evidence to be produced in Croatian in proceedings concerning administrative matters, if necessary by the use of interpreters and translations			=		
9.2.a	not to deny the validity of legal documents solely because they are drafted in Croatian	=				
9.2.b	not to deny the validity, as between the parties, of legal documents solely because they are drafted in Croatian, and provide that they can be invoked against third parties who are not users of Croatian <sup>62</sup>					
9.2.c	not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in Croatian <sup>62</sup>					
<b>Art. 10 – Administrative authorities and public services</b>						
10.1.av	ensure that users of Croatian may validly submit a document in Croatian to local branches of the national authorities			=		
10.1.c	allow the national authorities to draft documents in Croatian		↗			
10.2.b	possibility for users of Croatian to submit oral or written applications in Croatian to the regional or local authority		↗			
10.2.e	use by regional authorities of Croatian in debates in their assemblies			=		
10.2.f	use by local authorities of Croatian in debates in their assemblies			=		
10.2.g	use or adoption, if necessary in conjunction with the name in the official language, of place names in Croatian		=			

<sup>62</sup> As Articles 9.2.a, 9.2.b and 9.2.c constitute alternative options, the Committee of Experts will not evaluate the implementation of Articles 9.2.b and 9.2.c.

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Hungary concerning Croatian<sup>61</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
10.3.c	allow users of Croatian to submit a request in Croatian to public service providers				=	
10.4.a	translation or interpretation		=			
10.4.c	compliance with requests from public service employees having a knowledge of Croatian to be appointed in the territory in which that language is used	=				
10.5	allow the use or adoption of family names in Croatian	=				
<b>Art. 11 – Media</b>						
11.1.a.iii	make provision so that public broadcasters offer radio and television programmes in Croatian		=			
11.1.bii	encourage and/or facilitate the broadcasting of private radio programmes in Croatian on a regular basis	↗				
11.1.cii	encourage and/or facilitate the broadcasting of private television programmes in Croatian on a regular basis	↗				
11.1.ei	encourage and/or facilitate the creation and/or maintenance of at least one weekly or daily newspaper in Croatian	=				
11.1.fi	cover the additional costs of those media which use Croatian		=			
11.1.g	support the training of journalists and other staff for media using Croatian		=			
11.3	ensure that the interests of the users of Croatian are represented or taken into account within bodies guaranteeing the freedom and pluralism of the media	=				
<b>Art. 12 – Cultural activities and facilities</b>						
12.1.a	encourage production, reproduction and dissemination of cultural works in Croatian	=				
12.1.b	foster access in other languages to works produced in Croatian by aiding and developing translation, dubbing, post-synchronisation and subtitling		↗			
12.1.c	foster access in Croatian to works produced in other languages by aiding and developing translation, dubbing, post-synchronisation and subtitling	=				
12.1.f	encourage direct participation by representatives of the users of Croatian in providing facilities and planning cultural activities	=				
12.1.g	encourage and/or facilitate the creation of a body responsible for collecting, keeping a copy of and presenting or publishing works produced in Croatian	=				
12.2	In territories other than those in which Croatian is traditionally used, allow, encourage and/or provide cultural activities and facilities using Croatian	=				
12.3	make provision, in cultural policy abroad, for Croatian and the culture it reflects		↗			
<b>Art. 13 – Economic and social life</b>						
13.1.a	eliminate from the legislation any provision prohibiting or limiting without justifiable reasons the use of Croatian 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	=				
<b>Art. 14 – Transfrontier exchanges</b>						
14.a	apply bilateral and multilateral agreements with the States in which Croatian is used in identical or similar form, or conclude such agreements, to foster contacts between the users of Croatian in the States concerned in the fields of culture, education, information, vocational training and permanent education	=				
14.b	for the benefit of Croatian, facilitate and/or promote co-operation across borders, in particular between regional or local authorities in whose territory Croatian is used in identical or similar form	=				

\* The Committee of Experts of the European Charter for Regional or Minority Languages evaluates the compliance of States Parties with their undertakings under the Charter as follows:

**Fulfilled:** Policies, legislation and practice are in conformity with the Charter.

**Partly fulfilled:** Policies and legislation are wholly or partly in conformity with the Charter, but the undertaking is only partly implemented in practice.

**Formally fulfilled:** Policies and legislation are in conformity with the Charter, but there is no implementation in practice.

**Not fulfilled:** No action in policies, legislation and practice has been taken to implement the undertaking.

**No conclusion:** The Committee of Experts is not in a position to conclude on the fulfilment of the undertaking as no or insufficient information has been provided by the authorities.

### **Changes in the evaluation compared to the previous monitoring cycle**

88. The Committee of Experts does not have information on the offer of Croatian in adult and continuing education and how such an offer is encouraged by the authorities. It, therefore, cannot conclude on the fulfilment of Article 8.1.fiii. Public health information and the census form have been made available in Croatian. Therefore, the Committee of Experts considers the undertaking in Article 10.1.c partly fulfilled. Croatian is used to some extent in relations with local authorities. The Committee of Experts considers the undertaking in Article 10.2.b partly fulfilled. The Croatian media centre (*Croatica*), under the auspices of the national minority self-government, maintains an internet radio and an internet TV. The Committee of Experts, therefore, considers the undertakings in Article 11.1.bii and 11.1.cii fulfilled. The Croatian national minority theatre plays in Croatian, with subtitles in Hungarian. However, information on how access is fostered in other languages to other types of works produced in Croatian is necessary. The Committee of Experts, therefore, considers the undertaking in Article 12.1.b partly fulfilled. Events promoting literature in Croatian and Croatian culture from Hungary have been organised in Croatia. The Committee of Experts considers the undertaking in Article 12.3 partly fulfilled.

#### **2.4.2 Recommendations by the Committee of Experts on how to improve the protection and promotion of Croatian in Hungary**

The Committee of Experts recommends the Hungarian authorities to comply with all undertakings under the European Charter for Regional or Minority Languages which are not considered “fulfilled” (see under 2.4.1 above), as well as to continue to comply with those that are fulfilled. In doing so, the authorities should take particular account of the recommendations set out below. The recommendations by the Committee of Ministers of the Council of Europe on the application of the Charter in Hungary<sup>63</sup> remain valid in their own right. Recommendations made in the monitoring procedure of the Charter aim to support the authorities in the implementation process.

##### **I. Recommendations for immediate action**

- a. **Strengthen education in Croatian or bilingual education in pre-school, primary, secondary education, including by ensuring a sufficient number of teachers able to teach subjects in Croatian and by providing the necessary textbooks.**
- b. **Take the necessary measures to increase the duration and frequency of the public television and radio programmes in Croatian.**

##### **II. Further recommendations**

- c. Develop and implement a strategy and action plan for the application of the Charter to Croatian.
- d. Provide for teaching in/of Croatian in technical and vocational education.
- e. Take measures to facilitate and encourage use of Croatian in practice in criminal, civil and administrative proceedings.
- f. Take further measures to facilitate and encourage the use of Croatian in practice in relations with local branches of state authorities, regional or local authorities, as well as public service providers.
- g. Encourage local authorities to adopt more topographical names in Croatian and facilitate their use in different domains (e.g. signage, documents).
- h. Develop and finance an adequate framework for the teaching of Croatian in adult and continuing education.
- i. Establish a comprehensive scheme for the training of journalists and other media staff using Croatian.

<sup>63</sup> [CM/RecChL\(2001\)4](#); [CM/RecChL\(2004\)4](#); [CM/RecChL\(2007\)4](#); [CM/RecChL\(2010\)3](#); [CM/RecChL\(2013\)5](#); [CM/RecChL\(2016\)5](#); [CM/RecChL\(2019\)4](#).

## 2.5 German

### 2.5.1 Compliance of Hungary with its undertakings under the European Charter for Regional or Minority Languages concerning the protection and promotion of German

Symbols used to mark changes in the evaluation compared to the previous monitoring cycle: ↗ improvement ✓ deterioration = no change

<b>The Committee of Experts considers the undertaking*:</b>						
Article	<b>Undertakings of Hungary concerning German<sup>64</sup></b>	fulfilled	partly fulfilled	formally fulfilled	not fulfilled	no conclusion
<b>Part II of the Charter</b>						
<b><i>(Undertakings which the state must apply to all regional or minority languages within its territory)</i></b>						
<b>Art. 7 – Objectives and principles</b>						
7.1.a	recognition of German as an expression of cultural wealth	=				
7.1.b	ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of German	=				
7.1.c	resolute action to promote German		=			
7.1.d	facilitation and/or encouragement of the use of German, in speech and writing, in public life (for example education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life		=			
7.1.e	<ul style="list-style-type: none"> <li>• maintenance and development of links, in the fields covered by this Charter, between groups in the State using German</li> <li>• establishment of cultural relations with other linguistic groups</li> </ul>	=				
7.1.f	provision of forms and means for the teaching and study of German at all appropriate stages		=			
7.1.g	provision of facilities enabling (also adult) non-speakers of German to learn it		↗			
7.1.h	promotion of study and research on German at universities or equivalent institutions	=				
7.1.i	promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of German	=				
7.2	eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of German	=				
7.3	<ul style="list-style-type: none"> <li>• promote mutual understanding between all the linguistic groups of the country</li> <li>• promote the inclusion of respect, understanding and tolerance in relation to German among the objectives of education and training</li> <li>• encourage the mass media to include respect, understanding and tolerance in relation to German among their objectives</li> </ul>	=				
7.4	<ul style="list-style-type: none"> <li>• take into consideration the needs and wishes expressed by the group which uses German</li> <li>• establish a body for the purpose of advising the authorities on all matters pertaining to German</li> </ul>	=				
<b>Part III of the Charter</b>						
<b><i>(Additional undertakings chosen by the state for specific languages)</i></b>						
<b>Art. 8 – Education</b>						
8.1.aiv	favour and/or encourage the provision of pre-school education in German and a substantial part of pre-school education in German		=			
8.1.biv	make available primary education in German, a substantial part of primary education in German or teaching of German as an integral part of the curriculum at least to those pupils whose families so request and whose number is considered sufficient	=				
8.1.civ	make available secondary education in German, a substantial part of secondary education in German or teaching of German as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient		=			

<sup>64</sup> In order to facilitate readability, the provisions of the Charter appear here in a shortened and simplified form. The complete version of each provision can be consulted on the website of the Treaty Office: [http://www.coe.int/en/web/conventions/ \(treaty No. 148\)](http://www.coe.int/en/web/conventions/(treaty%20No.148)).

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Hungary concerning German<sup>64</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
8.1.div	make available technical and vocational education in German, a substantial part of technical and vocational education in German or teaching of German as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient	=	=			
8.1.eiii	encourage and/or allow the provision of university or other forms of higher education in German or of facilities for the study of German as an university or higher education subject	=				
8.1.fiii	favour and/or encourage the offering of German as a subject of adult and continuing education					✓
8.1.g	ensure the teaching of the history and the culture which is reflected by German	=				
8.1.h	provide the basic and further training of the teachers teaching (in) German		=			
8.1.i	set up a supervisory body responsible for monitoring the progress achieved in the teaching of German and for drawing up public periodic reports of its findings				=	
8.2	in territories other than those in which German is traditionally used, allow, encourage or provide teaching in or of German at all the appropriate stages of education	=				
<b>Art. 9 – Judicial authorities</b>						
9.1.aii	guarantee the accused the right to use German in criminal proceedings, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.aiii	provide that requests and evidence, whether written or oral, shall not be considered inadmissible in criminal proceedings solely because they are formulated in German, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.aiv	produce, on request, documents connected with criminal legal proceedings in German, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.bii	allow, whenever a litigant has to appear in person before a court, that he or she may use German in civil proceedings without thereby incurring additional expense, if necessary by the use of interpreters and translations			=		
9.1.biii	allow documents and evidence to be produced in German in civil proceedings, if necessary by the use of interpreters and translations			=		
9.1.cii	allow, whenever a litigant has to appear in person before a court, that he or she may use German in proceedings concerning administrative matters without thereby incurring additional expense, if necessary by the use of interpreters and translations			=		
9.1.ciii	allow documents and evidence to be produced in German in proceedings concerning administrative matters, if necessary by the use of interpreters and translations			=		
9.2.a	not to deny the validity of legal documents solely because they are drafted in German	=				
9.2.b	not to deny the validity, as between the parties, of legal documents solely because they are drafted in German, and provide that they can be invoked against third parties who are not users of German <sup>65</sup>					
9.2.c	not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in German <sup>65</sup>					
<b>Art. 10 – Administrative authorities and public services</b>						
10.1.av	ensure that users of German may validly submit a document in German to local branches of the national authorities			=		
10.1.c	allow the national authorities to draft documents in German		↗			
10.2.b	possibility for users of German to submit oral or written applications in German to the regional or local authority			=		
10.2.e	use by regional authorities of German in debates in their assemblies			=		
10.2.f	use by local authorities of German in debates in their assemblies			=		
10.2.g	use or adoption, if necessary in conjunction with the name in the official language, of place names in German		=			

<sup>65</sup> As Articles 9.2.a, 9.2.b and 9.2.c constitute alternative options, the Committee of Experts will not evaluate the implementation of Articles 9.2.b and 9.2.c.

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Hungary concerning German<sup>64</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
10.3.c	allow users of German to submit a request in German to public service providers				=	
10.4.a	translation or interpretation		=			
10.4.c	compliance with requests from public service employees having a knowledge of German to be appointed in the territory in which that language is used	=				
10.5	allow the use or adoption of family names in German	=				
<b>Art. 11 – Media</b>						
11.1.a.iii	make provision so that public broadcasters offer radio and television programmes in German		=			
11.1.bii	encourage and/or facilitate the broadcasting of private radio programmes in German on a regular basis				=	
11.1.cii	encourage and/or facilitate the broadcasting of private television programmes in German on a regular basis				=	
11.1.ei	encourage and/or facilitate the creation and/or maintenance of at least one weekly or daily newspaper in German	=				
11.1.fi	cover the additional costs of those media which use German		↗			
11.1.g	support the training of journalists and other staff for media using German		=			
11.3	ensure that the interests of the users of German are represented or taken into account within bodies guaranteeing the freedom and pluralism of the media	=				
<b>Art. 12 – Cultural activities and facilities</b>						
12.1.a	encourage production, reproduction and dissemination of cultural works in German		=			
12.1.b	foster access in other languages to works produced in German by aiding and developing translation, dubbing, post-synchronisation and subtitling		↗			
12.1.c	foster access in German to works produced in other languages by aiding and developing translation, dubbing, post-synchronisation and subtitling		↗			
12.1.f	encourage direct participation by representatives of the users of German in providing facilities and planning cultural activities	=				
12.1.g	encourage and/or facilitate the creation of a body responsible for collecting, keeping a copy of and presenting or publishing works produced in German	=				
12.2	In territories other than those in which German is traditionally used, allow, encourage and/or provide cultural activities and facilities using German		↗			
12.3	make provision, in cultural policy abroad, for German and the culture it reflects		↗			
<b>Art. 13 – Economic and social life</b>						
13.1.a	eliminate from the legislation any provision prohibiting or limiting without justifiable reasons the use of German 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	=				
<b>Art. 14 – Transfrontier exchanges</b>						
14.a	apply bilateral and multilateral agreements with the States in which German is used in identical or similar form, or conclude such agreements, to foster contacts between the users of German in the States concerned in the fields of culture, education, information, vocational training and permanent education	=				
14.b	for the benefit of German, facilitate and/or promote co-operation across borders, in particular between regional or local authorities in whose territory German is used in identical or similar form	=				

\* The Committee of Experts of the European Charter for Regional or Minority Languages evaluates the compliance of States Parties with their undertakings under the Charter as follows:

**Fulfilled:** Policies, legislation and practice are in conformity with the Charter.

**Partly fulfilled:** Policies and legislation are wholly or partly in conformity with the Charter, but the undertaking is only partly implemented in practice.

**Formally fulfilled:** Policies and legislation are in conformity with the Charter, but there is no implementation in practice.

**Not fulfilled:** No action in policies, legislation and practice has been taken to implement the undertaking.

**No conclusion:** The Committee of Experts is not in a position to conclude on the fulfilment of the undertaking as no or insufficient information has been provided by the authorities.

### **Changes in the evaluation compared to the previous monitoring cycle**

89. Courses of German are organised at the Pázmány Péter Catholic University and are open, upon a fee, to adults interested in learning the language. The Committee of Experts considers the undertaking 7.1.g partly fulfilled. The Committee of Experts does not have information on the offer of German in adult and continuing education and how such an offer is encouraged by the authorities. It, therefore, cannot conclude on the fulfilment of Article 8.1.fiii. Public health information and the census form have been made available in German. Therefore, the Committee of Experts considers the undertaking in Article 10.1.c partly fulfilled. Bearing in mind the production of public radio and TV programmes in German, the Committee of Experts considers the undertaking 11.1.fi partly fulfilled. The German national minority theatre plays in German, with subtitles in Hungarian. However, information on how access is fostered in other languages to other types of works produced in German is necessary. The Committee of Experts, therefore, considers the undertaking in Article 12.1.b partly fulfilled. During a cultural event celebrating the anniversary of Sándor Petöfi's birth, poems written in Hungarian have been translated and presented in German. The Committee of Experts, therefore, considers the undertaking in Article 12.1.c partly fulfilled. A national minorities' theatres festival takes place annually in Budapest. National minority days and cultural events, involving all national minorities, are organised in Budapest and other cities across Hungary. However, more detailed language specific information about different cultural activities in areas other than where the minority languages are traditionally used is needed. The Committee of Experts considers the undertaking in Article 12.2 partly fulfilled. Events promoting German as a minority language and the culture it reflects have been organised in Germany. The Committee of Experts considers the undertaking in Article 12.3 partly fulfilled.

## 2.5.2 Recommendations by the Committee of Experts on how to improve the protection and promotion of German in Hungary

The Committee of Experts recommends the Hungarian authorities to comply with all undertakings under the European Charter for Regional or Minority Languages which are not considered “fulfilled” (see under 2.5.1 above), as well as to continue to comply with those that are fulfilled. In doing so, the authorities should take particular account of the recommendations set out below. The recommendations by the Committee of Ministers of the Council of Europe on the application of the Charter in Hungary<sup>66</sup> remain valid in their own right. Recommendations made in the monitoring procedure of the Charter aim to support the authorities in the implementation process.

### I. Recommendations for immediate action

- a. **Strengthen education in German or bilingual education in pre-school, primary, secondary education, including by ensuring a sufficient number of teachers able to teach subjects in German and by providing the necessary textbooks.**
- b. **Take the necessary measures to ensure that public and private broadcasters provide longer and more frequent radio and television programmes in German and that new and digital media content is also available.**

### II. Further recommendations

- c. Develop and implement a strategy and action plan for the application of the Charter to German.
- d. Take measures to facilitate and encourage use of German in practice in criminal, civil and administrative proceedings.
- e. Take further measures to facilitate and encourage the use of German in practice in relations with local branches of state authorities, regional or local authorities as well as public service providers.
- f. Encourage local authorities to adopt more topographical names in German and facilitate their use in different domains (e.g. signage, documents).
- g. Establish a comprehensive scheme for the training of journalists and other media staff using German.

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<sup>66</sup> [CM/RecChL\(2001\)4](#); [CM/RecChL\(2004\)4](#); [CM/RecChL\(2007\)4](#); [CM/RecChL\(2010\)3](#); [CM/RecChL\(2013\)5](#); [CM/RecChL\(2016\)5](#); [CM/RecChL\(2019\)4](#).

## 2.6 Greek

### 2.6.1 Compliance of Hungary with its undertakings under the European Charter for Regional or Minority Languages concerning the protection and promotion of Greek

Symbols used to mark changes in the evaluation compared to the previous monitoring cycle: ↗ improvement ✓ deterioration = no change

The Committee of Experts considers the undertaking*:						
Article	Undertakings of Hungary concerning Greek <sup>67</sup>	fulfilled	partly fulfilled	formally fulfilled	not fulfilled	no conclusion
<b>Part II of the Charter</b> <i>(Undertakings which the state must apply to all regional or minority languages within its territory)</i>						
<b>Art. 7 – Objectives and principles</b>						
7.1.a	recognition of Greek as an expression of cultural wealth	=				
7.1.b	ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Greek	=				
7.1.c	resolute action to promote Greek		=			
7.1.d	facilitation and/or encouragement of the use of Greek, in speech and writing, in public life (for example education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life	=				
7.1.e	<ul style="list-style-type: none"> <li>• maintenance and development of links, in the fields covered by this Charter, between groups in the State using Greek</li> <li>• establishment of cultural relations with other linguistic groups</li> </ul>	=				
7.1.f	provision of forms and means for the teaching and study of Greek at all appropriate stages	↗				
7.1.g	provision of facilities enabling (also adult) non-speakers of Greek to learn it	=				
7.1.h	promotion of study and research on Greek at universities or equivalent institutions	=				
7.1.i	promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Greek		=			
7.2	eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Greek	=				
7.3	<ul style="list-style-type: none"> <li>• promote mutual understanding between all the linguistic groups of the country</li> <li>• promote the inclusion of respect, understanding and tolerance in relation to Greek among the objectives of education and training</li> <li>• encourage the mass media to include respect, understanding and tolerance in relation to Greek among their objectives</li> </ul>	=				
7.4	<ul style="list-style-type: none"> <li>• take into consideration the needs and wishes expressed by the group which uses Greek</li> <li>• establish a body for the purpose of advising the authorities on all matters pertaining to Greek</li> </ul>	=				

\* The Committee of Experts of the European Charter for Regional or Minority Languages evaluates the compliance of States Parties with their undertakings under the Charter as follows:

**Fulfilled:** Policies, legislation and practice are in conformity with the Charter.

**Partly fulfilled:** Policies and legislation are wholly or partly in conformity with the Charter, but the undertaking is only partly implemented in practice.

**Formally fulfilled:** Policies and legislation are in conformity with the Charter, but there is no implementation in practice.

**Not fulfilled:** No action in policies, legislation and practice has been taken to implement the undertaking.

**No conclusion:** The Committee of Experts is not in a position to conclude on the fulfilment of the undertaking as no or insufficient information has been provided by the authorities.

In its evaluation of the application of Art. 7.1-7.4 to Greek, the Committee of Experts has kept in mind that these provisions should be applied *mutatis mutandis*.

<sup>67</sup> In order to facilitate readability, the provisions of the Charter appear here in a shortened and simplified form. The complete version of each provision can be consulted on the website of the Treaty Office: [http://www.coe.int/en/web/conventions/\(treaty+No.148\)](http://www.coe.int/en/web/conventions/(treaty+No.148)).

## **Changes in the evaluation compared to the previous monitoring cycle**

90. Bilingual pre-school education is provided. At secondary level, Greek language teaching is available as supplementary education. The Committee of Experts, therefore, considers the undertaking in Article 7.1.f fulfilled.

### **2.6.2 Recommendations by the Committee of Experts on how to improve the protection and promotion of Greek in Hungary**

The Committee of Experts recommends the Hungarian authorities to comply with all undertakings under the European Charter for Regional or Minority Languages which are not considered “fulfilled” (see under 2.6.1 above), as well as to continue to comply with those that are fulfilled. In doing so, the authorities should take particular account of the recommendations set out below. The recommendations by the Committee of Ministers of the Council of Europe on the application of the Charter in Hungary<sup>68</sup> remain valid in their own right. Recommendations made in the monitoring procedure of the Charter aim to support the authorities in the implementation process.

#### **I. Recommendations for immediate action**

The Committee of Experts has no recommendations for immediate action at present.

#### **II. Further recommendations**

- a. Develop and implement a strategy and action plan for the application of the Charter to Greek.
- b. Take steps to further strengthen the Greek language education.
- c. Take the necessary measures to increase the presence of Greek in the media, including new and digital media.

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<sup>68</sup>[CM/RecChL\(2001\)4](#); [CM/RecChL\(2004\)4](#); [CM/RecChL\(2007\)4](#); [CM/RecChL\(2010\)3](#); [CM/RecChL\(2013\)5](#); [CM/RecChL\(2016\)5](#); [CM/RecChL\(2019\)4](#).

## 2.7 Polish

### 2.7.1 Compliance of Hungary with its undertakings under the European Charter for Regional or Minority Languages concerning the protection and promotion of Polish

Symbols used to mark changes in the evaluation compared to the previous monitoring cycle: ↗ improvement ✓ deterioration = no change

The Committee of Experts considers the undertaking*:						
Article	Undertakings of Hungary concerning Polish <sup>69</sup>	fulfilled	partly fulfilled	formally fulfilled	not fulfilled	no conclusion
<b>Part II of the Charter</b>						
<i>(Undertakings which the state must apply to all regional or minority languages within its territory)</i>						
<b>Art. 7 – Objectives and principles</b>						
7.1.a	recognition of Polish as an expression of cultural wealth	=				
7.1.b	ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Polish	=				
7.1.c	resolute action to promote Polish		=			
7.1.d	facilitation and/or encouragement of the use of Polish, in speech and writing, in public life (for example education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life	=				
7.1.e	<ul style="list-style-type: none"> <li>• maintenance and development of links, in the fields covered by this Charter, between groups in the State using Polish</li> <li>• establishment of cultural relations with other linguistic groups</li> </ul>	=				
7.1.f	provision of forms and means for the teaching and study of Polish at all appropriate stages		=			
7.1.g	provision of facilities enabling (also adult) non-speakers of Polish to learn it		↗			
7.1.h	promotion of study and research on Polish at universities or equivalent institutions	=				
7.1.i	promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Polish	=				
7.2	eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Polish	=				
7.3	<ul style="list-style-type: none"> <li>• promote mutual understanding between all the linguistic groups of the country</li> <li>• promote the inclusion of respect, understanding and tolerance in relation to Polish among the objectives of education and training</li> <li>• encourage the mass media to include respect, understanding and tolerance in relation to Polish among their objectives</li> </ul>	=				
7.4	<ul style="list-style-type: none"> <li>• take into consideration the needs and wishes expressed by the group which uses Polish</li> <li>• establish a body for the purpose of advising the authorities on all matters pertaining to Polish</li> </ul>	=				

\* The Committee of Experts of the European Charter for Regional or Minority Languages evaluates the compliance of States Parties with their undertakings under the Charter as follows:

**Fulfilled:** Policies, legislation and practice are in conformity with the Charter.

**Partly fulfilled:** Policies and legislation are wholly or partly in conformity with the Charter, but the undertaking is only partly implemented in practice.

**Formally fulfilled:** Policies and legislation are in conformity with the Charter, but there is no implementation in practice.

**Not fulfilled:** No action in policies, legislation and practice has been taken to implement the undertaking.

**No conclusion:** The Committee of Experts is not in a position to conclude on the fulfilment of the undertaking as no or insufficient information has been provided by the authorities.

<sup>69</sup> In order to facilitate readability, the provisions of the Charter appear here in a shortened and simplified form. The complete version of each provision can be consulted on the website of the Treaty Office: [http://www.coe.int/en/web/conventions/\(treaty No. 148\)](http://www.coe.int/en/web/conventions/(treaty%20No.148)).

## **Changes in the evaluation compared to the previous monitoring cycle**

91. At the Pázmány Péter Catholic University, courses of Polish are open to adults interested in learning the language upon a fee. The Committee of Experts, therefore, considers the undertaking in article 7.1.g partly fulfilled.

### **2.7.2 Recommendations by the Committee of Experts on how to improve the protection and promotion of Polish in Hungary**

The Committee of Experts recommends the Hungarian authorities to comply with all undertakings under the European Charter for Regional or Minority Languages which are not considered “fulfilled” (see under 2.7.1 above), as well as to continue to comply with those that are fulfilled. In doing so, the authorities should take particular account of the recommendations set out below. The recommendations by the Committee of Ministers of the Council of Europe on the application of the Charter in Hungary<sup>70</sup> remain valid in their own right. Recommendations made in the monitoring procedure of the Charter aim to support the authorities in the implementation process.

#### **I. Recommendations for immediate action**

The Committee of Experts has no recommendations for immediate action at present.

#### **II. Further recommendations**

- a. Develop and implement a strategy and action plan for the application of the Charter to Polish.
- b. Take steps to further strengthen Polish language education.
- c. Take the necessary measures to increase the presence of Polish in the media, including new and digital media.

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<sup>70</sup> [CM/RecChL\(2001\)4](#); [CM/RecChL\(2004\)4](#); [CM/RecChL\(2007\)4](#); [CM/RecChL\(2010\)3](#); [CM/RecChL\(2013\)5](#); [CM/RecChL\(2016\)5](#); [CM/RecChL\(2019\)4](#).

## 2.8 Romani

### 2.8.1 Compliance of Hungary with its undertakings under the European Charter for Regional or Minority Languages concerning the protection and promotion of Romani

Symbols used to mark changes in the evaluation compared to the previous monitoring cycle: ↗ improvement ↘ deterioration = no change

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Hungary concerning Romani<sup>71</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
<b>Part II of the Charter</b>						
<b><i>(Undertakings which the state must apply to all regional or minority languages within its territory)</i></b>						
<b>Art. 7 – Objectives and principles</b>						
7.1.a	recognition of Romani as an expression of cultural wealth	=				
7.1.b	ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Romani	=				
7.1.c	resolute action to promote Romani		=			
7.1.d	facilitation and/or encouragement of the use of Romani, in speech and writing, in public life (for example education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life		=			
7.1.e	<ul style="list-style-type: none"> <li>• maintenance and development of links, in the fields covered by this Charter, between groups in the State using Romani</li> <li>• establishment of cultural relations with other linguistic groups</li> </ul>	=				
7.1.f	provision of forms and means for the teaching and study of Romani at all appropriate stages		=			
7.1.g	provision of facilities enabling (also adult) non-speakers of Romani to learn it					=
7.1.h	promotion of study and research on Romani at universities or equivalent institutions	=				
7.1.i	promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Romani	=				
7.2	eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Romani	=				
7.3	<ul style="list-style-type: none"> <li>• promote mutual understanding between all the linguistic groups of the country</li> <li>• promote the inclusion of respect, understanding and tolerance in relation to Romani among the objectives of education and training</li> <li>• encourage the mass media to include respect, understanding and tolerance in relation to Romani among their objectives</li> </ul>	=				
7.4	<ul style="list-style-type: none"> <li>• take into consideration the needs and wishes expressed by the group which uses Romani</li> <li>• establish a body for the purpose of advising the authorities on all matters pertaining to Romani</li> </ul>	=				
<b>Part III of the Charter</b>						
<b><i>(Additional undertakings chosen by the state for specific languages)</i></b>						
<b>Art. 8 – Education</b>						
8.1.a.iii	make available pre-school education in Romani or a substantial part of pre-school education in Romani at least to those pupils whose families so request and whose number is considered sufficient				✓	
8.1.b.iv	make available primary education in Romani, a substantial part of primary education in Romani or teaching of Romani as an integral part of the curriculum at least to those pupils whose families so request and whose number is considered sufficient		=			
8.1.c.iv	make available secondary education in Romani, a substantial part of secondary education in Romani or teaching of Romani as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient		=			

<sup>71</sup> In order to facilitate readability, the provisions of the Charter appear here in a shortened and simplified form. The complete version of each provision can be consulted on the website of the Treaty Office: [http://www.coe.int/en/web/conventions/ \(treaty No. 148\)](http://www.coe.int/en/web/conventions/(treaty%20No.148)).

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Hungary concerning Romani<sup>71</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
8.1.div	make available technical and vocational education in Romani, a substantial part of technical and vocational education in Romani or teaching of Romani as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient				✓	
8.1.eiii	encourage and/or allow the provision of university or other forms of higher education in Romani or of facilities for the study of Romani as an university or higher education subject	=				
8.1.fiii	favour and/or encourage the offering of Romani as a subject of adult and continuing education					✓
8.1.g	ensure the teaching of the history and the culture which is reflected by Romani	=				
8.1.h	provide the basic and further training of the teachers teaching (in) Romani		=			
8.1.i	set up a supervisory body responsible for monitoring the progress achieved in the teaching of Romani and for drawing up public periodic reports of its findings				=	
8.2	in territories other than those in which Romani is traditionally used, allow, encourage or provide teaching in or of Romani at all the appropriate stages of education					=
<b>Art. 9 – Judicial authorities</b>						
9.1.aii	guarantee the accused the right to use Romani in criminal proceedings, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.aiii	provide that requests and evidence, whether written or oral, shall not be considered inadmissible in criminal proceedings solely because they are formulated in Romani, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.aiv	produce, on request, documents connected with criminal legal proceedings in Romani, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.bii	allow, whenever a litigant has to appear in person before a court, that he or she may use Romani in civil proceedings without thereby incurring additional expense, if necessary by the use of interpreters and translations			=		
9.1.biii	allow documents and evidence to be produced in Romani in civil proceedings, if necessary by the use of interpreters and translations			=		
9.1.cii	allow, whenever a litigant has to appear in person before a court, that he or she may use Romani in proceedings concerning administrative matters without thereby incurring additional expense, if necessary by the use of interpreters and translations			=		
9.1.ciii	allow documents and evidence to be produced in Romani in proceedings concerning administrative matters, if necessary by the use of interpreters and translations			=		
9.2.c	not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in Romani	=				
<b>Art. 10 – Administrative authorities and public services</b>						
10.1.aiv	ensure that users of Romani may submit oral or written applications in Romani to local branches of the national authorities		↗			
10.1.b	make available widely used national administrative texts and forms in Romani or in bilingual versions				=	
10.1.c	allow the national authorities to draft documents in Romani			=		
10.2.b	possibility for users of Romani to submit oral or written applications in Romani to the regional or local authority			=		
10.2.e	use by regional authorities of Romani in debates in their assemblies			=		
10.2.f	use by local authorities of Romani in debates in their assemblies			=		
10.2.g	use or adoption, if necessary in conjunction with the name in the official language, of place names in Romani			=		
10.3.c	allow users of Romani to submit a request in Romani to public service providers				=	
10.4.a	translation or interpretation		=			
10.4.c	compliance with requests from public service employees having a knowledge of Romani to be appointed in the territory in which that language is used	=				
<b>Art. 11 – Media</b>						

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Hungary concerning Romani<sup>71</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
11.1.a.ii	encourage and/or facilitate the creation of at least one public radio station and one public television channel in Romani				=	
11.1.b.ii	encourage and/or facilitate the broadcasting of private radio programmes in Romani on a regular basis		↗			
11.1.c.ii	encourage and/or facilitate the broadcasting of private television programmes in Romani on a regular basis		↗			
11.1.d	encourage and/or facilitate the production and distribution of audio and audiovisual works in Romani				=	
11.1.e.ii	encourage and/or facilitate the weekly or daily publication of newspaper articles in Romani					✓
11.1.f.ii	apply existing measures for financial assistance also to audiovisual productions in Romani				=	
11.1.g	support the training of journalists and other staff for media using Romani					✓
11.3	ensure that the interests of the users of Romani are represented or taken into account within bodies guaranteeing the freedom and pluralism of the media	=				
<b>Art. 12 – Cultural activities and facilities</b>						
12.1.a	encourage production, reproduction and dissemination of cultural works in Romani	=				
12.1.b	foster access in other languages to works produced in Romani by aiding and developing translation, dubbing, post-synchronisation and subtitling				=	
12.1.c	foster access in Romani to works produced in other languages by aiding and developing translation, dubbing, post-synchronisation and subtitling		↗			
12.1.d	ensure that the bodies organising or supporting cultural activities incorporate the knowledge and use of the Romani language and culture in the undertakings which they initiate or for which they provide backing	=				
12.1.f	encourage direct participation by representatives of the users of Romani in providing facilities and planning cultural activities	=				
12.1.g	encourage and/or facilitate the creation of a body responsible for collecting, keeping a copy of and presenting or publishing works produced in Romani	=				
12.2	In territories other than those in which Romani is traditionally used, allow, encourage and/or provide cultural activities and facilities using Romani					=
12.3	make provision, in cultural policy abroad, for Romani and the culture it reflects					✓
<b>Art. 13 – Economic and social life</b>						
13.1.a	eliminate from the legislation any provision prohibiting or limiting without justifiable reasons the use of Romani 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	=				
13.1.c	oppose practices designed to discourage the use of Romani in connection with economic or social activities	=				
13.2.c	ensure that social care facilities such as hospitals, retirement homes and hostels offer the use of Romani				✓	
<b>Art. 14 – Transfrontier exchanges</b>						
14.a	apply bilateral and multilateral agreements with the States in which Romani is used in identical or similar form, or conclude such agreements, to foster contacts between the users of Romani in the States concerned in the fields of culture, education, information, vocational training and permanent education				=	
14.b	for the benefit of Romani, facilitate and/or promote co-operation across borders, in particular between regional or local authorities in whose territory Romani is used in identical or similar form					=

\* The Committee of Experts of the European Charter for Regional or Minority Languages evaluates the compliance of States Parties with their undertakings under the Charter as follows:

**Fulfilled:** Policies, legislation and practice are in conformity with the Charter.

**Partly fulfilled:** Policies and legislation are wholly or partly in conformity with the Charter, but the undertaking is only partly implemented in practice.

**Formally fulfilled:** Policies and legislation are in conformity with the Charter, but there is no implementation in practice.

**Not fulfilled:** No action in policies, legislation and practice has been taken to implement the undertaking.

**No conclusion:** The Committee of Experts is not in a position to conclude on the fulfilment of the undertaking as no or insufficient information has been provided by the authorities.

### **Changes in the evaluation compared to the previous monitoring cycle**

92. Romani is not used in pre-school education. The Committee of Experts, therefore, considers the undertaking 8.1.a.iii not fulfilled. There is also no teaching in/of Romani in technical and vocational education. The Committee of Experts, therefore, considers the undertaking in Article 8.1.div not fulfilled. The Committee of Experts does not have information on the offer of Romani in adult and continuing education and how such an offer is encouraged by the authorities. It, therefore, cannot conclude on the fulfilment of Article 8.1.f.iii. Romani has been used to some extent in relations with local branches of state authorities. The Committee of Experts considers the undertaking in Article 10.1.a iv partly fulfilled. A private radio and a private TV channel (*DIKH Radio* and *DIKH TV*) broadcast some of their programmes in Romani. The Committee of Experts, therefore, considers the undertakings in Article 11.1.bii and 11.1.cii partly fulfilled. The Committee of Experts does not have sufficient information on whether newspaper articles are published at least weekly in Romani. It, therefore, cannot conclude on the fulfilment of the undertaking in Article 11.1.e ii. It is unclear whether any training of journalists and other staff using Romani takes place. The Committee of Experts, therefore, cannot conclude on the fulfilment of the undertaking 11.1.g. During a cultural event celebrating the anniversary of Sándor Petöfi's birth, poems written in Hungarian have been translated and presented in Romani. The Committee of Experts, therefore, considers the undertaking in Article 12.1.c partly fulfilled. While Roma culture is presented in events in other countries, it is unclear to which extent Romani is also included. The Committee of Experts, therefore, cannot conclude on the fulfilment of the undertaking in Article 12.3. No measures have been taken to ensure that social care facilities such as hospitals, retirement homes offer the use of Romani. There is no indication that Romani is used in practice in social care facilities. The Committee of Experts, therefore, considers the undertaking in Article 13.2.c not fulfilled.

## **2.8.2 Recommendations by the Committee of Experts on how to improve the protection and promotion of Romani in Hungary**

The Committee of Experts recommends the Hungarian authorities to comply with all undertakings under the European Charter for Regional or Minority Languages which are not considered “fulfilled” (see under 2.8.1 above), as well as to continue to comply with those that are fulfilled. In doing so, the authorities should take particular account of the recommendations set out below. The recommendations by the Committee of Ministers of the Council of Europe on the application of the Charter in Hungary<sup>72</sup> remain valid in their own right. Recommendations made in the monitoring procedure of the Charter aim to support the authorities in the implementation process.

### **I. Recommendations for immediate action**

- a. Provide for at least a substantial part of pre-school education in Romani and strengthen teaching in/of Romani in primary and secondary education, including by ensuring a sufficient number of teachers and by providing the necessary textbooks.**
- b. Take the necessary measures to ensure that public and private broadcasters provide longer and more frequent radio and television programmes in Romani and that new and digital media content is also available.**

### **II. Further recommendations**

- c. Develop and implement a strategy and action plan for the application of the Charter to Romani.
- d. Provide teaching in/of Romani in technical and vocational education.
- e. Develop and finance an adequate framework for the teaching of Romani in adult and continuing education.
- f. Take measures to facilitate and encourage use of Romani in practice in criminal, civil and administrative proceedings.
- g. Take further measures to facilitate and encourage the use of Romani in practice in relations with local branches of state authorities, regional or local authorities as well as public service providers.
- h. Encourage and/or facilitate the weekly or daily publication of newspaper articles in Romani.
- i. For the benefit of Romani, facilitate and/or promote co-operation across borders in the framework of bilateral agreements and cooperation between local and regional authorities.

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<sup>72</sup> [CM/RecChL\(2001\)4](#); [CM/RecChL\(2004\)4](#); [CM/RecChL\(2007\)4](#); [CM/RecChL\(2010\)3](#); [CM/RecChL\(2013\)5](#); [CM/RecChL\(2016\)5](#); [CM/RecChL\(2019\)4](#).

## 2.9 Romanian

### 2.9.1 Compliance of Hungary with its undertakings under the European Charter for Regional or Minority Languages concerning the protection and promotion of Romanian

Symbols used to mark changes in the evaluation compared to the previous monitoring cycle: ↗ improvement ↘ deterioration = no change

The Committee of Experts considers the undertaking*:						
Article	Undertakings of Hungary concerning Romanian <sup>73</sup>	fulfilled	partly fulfilled	formally fulfilled	not fulfilled	no conclusion
<b>Part II of the Charter</b> <i>(Undertakings which the state must apply to all regional or minority languages within its territory)</i>						
<b>Art. 7 – Objectives and principles</b>						
7.1.a	recognition of Romanian as an expression of cultural wealth	=				
7.1.b	ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Romanian	=				
7.1.c	resolute action to promote Romanian		=			
7.1.d	facilitation and/or encouragement of the use of Romanian, in speech and writing, in public life (for example education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life		=			
7.1.e	<ul style="list-style-type: none"> <li>• maintenance and development of links, in the fields covered by this Charter, between groups in the State using Romanian</li> <li>• establishment of cultural relations with other linguistic groups</li> </ul>	=				
7.1.f	provision of forms and means for the teaching and study of Romanian at all appropriate stages		=			
7.1.g	provision of facilities enabling (also adult) non-speakers of Romanian to learn it					=
7.1.h	promotion of study and research on Romanian at universities or equivalent institutions	=				
7.1.i	promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Romanian		=			
7.2	eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Romanian	=				
7.3	<ul style="list-style-type: none"> <li>• promote mutual understanding between all the linguistic groups of the country</li> <li>• promote the inclusion of respect, understanding and tolerance in relation to Romanian among the objectives of education and training</li> <li>• encourage the mass media to include respect, understanding and tolerance in relation to Romanian among their objectives</li> </ul>	=				
7.4	<ul style="list-style-type: none"> <li>• take into consideration the needs and wishes expressed by the group which uses Romanian</li> <li>• establish a body for the purpose of advising the authorities on all matters pertaining to Romanian</li> </ul>	=				
<b>Part III of the Charter</b> <i>(Additional undertakings chosen by the state for specific languages)</i>						
<b>Art. 8 – Education</b>						
8.1.aiv	favour and/or encourage the provision of pre-school education in Romanian and a substantial part of pre-school education in Romanian		=			
8.1.biv	make available primary education in Romanian, a substantial part of primary education in Romanian or teaching of Romanian as an integral part of the curriculum at least to those pupils whose families so request and whose number is considered sufficient		=			
8.1.civ	make available secondary education in Romanian, a substantial part of secondary education in Romanian or teaching of Romanian as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient		=			

<sup>73</sup> In order to facilitate readability, the provisions of the Charter appear here in a shortened and simplified form. The complete version of each provision can be consulted on the website of the Treaty Office: [http://www.coe.int/en/web/conventions/ \(treaty No. 148\)](http://www.coe.int/en/web/conventions/(treaty%20No.148)).

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Hungary concerning Romanian<sup>73</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
8.1.div	make available technical and vocational education in Romanian, a substantial part of technical and vocational education in Romanian or teaching of Romanian as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient				=	
8.1.eiii	encourage and/or allow the provision of university or other forms of higher education in Romanian or of facilities for the study of Romanian as an university or higher education subject	=				
8.1.fiii	favour and/or encourage the offering of Romanian as a subject of adult and continuing education					✓
8.1.g	ensure the teaching of the history and the culture which is reflected by Romanian	=				
8.1.h	provide the basic and further training of the teachers teaching (in) Romanian		=			
8.1.i	set up a supervisory body responsible for monitoring the progress achieved in the teaching of Romanian and for drawing up public periodic reports of its findings				=	
8.2	in territories other than those in which Romanian is traditionally used, allow, encourage or provide teaching in or of Romanian at all the appropriate stages of education					=
<b>Art. 9 – Judicial authorities</b>						
9.1.aii	guarantee the accused the right to use Romanian in criminal proceedings, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.aiii	provide that requests and evidence, whether written or oral, shall not be considered inadmissible in criminal proceedings solely because they are formulated in Romanian, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.aiv	produce, on request, documents connected with criminal legal proceedings in Romanian, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.bii	allow, whenever a litigant has to appear in person before a court, that he or she may use Romanian in civil proceedings without thereby incurring additional expense, if necessary by the use of interpreters and translations			=		
9.1.biii	allow documents and evidence to be produced in Romanian in civil proceedings, if necessary by the use of interpreters and translations			=		
9.1.cii	allow, whenever a litigant has to appear in person before a court, that he or she may use Romanian in proceedings concerning administrative matters without thereby incurring additional expense, if necessary by the use of interpreters and translations			=		
9.1.ciii	allow documents and evidence to be produced in Romanian in proceedings concerning administrative matters, if necessary by the use of interpreters and translations			=		
9.2.a	not to deny the validity of legal documents solely because they are drafted in Romanian	=				
9.2.b	not to deny the validity, as between the parties, of legal documents solely because they are drafted in Romanian, and provide that they can be invoked against third parties who are not users of Romanian <sup>74</sup>					
9.2.c	not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in Romanian <sup>74</sup>					
<b>Art. 10 – Administrative authorities and public services</b>						
10.1.av	ensure that users of Romanian may validly submit a document in Romanian to local branches of the national authorities			=		
10.1.c	allow the national authorities to draft documents in Romanian		↗			
10.2.b	possibility for users of Romanian to submit oral or written applications in Romanian to the regional or local authority		↗			
10.2.e	use by regional authorities of Romanian in debates in their assemblies			=		
10.2.f	use by local authorities of Romanian in debates in their assemblies			=		

<sup>74</sup> As Articles 9.2.a, 9.2.b and 9.2.c constitute alternative options, the Committee of Experts will not evaluate the implementation of Articles 9.2.b and 9.2.c.

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Hungary concerning Romanian<sup>73</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
10.2.g	use or adoption, if necessary in conjunction with the name in the official language, of place names in Romanian		=			
10.3.c	allow users of Romanian to submit a request in Romanian to public service providers				=	
10.4.a	translation or interpretation		=			
10.4.c	compliance with requests from public service employees having a knowledge of Romanian to be appointed in the territory in which that language is used	=				
10.5	allow the use or adoption of family names in Romanian	=				
<b>Art. 11 – Media</b>						
11.1.iiii	make provision so that public broadcasters offer radio and television programmes in Romanian		=			
11.1.bii	encourage and/or facilitate the broadcasting of private radio programmes in Romanian on a regular basis				=	
11.1.cii	encourage and/or facilitate the broadcasting of private television programmes in Romanian on a regular basis				=	
11.1.ei	encourage and/or facilitate the creation and/or maintenance of at least one weekly or daily newspaper in Romanian	=				
11.1.fi	cover the additional costs of those media which use Romanian		↗			
11.1.g	support the training of journalists and other staff for media using Romanian		=			
11.3	ensure that the interests of the users of Romanian are represented or taken into account within bodies guaranteeing the freedom and pluralism of the media	=				
<b>Art. 12 – Cultural activities and facilities</b>						
12.1.a	encourage production, reproduction and dissemination of cultural works in Romanian	=				
12.1.b	foster access in other languages to works produced in Romanian by aiding and developing translation, dubbing, post-synchronisation and subtitling		↗			
12.1.c	foster access in Romanian to works produced in other languages by aiding and developing translation, dubbing, post-synchronisation and subtitling				=	
12.1.f	encourage direct participation by representatives of the users of Romanian in providing facilities and planning cultural activities	=				
12.1.g	encourage and/or facilitate the creation of a body responsible for collecting, keeping a copy of and presenting or publishing works produced in Romanian	=				
12.2	In territories other than those in which Romanian is traditionally used, allow, encourage and/or provide cultural activities and facilities using Romanian		↗			
12.3	make provision, in cultural policy abroad, for Romanian and the culture it reflects		=			
<b>Art. 13 – Economic and social life</b>						
13.1.a	eliminate from the legislation any provision prohibiting or limiting without justifiable reasons the use of Romanian 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	=				
<b>Art. 14 – Transfrontier exchanges</b>						
14.a	apply bilateral and multilateral agreements with the States in which Romanian is used in identical or similar form, or conclude such agreements, to foster contacts between the users of Romanian in the States concerned in the fields of culture, education, information, vocational training and permanent education	=				
14.b	for the benefit of Romanian, facilitate and/or promote co-operation across borders, in particular between regional or local authorities in whose territory Romanian is used in identical or similar form	=				

\* The Committee of Experts of the European Charter for Regional or Minority Languages evaluates the compliance of States Parties with their undertakings under the Charter as follows:

**Fulfilled:** Policies, legislation and practice are in conformity with the Charter.

**Partly fulfilled:** Policies and legislation are wholly or partly in conformity with the Charter, but the undertaking is only partly implemented in practice.

**Formally fulfilled:** Policies and legislation are in conformity with the Charter, but there is no implementation in practice.

**Not fulfilled:** No action in policies, legislation and practice has been taken to implement the undertaking.

**No conclusion:** The Committee of Experts is not in a position to conclude on the fulfilment of the undertaking as no or insufficient information has been provided by the authorities.

### **Changes in the evaluation compared to the previous monitoring cycle**

93. The Committee of Experts does not have sufficient information on the offer of Romanian in adult and continuing education and how such an offer is encouraged by the authorities. It, therefore, cannot conclude on the fulfilment of Article 8.1.fiii. Public health information and the census form been made available in Romanian. Therefore, the Committee of Experts considers the undertaking in Article 10.1.c partly fulfilled. Romanian is used to some extent in relations with local authorities. The Committee of Experts considers the undertaking in Article 10.2.b partly fulfilled. Bearing in mind the production of public radio and TV programmes in Romanian, the Committee of Experts considers the undertaking 11.1.fi partly fulfilled. Theatre plays in Romanian by “Teatrul Carousel” are subtitled in Hungarian. However, information on how access is fostered in other languages to other types of works produced in Romanian is necessary. The Committee of Experts, therefore, considers the undertaking in Article 12.1.b partly fulfilled. National minority days and cultural events, involving all national minorities, are organised in Budapest and other cities across Hungary. However, more detailed language specific information about different cultural activities in areas other than where the minority languages are traditionally used is needed. The Committee of Experts considers the undertaking in Article 12.2 partly fulfilled.

## 2.9.2 Recommendations by the Committee of Experts on how to improve the protection and promotion of Romanian in Hungary

The Committee of Experts recommends the Hungarian authorities to comply with all undertakings under the European Charter for Regional or Minority Languages which are not considered “fulfilled” (see under 2.9.1 above), as well as to continue to comply with those that are fulfilled. In doing so, the authorities should take particular account of the recommendations set out below. The recommendations by the Committee of Ministers of the Council of Europe on the application of the Charter in Hungary<sup>75</sup> remain valid in their own right. Recommendations made in the monitoring procedure of the Charter aim to support the authorities in the implementation process.

### I. Recommendations for immediate action

- a. **Strengthen education in Romanian or bilingual education in pre-school, primary, secondary education, including by ensuring a sufficient number of teachers able to teach subjects in Romanian and by providing the necessary textbooks.**
- b. **Take the necessary measures to ensure that public and private broadcasters provide longer and more frequent radio and television programmes in Romanian and that new and digital media content is also available.**

### II. Further recommendations

- c. Develop and implement a strategy and action plan for the application of the Charter to Romanian.
- d. Provide for teaching in/of Romanian in technical and vocational education.
- e. Develop and finance an adequate framework for the teaching of Romanian in adult and continuing education.
- f. Take measures to facilitate and encourage use of Romanian in practice in criminal, civil and administrative proceedings.
- g. Take further measures to facilitate and encourage the use of Romanian in practice in relations with local branches of state authorities, regional or local authorities as well as public service providers.
- h. Encourage local authorities to adopt more topographical names in Romanian and facilitate their use in different domains (e.g. signage, documents).
- i. Establish a comprehensive scheme for the training of journalists and other media staff using Romanian.

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<sup>75</sup> [CM/RecChL\(2001\)4](#); [CM/RecChL\(2004\)4](#); [CM/RecChL\(2007\)4](#); [CM/RecChL\(2010\)3](#); [CM/RecChL\(2013\)5](#); [CM/RecChL\(2016\)5](#); [CM/RecChL\(2019\)4](#).

## 2.10 Ruthenian

### 2.10.1 Compliance of Hungary with its undertakings under the European Charter for Regional or Minority Languages concerning the protection and promotion of Ruthenian

Symbols used to mark changes in the evaluation compared to the previous monitoring cycle: ↗ improvement ↘ deterioration = no change

The Committee of Experts considers the undertaking*:						
Article	Undertakings of Hungary concerning Ruthenian <sup>76</sup>	fulfilled	partly fulfilled	formally fulfilled	not fulfilled	no conclusion
<b>Art. 7 – Objectives and principles</b>						
7.1.a	recognition of Ruthenian as an expression of cultural wealth	=				
7.1.b	ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Ruthenian	=				
7.1.c	resolute action to promote Ruthenian		↗			
7.1.d	facilitation and/or encouragement of the use of Ruthenian, in speech and writing, in public life (for example education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life		↗			
7.1.e	<ul style="list-style-type: none"> <li>• maintenance and development of links, in the fields covered by this Charter, between groups in the State using Ruthenian</li> <li>• establishment of cultural relations with other linguistic groups</li> </ul>	=				
7.1.f	provision of forms and means for the teaching and study of Ruthenian at all appropriate stages		↗			
7.1.g	provision of facilities enabling (also adult) non-speakers of Ruthenian to learn it					=
7.1.h	promotion of study and research on Ruthenian at universities or equivalent institutions	↗				
7.1.i	promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Ruthenian	↗				
7.2	eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Ruthenian	=				
7.3	<ul style="list-style-type: none"> <li>• promote mutual understanding between all the linguistic groups of the country</li> <li>• promote the inclusion of respect, understanding and tolerance in relation to Ruthenian among the objectives of education and training</li> <li>• encourage the mass media to include respect, understanding and tolerance in relation to Ruthenian among their objectives</li> </ul>	=				
7.4	<ul style="list-style-type: none"> <li>• take into consideration the needs and wishes expressed by the group which uses Ruthenian</li> <li>• establish a body for the purpose of advising the authorities on all matters pertaining to Ruthenian</li> </ul>	=				

\* The Committee of Experts of the European Charter for Regional or Minority Languages evaluates the compliance of States Parties with their undertakings under the Charter as follows:

**Fulfilled:** Policies, legislation and practice are in conformity with the Charter.

**Partly fulfilled:** Policies and legislation are wholly or partly in conformity with the Charter, but the undertaking is only partly implemented in practice.

**Formally fulfilled:** Policies and legislation are in conformity with the Charter, but there is no implementation in practice.

**Not fulfilled:** No action in policies, legislation and practice has been taken to implement the undertaking.

**No conclusion:** The Committee of Experts is not in a position to conclude on the fulfilment of the undertaking as no or insufficient information has been provided by the authorities.

<sup>76</sup> In order to facilitate readability, the provisions of the Charter appear here in a shortened and simplified form. The complete version of each provision can be consulted on the website of the Treaty Office: [http://www.coe.int/en/web/conventions/ \(treaty No. 148\)](http://www.coe.int/en/web/conventions/(treaty%20No.148)).

## Changes in the evaluation compared to the previous monitoring cycle

94. In the previous monitoring cycle, the Committee of Experts lacked information on most provisions applying to Ruthenian. In the current monitoring cycle, the authorities provided information on Ruthenian. There is a legal, institutional and financial framework for the promotion of Ruthenian; however more decisive steps and a strategy for the promotion of Ruthenian are needed. The Committee of Experts, therefore, considers the undertaking in Article 7.1.c partly fulfilled. Ruthenian is to some extent used in media and cultural activities. The Committee of Experts, therefore, considers the undertaking in Article 7.1.d partly fulfilled. Ruthenian is used at pre-school and taught at primary level. However, there is no offer of Ruthenian at secondary level. The Committee of Experts, therefore, considers the undertaking in Article 7.1.f partly fulfilled. Ruthenian may be studied at Eötvös Loránd University, where research is also carried out. The Committee of Experts, therefore, considers the undertaking in Article 7.1.h fulfilled. Ruthenian speakers co-operate across borders, with NGOs in other countries, such as Poland and Slovakia. The Committee of Experts, therefore, considers the undertaking in Article 7.1.i fulfilled.

### 2.10.2 Recommendations by the Committee of Experts on how to improve the protection and promotion of Ruthenian in Hungary

The Committee of Experts recommends the Hungarian authorities to comply with all undertakings under the European Charter for Regional or Minority Languages which are not considered “fulfilled” (see under 2.10.1 above), as well as to continue to comply with those that are fulfilled. In doing so, the authorities should take particular account of the recommendations set out below. The recommendations by the Committee of Ministers of the Council of Europe on the application of the Charter in Hungary<sup>77</sup> remain valid in their own right. Recommendations made in the monitoring procedure of the Charter aim to support the authorities in the implementation process.

#### I. Recommendation for immediate action

a. <b>Take steps to strengthen teaching in/of Ruthenian at all levels.</b>
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#### II. Further recommendations

- b. Develop and implement a strategy and action plan for the application of the Charter to Ruthenian.
- c. Take the necessary measures to increase the presence of Ruthenian in the media, including new and digital media.

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<sup>77</sup> [CM/RecCCM/RecChL\(2001\)4](#); [CM/RecChL\(2004\)4](#); [CM/RecChL\(2007\)4](#); [CM/RecChL\(2010\)3](#); [CM/RecChL\(2013\)5](#); [CM/RecChL\(2016\)5](#); [CM/RecChL\(2019\)4](#).

## 2.11 Serbian

### 2.11.1 Compliance of Hungary with its undertakings under the European Charter for Regional or Minority Languages concerning the protection and promotion of Serbian

Symbols used to mark changes in the evaluation compared to the previous monitoring cycle: ↗ improvement ↘ deterioration = no change

The Committee of Experts considers the undertaking*:						
Article	Undertakings of Hungary concerning Serbian <sup>78</sup>	fulfilled	partly fulfilled	formally fulfilled	not fulfilled	no conclusion
<b>Part II of the Charter</b>						
<b><i>(Undertakings which the state must apply to all regional or minority languages within its territory)</i></b>						
<b>Art. 7 – Objectives and principles</b>						
7.1.a	recognition of Serbian as an expression of cultural wealth	=				
7.1.b	ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Serbian	=				
7.1.c	resolute action to promote Serbian		=			
7.1.d	facilitation and/or encouragement of the use of Serbian, in speech and writing, in public life (for example education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life		=			
7.1.e	<ul style="list-style-type: none"> <li>• maintenance and development of links, in the fields covered by this Charter, between groups in the State using Serbian</li> <li>• establishment of cultural relations with other linguistic groups</li> </ul>	=				
7.1.f	provision of forms and means for the teaching and study of Serbian at all appropriate stages		=			
7.1.g	provision of facilities enabling (also adult) non-speakers of Serbian to learn it					=
7.1.h	promotion of study and research on Serbian at universities or equivalent institutions	=				
7.1.i	promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Serbian	=				
7.2	eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Serbian	=				
7.3	<ul style="list-style-type: none"> <li>• promote mutual understanding between all the linguistic groups of the country</li> <li>• promote the inclusion of respect, understanding and tolerance in relation to Serbian among the objectives of education and training</li> <li>• encourage the mass media to include respect, understanding and tolerance in relation to Serbian among their objectives</li> </ul>	=				
7.4	<ul style="list-style-type: none"> <li>• take into consideration the needs and wishes expressed by the group which uses Serbian</li> <li>• establish a body for the purpose of advising the authorities on all matters pertaining to Serbian</li> </ul>	=				
<b>Part III of the Charter</b>						
<b><i>(Additional undertakings chosen by the state for specific languages)</i></b>						
<b>Art. 8 – Education</b>						
8.1.aiv	favour and/or encourage the provision of pre-school education in Serbian and a substantial part of pre-school education in Serbian		=			
8.1.biv	make available primary education in Serbian, a substantial part of primary education in Serbian or teaching of Serbian as an integral part of the curriculum at least to those pupils whose families so request and whose number is considered sufficient		=			
8.1.civ	make available secondary education in Serbian, a substantial part of secondary education in Serbian or teaching of Serbian as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient		=			

<sup>78</sup> In order to facilitate readability, the provisions of the Charter appear here in a shortened and simplified form. The complete version of each provision can be consulted on the website of the Treaty Office: [http://www.coe.int/en/web/conventions/ \(treaty No. 148\)](http://www.coe.int/en/web/conventions/(treaty%20No.148)).

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Hungary concerning Serbian<sup>78</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
8.1.div	make available technical and vocational education in Serbian, a substantial part of technical and vocational education in Serbian or teaching of Serbian as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient				=	
8.1.eiii	encourage and/or allow the provision of university or other forms of higher education in Serbian or of facilities for the study of Serbian as an university or higher education subject	=				
8.1.fiii	favour and/or encourage the offering of Serbian as a subject of adult and continuing education					✓
8.1.g	ensure the teaching of the history and the culture which is reflected by Serbian	=				
8.1.h	provide the basic and further training of the teachers teaching (in) Serbian		=			
8.1.i	set up a supervisory body responsible for monitoring the progress achieved in the teaching of Serbian and for drawing up public periodic reports of its findings				=	
8.2	in territories other than those in which Serbian is traditionally used, allow, encourage or provide teaching in or of Serbian at all the appropriate stages of education	↗				
<b>Art. 9 – Judicial authorities</b>						
9.1.aii	guarantee the accused the right to use Serbian in criminal proceedings, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.aiii	provide that requests and evidence, whether written or oral, shall not be considered inadmissible in criminal proceedings solely because they are formulated in Serbian, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.aiv	produce, on request, documents connected with criminal legal proceedings in Serbian, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.bii	allow, whenever a litigant has to appear in person before a court, that he or she may use Serbian in civil proceedings without thereby incurring additional expense, if necessary by the use of interpreters and translations			=		
9.1.biii	allow documents and evidence to be produced in Serbian in civil proceedings, if necessary by the use of interpreters and translations			=		
9.1.cii	allow, whenever a litigant has to appear in person before a court, that he or she may use Serbian in proceedings concerning administrative matters without thereby incurring additional expense, if necessary by the use of interpreters and translations			=		
9.1.ciii	allow documents and evidence to be produced in Serbian in proceedings concerning administrative matters, if necessary by the use of interpreters and translations			=		
9.2.a	not to deny the validity of legal documents solely because they are drafted in Serbian	=				
9.2.b	not to deny the validity, as between the parties, of legal documents solely because they are drafted in Serbian, and provide that they can be invoked against third parties who are not users of Serbian <sup>79</sup>					
9.2.c	not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in Serbian <sup>79</sup>					
<b>Art. 10 – Administrative authorities and public services</b>						
10.1.av	ensure that users of Serbian may validly submit a document in Serbian to local branches of the national authorities			=		
10.1.c	allow the national authorities to draft documents in Serbian			=		
10.2.b	possibility for users of Serbian to submit oral or written applications in Serbian to the regional or local authority			=		
10.2.e	use by regional authorities of Serbian in debates in their assemblies			=		
10.2.f	use by local authorities of Serbian in debates in their assemblies			=		
10.2.g	use or adoption, if necessary in conjunction with the name in the official language, of place names in Serbian		=			

<sup>79</sup> As Articles 9.2.a, 9.2.b and 9.2.c constitute alternative options, the Committee of Experts will not evaluate the implementation of Articles 9.2.b and 9.2.c.

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Hungary concerning Serbian<sup>78</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
10.3.c	allow users of Serbian to submit a request in Serbian to public service providers				=	
10.4.a	translation or interpretation		=			
10.4.c	compliance with requests from public service employees having a knowledge of Serbian to be appointed in the territory in which that language is used	=				
10.5	allow the use or adoption of family names in Serbian	=				
<b>Art. 11 – Media</b>						
11.1.a.iii	make provision so that public broadcasters offer radio and television programmes in Serbian		=			
11.1.bii	encourage and/or facilitate the broadcasting of private radio programmes in Serbian on a regular basis				=	
11.1.cii	encourage and/or facilitate the broadcasting of private television programmes in Serbian on a regular basis				=	
11.1.ei	encourage and/or facilitate the creation and/or maintenance of at least one weekly or daily newspaper in Serbian	=				
11.1.fi	cover the additional costs of those media which use Serbian		↗			
11.1.g	support the training of journalists and other staff for media using Serbian				=	
11.3	ensure that the interests of the users of Serbian are represented or taken into account within bodies guaranteeing the freedom and pluralism of the media	=				
<b>Art. 12 – Cultural activities and facilities</b>						
12.1.a	encourage production, reproduction and dissemination of cultural works in Serbian	=				
12.1.b	foster access in other languages to works produced in Serbian by aiding and developing translation, dubbing, post-synchronisation and subtitling		↗			
12.1.c	foster access in Serbian to works produced in other languages by aiding and developing translation, dubbing, post-synchronisation and subtitling				=	
12.1.f	encourage direct participation by representatives of the users of Serbian in providing facilities and planning cultural activities	=				
12.1.g	encourage and/or facilitate the creation of a body responsible for collecting, keeping a copy of and presenting or publishing works produced in Serbian	=				
12.2	In territories other than those in which Serbian is traditionally used, allow, encourage and/or provide cultural activities and facilities using Serbian		↗			
12.3	make provision, in cultural policy abroad, for Serbian and the culture it reflects		=			
<b>Art. 13 – Economic and social life</b>						
13.1.a	eliminate from the legislation any provision prohibiting or limiting without justifiable reasons the use of Serbian 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	=				
<b>Art. 14 – Transfrontier exchanges</b>						
14.a	apply bilateral and multilateral agreements with the States in which Serbian is used in identical or similar form, or conclude such agreements, to foster contacts between the users of Serbian in the States concerned in the fields of culture, education, information, vocational training and permanent education	=				
14.b	for the benefit of Serbian, facilitate and/or promote co-operation across borders, in particular between regional or local authorities in whose territory Serbian is used in identical or similar form	=				

\* The Committee of Experts of the European Charter for Regional or Minority Languages evaluates the compliance of States Parties with their undertakings under the Charter as follows:

**Fulfilled:** Policies, legislation and practice are in conformity with the Charter.

**Partly fulfilled:** Policies and legislation are wholly or partly in conformity with the Charter, but the undertaking is only partly implemented in practice.

**Formally fulfilled:** Policies and legislation are in conformity with the Charter, but there is no implementation in practice.

**Not fulfilled:** No action in policies, legislation and practice has been taken to implement the undertaking.

**No conclusion:** The Committee of Experts is not in a position to conclude on the fulfilment of the undertaking as no or insufficient information has been provided by the authorities.

### **Changes in the evaluation compared to the previous monitoring cycle**

95. The Committee of Experts does not have information on the offer of Serbian in adult and continuing education and how such an offer is encouraged by the authorities. It, therefore, cannot conclude on the fulfilment of Article 8.1.fiii. The Serbian educational centre in Budapest provides education in Serbian from kindergarten to secondary education. The Committee of Experts considers the undertaking in Article 8.2 fulfilled. Bearing in mind the production of public radio and TV programmes in Serbian, the Committee of Experts considers the undertaking 11.1.fi partly fulfilled. The Serbian national minority theatre performs in Serbian with subtitles in Hungarian. However, information on how access is fostered in other languages to other types of works produced in Serbian is necessary. The Committee of Experts considers the undertaking in Article 12.1.b partly fulfilled. A national minorities' theatres festival takes place annually in Budapest. National minority days and cultural events, involving all national minorities, are organised in Budapest and other cities across Hungary. However, more detailed language specific information about different cultural activities in areas other than where the minority languages are traditionally used is needed. The Committee of Experts considers the undertaking in Article 12.2 partly fulfilled.

### **2.11.2 Recommendations by the Committee of Experts on how to improve the protection and promotion of Serbian in Hungary**

The Committee of Experts recommends the Hungarian authorities to comply with all undertakings under the European Charter for Regional or Minority Languages which are not considered "fulfilled" (see under 2.11.1 above), as well as to continue to comply with those that are fulfilled. In doing so, the authorities should take particular account of the recommendations set out below. The recommendations by the Committee of Ministers of the Council of Europe on the application of the Charter in Hungary<sup>80</sup> remain valid in their own right. Recommendations made in the monitoring procedure of the Charter aim to support the authorities in the implementation process.

#### **I. Recommendations for immediate action**

- a. **Strengthen education in Serbian or bilingual education in pre-school, primary, secondary education, including by ensuring a sufficient number of teachers able to teach subjects in Serbian and by providing the necessary textbooks.**
- b. **Take the necessary measures to ensure that public and private broadcasters provide longer and more frequent radio and television programmes in Serbian and that new and digital media content is also available.**

#### **II. Further recommendations**

- c. Develop and implement a strategy and action plan for the application of the Charter to Serbian.
- d. Provide for teaching in/of Serbian in technical and vocational education.
- e. Take measures to facilitate and encourage use of Serbian in practice in criminal, civil and administrative proceedings.
- f. Take further measures to facilitate and encourage the use of Serbian in practice in relations with local branches of state authorities, regional or local authorities as well as public service providers.
- g. Develop and finance an adequate framework for the teaching of Serbian in adult and continuing education.
- h. Establish a comprehensive scheme for the training of journalists and other media staff using Serbian.
- i. Encourage local authorities to adopt more topographical names in Serbian and facilitate their use in different domains (e.g. signage, documents).

<sup>80</sup> [CM/RecChL\(2001\)4](#); [CM/RecChL\(2004\)4](#); [CM/RecChL\(2007\)4](#); [CM/RecChL\(2010\)3](#); [CM/RecChL\(2013\)5](#); [CM/RecChL\(2016\)5](#); [CM/RecChL\(2019\)4](#).

## 2.12 Slovak

### 2.12.1 Compliance of Hungary with its undertakings under the European Charter for Regional or Minority Languages concerning the protection and promotion of Slovak

Symbols used to mark changes in the evaluation compared to the previous monitoring cycle: ↗ improvement ↘ deterioration = no change

The Committee of Experts considers the undertaking*:						
Article	Undertakings of Hungary concerning Slovak <sup>81</sup>	fulfilled	partly fulfilled	formally fulfilled	not fulfilled	no conclusion
<b>Part II of the Charter</b> <i>(Undertakings which the state must apply to all regional or minority languages within its territory)</i>						
<b>Art. 7 – Objectives and principles</b>						
7.1.a	recognition of Slovak as an expression of cultural wealth	=				
7.1.b	ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Slovak	=				
7.1.c	resolute action to promote Slovak		=			
7.1.d	facilitation and/or encouragement of the use of Slovak, in speech and writing, in public life (for example education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life		=			
7.1.e	<ul style="list-style-type: none"> <li>• maintenance and development of links, in the fields covered by this Charter, between groups in the State using Slovak</li> <li>• establishment of cultural relations with other linguistic groups</li> </ul>	=				
7.1.f	provision of forms and means for the teaching and study of Slovak at all appropriate stages		=			
7.1.g	provision of facilities enabling (also adult) non-speakers of Slovak to learn it					=
7.1.h	promotion of study and research on Slovak at universities or equivalent institutions	=				
7.1.i	promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Slovak	=				
7.2	eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Slovak	=				
7.3	<ul style="list-style-type: none"> <li>• promote mutual understanding between all the linguistic groups of the country</li> <li>• promote the inclusion of respect, understanding and tolerance in relation to Slovak among the objectives of education and training</li> <li>• encourage the mass media to include respect, understanding and tolerance in relation to Slovak among their objectives</li> </ul>	=				
7.4	<ul style="list-style-type: none"> <li>• take into consideration the needs and wishes expressed by the group which uses Slovak</li> <li>• establish a body for the purpose of advising the authorities on all matters pertaining to Slovak</li> </ul>	=				
<b>Part III of the Charter</b> <i>(Additional undertakings chosen by the state for specific languages)</i>						
<b>Art. 8 – Education</b>						
8.1.aiv	favour and/or encourage the provision of pre-school education in Slovak and a substantial part of pre-school education in Slovak	=				
8.1.biv	make available primary education in Slovak, a substantial part of primary education in Slovak or teaching of Slovak as an integral part of the curriculum at least to those pupils whose families so request and whose number is considered sufficient		=			
8.1.civ	make available secondary education in Slovak, a substantial part of secondary education in Slovak or teaching of Slovak as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient		=			

<sup>81</sup> In order to facilitate readability, the provisions of the Charter appear here in a shortened and simplified form. The complete version of each provision can be consulted on the website of the Treaty Office: [http://www.coe.int/en/web/conventions/ \(treaty No. 148\)](http://www.coe.int/en/web/conventions/(treaty%20No.148)).

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Hungary concerning Slovak<sup>81</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
8.1.div	make available technical and vocational education in Slovak, a substantial part of technical and vocational education in Slovak or teaching of Slovak as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient				=	
8.1.eiii	encourage and/or allow the provision of university or other forms of higher education in Slovak or of facilities for the study of Slovak as an university or higher education subject	=				
8.1.fiii	favour and/or encourage the offering of Slovak as a subject of adult and continuing education					✓
8.1.g	ensure the teaching of the history and the culture which is reflected by Slovak	=				
8.1.h	provide the basic and further training of the teachers teaching (in) Slovak		=			
8.1.i	set up a supervisory body responsible for monitoring the progress achieved in the teaching of Slovak and for drawing up public periodic reports of its findings				=	
8.2	in territories other than those in which Slovak is traditionally used, allow, encourage or provide teaching in or of Slovak at all the appropriate stages of education					=
<b>Art. 9 – Judicial authorities</b>						
9.1.aii	guarantee the accused the right to use Slovak in criminal proceedings, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.aiii	provide that requests and evidence, whether written or oral, shall not be considered inadmissible in criminal proceedings solely because they are formulated in Slovak, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.aiv	produce, on request, documents connected with criminal legal proceedings in Slovak, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.bii	allow, whenever a litigant has to appear in person before a court, that he or she may use Slovak in civil proceedings without thereby incurring additional expense, if necessary by the use of interpreters and translations			=		
9.1.biii	allow documents and evidence to be produced in Slovak in civil proceedings, if necessary by the use of interpreters and translations			=		
9.1.cii	allow, whenever a litigant has to appear in person before a court, that he or she may use Slovak in proceedings concerning administrative matters without thereby incurring additional expense, if necessary by the use of interpreters and translations			=		
9.1.ciii	allow documents and evidence to be produced in Slovak in proceedings concerning administrative matters, if necessary by the use of interpreters and translations			=		
9.2.a	not to deny the validity of legal documents solely because they are drafted in Slovak	=				
9.2.b	not to deny the validity, as between the parties, of legal documents solely because they are drafted in Slovak, and provide that they can be invoked against third parties who are not users of Slovak <sup>82</sup>					
9.2.c	not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in Slovak <sup>82</sup>					
<b>Art. 10 – Administrative authorities and public services</b>						
10.1.av	ensure that users of Slovak may validly submit a document in Slovak to local branches of the national authorities			=		
10.1.c	allow the national authorities to draft documents in Slovak			=		
10.2.b	possibility for users of Slovak to submit oral or written applications in Slovak to the regional or local authority			=		
10.2.e	use by regional authorities of Slovak in debates in their assemblies			=		
10.2.f	use by local authorities of Slovak in debates in their assemblies			=		
10.2.g	use or adoption, if necessary in conjunction with the name in the official language, of place names in Slovak		=			

<sup>82</sup> As Articles 9.2.a, 9.2.b and 9.2.c constitute alternative options, the Committee of Experts will not evaluate the implementation of Articles 9.2.b and 9.2.c.

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Hungary concerning Slovak<sup>81</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
10.3.c	allow users of Slovak to submit a request in Slovak to public service providers				=	
10.4.a	translation or interpretation		=			
10.4.c	compliance with requests from public service employees having a knowledge of Slovak to be appointed in the territory in which that language is used	=				
10.5	allow the use or adoption of family names in Slovak	=				
<b>Art. 11 – Media</b>						
11.1.a.iii	make provision so that public broadcasters offer radio and television programmes in Slovak		=			
11.1.bii	encourage and/or facilitate the broadcasting of private radio programmes in Slovak on a regular basis				=	
11.1.cii	encourage and/or facilitate the broadcasting of private television programmes in Slovak on a regular basis				=	
11.1.ei	encourage and/or facilitate the creation and/or maintenance of at least one weekly or daily newspaper in Slovak	=				
11.1.fi	cover the additional costs of those media which use Slovak		↗			
11.1.g	support the training of journalists and other staff for media using Slovak					↙
11.3	ensure that the interests of the users of Slovak are represented or taken into account within bodies guaranteeing the freedom and pluralism of the media	=				
<b>Art. 12 – Cultural activities and facilities</b>						
12.1.a	encourage production, reproduction and dissemination of cultural works in Slovak	=				
12.1.b	foster access in other languages to works produced in Slovak by aiding and developing translation, dubbing, post-synchronisation and subtitling		↗			
12.1.c	foster access in Slovak to works produced in other languages by aiding and developing translation, dubbing, post-synchronisation and subtitling					=
12.1.f	encourage direct participation by representatives of the users of Slovak in providing facilities and planning cultural activities	=				
12.1.g	encourage and/or facilitate the creation of a body responsible for collecting, keeping a copy of and presenting or publishing works produced in Slovak	=				
12.2	In territories other than those in which Slovak is traditionally used, allow, encourage and/or provide cultural activities and facilities using Slovak		↗			
12.3	make provision, in cultural policy abroad, for Slovak and the culture it reflects		=			
<b>Art. 13 – Economic and social life</b>						
13.1.a	eliminate from the legislation any provision prohibiting or limiting without justifiable reasons the use of Slovak 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	=				
<b>Art. 14 – Transfrontier exchanges</b>						
14.a	apply bilateral and multilateral agreements with the States in which Slovak is used in identical or similar form, or conclude such agreements, to foster contacts between the users of Slovak in the States concerned in the fields of culture, education, information, vocational training and permanent education	=				
14.b	for the benefit of Slovak, facilitate and/or promote co-operation across borders, in particular between regional or local authorities in whose territory Slovak is used in identical or similar form	=				

\* The Committee of Experts of the European Charter for Regional or Minority Languages evaluates the compliance of States Parties with their undertakings under the Charter as follows:

**Fulfilled:** Policies, legislation and practice are in conformity with the Charter.

**Partly fulfilled:** Policies and legislation are wholly or partly in conformity with the Charter, but the undertaking is only partly implemented in practice.

**Formally fulfilled:** Policies and legislation are in conformity with the Charter, but there is no implementation in practice.

**Not fulfilled:** No action in policies, legislation and practice has been taken to implement the undertaking.

**No conclusion:** The Committee of Experts is not in a position to conclude on the fulfilment of the undertaking as no or insufficient information has been provided by the authorities.

### **Changes in the evaluation compared to the previous monitoring cycle**

96. The Committee of Experts does not have information on the offer of Slovak in adult and continuing education and how such an offer is encouraged by the authorities. It, therefore, cannot conclude on the fulfilment of Article 8.1.fiii. Bearing in mind the production of public radio and TV programmes in Slovak, the Committee of Experts considers the undertaking 11.1.fi partly fulfilled. It is unclear whether any training of journalists and other staff using Slovak takes place. The Committee of Experts, therefore, cannot conclude on the fulfilment of the undertaking 11.1.g. The Slovak national minority theatre Vertigo plays in Slovak, with subtitles in Hungarian. However, information on how access is fostered in other languages to other types of works produced in Slovak is necessary. The Committee of Experts, therefore, considers the undertaking in Article 12.1.b partly fulfilled. A national minorities' theatres festival takes place annually in Budapest. National minority days and cultural events, involving all national minorities, are organised in Budapest and other cities across Hungary. However, more detailed language specific information about different cultural activities in areas other than where the minority languages are traditionally used is needed. The Committee of Experts considers the undertaking in Article 12.2 partly fulfilled.

### **2.12.2 Recommendations by the Committee of Experts on how to improve the protection and promotion of Slovak in Hungary**

The Committee of Experts recommends the Hungarian authorities to comply with all undertakings under the European Charter for Regional or Minority Languages which are not considered “fulfilled” (see under 2.12.1 above), as well as to continue to comply with those that are fulfilled. In doing so, the authorities should take particular account of the recommendations set out below. The recommendations by the Committee of Ministers of the Council of Europe on the application of the Charter in Hungary<sup>83</sup> remain valid in their own right. Recommendations made in the monitoring procedure of the Charter aim to support the authorities in the implementation process.

#### **I. Recommendations for immediate action**

- a. Strengthen education in Slovak or bilingual education in pre-school, primary, secondary education, including by ensuring a sufficient number of teachers able to teach subjects in Slovak and by providing the necessary textbooks.**
- b. Take the necessary measures to ensure that public and private broadcasters provide longer and more frequent radio and television programmes in Slovak and that new and digital media content is also available.**

#### **II. Further recommendations**

- c. Develop and implement a strategy and action plan for the application of the Charter to Slovak.
- d. Provide for the teaching in/of Slovak in technical and vocational education.
- e. Take measures to facilitate and encourage use of Slovak in practice in criminal, civil and administrative proceedings.
- f. Take further measures to facilitate and encourage the use of Slovak in practice in relations with local branches of state authorities, regional or local authorities as well as public service providers.
- g. Encourage local authorities to adopt more topographical names in Slovak and facilitate their use in different domains (e.g. signage, documents).
- h. Develop and finance an adequate framework for the teaching of Slovak in adult and continuing education.
- i. Establish a comprehensive scheme for the training of journalists and other media staff using Slovak.

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<sup>83</sup> [CM/RecChL\(2001\)4](#); [CM/RecChL\(2004\)4](#); [CM/RecChL\(2007\)4](#); [CM/RecChL\(2010\)3](#); [CM/RecChL\(2013\)5](#); [CM/RecChL\(2016\)5](#); [CM/RecChL\(2019\)4](#).

## 2.13 Slovenian

### 2.13.1 Compliance of Hungary with its undertakings under the European Charter for Regional or Minority Languages concerning the protection and promotion of Slovenian

Symbols used to mark changes in the evaluation compared to the previous monitoring cycle: ↗ improvement ↘ deterioration = no change

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Hungary concerning Slovenian<sup>84</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
<b>Part II of the Charter</b>						
<b><i>(Undertakings which the state must apply to all regional or minority languages within its territory)</i></b>						
<b>Art. 7 – Objectives and principles</b>						
7.1.a	recognition of Slovenian as an expression of cultural wealth	=				
7.1.b	ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Slovenian	=				
7.1.c	resolute action to promote Slovenian		=			
7.1.d	facilitation and/or encouragement of the use of Slovenian, in speech and writing, in public life (for example education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life		=			
7.1.e	<ul style="list-style-type: none"> <li>• maintenance and development of links, in the fields covered by this Charter, between groups in the State using Slovenian</li> <li>• establishment of cultural relations with other linguistic groups</li> </ul>	=				
7.1.f	provision of forms and means for the teaching and study of Slovenian at all appropriate stages		=			
7.1.g	provision of facilities enabling (also adult) non-speakers of Slovenian to learn it					=
7.1.h	promotion of study and research on Slovenian at universities or equivalent institutions	=				
7.1.i	promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Slovenian	=				
7.2	eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Slovenian	=				
7.3	<ul style="list-style-type: none"> <li>• promote mutual understanding between all the linguistic groups of the country</li> <li>• promote the inclusion of respect, understanding and tolerance in relation to Slovenian among the objectives of education and training</li> <li>• encourage the mass media to include respect, understanding and tolerance in relation to Slovenian among their objectives</li> </ul>	=				
7.4	<ul style="list-style-type: none"> <li>• take into consideration the needs and wishes expressed by the group which uses Slovenian</li> <li>• establish a body for the purpose of advising the authorities on all matters pertaining to Slovenian</li> </ul>	=				
<b>Part III of the Charter</b>						
<b><i>(Additional undertakings chosen by the state for specific languages)</i></b>						
<b>Art. 8 – Education</b>						
8.1.aiv	favour and/or encourage the provision of pre-school education in Slovenian and a substantial part of pre-school education in Slovenian	=				
8.1.biv	make available primary education in Slovenian, a substantial part of primary education in Slovenian or teaching of Slovenian as an integral part of the curriculum at least to those pupils whose families so request and whose number is considered sufficient	=				
8.1.civ	make available secondary education in Slovenian, a substantial part of secondary education in Slovenian or teaching of Slovenian as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient		=			

<sup>84</sup> In order to facilitate readability, the provisions of the Charter appear here in a shortened and simplified form. The complete version of each provision can be consulted on the website of the Treaty Office: [http://www.coe.int/en/web/conventions/ \(treaty No. 148\)](http://www.coe.int/en/web/conventions/(treaty%20No.148)).

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Hungary concerning Slovenian<sup>84</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
8.1.div	make available technical and vocational education in Slovenian, a substantial part of technical and vocational education in Slovenian or teaching of Slovenian as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient		=			
8.1.eiii	encourage and/or allow the provision of university or other forms of higher education in Slovenian or of facilities for the study of Slovenian as an university or higher education subject	=				
8.1.fiii	favour and/or encourage the offering of Slovenian as a subject of adult and continuing education					✓
8.1.g	ensure the teaching of the history and the culture which is reflected by Slovenian	=				
8.1.h	provide the basic and further training of the teachers teaching (in) Slovenian		=			
8.1.i	set up a supervisory body responsible for monitoring the progress achieved in the teaching of Slovenian and for drawing up public periodic reports of its findings				=	
8.2	in territories other than those in which Slovenian is traditionally used, allow, encourage or provide teaching in or of Slovenian at all the appropriate stages of education					=
<b>Art. 9 – Judicial authorities</b>						
9.1.aii	guarantee the accused the right to use Slovenian in criminal proceedings, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.aiii	provide that requests and evidence, whether written or oral, shall not be considered inadmissible in criminal proceedings solely because they are formulated in Slovenian, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.aiv	produce, on request, documents connected with criminal legal proceedings in Slovenian, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned			=		
9.1.bii	allow, whenever a litigant has to appear in person before a court, that he or she may use Slovenian in civil proceedings without thereby incurring additional expense, if necessary by the use of interpreters and translations			=		
9.1.biii	allow documents and evidence to be produced in Slovenian in civil proceedings, if necessary by the use of interpreters and translations			=		
9.1.cii	allow, whenever a litigant has to appear in person before a court, that he or she may use Slovenian in proceedings concerning administrative matters without thereby incurring additional expense, if necessary by the use of interpreters and translations			=		
9.1.ciii	allow documents and evidence to be produced in Slovenian in proceedings concerning administrative matters, if necessary by the use of interpreters and translations			=		
9.2.a	not to deny the validity of legal documents solely because they are drafted in Slovenian	=				
9.2.b	not to deny the validity, as between the parties, of legal documents solely because they are drafted in Slovenian, and provide that they can be invoked against third parties who are not users of Slovenian <sup>85</sup>					
9.2.c	not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in Slovenian <sup>85</sup>					
<b>Art. 10 – Administrative authorities and public services</b>						
10.1.av	ensure that users of Slovenian may validly submit a document in Slovenian to local branches of the national authorities			=		
10.1.c	allow the national authorities to draft documents in Slovenian		=			
10.2.b	possibility for users of Slovenian to submit oral or written applications in Slovenian to the regional or local authority	=				
10.2.e	use by regional authorities of Slovenian in debates in their assemblies			=		
10.2.f	use by local authorities of Slovenian in debates in their assemblies			=		

<sup>85</sup> As Articles 9.2.a, 9.2.b and 9.2.c constitute alternative options, the Committee of Experts will not evaluate the implementation of Articles 9.2.b and 9.2.c.

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Hungary concerning Slovenian<sup>84</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
10.2.g	use or adoption, if necessary in conjunction with the name in the official language, of place names in Slovenian		=			
10.3.c	allow users of Slovenian to submit a request in Slovenian to public service providers				=	
10.4.a	translation or interpretation	=				
10.4.c	compliance with requests from public service employees having a knowledge of Slovenian to be appointed in the territory in which that language is used	=				
10.5	allow the use or adoption of family names in Slovenian	=				
<b>Art. 11 – Media</b>						
11.1.a.iii	make provision so that public broadcasters offer radio and television programmes in Slovenian		=			
11.1.b.ii	encourage and/or facilitate the broadcasting of private radio programmes in Slovenian on a regular basis	↗				
11.1.c.ii	encourage and/or facilitate the broadcasting of private television programmes in Slovenian on a regular basis				=	
11.1.ei	encourage and/or facilitate the creation and/or maintenance of at least one weekly or daily newspaper in Slovenian	=				
11.1.fi	cover the additional costs of those media which use Slovenian	=				
11.1.g	support the training of journalists and other staff for media using Slovenian		=			
11.3	ensure that the interests of the users of Slovenian are represented or taken into account within bodies guaranteeing the freedom and pluralism of the media	=				
<b>Art. 12 – Cultural activities and facilities</b>						
12.1.a	encourage production, reproduction and dissemination of cultural works in Slovenian	=				
12.1.b	foster access in other languages to works produced in Slovenian by aiding and developing translation, dubbing, post-synchronisation and subtitling		↗			
12.1.c	foster access in Slovenian to works produced in other languages by aiding and developing translation, dubbing, post-synchronisation and subtitling				=	
12.1.f	encourage direct participation by representatives of the users of Slovenian in providing facilities and planning cultural activities	=				
12.1.g	encourage and/or facilitate the creation of a body responsible for collecting, keeping a copy of and presenting or publishing works produced in Slovenian	=				
12.2	In territories other than those in which Slovenian is traditionally used, allow, encourage and/or provide cultural activities and facilities using Slovenian		↗			
12.3	make provision, in cultural policy abroad, for Slovenian and the culture it reflects		=			
<b>Art. 13 – Economic and social life</b>						
13.1.a	eliminate from the legislation any provision prohibiting or limiting without justifiable reasons the use of Slovenian 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	=				
<b>Art. 14 – Transfrontier exchanges</b>						
14.a	apply bilateral and multilateral agreements with the States in which Slovenian is used in identical or similar form, or conclude such agreements, to foster contacts between the users of Slovenian in the States concerned in the fields of culture, education, information, vocational training and permanent education	=				
14.b	for the benefit of Slovenian, facilitate and/or promote co-operation across borders, in particular between regional or local authorities in whose territory Slovenian is used in identical or similar form	=				

\* The Committee of Experts of the European Charter for Regional or Minority Languages evaluates the compliance of States Parties with their undertakings under the Charter as follows:

**Fulfilled:** Policies, legislation and practice are in conformity with the Charter.

**Partly fulfilled:** Policies and legislation are wholly or partly in conformity with the Charter, but the undertaking is only partly implemented in practice.

**Formally fulfilled:** Policies and legislation are in conformity with the Charter, but there is no implementation in practice.

**Not fulfilled:** No action in policies, legislation and practice has been taken to implement the undertaking.

**No conclusion:** The Committee of Experts is not in a position to conclude on the fulfilment of the undertaking as no or insufficient information has been provided by the authorities.

### **Changes in the evaluation compared to the previous monitoring cycle**

97. The Committee of Experts does not have information on the offer of Slovenian in adult and continuing education and how such an offer is encouraged by the authorities. It, therefore, cannot conclude on the fulfilment of Article 8.1.fiii. *Radio Monošter*, run by the Slovenian national minority self-government, broadcasts programmes in Slovenian. The Committee of Experts considers the undertaking in Article 11.1.bii fulfilled. Slovenian folktales were translated in Hungarian. However, information on how access is fostered in other languages to other types of works produced in Slovenian is necessary. The Committee of Experts therefore considers the undertaking in Article 12.1.b partly fulfilled. National minority days and cultural events, involving all national minorities, are organised in Budapest and other cities across Hungary. However, more detailed language specific information about different cultural activities in areas other than where the minority languages are traditionally used is needed. The Committee of Experts considers the undertaking in Article 12.2 partly fulfilled.

### **2.13.2 Recommendations by the Committee of Experts on how to improve the protection and promotion of Slovenian in Hungary**

The Committee of Experts recommends the Hungarian authorities to comply with all undertakings under the European Charter for Regional or Minority Languages which are not considered “fulfilled” (see under 2.13.1 above), as well as to continue to comply with those that are fulfilled. In doing so, the authorities should take particular account of the recommendations set out below. The recommendations by the Committee of Ministers of the Council of Europe on the application of the Charter in Hungary<sup>86</sup> remain valid in their own right. Recommendations made in the monitoring procedure of the Charter aim to support the authorities in the implementation process.

#### **I. Recommendations for immediate action**

- a. **Strengthen education in Slovenian or bilingual education in pre-school, primary, secondary education, including by ensuring a sufficient number of teachers able to teach subjects in Slovenian and by providing the necessary textbooks.**
- b. **Take the necessary measures to ensure that public and private broadcasters provide longer and more frequent radio and television programmes in Slovenian and that new and digital media content is also available.**

#### **II. Further recommendations**

- c. Develop and implement a strategy and action plan for the application of the Charter to Slovenian.
- d. Strengthen teaching in/of Slovenian in technical and vocational education.
- e. Take measures to facilitate and encourage use of Slovenian in practice in criminal, civil and administrative proceedings.
- f. Take further measures to facilitate and encourage the use of Slovenian in practice in relations with local branches of state authorities, regional or local authorities as well as public service providers.
- g. Encourage local authorities to adopt more topographical names in Slovenian and facilitate their use in different domains (e.g. signage, documents).
- h. Develop and finance an adequate framework for the teaching of Slovenian in adult and continuing education.
- i. Establish a comprehensive scheme for the training of journalists and other media staff using Slovenian.

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<sup>86</sup> [CM/RecChL\(2001\)4](#); [CM/RecChL\(2004\)4](#); [CM/RecChL\(2007\)4](#); [CM/RecChL\(2010\)3](#); [CM/RecChL\(2013\)5](#); [CM/RecChL\(2016\)5](#); [CM/RecChL\(2019\)4](#).

## 2.14 Ukrainian

### 2.14.1 Compliance of Hungary with its undertakings under the European Charter for Regional or Minority Languages concerning the protection and promotion of Ukrainian

Symbols used to mark changes in the evaluation compared to the previous monitoring cycle: ↗ improvement ↘ deterioration = no change

The Committee of Experts considers the undertaking*:						
Article	Undertakings of Hungary concerning Ukrainian <sup>87</sup>	fulfilled	partly fulfilled	formally fulfilled	not fulfilled	no conclusion
<b>Part II of the Charter</b>						
<b>(Undertakings which the state must apply to all regional or minority languages within its territory)</b>						
<b>Art. 7 – Objectives and principles</b>						
7.1.a	recognition of Ukrainian as an expression of cultural wealth	=				
7.1.b	ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Ukrainian	=				
7.1.c	resolute action to promote Ukrainian		=			
7.1.d	facilitation and/or encouragement of the use of Ukrainian, in speech and writing, in public life (for example education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life		=			
7.1.e	<ul style="list-style-type: none"> <li>• maintenance and development of links, in the fields covered by this Charter, between groups in the State using Ukrainian</li> <li>• establishment of cultural relations with other linguistic groups</li> </ul>	=				
7.1.f	provision of forms and means for the teaching and study of Ukrainian at all appropriate stages		↗			
7.1.g	provision of facilities enabling (also adult) non-speakers of Ukrainian to learn it					=
7.1.h	promotion of study and research on Ukrainian at universities or equivalent institutions	=				
7.1.i	promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Ukrainian	=				
7.2	eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Ukrainian	=				
7.3	<ul style="list-style-type: none"> <li>• promote mutual understanding between all the linguistic groups of the country</li> <li>• promote the inclusion of respect, understanding and tolerance in relation to Ukrainian among the objectives of education and training</li> <li>• encourage the mass media to include respect, understanding and tolerance in relation to Ukrainian among their objectives</li> </ul>	=				
7.4	<ul style="list-style-type: none"> <li>• take into consideration the needs and wishes expressed by the group which uses Ukrainian</li> <li>• establish a body for the purpose of advising the authorities on all matters pertaining to Ukrainian</li> </ul>	=				

\* The Committee of Experts of the European Charter for Regional or Minority Languages evaluates the compliance of States Parties with their undertakings under the Charter as follows:

**Fulfilled:** Policies, legislation and practice are in conformity with the Charter.

**Partly fulfilled:** Policies and legislation are wholly or partly in conformity with the Charter, but the undertaking is only partly implemented in practice.

**Formally fulfilled:** Policies and legislation are in conformity with the Charter, but there is no implementation in practice.

**Not fulfilled:** No action in policies, legislation and practice has been taken to implement the undertaking.

**No conclusion:** The Committee of Experts is not in a position to conclude on the fulfilment of the undertaking as no or insufficient information has been provided by the authorities.

<sup>87</sup> In order to facilitate readability, the provisions of the Charter appear here in a shortened and simplified form. The complete version of each provision can be consulted on the website of the Treaty Office: [http://www.coe.int/en/web/conventions/\(treaty No. 148\)](http://www.coe.int/en/web/conventions/(treaty%20No.148)).

In its evaluation of the application of Art. 7.1-7.4 to Ukrainian, the Committee of Experts has kept in mind that these provisions should be applied *mutatis mutandis*.

### **Changes in the evaluation compared to the previous monitoring cycle**

98. Ukrainian language teaching as well as bilingual education, at primary and secondary level, is provided. The Committee of Experts considers the undertaking 7.1.f partly fulfilled.

#### **2.14.2 Recommendations by the Committee of Experts on how to improve the protection and promotion of Ukrainian in Hungary**

The Committee of Experts recommends the Hungarian authorities to comply with all undertakings under the European Charter for Regional or Minority Languages which are not considered “fulfilled” (see under 2.14.1 above), as well as to continue to comply with those that are fulfilled. In doing so, the authorities should take particular account of the recommendations set out below. The recommendations by the Committee of Ministers of the Council of Europe on the application of the Charter in Hungary<sup>88</sup> remain valid in their own right. Recommendations made in the monitoring procedure of the Charter aim to support the authorities in the implementation process.

##### **I. Recommendation for immediate action**

a. <b>Further extend teaching in/of Ukrainian at all levels.</b>
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##### **II. Further recommendations**

- b. Develop and implement a strategy and action plan for the application of the Charter to Ukrainian.
- c. Take the necessary measures to increase the media offer in Ukrainian, including new and digital media.

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<sup>88</sup> [CM/RecChL\(2001\)4](#); [CM/RecChL\(2004\)4](#); [CM/RecChL\(2007\)4](#); [CM/RecChL\(2010\)3](#); [CM/RecChL\(2013\)5](#); [CM/RecChL\(2016\)5](#); [CM/RecChL\(2019\)4](#).

### Chapter 3 [Proposals for] Recommendations of the Committee of Ministers of the Council of Europe

The Committee of Experts, while acknowledging the efforts the Hungarian authorities have undertaken to protect the regional and minority languages spoken in their country, has in its evaluation chosen to concentrate on some of the most important deficiencies in the implementation of the Charter. The recommendations forwarded by the Committee of Experts to the Committee of Ministers should not, however, be interpreted as diminishing the relevance of the other, more detailed observations contained in the report, which remain valid in their own right. The recommendations proposed by the Committee of Experts are drafted accordingly.

The Committee of Experts of the European Charter for Regional or Minority Languages, in accordance with Article 16 (4) of the Charter, proposes on the basis of the information contained in this report, that the Committee of Ministers makes the following recommendations to Hungary.

The Committee of Ministers,

In accordance with Article 16 of the European Charter for Regional or Minority Languages;

Having regard to the instrument of ratification deposited by Hungary on 26 April 1995 and the declarations registered at the Secretariat General on 22 July 2008;

Having taken note of the evaluation made by the Committee of Experts of the Charter with respect to the application of the Charter by Hungary;

Bearing in mind that this evaluation is based on information submitted by Hungary in its eighth periodical report, supplementary information given by the authorities of Hungary, information submitted by bodies and associations legally established in Hungary and on the information obtained by the Committee of Experts during its on-the-spot visit;

Having taken note of the comments submitted by the authorities of Hungary on the content of the Committee of Experts's report;

Recommends that the authorities of Hungary take account of all the observations and recommendations of the Committee of Experts and, as a matter of priority:

1. adopt a strategy and action plan for the implementation of the Charter for each minority language, in co-operation with the speakers;
2. strengthen education in minority languages and bilingual education at all levels in Croatian, German, Romanian, Serbian, Slovak and Slovenian, and increase the number of teachers able to teach subjects in these languages;
3. take further resolute measures in order to extend teaching in/of Boyash and Romani at all levels of education;
4. take further measures to facilitate and encourage the use of minority languages in relations with the administrative authorities;
5. further improve the offer of minority language programmes in the media, including digital formats and develop a scheme for the training of journalists and other media staff using minority languages.

The Committee of Ministers invites the Hungarian authorities to submit the information on the implementation of the recommendations for immediate action contained in the eighth report of the Committee of Experts in due course and their ninth periodical report by 1 March 2028.<sup>89</sup>

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<sup>89</sup> See Committee of Ministers Decisions [CM/Del/Dec\(2018\)1330/10.4e - CM-Public](#), and Outlines for the periodical reports on the implementation of the European Charter for Regional or Minority Languages to be presented by the States Parties, [CM\(2019\)69 final](#).

## Appendix I: Instrument of Ratification



Hungary

**Declarations contained in the instrument of ratification, deposited on 26 April 1995 - Or. Engl. and completed by a Note verbale (1) from the Ministry of Foreign Affairs of Hungary, dated 12 March 1999, registered at the Secretariat General on 16 March 1999 - Or. Fr.**

Hungary declares, according to Article 2, paragraph 2, and Article 3, that it applies to the Croatian, German, Romanian, Serbian, Slovak and Slovene languages, the following provisions of Part III of the Charter:

In Article 8:

Paragraph 1, sub-paragraphs a (iv), b (iv), c (iv), d (iv), e (iii), f (iii), g, h, i  
Paragraph 2

In Article 9:

Paragraph 1, sub-paragraphs a (ii), a (iii), a (iv), b (ii), b (iii), c (ii), c (iii)  
Paragraph 2, sub-paragraphs a, b, c

In Article 10:

Paragraph 1, sub-paragraphs a (v), c  
Paragraph 2, sub-paragraphs b, e, f, g  
Paragraph 3, sub-paragraph c  
Paragraph 4, sub-paragraphs a, c  
Paragraph 5

In Article 11:

Paragraph 1, sub-paragraphs a (iii), b (ii), c (ii), e (i), f (i), g  
Paragraph 3

In Article 12:

Paragraph 1, sub-paragraphs a, b, c, f, g  
Paragraph 2  
Paragraph 3

In Article 13:

Paragraph 1, sub-paragraph a

In Article 14:

Paragraph a  
Paragraph b.

**[(1) Note from the Secretariat:**

*The Note verbale read as follows:*

" The Ministry of Foreign Affairs of the Republic of Hungary presents its compliments to the Secretariat General of the Council of Europe and has the honor to draw its attention to a technical error contained in the instrument of ratification deposited by the Republic of Hungary, namely that the languages enumerated in respect of which Hungary makes undertakings concerning Part III of the European Charter for Regional or Minority Languages, do not include the Serbian language.

Indeed, the Republic of Hungary, by Decision No. 35/1995 (IV.7) of the Parliament, of which an official translation in French is appended, has ratified Part III of the Charter, accepting also the Serbian language and with the same options as those enumerated in the instrument of ratification of 19 April 1995. Hungary's obligations with regard to the Serbian language become therefore operative from the date of entry into force of the European Charter for Regional of Minority Languages in respect of Hungary.

**Decision of the Parliament No. 35/1995 (IV.7)  
On the ratification of the European Charter on Regional or Minority Languages  
and on the undertakings taken by the Republic of Hungary  
in conformity with its Article 2, litt. 2,**

The Parliament, on a proposition from the Government:

1. Ratifies the European Charter on Regional or Minority Languages, elaborated on 5 November 1992, which text is reproduced in Appendix No. 1.
2. Agrees that the undertakings taken in conformity with Article 2, litt. 2, of the Charter reproduced in Appendix No. 2 extend to the Croatian, German, Romanian, Serbian, Slovak, Slovenian languages.
3. Invites the President of the Republic to issue the instrument of ratification.
4. Invites the Minister of Foreign Affairs to deposit the instrument of ratification and the inventory of the undertakings taken."]

**Period covered: 01/03/1998 -**

Articles concerned: 10, 11, 12, 13, 14, 2, 3, 8, 9

**Declaration contained in a Note verbale from the Permanent Representation of Hungary, dated 24 June 2008, supplemented by a Note verbale from the Permanent Representation of Hungary, dated 17 July 2008, registered at the Secretariat General on 22 July 2008 – Or. Engl.**

The Government of the Republic of Hungary, based on the authorisation of the Parliament and according to Article 2, paragraph 2, of the Charter, undertakes to apply the following provisions in respect of the Romani language:

Article 8

Paragraph 1, sub-paragraphs a (iii), b (iv), c (iv), d (iv), e (iii), f (iii), g, h, i  
Paragraph 2

Article 9

Paragraph 1, sub-paragraphs a (ii) (iii) (iv), b (ii) (iii), c (ii) (iii)  
 Paragraph 2, sub-paragraph c

Article 10

Paragraph 1, sub-paragraphs a (iv), b, c  
 Paragraph 2, sub-paragraphs b, e, f, g  
 Paragraph 3, sub-paragraph c  
 Paragraph 4, sub-paragraphs a, c

Article 11

Paragraph 1, sub-paragraphs a (ii), b (ii), c (ii), d, e (ii), f (ii), g  
 Paragraph 3

Article 12

Paragraph 1, sub-paragraphs a, b, c, d, f, g  
 Paragraph 2  
 Paragraph 3

Article 13

Paragraph 1, sub-paragraphs a, c  
 Paragraph 2, sub-paragraph c

Article 14

Paragraph a  
 Paragraph b.

The application of the Charter in respect of this language took effect on 28 June 2008.

**Period covered: 28/06/2008 -**

Articles concerned: 2

**Declaration contained in a Note verbale from the Permanent Representation of Hungary, dated 24 June 2008, supplemented by a Note verbale from the Permanent Representation of Hungary, dated 17 July 2008, registered at the Secretariat General on 22 July 2008 – Or. Engl.**

The Government of the Republic of Hungary, based on the authorisation of the Parliament and according to Article 2, paragraph 2, of the Charter, undertakes to apply the following provisions in respect of the Beás language:

Article 8

Paragraph 1, sub-paragraphs a (iv), b (iv), c (iv), d (iv), e (iii), f (iii), g, h, i  
 Paragraph 2

Article 9

Paragraph 1, sub-paragraphs a (ii) (iii) (iv), b (ii) (iii), c (ii) (iii)  
 Paragraph 2, sub-paragraph c

Article 10

Paragraph 1, sub-paragraphs a (v), c  
Paragraph 2, sub-paragraphs b, e, f, g  
Paragraph 3, sub-paragraph c  
Paragraph 4, sub-paragraphs a, c

Article 11

Paragraph 1, sub-paragraphs a (iii), b (ii), c (ii), e (ii), f (i), g  
Paragraph 3

Article 12

Paragraph 1, sub-paragraphs a, b, c, d, f, g  
Paragraph 2  
Paragraph 3

Article 13

Paragraph 1, sub-paragraph a  
Paragraph 2, sub-paragraph c

Article 14

Paragraph a  
Paragraph b.

The application of the Charter in respect of this language took effect on 28 June 2008.

**Period covered: 28/06/2008 -**

Articles concerned: 2

## Appendix II: Comments from the Hungarian authorities

1.

The **Executive Summary** of the expert report starts with stating the following: *“The European Charter for Regional or Minority Languages entered into force in Hungary on 1 March 1998 and applies to the following languages: Armenian, Boyash, Bulgarian, Croatian, German, Greek, Polish, Romani, Romanian, Ruthenian, Serbian, Slovak, Slovenian and Ukrainian.”*

With regard to this, we would like to point out that the wording is not accurate: following the signing of the European Charter for Regional or Minority Languages (hereinafter: the Charter), Hungary adopted the specific commitments made in relation to the Croatian, German, Romanian, Serbian, Slovak and Slovenian languages, and accepted the extension to the Romani and Boyash languages in 2008. (We note that the expert report is more precise in point 1 of Chapter 1, indicating the scope of the general rules of Part II of the treaty for national minorities not affected by specific commitments.).

2.

### Chapter 1, Section 23:

*“Three models of minority language education continue to exist in Hungary: education in the minority language, bilingual education and teaching the minority language as a school subject. The latter model can take the form of supplementary minority language education, organised outside the regular school hours. In the first model, all subjects except Hungarian are taught in the regional or minority language. In bilingual education, at least 50% of the compulsory number of lessons, covering at least three subjects, must be taught in the minority language. In the third model, the minority language is taught as a subject for three lessons per week together with the subject “ethnology” in the minority language, for one lesson per week. Extended minority language teaching is possible within this third model, which requires that 30-49% of teaching hours take place in the minority language. At pre-school level, education in the minority language, bilingual education and supplementary education are the three models.”*

The report presented in detail the forms of minority education and training in Hungary. The above comment only indicates 3 forms of education and training, it does not include Hungarian-language Roma minority education and training at school, supplementary minority education and training, and, in the case of kindergartens, Hungarian-language Roma minority education and supplementary minority education. However, the last sentence incorrectly suggests that there is a language-teaching form of education in kindergartens.

3.

### Chapter 1, Section 24:

*“A minimum number of eight parental requests is necessary to start any of the three models of minority language education. However, the authority responsible for running a school is permitted to set up a class or group even with a lower number of applications. The Committee of Experts has been informed that this is rarely the case in practice. Moreover, cases have been reported where in the 2024/2025 school year, school district centres have only approved the setting up of combined classes (i.e. consisting of pupils from two up to four grades) at primary level if the number of requests was below 14. This is due to the interpretation of two legal provisions: on the one hand, the Act of the Rights of Nationalities, which sets a minimum number for starting minority language education at eight pupils and on the other hand the Act on National Public Education, which sets the minimum number of pupils in a class at 14. This issue has been*

*addressed by the Deputy Commissioner for the Rights of National Minorities<sup>90</sup> and the Committee of Experts shares the concerns about the negative consequences of this apparent legal inconsistency and the interpretation given, on minority language education. It supports the recommendation to clarify the legal provisions and their application. In any case, the Committee of Experts recalls a threshold of 14 pupils would be too high for minority language education.”*

The above statement misrepresents the problem. There was no case where national minority education was not provided in schools with a population of less than 14 pupils. The national minorities objected to this, and the Deputy Commissioner for Fundamental Rights also examined in his report that the state school maintainer provided national minority education in merged classes in many cases even in schools with a population of between 8 and 14 pupils. We note that this is permitted by law (not only in national minority education, but in all cases in general). We would like to point out that progress has been made in this matter: the law allows the establishment of an independent class in national minority education with at least 8 pupils, and school districts have been advised to proceed more carefully in such cases.

4.

**Section 35 of the subheading “The use of regional or minority languages in education”:**

*“The Educational Authority carries out the regular supervision of education. However, this does not meet the requirements of Article 8.1.i. This would require evaluating and analysing the specific measures taken and the progress achieved regarding minority language education. Reports on these topics should be drafted and made public, containing, among other things, information on the extent and availability of minority language education, developments in language proficiency, teacher supply and the provision of teaching materials. The purpose of such monitoring is to identify satisfactory measures and methods, as well as the areas where additional efforts are needed.”*

We would like to point out that as of April 1, 2015, within the framework of the public service provision of state public education, pedagogical and professional services will be provided by the Education Office through the activities of the Pedagogical Education Centers, with the authorization contained in Section 19 (5) of Act CXC of 2011 on National Public Education and Section 99/C (1). As an integral part of this, the National Minority Pedagogical Education Centre provides pedagogical and professional services with national competence for institutions providing native-language, bilingual, language teaching, supplementary, and Hungarian-language Roma minority education and training and their teachers. The Center ensures the provision of various services, coordinates pedagogical and professional services, and provides access to data and information on minority education and training.

5.

**Chapter 1, Section 37:**

*“As regards the Article 8.2, the authorities indicate that minority language education is not restricted to the areas where these are traditionally used, although it is usually organised there. According to the legal provisions, it has to be provided when eight requests to that effect are received. The Committee of Experts has been informed that the Serbian educational centre in Budapest provides education in Serbian from kindergarten to the secondary level (Article 8.2). Nevertheless, for most languages, the Committee of Experts did not learn of examples where minority language education was organized outside the territory in which they are traditionally used and invites the authorities to provide such information in the next periodical report.”*

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<sup>90</sup> [General Comment 1/2025](#) on current challenges concerning the organisation and launch of nationality classes in primary schools.

The organisation of nationality-based education can be arranged on the basis of written requests from parents who identify with the national minority in question, and is therefore organised in areas where people of that national minority live. According to the regulations, if there is a local national minority self-government in the municipality, its consent must be obtained for the organisation of such education and training. If there is no national minority self-government in the municipality, the opinion of the local national minority civil organization must be sought, and if there is no such organization, the opinion of the nationwide self-government of the given national minority must be sought. Participation in national minority education does not require membership of the national minority in question; anyone can participate, but the initiative to organize national minority education is a constitutional right of national minorities, so membership of the national minority in question is required for organization.

6.

**Chapter 2.2.1, Hungary's compliance with its commitments under the European Charter for Regional or Minority Languages to protect and promote the Boyash language, Point 87:**

We would like to point out that the teaching of the Boyash language in the framework of Roma minority-based education in both public education institutions and vocational training institutions is not only a function of the offer provided by the public education or vocational training institution, but also depends to a large extent on the linguistic and cultural composition of the pupils participating in Roma minority education. Please note that most members of the domestic Roma community speak only Hungarian.

7.

**2.8.1 Hungary's compliance with the commitments under the European Charter for Regional or Minority Languages for the protection and promotion of the Romani language**

**2.8.2 Recommendations of the Committee of Experts on improving the protection and promotion of the Romani language in Hungary**

Regarding these sections, it can also be said that the teaching of the Romani language within the framework of Roma minority education depends to a significant extent on the linguistic and cultural composition of the pupils participating in Roma minority education and training, since the majority of those belonging to the domestic Roma community speak exclusively Hungarian.

8.

**General Comments in connection with the Roma community**

The mid-term review of the Hungarian National Social Inclusion Strategy 2030 (hereinafter: MNSIS 2030) will be completed in 2026. The review will provide a comprehensive assessment of the implementation of the Strategy to date, including interventions related to Roma identity, community-building, awareness-raising and the enforcement of rights. In the course of this process, the policy framework takes into account the relevant recommendations of the Council of Europe and, where possible, integrates them into the subsequent phases of policy planning and implementation, in line with the constitutional, legal and institutional framework.

It is important to emphasize that the representative involvement of Roma communities in the planning and implementation of social inclusion and equal opportunity policies is based on continuous dialogue. Policy decisions affecting the Roma population are not taken in isolation, but through structured consultation mechanisms that ensure the meaningful participation of relevant stakeholders.

In this context, the “Let Our Children Be Better Off!” Evaluation Committee plays a particularly important role by examining the implementation of policies affecting children, especially measures aimed at reducing

child poverty. As part of its work, the Committee regularly assesses the impact of interventions targeting disadvantaged children, including Roma children, and formulates recommendations for policy directions.

Another key forum for the involvement of Roma communities is the Roma Coordination Council, which facilitates the coordination of government measures related to Roma integration and provides a platform for regular dialogue between Roma interest representatives, civil society actors and public decision-makers.

Consultation events organised under the Hungarian National Roma Platform at national and regional level also provide opportunities for Roma communities, civil society organisations, experts and institutional actors to give feedback on the practical experience of policy measures.

The operation of the Platform is in line with the partnership principle of the EU Roma Strategic Framework and contributes to well-founded policy planning.

9.

### **Comments on Specific Findings of the Report**

With regard to point 10 of subsection 1.1 of the Eighth Report, we underline that, according to the approach of the MNSIS 2030, priority is given to the practical enforcement of rights and to ensuring effective access to services, while at the same time measures aimed at increasing the quantitative availability of institutional language use are also considered important. The focus of social inclusion policy is to ensure that disadvantaged persons, including Roma individuals, have barrier-free and effective access to public services – such as education, healthcare, social services, and public administration – through, among others, intermediary mechanisms, support services, and solutions grounded in local presence.

10.

### **Observations on the Use and Promotion of the Romani and Boyash Languages in the Report**

In Hungary, the operation and maintenance of minority media are ensured by Act CLXXIX of 2011 on the Rights of National Minorities, as well as Act CLXXXV of 2010 on Media Services and Mass Communication. In accordance with this legal framework, public service media providers regularly broadcast radio and television programmes in the mother tongues of the 13 recognised national minorities in Hungary, including the Roma community, which constitutes the largest national minority in the country.

With regard to the observations formulated concerning the promotion and effective use of the Romani and Boyash languages, it should be emphasised that the regularly available Roma minority funding schemes provide opportunities for the promotion, practice and teaching of these languages.

The Gandhi Secondary School and Boarding School in Pécs continues to play a prominent role within both the Hungarian and the European systems of Roma minority education. Since its establishment in 1994, the institution has operated under the auspices of the Gandhi Gimnázium Public Benefit Nonprofit Ltd. as Hungary's - and Europe's - first Roma national minority secondary school awarding a school-leaving certificate. Within the institution, students are offered the opportunity to pursue their studies in Romani and Boyash.

In the 2023/2024 academic year, the institution continued its professional development activities as a base institution of the Educational Authority. Within this framework, it actively participates in the development of curricula, methodological materials, and training programmes related to Roma and other minority education, as well as in providing professional support for in-service teacher training programmes.

National minority teachers play a pivotal role in enabling the indigenous national minorities of Hungary to preserve and transmit their language and culture to future generations. The **National Minority Teacher**

**Programme** aims to increase the number of young people choosing a career in minority education, to raise the quality and effectiveness of minority teacher training – particularly language education – and to improve the retention, recognition, and professional appreciation of minority teachers currently in the profession. Within the framework of this programme, the National Minority Teacher Study Scholarship Scheme has been established.

The objective of the National Minority Teacher Scholarship Programme is to support the development of a well-qualified and professionally committed supply of minority teachers, including Roma teachers. To this end, the programme provides scholarships to students (hereinafter referred to as “students”) enrolled in higher education institutions offering Roma minority teacher training, who are pursuing qualifications and/or professional credentials required for teaching positions in Roma minority early childhood education, as well as in Roma minority primary and secondary education.

In addition, budgetary funding is provided for the professional development of Roma minority teachers. This support contributes to the enhancement of pedagogical competencies, methodological preparedness, and cultural sensitivity of teachers working in Roma minority education. The aim of these training programmes is to enable educators to participate more effectively in Roma language instruction, the teaching of Roma ethnography and cultural studies, and the strengthening of cultural context within both school and community environments.

In Hungary, both radio and television channels broadcast programmes in Romani and Boyash. While content accessible via social media platforms has gained greater public visibility, the channel known as DikhTV offers programmes promoting Roma culture in the Romani (Lovari) language.

The television programmes *Közelebb – Roma Magazin* and *P'amende*, as well as Roma-themed broadcasts on Kossuth Radio and the National Minority Radio, contribute to the visibility of Roma culture, identity and language not only through their airtime but also through the complexity and depth of their content. The aim of these programmes is not limited to encouraging language use; they also seek to reduce social stereotypes and to strengthen the self-representation of Roma communities.

At the same time, the transformation of the media landscape must also be taken into account. The declining accessibility of medium-wave radio broadcasting and the increasing prominence of digital platforms pose new challenges, particularly for socially more vulnerable Roma communities. Without assessing these factors, a purely quantitative examination of airtime does not provide a comprehensive picture of the actual impact of Roma linguistic and cultural representation.

This observation is valid in itself; however, it is also important to stress that the low frequency of minority language use is not necessarily the result of legal or institutional barriers. In the case of Roma communities in particular, a high level of proficiency in the Hungarian language is often the outcome of a conscious strategy of adaptation shaped through long historical processes.

The less frequent exercise of linguistic rights therefore reflects not the absence of such rights, but in many cases the freedom of individual and community language choice. In the sphere of public communication, members of Roma communities often opt for the use of Hungarian on pragmatic grounds.

Budapest, 9 February 2026

The Committee of Experts of the European Charter for Regional or Minority Languages is an independent body that evaluates the compliance of the States Parties with their undertakings and, where appropriate, encourages them to gradually reach a higher level of commitment.

The European Charter for Regional or Minority Languages, adopted by the Committee of Ministers of the Council of Europe on 25 June 1992 and entered into force on 1 March 1998, is the European convention for the protection and promotion of regional and minority languages. It is designed to enable speakers to use them both in private and public life and obliges the States Parties to actively promote the use of these languages in education, courts, administration, media, culture, economic and social life, and cross- border co-operation.

Regional or minority languages are part of Europe's cultural heritage and their protection and promotion contribute to the building of a Europe based on democracy and cultural diversity.

The text of the Charter is available in over 50 languages.

[www.coe.int/minlang](http://www.coe.int/minlang)

**www.coe.int**

The Council of Europe is the continent's leading human rights organisation. It comprises 46 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.