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**EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES**

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

**HUNGARY**

**SEVENTH PERIODIC REPORT OF THE  
GOVERNMENT OF HUNGARY**

**on the implementation of the obligations undertaken through the  
ratification of the**

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

**6 December 2017**

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## INTRODUCTION

The European Charter for Regional or Minority Languages (hereinafter: Language Charter) was adopted by the Committee of Ministers of the Council of Europe on 25 June 1992. Hungary signed the document on 5 November 1992, the day when it was opened for signature. Ratification took place on the basis of Parliamentary Decision No 35/1995. (IV. 7.), and the Charter entered into effect on 1 March 1998, after it had been ratified by a sufficient number of Member States (five). The document was published under Act XL of 1999 on the promulgation of the European Charter for Regional or Minority Languages created in Strasbourg on 5 November 1992.

The acceding parties undertook to prepare their report within one year of the date of the entry into force of the Charter and to update it every three years thereafter. Hungary submitted its first report to the Secretary-General of the Council of Europe in September 1999, its second periodic report in 2002, its third report in 2005, its fourth report in 2009, its fifth report in 2012, and its sixth report in 2015.

Following submission of the reports, the Committee of Experts of the Language Charter had sought information in Hungary about the content of the report and then prepared a report for the Committee of Ministers of the Council of Europe (hereinafter the Committee of Ministers). In the following the Committee of Ministers discussed the documents and adopted recommendations in which it formulated its expectations to strengthen the execution of the Language Charter in Hungary.

When preparing the seventh report, we followed

- the outline of the 3-year periodic report approved at the 1056th meeting of the Committee of Ministers of the Council of Europe (6 May 2009), and
- when preparing the country report we took into consideration Recommendations CM/RecChL(2016)5 of the Committee of Ministers of the Council of Europe adopted on 14 December 2016.

In the seventh periodic report of the Government of Hungary – on the implementation of the obligations undertaken through the ratification of the Language Charter – (hereinafter: Report) we provide information on the situation, the tasks and the measures in the period between January 2014 and January 2017.

The structure of the Report follows the guidelines issued for the States Parties and approved by the Committee of Ministers. The introduction contains general information about Hungary and about the national and ethnic minorities living in Hungary (hereinafter, according to the Hungarian terminology: nationalities). The laws protecting minority languages are described in Chapter I of the Report. The execution of Part II of the Language Charter in Hungary is summarised in Chapter II of the Report through presenting the nationality policy of Hungary. Chapter III contains a description of the implementation of the commitments set out in Part III of the Language Charter.

The Office of the Minister of State for Church, Nationality and Civil Society Relations of the Ministry of Human Capacities, in charge of preparing the Report, relied on the following resources. We requested and received data on the commitments made by Hungary in the Charter from the following parties:

- the Government's ministries and offices of the minister of state, the fields concerned,
- the media authority,
- the nationality advocates,
- the national minority self-governments,
- the Equal Treatment Authority,
- the Institute for Minority Studies of the Centre for Social Sciences of the Hungarian Academy of Sciences, and
- the Hungarian Central Statistical Office.

We also used the reports for 2014, 2015 and 2016 on the activity of the Commissioner for Fundamental Rights and the Deputies.

### **Nationalities in Hungary**

From the end of the 10th century, the historical Hungary formed in the Carpathian basin existed as a multi-ethnic and multilingual state until the end of the First World War. First, the official language of the medieval state was Latin, which was followed by German, and in the 19th century Hungarian became the administrative language. A major part of the nationalities living within the territory of Hungary today share in common that they have lived within the framework of the Hungarian state for centuries, and – except for the indigenous Slovenian population living in the south-western part of the country around Szentgotthárd – they arrived at the current territory of Hungary in several waves over the past centuries. One of the most dominant historical, social and ethnic features of these nationalities is that they left the original homeland of their ethnic group basically before the development of a controlled literary language, and because of this the language and the dialects they speak today are generally archaic language versions.

During centuries of historical co-existence with the Hungarian people, the individual national communities became fully integrated into majority society, and in many cases their linguistic and cultural bonds with their mother nation weakened. At the same time, a new phenomenon appeared, which can be referred to as having double bonds. Today the vast majority of those belonging to nationalities in Hungary is bilingual, and often they are more comfortable speaking in Hungarian than in the language of the given nationality. A larger proportion of those belonging to nationalities is closely related to the Hungarian culture – besides their own cultural heritage –, which they learnt and accepted during centuries of co-existence. Exceptions to this are those nationality communities, which have been also present within the territory of Hungary for over a century, but in the past few decades either a continuous population supply arrived from their mother country, or a large group moved in resulting in a major increase in their population. These include especially the Bulgarian, Polish, Armenian, Ukrainian and Greek communities, and also the Serbian community since the Yugoslav war, while after Hungary's accession to the EU Romanian and Slovak families buying property in Hungary also increased the population of their respective community.

Due to the assimilation efforts observed in the first half of the 20th century, the suppression of minority-language education, the forced – or partly voluntary – displacement of the population after the war, and the changes accompanying social modernisation, nationality communities that had been closed before underwent changes, and the community language gradually lost its cohesive power. This was compounded by the fact that after the Second World War the language of teaching introduced in nationality education was not the archaic

dialect used by the members of the given community, but the literary or common language of the mother nation or the mother country.

Since the 1990s – i.e. the change of the political regime – Hungary has devoted special attention to guaranteeing the rights of nationalities living within its territory. Measures have been adopted to support the self-organisation of nationalities, the preservation of their identity and the passing on of their language. In particular, the adoption of Act LXXVII of 1993 on the Rights of National and Ethnic Minorities (hereinafter: Minorities Act) is of major importance, as it lays down the fundamental principles, the institutes and the frames of Hungary’s nationality policy; the linguistic rights of minorities are emphasised as a priority in the wording of this Act.

The Fundamental Law adopted in 2011 launched a process of renewing the scheme of legislation determining social and public life. According to Article XXIX of the Fundamental Law

(1) Nationalities living in Hungary shall be constituent parts of the State. Every Hungarian citizen belonging to a nationality shall have the right to freely express and preserve his or her identity. Nationalities living in Hungary shall have the right to use their mother tongue, to use names in their own languages individually and collectively, to nurture their own cultures, and to receive education in their mother tongues.

(2) Nationalities living in Hungary shall have the right to establish their self-government at both local and national level.

(3) The detailed rules relating to the rights of nationalities living in Hungary, the nationalities, the requirements for recognition as a nationality, and the rules for the election of the self-governments of nationalities at local and national level shall be laid down in a cardinal Act. A cardinal Act may provide that recognition as a nationality shall be subject to a certain length of time of presence and to the initiative of a certain number of persons declaring to be members of the nationality concerned.

In agreement with the affected parties, the Fundamental Law introduces the term “*nationality*” again instead of using the quantitative approach suggested by the phrase “*national and ethnic minority*”, returning by this to the centuries-old Hungarian tradition. Because of that, the new terminology is used also in this Report.

The Parliament adopted Act CLXXIX of 2011 on the Rights of Nationalities (hereinafter: Nationalities Act) as part of the renewal of Hungary’s public law system. By preserving and further developing the results achieved so far, the Nationalities Act clarifies and improves the individual and collective rights of people belonging to thirteen communities resident in Hungary, such as Bulgarians, Roma, Greeks, Croatians, Polish, Germans, Armenians, Romanians, Rusyns, Serbians, Slovaks, Slovenians, and Ukrainians. The law clearly provides that the rights and obligations of nationalities shall be applicable to a person and community belonging to a nationality if they declare their identity in a way as specified by the law or an implementing regulation. It defines, as a new concept, the concept of “nationality organisation” in terms of nationality cultural autonomy and the general elections of nationalities, which was missing from existing rules. According to the new definition – in the context of the general elections of nationalities – a nationality organisation is a non-profit association with the statutory objective of representing a specific nationality in accordance with this act.

Besides the general administrative system, **nationality self-governments** operating at three levels (local, regional – county and metropolitan – and national) represent the community

interests of those belonging to nationalities other than the majority. Nationality self-governments – besides local and county governments – have the right to self-management and co-decision in the most important areas in the community's life (education, culture, media and use of language), i.e. they can set up and maintain institutes, or, in the case of institutes maintained by other parties, they are bodies having the right of opinion and consent. Since 1994 they have been present in the Hungarian minority policy as special and unique partners at all settlements – and even all counties since 2006 – where a nationality community is represented by a significant population. The aim of the regulation set out in the Nationalities Act is that a nationality self-government should be established only if actual community background, supported with census data, exists in the settlements and at the regional level, and, at the same time, the specific nationality should have national representation even if it does not set up a self-government at any other level. At the national level of the nationality self-government system there are the national-level nationality self-governments, which are the strategic partners of the central administration, the Government during the solution of nationality policy issues. In agreement with the Fundamental Law, elections for nationality self-governments shall be held every 5 years, on the same day as the general elections of local government representatives and mayors. Citizens who have been entered on the nationality electoral roll at their place of residence can participate in the elections for nationality self-governments.

In respect of the direct representation of nationalities in Parliament, a significant progress was made during the reporting period. Following the 2014 parliamentary elections, nationalities can participate directly in the work of the Parliament. Even earlier, people belonging to nationalities regularly became MPs as members of parties, but they were primarily the representatives of their parties and not of their communities of origin. Since the first multi-party Parliament was established after the era of state socialism, the national self-governments of nationalities have been participating in the work of the Parliament's committee for nationalities in an advisory capacity. Later on, in 2009, the Forum of National and Ethnic Minorities in Hungary was set up on the initiative of the Speaker of the National Assembly with wide-ranging consultative powers, making it possible to discuss the interests of nationalities with the parliamentary parties, parliamentary commissions and professional organisations. This body could make proposals and recommendations, issue opinions and declarations with regard to issues related to nationality identity, and its members could be invited to attend the meetings of the commissions of the Parliament.

At the same time as the Nationalities Act, the Parliament also adopted Act CCIII of 2011 on the Elections of the Members of Parliament. This Act creates the conditions for nationality participation by recognising that the nationalities living in Hungary are constituent parts of the State and that the Fundamental Law gives them the right to participate in the work of the Parliament. It also makes it possible for the representatives of nationalities to obtain preferential mandates. In order to make it easier to obtain mandates, the Act determines a so-called **preferential quota**, with the help of which the representatives of nationalities can obtain a parliamentary mandate with only a quarter of the number of votes needed to become a Member of Parliament. The concept of **nationality advocate** has been introduced to make it possible for nationalities that do not obtain preferential mandates to participate in the work of the Parliament. The advocate can be the candidate who is first on the candidates' list of the national-level nationality self-government. In accordance with Act XXXVI of 2012 on the National Assembly, the representative obtaining a mandate from the nationality candidates' list and the nationality advocate are members of the standing parliamentary committee for nationalities, which is a parliamentary body in respect of nationalities participating in



monitoring the Government's work, taking initiations, making proposals and giving opinions. Pursuant to the Act, since the 2014 parliamentary elections, all nationalities have been formally present – via their advocates – in the Parliament, as a result of which advocates now play a significant role in the legislative process through the work of the *Committee for Nationalities in Hungary*.

### **Persons speaking a regional or minority language**

In Hungary, the holders of rights relating to regional or minority languages (hereinafter, according to the terminology used in Hungary: nationality languages) are the persons belonging to the individual nationalities (rights of individuals) and their communities (collective rights). Pursuant to Section 1 of Subsection (1) of the Nationalities Act, in Hungary “nationalities are all ethnic groups that have lived in the territory of Hungary for at least a century, who represent a numerical minority in the country's population, who are distinguished from the rest of the population by their own languages, cultures and traditions, who demonstrate a sense of belonging together that is aimed at preserving all of these and at expressing and protecting the interests of their historical communities.” According to the list provided in the Nationalities Act, the languages used in Hungary by nationalities include the Bulgarian, Greek, Polish, German, Armenian, Roma (Romani and Boyash), Romanian, Rusyn, Serbian, Slovak, Slovenian and Ukrainian languages, and also the Hungarian language in the case of the Roma and the Armenian minority.

Pursuant to Subsection (1) of Section 4, all nationality communities and all persons belonging to a nationality have the right to

a) succeed on their homeland, and the right to the freedom of having ties to and protecting the culture and traditions of their own or their parents' or their ancestors' place of birth or residence;

b) maintain undisturbed relations with their home country.

According to Subsection (2) of Section 4, persons belonging to nationalities have a right to maintain relations with the state and public institutions of their home country and nation speaking their language, as well as with national minorities living in other countries.

In accordance with the above, in Hungary's legal order persons speaking the language of a nationality can freely confess that they belong to a nationality, and on the basis of individual and collective rights they can foster, develop and pass on their nationality language to the following generations. The Nationalities Act defines the concept of nationality community in a way analogous to the Minorities Act of 1993, and, for the first time, it also defines the concept of persons belonging to a community. As a new concept, the Nationalities Act introduces the right to community language use, according to which all nationalities have the right to use historically developed settlement names, street names and other geographical indications used by the community.

### **Statistical data of the nationalities**

Pursuant to Regulation (EC) No 763/2008 of the European Parliament and of the Council of 9 July 2008 on population and housing censuses, and Point c) of Subsection (1) of Section 6 of Act XLVI of 1993 on statistics, the latest general population census carried out on the basis of Act CXXXIX of 2009 on the 2011 census – on the fifteenth occasion in the history of censuses in Hungary – took place between 1–31 October 2011. The census covered Hungarian citizens living within the territory of Hungary or temporarily staying abroad but

having a registered permanent address or residence in Hungary, EEA nationals, third-country nationals and stateless persons staying within the territory of Hungary for over three months. During the preparation of the census, consultations were held on several occasions with the national self-governments of domestic nationalities. The data of the 2011 census was presented in detail in the previous sixth periodic country report. Below we only summarise the main findings that are relevant from the aspect of nationality language use.

During the 2011 census **6.48 %** of the country's total population of 9 937 628, i.e. **644 524 persons** reported affiliations to one of the domestic nationalities. 1.49 % of the population, i.e. 148 155 persons specified at least one of the domestic nationality languages as their native language. According to data on the knowledge of languages, the number of persons knowing a nationality language is well above the number of persons professing to have a nationality native language. Concerning the census data relating to the individual nationalities, it can be concluded that the number of persons confessing their national identity and their ratio within the whole population has started to increase in recent years. The increase in the number of persons belonging to nationalities is even more surprising because questions relating to belonging to nationalities, just like earlier, were optional on the data sheets of the census.

From the aspect of language use, the following answers were given to the two most relevant questions (the data sets have been supplemented with numbers relating to the knowledge of languages spoken by nationalities within the entire population):

**Table 1:**  
*Data of the 2011 census relating to nationalities and languages*

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

Source: Hungarian Central Statistical Office

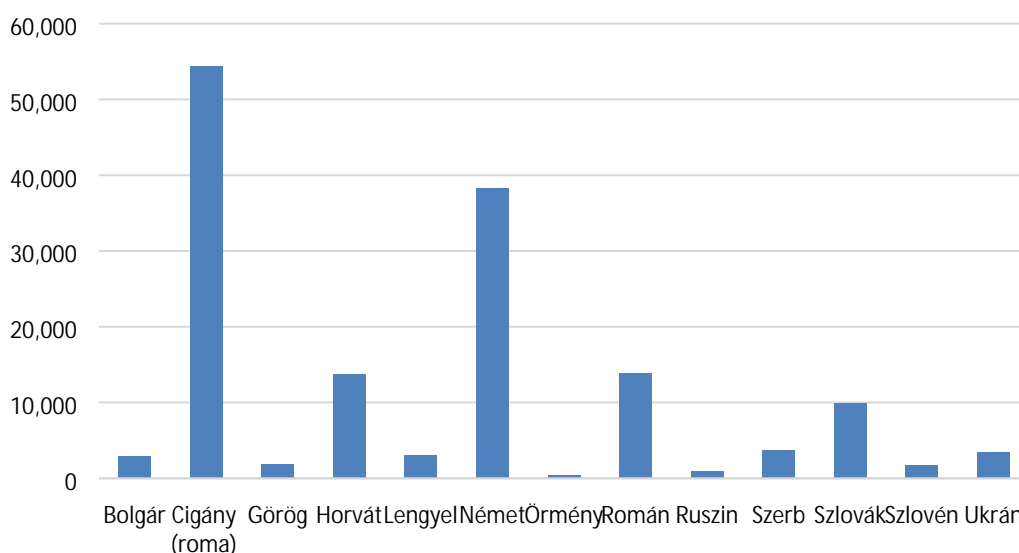
Note: As two answers could be given – for the purpose of indicating multiple ties – to the questions relating to nationality, native language and language used in the family and among friends, respectively, it results in accumulation in the case of nationalities, i.e. the number of confessed identities is above the number of the respondents.

The increase in the number of persons belonging to nationalities for the majority of communities can be explained with the expansion of the national self-government system. During the two elections prior to the census of 2011, numerous nationality self-governments were formed in settlements where the presence of nationalities could not be detected earlier, or where the presence of a specific nationality was significant from a historical perspective but it stopped operating as a community partly due to assimilation, and partly due to internal or external migration over the past century.

From the aspect of nationality policy, the census data of 2011 are of fundamental importance in two contexts. On the one part the data determine the settlements where nationality local elections can be held in 2014. The second context is that pursuant to the regulation on financing the operation of nationality self-governments, starting from 2014 local and regional nationality self-governments are granted operating support on the basis of the census data. In accordance with the two contexts described above, the results of the 2011 census determine the nationality policy to be followed in the coming years.

**Figure 1:**  
*Nationality native language use*

The number of persons speaking domestic nationality languages as their native language, 2011



Source: 2011 census – 9. Nationality data  
([http://www.ksh.hu/nepszamlalas/nemzetisegi\\_adatok\\_sb](http://www.ksh.hu/nepszamlalas/nemzetisegi_adatok_sb))

Between 1 October – 8 November 2016, the Hungarian Central Statistical Office held a microcensus, i.e. a small census on a sample covering 10 % of the households, at about 440 thousand addresses at 2 148 settlements. The aim of the survey was to track the changes that had taken place since the last census in respect of the most important characteristics of society, and to collect data relating to current social topics (e.g. obstacles, social stratification)

in the framework of five supplementary surveys. The basic programme of the microcensus followed the issues of the 2011 census, or in the case of certain data sets these issues were modified to suit current demands. In the questionnaire, in connection with nationalities the same block of questions was used as in the case of the census to ensure the comparability of the results: two questions related to the nationality people belonged to, one question related to the native language and one question to the language used in the family and among friends. The nationality data and results were not yet available at the time of preparing the Report.

The Hungarian Central Statistical Office examined nationalities in other surveys too: in order to ensure the availability of the most fundamental information even in the periods between censuses, a question relating to ethnic affiliation was introduced in 2013 in the largest regular public survey – the Labour Survey –, and, starting from 2014, in the *Household budget and living conditions* data survey; based on experience obtained, they are planning to gradually introduce this question as a core variable in all social surveys. Surveys involved:

- European Health Interview Survey – ELEF (2014)
- National well-being survey (2015)
- Housing survey (2016)
- Programme for the International Assessment of Adult Competencies – PIAAC (2016)

### **Regional location of the persons speaking the languages subject to the commitments made in accordance with Part III**

By acceding to the Language Charter, on the basis of the nationality educational and cultural infrastructure available in the given period, and based on earlier census data, Hungary included the language of the Croatian, German, Roman, Serbian, Slovak and Slovenian nationalities in the scope of its commitments made in accordance with Part III. The commitments are the same for the six languages concerned. In the following, in 2008 the commitments were extended to the Romani and the Boyash language too. The table of counties below shows the regional location of the listed nationalities on the basis of the data of the 2011 census.

**Figure 2:**  
*Counties in Hungary*



**Table 2:**  
*Number of persons belonging to the nationalities falling within the scope of Part III, per county*

<b>Nationality, native language or language used in the family and among friends, based on at least one of the answers</b>							
<b>County</b>	<b>Roma</b>	<b>Croatian</b>	<b>German</b>	<b>Romanian</b>	<b>Serbian</b>	<b>Slovak</b>	<b>Slovenian</b>
Budapest	20151	2 186	28 818	8 480	2 552	3 257	271
Bács-Kiskun	11 327	3 502	12 341	1 797	943	2 018	28
Baranya	17 585	7 185	25 777	600	794	182	34
Békés	9 541	51	3 344	6 240	489	8 877	44
Borsod-Abaúj-Zemplén	58 376	48	4 210	652	102	2 306	17
Csongrád	5 006	358	2 556	2 022	2 041	673	17
Fejér	6 497	353	7 252	974	325	329	57
Győr-Moson-Sopron	3 511	3 028	12 203	923	173	1 802	111
Hajdú-Bihar	18 546	34	2 398	2 592	132	182	4
Heves	19 467	41	1 576	634	39	558	6
Jász-Nagykun-Szolnok	19 089	32	1 609	620	68	144	8
Komárom-Esztergom	4 371	109	10 930	803	104	3 537	26
Nógrád	15 489	20	1 384	269	14	2 860	11
Pest	20 719	980	30 176	5 649	1 620	7 463	107
Somogy	16 794	1 547	5 301	431	140	148	30
Szabolcs-Szatmár-Bereg	44 738	24	2 797	1 219	47	297	10
Tolna	9 072	178	11 983	424	172	119	8
Vas	2 685	3 197	5 428	336	53	103	1 894
Veszprém	5 336	131	11 176	610	136	279	32
Zala	7 283	3 770	4 437	366	94	74	105

Source: Hungarian Central Statistical Office

The sets of statistical data show that the Hungarian **Roma** population constitutes the largest language community in Hungary. Borsod-Abaúj-Zemplén, Baranya, Szabolcs-Szatmár-Bereg and Pest counties host the largest groups of this population. Following the latest local elections held in 2014, about 1 200 local governments and 20 regional Roma nationality self-governments were established.

The majority of **Croatians** living in Hungary live in Bács-Kiskun, Baranya, Győr-Moson-Sopron, Vas and Zala counties. Further sizeable communities of them live in Budapest and in Somogy county. As a result of the local elections held in 2014, 112 local and 7 regional (Budapest, Baranya, Bács-Kiskun, Győr-Moson-Sopron, Somogy, Vas and Zala counties) self-governments were established.

Besides Budapest, there is also a significant presence of persons belonging to the **German** nationality in Bács-Kiskun, Baranya, Fejér, Győr-Moson-Sopron, Komárom-Esztergom, Pest, Tolna and Veszprém counties, and larger communities live in Somogy county and Vas county too. During the nationality local elections of 2014, 406 local nationality self-governments were established. There are 13 regional governments, twelve county governments, and there is the Municipal Government of Budapest.

In Hungary, the largest number of **Romanians** live in Budapest, in Békés and Pest county, but there are also settlements in Hajdú-Bihar and Csongrád counties that are traditionally populated by Romanians. As a result of the nationality local elections held in 2014, local governments were set up at 43 settlements, and in 18 districts of Budapest. The number of regional self-governments increased, and besides the bodies set up in Budapest, Békés and Hajdú-Bihar county, representative bodies at mid-level were also established in Csongrád and Pest county.

In Hungary the most significant communities of **Serbians** live in Budapest, and in Békés, Csongrád and Pest counties. As a result of the local elections held in 2014, local Serbian nationality self-governments were established at 46 settlements, and regional Serbian self-governments were set up in Budapest and in Pest county.

The largest groups of persons speaking **Slovak** as their native language live in Budapest, and also in Békés, Borsod-Abaúj-Zemplén, Komárom-Esztergom and Pest counties. Further sizeable communities live in Nógrád and Csongrád county. During the elections 112 Slovakian nationality self-governments were established all over the country, and then 6 regional nationality self-governments were set up (in Budapest and in 5 counties).

The **Slovenian** community lives in a geographically limited region near the south-western – western border of the country, in Vas county. As a result of the latest nationality local elections, a total number of 10 Slovenian local nationality self-governments were created (8 in Vas county, 1 in Győr-Moson-Sopron county and 1 in the 11th district of Budapest).

### **Languages not subject to the commitments made in accordance with Part III**

National and ethnic minorities speaking nationality languages live dispersed all over the country. In the majority of the cases they live in settlements where they form a numerical minority of the local population. The population of the smallest groups with a nationality native language – **Bulgarian, Greek, Polish, Armenian and Rusyn people** – was above one hundred only in Budapest and in a couple of other counties.

The situation is slightly different in the case of the Ukrainian nationality. The number of people professing to speak Ukrainian as their native language is above one hundred in several counties, but they do not appear as a compact community in any of the counties, and the number of non-nationals of Hungary is quite high among them. According to the data of the 2011 census, their demands relating to the use of the Ukrainian language and to the Ukrainian culture can hardly be demonstrated due to their small population and local presence. Consequently, although they have the linguistic rights granted by the Nationalities Act, due to their dispersed presence it is not possible to identify, even approximately, a geographical unit or region where their language is used.

**Table 3:**  
*Number of persons with a nationality native language, not subject to the commitments made in accordance with Part III, per county*

<b>Based on at least one of the answers relating to nationality, native language or language used in the family and among friends</b>						
<b>County</b>	<b>Bulgarian</b>	<b>Greek</b>	<b>Polish</b>	<b>Armenian</b>	<b>Rusyn</b>	<b>Ukrainian</b>
Budapest	2 271	2 311	2 758	1 530	789	2 128
Bács-Kiskun	231	63	145	137	55	216
Baranya	204	149	213	94	80	101
Békés	103	44	134	67	36	129
Borsod-Abaúj-Zemplén	335	204	663	153	1 457	436
Csongrád	171	139	186	117	53	151
Fejér	157	421	305	96	108	262
Győr-Moson-Sopron	256	60	196	82	49	159
Hajdú-Bihar	341	114	176	158	143	390
Heves	108	68	125	51	122	169
Jász-Nagykun-Szolnok	172	120	122	54	52	171
Komárom-Esztergom	162	91	215	85	35	163
Nógrád	55	24	64	44	23	50
Pest	1 052	593	1 027	452	351	844
Somogy	96	62	121	86	31	155
Szabolcs-Szatmár-Bereg	171	69	131	97	374	1 461
Tolna	73	20	56	52	17	64
Vas	96	26	75	51	33	58
Veszprém	141	33	197	120	47	180
Zala	77	31	92	45	27	109

Source: Hungarian Central Statistical Office

The data indicates that in all of the counties the concentration of the Bulgarian-, Greek-, Polish-, Armenian- and Rusyn-speaking population remains below the level at which plannable and more significant language use demands could be presented to the institutes of the given region.

Sociology of language studies, everyday experience, and also reports by the Commissioner for Fundamental Rights, as well as reports by the Deputy of the Commissioner protecting the rights of nationalities living in Hungary confirm that nationality languages are spoken in Hungary by only a part of the older generations and only in a narrow environment, the middle generations speak almost exclusively Hungarian, and for the younger generations the language of the ancestors is not the native language, but a learnt language. The Hungarian language is the primary language at all levels of communication, and its prevalence is increased by the mixed marriages demonstrated with data over several generations, and also by the fact that as a result of social changes the traditional communities have disintegrated

and migrated, several generations no longer live under the same roof, so grandparents can very rarely pass on their native language to the younger generations. The use of nationality languages has typically declined even in the private sphere, and because of the dispersed existence and the fact that families have lost their role of passing down the native language, only the nationality educational system can provide an opportunity for slowing down or stopping the decline of nationality languages. The findings – with small deviations – are more or less valid for all nationalities living in Hungary.

## **Nationality support granted in the reporting period**

### **1. Support linked to linguistic identity, granted from the central budget**

Direct central support granted to Hungarian nationalities is stipulated in the Budget Law. Pursuant to Government Resolution 1205/2012. (VI. 26.) on the implementation of certain tasks deriving from Government Regulation 94/2012.(V. 11.) on the amendment of Government Regulation 212/2010. (VII. 1.) governing the duties and powers of certain ministers and of the state secretary for the Prime Minister's Office, starting from June 2012 the funds appear among the chapter-managed appropriations of the Ministry of Human Capacities (hereinafter: EMMI). Nationality-targeted support managed by EMMI cover the following *main areas*:

- support granted to national-level nationality self-governments and media;
- support granted to institutions maintained by national-level nationality self-governments;
- nationality support (support granted by tender and based on individual applications);
- support granted to local and regional nationality self-governments (operational and task-based support).

In the period between 2 January 2013 – 31 December 2016, the granting of nationality-targeted support was regulated by Government Regulation 428/2012. (XII. 29.) on the conditions of support granted from nationality-targeted appropriations and on the rules of settling accounts. The statutory provisions relating to determining the operational and task-based support granted to local and regional nationality self-governments were amended by Government Regulation 437/2013. (XI. 19.) on the amendment of Government Regulation 428/2012. (XII. 29.) on the conditions of support granted from nationality-targeted appropriations and on the rules of settling accounts. The amended provisions first applied to support granted in 2014. The budget lines for financing of tasks are stipulated in the current Budget Law.

#### **1.1. Operational and media support granted to national-level nationality self-governments**

In respect of the tasks to be implemented by national-level nationality self-governments determined in the Nationalities Act, it should be noted that if there is no nationality self-government operating at a given settlement, the national-level nationality self-government carries out the advocacy and representation tasks occurring at the settlement in connection with the given nationality community. Similarly, in connection with the self-government tasks carried out by the county self-government, it also performs an advocacy and representation activity – laid down in special legislation –, and it is responsible for representing and



protecting the interests of the nationality represented by it at national level. Furthermore, it maintains a national network of nationality institutions in the interest of the development of nationality cultural autonomy.

**Table 4:**  
*Operational and media support granted to national-level nationality self-governments*

<b>Support granted to national-level nationality self-governments and media</b>			
<b>National-level nationality self-government</b>	<b>2014 (million HUF)</b>	<b>2015 (million HUF)</b>	<b>2016 (million HUF)</b>
Bulgarian National Self-Government and Media	43.7	55.2	55.2
National Roma Self-Government and Media	267.2	361.2	361.2
National Self-Government of Greeks in Hungary and Media	44.9	62.9	62.9
National Croatian Self-Government and Media	144.5	178.0	178.0
National Polish Self-Government and Media	47.0	54.0	72.0
National Self-Government of Germans in Hungary and Media	214.1	256.9	256.9
National Armenian Self-Government and Media	42.5	52.5	52.5
National Self-Government of Romanians in Hungary and Media	89.6	107.5	107.5
National Rusyn Self-Government and Media	36.1	59.6	59.6
National Serbian Self-Government and Media	78.7	100.7	100.7
National Slovak Self-Government and Media	128.0	151.0	151.0
National Slovenian Self-Government and Media	64.0	80.0	80.0
National Ukrainian Self-Government and Media	36.2	62.2	62.2
<b>Total:</b>	<b>1,236.5</b>	<b>1,581.7</b>	<b>1,599.7</b>

Source: Ministry of Human Capacities

In connection with the support granted to the media it must be noted that nationalities have the right to access and transfer information in their own native language, via mass media tools, and they have the right to find out and provide information, to provide media services, to have access to the press and to press distribution in their native language. National-level nationality self-governments are granted operating support for performing their compulsory and voluntary tasks, operate their offices, and perform tasks related to the nationality media. The amount of support is stipulated in the current Budget Law.

## **1.2. Support granted to institutions maintained by national-level nationality self-governments**

National-level nationality self-governments can establish or take over institutions in order to ensure the cultural autonomy of the nationality they represent. For several years support has been appropriated in the Budget Law for the operation and development of nationality cultural

and educational institutes exclusively or partly operated by national-level nationality self-governments, for facilitating the foundation of such institutes, and for supporting the takeover of nationality institutes performing national and/or regional activities from other operators. The annual budget laws directly allocate the operating support of the institutes directly to the national-level nationality self-governments maintaining the institutes. In 2014 the appropriations amounted to HUF 611.5 million, while in 2015 and 2016 they came to HUF 932.3 million. The support granted to institutes maintained by national-level nationality self-governments and the changes observed between 2014–2016 in the case of the individual self-governments are summarised in the table below.

**Table 5:**  
*Institutional support granted to national-level nationality self-governments*

<b>Support granted to institutions maintained by national-level nationality self-governments</b>			
<b>National-level nationality self-government</b>	<b>2014 (million HUF)</b>	<b>2015 (million HUF)</b>	<b>2016 (million HUF)</b>
Support granted to institutions maintained by the National Bulgarian Self-Government	30.8	50.8	50.8
Support granted to institutions maintained by the National Roma Self-Government	78.6	165.9	165.9
Support granted to institutions maintained by the National Self-Government of Greeks in Hungary	15.0	19.5	19.5
Support granted to institutions maintained by the National Croatian Self-Government	65.5	104.4	104.4
Support granted to institutions maintained by the National Polish Self-Government	25.8	30.8	30.8
Support granted to institutions maintained by the National Self-Government of Germans in Hungary	125.6	178.0	178.0
Support granted to institutions maintained by the National Armenian Self-Government	7.0	27.0	27.0
Support granted to institutions maintained by the National Self-Government of Romanians in Hungary	27.5	40.8	40.8
Support granted to institutions maintained by the National Rusyn Self-Government	7.8	13.5	13.5
Support granted to institutions maintained by the National Serbian Self-Government	54.7	69.2	69.2
Support granted to institutions maintained by the National Slovak Self-Government	118.8	159.5	159.5
Support granted to institutions maintained by the National Slovenian Self-Government	46.4	58.4	58.4
Support granted to institutions maintained by the National Ukrainian Self-Government	8.0	14.5	14.5
<b>Total:</b>	<b>611.5</b>	<b>932.3</b>	<b>932.3</b>

Source: Ministry of Human Capacities

The reason for the changes is that from the appropriations entitled *Nationality support*, the institutional support and the support for tasks taken over was continuously incorporated in the corresponding budget article of the appropriations entitled *Support granted to institutes maintained by national-level nationality self-governments*.

### **1.3. Nationality support (support granted by tender and based on individual applications)**

The chapter-managed appropriations entitled *Nationality support*, determined by the current Budget Law form a significant part of the support funds aimed at enforcing the individual and community rights of those belonging to nationalities, as granted by law, and asserting their interests. In particular, they contribute to preserving the self-identity of nationalities, fostering their native language, historical traditions and tangible and intangible heritage, organising events at national or regional level that are of crucial importance from the aspect of cultural autonomy and linguistic and cultural identity. They also further the development of the institutional system implementing the cultural autonomy of nationalities and the fulfilment of the recommendations of the joint committees on minority issues working on the basis of the agreements concluded with neighbouring countries. Starting from 2015, new chapter-managed appropriations entitled *Support granted to nationality institutes for investments, renovations, and contributions when submitting a tender* are available for funding development support granted to certain nationality institutes. (Joint committees on minority issues are presented in detail in Chapter I (page 23) of this Report.)

For the above purposes, the use of the appropriations entitled Nationality support includes operating support granted to nationality civil organisations, supplementary operating and development support granted to nationality institutes, support granted to nationality culture, presenting the Award for Nationalities, intervention support granted to nationality organisations, and helping local governments and nationality institutes having financial difficulties through no fault of their own. The appropriations also cover the resource estimates of the Nationality School Scholarship Programme; the scholarship is aimed at supporting highly gifted secondary school pupils belonging to nationalities – listed in the annex to the Nationalities Act – in continuing their studies at higher education institutes, based on recommendations by secondary schools organising mother-tongue education and bilingual nationality education. When granting support from the appropriations, the commitments undertaken by the Hungarian party and recorded in the protocols of the joint committees on minority issues are addressed as an important priority.

Every year, in the framework of calls for applications the Nationality School Scholarship Programme is announced, and support is granted to camps, nationality cultural initiatives and nationality teacher training, funded from the chapter-managed appropriations entitled *Nationality support*. In the interest of realising the tender objectives, support amounting to HUF 266.1 million, HUF 319.6 million and HUF 940.5 million was used in 2014, 2015 and 2016, respectively.

The content of the protocols of the joint committees on minority issues is addressed as an important priority when making decisions on individual aid granted from the two appropriations determined above. Among the contracts concluded under the 2014 appropriations, support related to linguistic identity should be highlighted, especially

- the extension and renovation of the Croatian Theatre in Pécs (HUF 600 million),

- supporting the Croatian-Hungarian dictionary project (HUF 3 million),
- supporting the Rusyn Research Centre (HUF 13.4 million),
- supporting the Serbian Theatre in Hungary (HUF 5 million),
- supporting the Hungarian-Slovak Bilingual Nationality Elementary School and Halls of Residence in Sátoraljaújhely (HUF 75 million), and
- supporting the scholarship programme of the Charitable Foundation for Slovaks in Hungary (HUF 6 million).

Among the individual aids granted in 2015, the following can be highlighted:

- renovation of the Deutsche Bühne Ungarn in Szekszárd (HUF 200 million),
- elaborating the lexicon of Croatians in Hungary (HUF 2 million),
- supporting the Scholarship programme for talented pupils in 2015 (HUF 8 million),
- continuous operation of the premises of the Croatian Cultural and Information Centre set up in the framework of Croatica Nonprofit Kft. (HUF 4 million),
- publishing the Croatian catholic journal entitled Zornica (HUF 2 million),
- setting up and operating the Serbian Theatre (HUF 7 million), and
- supporting the Hungarian-Rusyn dictionary and spelling dictionary (HUF 5 million).

In 2016, supplementary support of a total amount of HUF 100 million was granted to nationality theatres, while support related to linguistic identity was granted to the Rusyn Research Centre (HUF 16 million), to the renovation of the Slovenian Cultural and Information Centre (HUF 20 million), to the renovation of Jakob Bleyer Heimatmuseum (HUF 60 million), and to the completion of the renovation of the Croatian Theatre in Pécs (HUF 100 million). Among nationality theatres, Roma theatres such as the Karaván Művészeti Alapítvány [Caravan Art Foundation] (HUF 9 million) and the Cinka Panna Cigány Színház Alapítvány [Cinka Panna Roma Theatre Foundation] (HUF 3 million) were also granted individual aid.

Individual aid of an approximate amount of HUF 945 million was granted in 2014 (including support granted during the year from single surplus funds), while HUF 785 million and HUF 1,756 million was granted in 2015 and 2016, respectively.

#### **1.4. Support granted to local and regional nationality governments from the central budget**

The provisions relating to the period between 2014–2016 were included in Government Regulation 428/2012. (XII. 29.) on the conditions of support granted from nationality-targeted appropriations and on the rules of settling accounts (as amended by Government Regulation 437/2013. (XI. 19.)). (As from 1 January 2017 the relating rules are included in Annex 9 to the Budget Law.)

Operating local and regional nationality self-governments are automatically entitled to operating support. Support to cover overhead costs and labour costs directly related to nationality public service tasks are granted from the budget. Starting from 2014, the operating budget support is determined on the basis of the 2011 census data. The amount of task-based support was determined – following an evaluation – on the basis of the decisions about the tasks performed that are recorded in the protocols submitted, according to the criteria determined in the legal act. Task-based support is aimed at performing certain nationality

public service tasks, such as initiatives linked to nationality cultural autonomy, as well as tasks and programmes relating to nationality culture and education.

Cultural initiatives (organising and supporting nationality type events, other tasks linked to nationality life, such as civil relations, mother-tongue religious life) are to be evaluated in a different category, as well as tasks related to equal opportunities and nationality advocacy, initiatives linked to self-government tasks, initiatives linked to language use and sub-regional cooperation.

## CHAPTER I

### **The most important legislative and other statutory changes aimed at the protection of nationality languages**

In 2011 the Fundamental Law of Hungary declared the fundamental rights and obligations affecting nationalities to be regulated at constitutional level, the assertion of which is ensured by Act CLXXIX of 2011 on the rights of nationalities as a cardinal act. Starting from the date when it entered into force, the Nationalities Act determines the individual and collective rights due to nationalities in compliance with EU and international expectations; consequently in the 2014–2017 reporting period no significant changes occurred in the Nationalities Act.

Until December 2016 the detailed rules relating to budget support granted to nationality self-governments determined in the Nationalities Act were included in Government Regulation 428/2012. (XII. 29.) on the conditions of support granted from nationality-targeted appropriations and on the rules of settling accounts, and then, from 1 January 2017, from government regulation level these rules rose to statutory level, indicating by this the importance of granting central support to nationalities. As a result of this, starting from 2017, the conditions and the rules relating to the settlement of operating and task-based support granted to nationality self-governments are included in a specific annex to the current Budget Law (in respect of 2017 it is Annex 9 to Act CX of 2016 on the central budget for 2017). Furthermore, Decree 308/2016. (XII.16.) EMMI of the Ministry of Human Capacities on the detailed rules relating to the use and accounting of nationality-targeted support also became governing as from 2017; in this decree the legislator designated the Fund Manager for Human Capacities to perform the tasks relating to central budget support, determined for the minister in charge of nationality policy.

With regard to Government Regulation 8/2017. (I. 23.) on the support related to the cultural salary supplement to be paid in 2017 to public servants employed by local governments and nationality self-governments in the cultural sector, and Government Resolution 1020/2017. (I. 23.) on the allocation of budget resources linked to the disbursement of salary supplements to public servants employed in the cultural sector, people employed in cultural institutes maintained by national and local nationality self-governments also became affected. In connection with the introduction of the cultural salary supplement, starting from 2017 surplus funds are ensured from the central budget for people employed in cultural positions as listed in Government Decree 150/1992. (XI. 150.) on the implementation of Act XXXIII of 1992 on the status of civil servants and on the settlement of certain issues related to the legal relationship of public servants employed in the area of arts, community culture and public collections. Monthly support is provided from the central budget to nationality self-government operators to cover the cultural salary supplement paid between January–November 2017 in connection with employment, and the social contribution tax actually paid with regard to it.

### **International outlook**

Hungary performs an international activity concerning nationalities on several forums, and in addition to involving national organisations with domestic powers, this work also has a significant international dimension. The intergovernmental joint committees on minority issues operated mainly together with the surrounding countries – Croatia, Romania, Serbia,

Slovakia, Slovenia and the Ukraine – are core institutions of the bilateral cooperation concerning the relations between nationalities living in Hungary and their mother countries, established to ensure and protect the rights of national minorities. Furthermore, Hungary devotes outstanding attention to multilateral relationships, in particular to international organisations. Overall, the majority of the nationalities in Hungary maintain close relationships with their mother countries and their institutes, and with the governmental and civil organisations operating in the mother countries and performing cultural or educational activities.

### **Joint committees on minority issues**

Bilateral joint committees on minority issues have been operating for decades between Hungary and the governments of the mother countries of the nationalities living within the territory of Hungary. These bodies – the members of which include the representatives of the nationalities concerned, from both sides – play an outstanding role in national policy on both sides; they regularly review all issues that are important to these communities, and adopt recommendations for their respective governments. The recommendations are recorded in the protocols of the meetings, and they need to be approved in the form of government resolutions. Complying with the recommendations drawn up by the joint committees on minority issues is an important task of nationality policy and diplomacy, which may be of strategic importance both in terms of the relationship between the individual nationalities and their mother countries, and Hungarian communities living in the mother countries.

Similarly to previous years, there are six joint committees operating at interstate level: the Croatian, Romanian, Serbian, Slovakian, Slovenian and Ukrainian joint committee on minority issues. For historical reasons (the German community is linked to several states, and regionalism has strong traditions both in German state organisation and in the national identity), international cooperation in support of the German nationality is realised in a different form, although in certain areas (education, culture) there are relationships of this nature too. Furthermore, there is a successful cooperation at federal state level too: numerous programmes for the benefit of the German community living in Hungary are included in the cultural agreements and work programmes concluded between several German federal states and Hungary. In the latter context joint committees on educational and cultural issues have been set up, and they meet regularly.

Obviously, nationalities that do not have joint committees on minority issues are also able to maintain a relationship with their mother countries, although in their case cooperation with the mother countries can be realised within narrower limits. By now, the majority of the mother countries of nationalities have become the member states of the European Union, as a result of which cooperation with them is diverse and fairly good.

### **Other forms of international cooperation**

Besides the level of joint committees on minority issues, contractual relationships established between nationality self-governments and the governments of their mother countries also strengthen bilateral relationships. Regular contacts with the mother countries are maintained by the German, Romanian, Slovak, Croatian, Slovenian and Polish national-level nationality self-governments. Interregional relationships realised from EU funds should be highlighted

(creating Euroregions on areas situated along country borders having a significant nationality population).

Furthermore, cultural and educational cooperation and the annual or multi-annual work programmes regularly renewed on the basis thereof contain ample opportunities for the benefit of the parts of nationalities living on opposite sides of the country border. There are innumerable examples of agreements, work programmes and twinning programmes established between regions, counties, settlements, institutes and organisations. In addition, the Hungarian government provides support through tenders for nationality theatres operating in Hungary to present their performances in the mother countries and in the countries of the given linguistic area, as well as to present guest performances brought from these countries.

The Office of the Minister of State for Church, Nationality and Civil Society Relations (Ministry of Human Capacities), which is responsible for the affairs of nationalities in Hungary, in addition to cooperating and communicating with the mother countries of the nationalities living in Hungary, also cooperates with the institutions and areas of the EU, the Council of Europe, the UN and the OSCE relating to minority affairs, nationalities, Roma affairs, language rights, the fight against racism and human rights.

At multilateral level, in the past decades Hungary made several commitments and ratified several contracts aimed at guaranteeing the rights of nationalities and preserving their culture. The development of Hungary's nationality policy is strongly determined by the relations mentioned in the Nationalities Act: besides the European Charter for Regional or Minority Languages, the Council of Europe's Convention for the Protection of Human Rights and Fundamental Freedoms, the Framework Convention for the Protection of National Minorities, the work performed under the auspices of the Organisation for Security and Cooperation in Europe, the Copenhagen Document, the United Nations' International Covenant on Civil and Political Rights and the European Union.

### **Answers to the recommendations of the Committee of Ministers**

In our response to Recommendation CM/RecChL(2016)5 of the Committee of Ministers, we provide the following information about Hungary.

*1. Develop a structured long-term policy and plan for education in all minority languages;*

Regarding the education of nationality languages, the national legislative environment contains consistent regulations for all of the 13 nationalities: nationality education must be organised, depending on the number of requests submitted by parents, either in the framework of full-time education, or in the framework of complementary nationality education. The legal regulations elaborated over a period of years were aimed at ensuring the conditions of organising and maintaining nationality education suiting the demands of parents belonging to nationality communities, and making it possible for nationality communities, local and national-level nationality self-governments to participate effectively in making decisions concerning nationality education and in elaborating the regulations determining nationality education.

*2. 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 Part III*



*languages and increase accordingly the number of teachers able to teach subjects in these languages;*

It was demonstrated in our previous country reports, and we also emphasise it in this report that participation in nationality education is voluntary, and the form of education is determined on the basis of parents' demands. Pursuant to the provisions of the nationality guidelines, the following forms can be chosen:

In pre-school education:

- nursery school using the given mother tongue (nationality language),
- bilingual nursery school pursuing nationality education activity,
- nursery school pursuing Roma cultural education in the Hungarian language.

In school education

- education using the given mother tongue,
- bilingual nationality education,
- language teaching nationality education,
- Roma nationality education in the Hungarian language,
- complementary nationality education (it can be an option only if the number of pupils choosing nationality education remains below 8).

As presented above, on German, Slovenian and Romanian linguistic areas there have been examples of changing over from the nationality language teaching form of education to bilingual nationality education, in the scope of which the nationality language is taught in over 50 % of the compulsory number of lessons, covering at least 3 subjects. It is also emphasised that the regulations are in support of the transition, i.e. moving to bilingual education, by enabling so-called extended nationality language teaching as a part of the nationality language teaching form of education, in the scope of which the nationality language must be used as the language of teaching in 30–49 % of the compulsory number of lessons.

It is difficult to determine the Roma population exactly, because in Hungary, for example, there is a great difference between the census data and the estimated population. According to the data of the Hungarian Central Statistical Office (which is based on self-determination), during the 2011 census 315 583 persons identified themselves as Roma, while their estimated number is between 600 thousand and 1 million. From a linguistic aspect, this population can be divided into at least three separate groups, and in the case of one of these groups, which is the largest group in terms of proportion (the Hungarian Roma), 71 % of the people belonging to the group do not speak their original language any longer, while the other two groups use languages – besides Hungarian – in everyday contact that the other group does not understand at all as they come from two different language families: Romani, which is an Indo-European language (21 %), and Boyash, which is a Latin language (8 %) (research by Kemény).

The statements made concerning other nationality languages are also valid in respect of teaching the Romani and the Boyash language. The content requirements and duration of language teaching is not regulated by law, but the provision of language teaching is also based on parents' demands. In respect of the Romani and the Boyash language, currently only the conditions of language teaching have been met. The ministry in charge of public education finds it important to move to bilingual teaching, which is a more efficient form of language teaching, but pursuant to the legal prescriptions different general subjects are taught in

Romani and in Boyash in the scope of nationality bilingual education and nationality mother-tongue education, and the conditions of such education may be created in cooperation with experts speaking Romani and Boyash.

- 3. Take further resolute measures in order to improve the educational offer of Romani and Boyash at all levels of education;*

The introduction of nationality nursery school education and nationality school education using the Romani and the Boyash language is always determined by parents' demands. The nationality school education directive determines the development aims, tasks and study material content of Boyash and Romani language and literature and Roma cultural studies. With regard to this, the number of language lessons in respect of these languages is 3 lessons per week, and, on top of this, culture must be taught as an individual subject, in one lesson a week. On the basis of the nationality directive, the study material and the requirements described in the frame curricula (Boyash language and literature, Romani language and literature, Roma culture) enable deliberate and planned linguistic development on the one part, and also the preservation and development of identity on the other part, as besides the acquisition of language skills, reading and analysing of the literary works of the Roma nationality also has an important role, as well as learning about the culture and the cultural diversity of the Roma nationality and raising awareness of the importance of preserving traditions. The frame curricula devote special attention to points of connection, specifically the fields within the subjects that can be linked to certain nationality topics. All the above advantages and the contents listed in the frame curricula make it possible to acquire the language and culture of the Roma nationality at an even higher standard.

- 4. Take measures to encourage speakers of minority languages to use them in their contacts with judicial and administrative authorities;*

During civil and criminal proceedings, and in administrative procedures, the use of one's native language is guaranteed by law. The relating legal acts are presented in detail in Part III of the Report. Based on information provided by the Budapest and county government offices, in the reporting period there were 56 procedures in the country conducted using a nationality language. For example, according to information provided by the Slovenian community, employees of Slovenian nationality work in all of the Joint Municipal Offices – Slovenians in Hungary currently live in six villages (Felsőszölnök, Apátistvánfalva, Alsószölnök, Kétvölgy, Orfalu, Szakonyfalva) and in Szentgotthárd – providing help and information for –typically – older people in their own native language.

- 5. 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.*

As explained in Chapter III, the public media seeks to broadcast nationality programmes as widely as possible: the same programmes are shown on several channels and on several platforms, i.e. they are integrated in the daily/weekly programme structure, and they also appear among current affairs. The topics and contents of the programmes are continuously extending. It should be noted that uniquely in Europe, Hungary operates an independent nationality radio station, which broadcasts programmes 24 hours a day. The section linked to article 11 also contains the training programmes and projects realised by the public media. The scholarship programme entitled "Join in the Broadcasting!", which was launched in

March 2016 and offers a one-year internship programme, is first of all aimed at providing internship places and training for young Roma people. The programme continues in 2017. The amount of the scholarship is HUF 200,000/person/month, and young disadvantaged people aged 18–30 having secondary school qualifications can apply for it.

At the same time, there are other good practices and initiations on a smaller scale organised by nationality communities, for example by Slovaks living in Hungary:

the founder's and operator's rights over the Slovak nationality weekly journal entitled *Ludové noviny* (People's newspaper) published in Budapest are owned by the National Slovak Self-Government. In the reporting period, in 2016 the editorial office organised a professional vocational training course for the staff of the electronic and printed nationality press. The journal's external staff participated in the vocational training course where the current and former editors of the journal provided practical information for them mainly about linguistic specificities. The journalists at the editorial office are professionals with a native diploma, and the external staff regularly publishing articles in the journal includes mainly teachers – including several Slovakian guest teachers – and other experts with a degree. The editorial staff has brought back cooperation with Slovaks living in the Southern Great Plain, and Slovak journalists living in Hungary regularly attend Slovak nationality meetings in Serbia and in Romania. A small number of journalists participate in professional vocational training courses in Slovakia due to their low number and high workload. They regularly attend the Slovakian Standing Conference (2016) organised every two years by the Office of Slovaks Living Abroad and the one-week journalist vocational training course (2015) organised by the same Office.

Please find further detailed information about the recommendations of the Committee of Ministers in the following chapters, under the answers relating to the respective sections of the Language Charter.

## CHAPTER II

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

#### **Article 7 – Objectives and principles**

The guarantees of asserting the linguistic rights of nationalities living in Hungary are included in the Fundamental Law and in a series of legal acts described above. During the reporting period the progress made in respect of the commitments undertaken in accordance with the Language Charter are presented below: the most important changes in respect of the situation in Hungary relating to the individual commitments are also described in detail.

##### ***Subsection 1***

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

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

The Government of Hungary finds that the language and culture of nationalities is a value to be preserved. For the purpose of recognition of the persons and communities actively contributing to the preservation of the linguistic and cultural values of nationalities, in 1995 the Prime Minister founded the “*Prize for Minorities*” (later on renamed “***Prize for Nationalities***”). Every year, the Prize for Nationalities is awarded at a ceremony held on 18 December, the day when the UN Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities was adopted. During the period of the Day of Nationalities, regional, county and local events, exhibitions, cultural presentations and award ceremonies take place all over the country.

A medal and an honorary diploma accompany the “***Pro Cultura Minoritatum Hungariae***” prize awarded in recognition of cultural and community cultural activity. The prize can be awarded to persons or organisations that belong to nationalities in Hungary (Armenian, Bulgarian, Croatian, German, Greek, Polish, Roma, Romanian, Rusyn, Serbian, Slovak, Slovene and Ukrainian), have performed an outstanding activity to preserve and develop the native language-based cultural heritage within the nationalities living in Hungary, and contribute to the coexistence of peoples in the Carpathian Basin through their activities. The prizes are awarded once a year. In 2016, due to the uncertainties arising from a change in the operator of the National Institute for Culture, this prestigious prize became one of the professional awards granted by the Ministry of Human Capacities. Decree 26/2016. (IX. 8.) EMMI of the Ministry of Human Capacities on the prizes that can be awarded by the Minister of Human Capacities (as amended by Decree 3/2017. (III. 7.) EMMI of the Ministry of Human Capacities) provides details on awarding the prize and on its coverage provided in the current budget.

The “*Pro Ethnographia Minoritatum*” prize is one of the prestigious prizes awarded by the Hungarian Ethnographic Society. Every year it is awarded to two professionals presenting results in the field of exploring the intangible and tangible traditions of nationalities.

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

The Hungarian legal acts do not link the possibility of using nationality languages to geographical regions. The main reason for this is that as a result of internal migration people belonging to different communities can be found in nearly all regions of the country. In the past three years no measures were taken that could have restricted the nationalities’ possibilities of language use in a geographical sense.

As presented in earlier country reports, the commitments made in accordance with the Language Charter apply to the entire territory of the country, with regard to the fact that the Minorities Act, which was elaborated and adopted at the same time when the document was ratified, guaranteed the individual and collective rights of nationalities – including rights relating to language use, education and culture – within the entire territory of the country. The Nationalities Act adopted in 2011 strengthened the rights guaranteed so far in this respect too.

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

As a result of the ratification of the Language Charter, regarding the provisions set out in Part III of the Language Charter, Hungary undertook commitments in respect of six nationality languages (Croatian, German, Romanian, Serbian, Slovak, Slovenian), and then in 2008 in respect of further two languages: the Romani and the Boyash language.

We would again highlight that regarding the education of nationality languages, the legislative environment contains consistent regulations for all of the 13 nationalities: nationality education must be organised, depending on the number of requests submitted by parents, either in the framework of full-time education, or in the framework of complementary nationality education.

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

The Government supports the preservation and development of the nationalities' own culture in the area of religion too, and in performing these duties it counts on the help from the churches. Established churches with a significant historical past in Hungary lay great emphasis on performing nationality pastoral activities. Established churches with the biggest membership also provide services in nationality languages, as required by their followers. Thus, for example, pastoral activities are performed by the Hungarian Catholic Church in German, Slovak, Croatian, Polish and Slovenian language; by the Greek Catholic Metropolitan Church in Rusyn, Ukrainian and Romanian; and by the Hungarian Evangelical Church in German and Slovak. As regards the Catholic Church, there is an active relationship between Croatians living in Burgenland and Croatians living in Hungary; Croatians living in

Hungary regularly go on pilgrimage to Mariaszéles, and Croatian priests come to Hungary from Austria to celebrate Mass.

There is also a religious community of the Armenian rite in Hungary. Orthodox churches that can be linked to nationalities – Serbian, Russian, Romanian, Bulgarian, Constantinopolitan – use their native language both in their liturgy and in their administration. The Catholic Church has several institutes where nationality language education is organised (e.g. German: Baja, Budaörs, Budapest-Óbuda, Érd, Esztergom, Mohács, Mór, Szekszárd; Slovak: Dabas-Sári, Kétsoprony; Roma – Alsószt. Márton, Rakacszent, etc.). The Evangelical Church operates a German-speaking public education institute in Soltvadkert, and faith schools teaching Slovak language in Békéscsaba and in Tótkomlós. German nationality secondary school education is organised at Berzsenyi Dániel Lyceum in Sopron, while in Esztergom German and Slovak nationality teachers are trained at Vitéz János Catholic College, and German nationality teachers are trained at Apó Vilmos Catholic College. The teacher-training programme at Apó Vilmos Catholic College also has a Roma nationality specialisation. At the Roman Catholic colleges of Esztergom and Vác there is a Romology training, while the Faculty of Humanities at Pázmány Péter Catholic University runs a Slavic studies course.

Religious communities in Hungary undertake a significant role in reaching out to the Roma and facilitating their integration and convergence through pastoral activities for the Roma and via their Roma mission. Prayer rooms have been set up at several places, in particular in Roma settlements, which have also become scenes of everyday life for the community (e.g. the first Roma church of the Hungarian Methodist Church in Alsószolca). In November 2016 the Sója Miklós Social House was opened in Kisvárda, which was built as a joint investment by the local government and the Greek Catholic Parish of Kisvárda. The House plays an important role in the life of the Roma community by propagating social inclusion and creating the conditions of integration.

They organise cultural and liturgical programmes for the Roma population, they perform educational activities for children (after-school learning centres, childminder facilities, community houses), they provide social services and organise leisure and community programmes and camps. In October 2015 they organised a European Roma pilgrimage to the Vatican, when 150 of the seven thousand participating Roma people led by bishop János Székely – in charge of the pastoral activities for the Roma organised by the Hungarian Conference of Catholic Bishops – had the opportunity to meet the Holy Father. Following the decision of the Hungarian Conference of Catholic Bishops, the book of funeral rites in the Romani (Lovári) language was published in 2015, making it possible for the priesthood to administer certain parts of the service in the language of the mourning community.

In the autumn of 2011 the Network of Special Colleges for the Christian Roma was launched with 4 participating colleges. It is a unique initiative in Europe, which European countries can view as a good practice and a positive example of how the state, the churches and universities should work together towards a common goal – convergence in this case – in a coordinated and efficient manner. Currently there are 7 church-run colleges operating in Hungary: in addition to the Jesuit Roma Special College (Budapest), the Christian Roma Special College of Szeged, the Greek Catholic Roma Special College of Miskolc, Wáli István Reformed Roma Special College (Debrecen), the Evangelical Roma Special College (Nyíregyháza), in the summer of 2015 Szent Miklós Greek Catholic Roma Special College was opened in Debrecen, and in the autumn of 2016 the Reformed Roma Special College opened in

Budapest. Since 2013, special colleges for the Roma run by institutes of higher education have been operating in Pécs, Eger, Hajdúböszörmény and Kaposvár.

Their aim is to provide help in experiencing the Hungarian-Roma double identity, to support the academic, educational and personality development of schoolchildren, and to assist Christian-minded Roma intellectuals in taking responsibility for the community. In 2016 the Government provided HUF 1.5 billion from EU funds for supporting special colleges for the Roma.

The Roma Methodology and Research Centre, as an institute of the National Roma Mission of the Hungarian Pentecostal Church, carries out research studies and surveys and holds a professional dialogue to facilitate the public acceptance of the Roma population and to ease tensions. The book entitled “The effect of Roma mission movements in Hungary” was published in April 2015, and it presents the results of research carried out among the Roma with scientific precision. As a result of the cooperation between the leaders of the Roma missions of the Protestant churches (Reformed, Evangelical, Baptist, Methodist, Pentecostal), the Roma Mission Methodological Booklet is published regularly. The booklet seeks and gives answers to questions arising in connection with reaching out to the Roma, and questions affecting numerous areas of co-existence. The quarterly journal entitled “Tükör” [Mirror] is also published as a result of the joint work carried out by the Roma missions of the Protestant churches. The journal provides information on service providers and on the life of the congregation.

People belonging to any nationality denomination can use church services of their own choice at the Defence Forces and in penal institutions, as the operation of a field ministry, a prison priest service and the possibility of pastoral activities in prison is ensured by law.

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

The preservation of nationality culture and identity and, in particular, nationality education is also supported by European Union developments. Below some of the most significant programmes (tenders) – linked to nationality language use – are presented in detail in respect of the reporting period.

**TÁMOP (Social Renewal Operational Programme) 3.4.1.A-11/1  
Scheme entitled “Supporting the education of nationality pupils”, Phase II**

Total support granted in the scope of the scheme related to the Social Renewal Operational Programme amounted to HUF 1,404,716,308. The developments were realised between 1 September 2012 and 15 December 2015. The call was aimed at applications ensuring the personalised development and strengthening of skills and key competences, building on pupils’ different language skills. The pedagogical system elements created as a result of the development were expected to expand teachers’ set of tools and increase teachers’ further training opportunities to widen their professional and methodological knowledge, and to promote the development of new digital teaching material conveying modern knowledge. All the above efficiently contributed to raising the standard of nationality educational work in Hungary, and to improving nationality pupils’ language skills.

A further aim of the call for applications was to develop tools that are adjusted to the individual forms of education (language teaching, bilingual and mother-tongue education), take into consideration children's and pupils' language status, and focus on the development of language competences. The aim was to develop learning materials in the scope of the project that can be digitalised, adjusted to the needs of the given group of children, and used efficiently even despite the typically low number of pupils. Activities included in the call for applications:

1. component: New nationality pedagogical system components for the grades determined in the appendix: development of the learning material, methodological and assessment recommendations, preparing textbooks and digital learning materials for approval;
2. component: Translating and adapting existing Hungarian contents into nationality languages, translations into the given nationality language or languages using the terminology of the specific nationality subject; development of learning materials: developing pupils' and teachers' tools, digital learning materials, preparing textbooks and digital learning materials for approval;
3. component: Adding new pedagogical system components to the nationality textbooks included in the register of textbooks, learning material development: developing pupils' and teachers' tools, elaborating methodological and assessment recommendations, preparing digital learning materials and, if necessary, preparing them for approval.

Results achieved by the project:

- Number of modules supporting nursery school language education (methodological materials, visual aids): 9,
- Number of existing Hungarian tenders translated and adapted in the scope of the project: 39,
- Number of new contents elaborated in the scope of the project: 111,
- Number of new pedagogical system components related to learning materials developed, translated or adapted earlier: 61,
- Number of children/pupils educated using the methodological tools developed in the scope of the project: 63 153,
- Number of vocational training courses elaborated for teachers: 12.

**TÁMOP (Social Renewal Operational Programme) 4.1.1.D-12/1/KMR  
Call for applications entitled "Supporting special colleges for the Roma"**

The call for applications had a budget of HUF 150,000,000. The general objective of the scheme was to improve the quality of higher education, establish and provide complex student services for the disadvantaged students admitted to higher education institutes, primarily of Roma origin, contributing to the successful completion of their studies, to the reduction of drop-outs and to reinforcing their social involvement. In line with this, a secondary aim of the scheme was to promote the success of studies of disadvantaged students, primarily of Roma origin, involve them in research activities and strengthen their social involvement. The Jesuit Roma College and Special College submitted its application entitled "KNOWLEDGE, COMMUNITY, FUTURE – Jesuit Roma Special College for nurturing Roma talents", which was granted a total amount of support of HUF 149,991,300; the project period lasted from 1 December 2012 until 31 July 2015.



The implementation of the project of the Jesuit Roma College and Special College entitled “KNOWLEDGE, COMMUNITY, FUTURE – Jesuit Roma Special College for nurturing Roma talents” took 32 months. It involved the following activities: elaborating pedagogical programmes, preparing training programmes, organising research activities, editing publications, organising community programmes, international exchange of experience, cooperating with other special colleges and with researchers and instructors in the given special field, setting up a network of alumni, career consulting, setting up a system of mentors and tutors, developing mentor and tutor services, nurturing talent, developing learning methodology and compensatory services for students, acquisition of books, textbooks, journals and other publications suiting the activity of the special college, competence development, and granting scholarships.

Upon the physical closure of the tendering procedure the following indicators had been delivered:

- Number of students who successfully achieved the objectives set in their individual development plans: 29;
- Number of instructors receiving training or vocational training in the scope of the instructor training programme (special college teachers, tutors, mentors): 4;
- Number of community programmes and events: 5;
- Number of special college members: 31.

*g) the provision of facilities enabling people living in an area where a regional or minority language is used – including even non-speakers of the given language – to learn the language if they so desire;*

As it was presented in our earlier country report, people belonging to a nationality but not speaking the given nationality language also have the opportunity to participate in nationality education, because – in compliance with the Nationalities Act – those who do not belong to a given nationality can also use any nationality educational institute in case the institute still has free capacities after satisfying the demands of the given nationality.

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

In Hungary the possibility of study and research on nationality languages is ensured at the nationality language departments and research institutes of universities. The majority of nationalities have their own research centres maintained by local governments or civil organisations.

There are several researchers studying the situation of nationality languages in Hungary at the Research Centre for Multilingualism of the Research Institute for Linguistics of the Hungarian Academy of Sciences. Their research topics include the language use and identity of nationality communities living in Hungary, and the possibility of preserving these languages. Their individual research fields cover studies into nationality communities, including the Romani and the Boyash language and communities, and they also study the language exchange processes of Germans living in Hungary. In recent years research was done into the presence of the Romani language in the digital community space, in internet discourse, focusing on issues relating to standardisation, language use, discourse patterns and

identity; and research was also carried out on the relationship between Roma-Hungarian bilingualism and school education. A unique corpus was created as a result of the empirical study of the bilingual community speaking the Cerhári dialect of the Romani language in the village called Hodász.

The Institute for Minority Studies of the Centre for Social Sciences of the Hungarian Academy of Sciences (hereinafter: Institute for Minority Studies), as an academic institute, carries out research on all nationalities. In June 1998 the Hungarian Academy of Sciences launched a research project entitled “Minority issues in Eastern Central Europe”, within the framework of the Academic Workshop for Minority Studies, which was founded at that time. Between 2001–2011 the Workshop operated as an independent academic research centre under the name Ethnic-National Institute for Minority Studies, and since 1 January 2012 it has been operating as part of the Centre for Social Sciences of the Hungarian Academy of Sciences.

Sociologists, historians, anthropologists, lawyers and political scientists work together at the interdisciplinary institute (currently 27 researchers). Research is done into the relationship between Hungarian communities living abroad, nationalities living in Hungary, the Roma and the Jewish, as well as into the migration processes affecting Hungary. Basic and applied research is carried out at the institute, and there is a great emphasis on communicating such research (book publishing, internet content development, and a significant number of the scientists also teach at higher education institutes). In the case of applied research, and – partly – also in the case of basic research, the aim is to produce research results that can be used in government work and in the course of preparing decisions. There is a great emphasis on digitalisation and on the archiving of the data created – interviews, questionnaires, collections of documents – to enable their use at a later point. The extensive participation of the scientists in domestic and international conferences, and the popular science lectures held also contributed to the wider dissemination of research results. In 2016, in particular, several lectures were held on the occasion of the 70th anniversary of the expulsion of Germans living in Hungary.

In 2013 a new chapter started in the life of the Institute for Minority Studies. After the reorganisation of the management and the internal department structure of the institute, a medium-term plan for 2011–2015 and then for 2016–2019 was elaborated, and – beyond project obligations – new research directions were outlined, including inter-institutional and interdisciplinary identity policy research and research examining different aspects of minority competences. In the field of Roma studies, local examinations were carried out in the reporting period, and research on the German nationality, as well as the analysis of the 2011 census data continued.

Since the foundation of the Workshop for Minority Studies in 1998 and the Institute for Minority Studies in 2001, one of the most important research areas of the institute has been the examination of the social processes taking place in connection with the Roma. In 2015 the Department for Roma Studies was set up, the members of which examine social issues in connection with Roma communities, in an international context. The Department examines the current social situation in the context of social history knowledge, increasingly revealing it at the same time. Issues relating to education, the modern identity schemes of the majority society and the Roma, interethnic relationships and the issues of modernisation are regarded as research areas of outstanding priority. The principal objective of the Department is to establish broad cooperation with domestic and international researchers and with institutes

having a similar profile. In the scope of this, one of the first initiatives was to bring together scientific researchers with a Roma identity working at different research centres within the Hungarian Academy of Sciences, as a result of which the Critical Roma Studies Research Group was set up as a workshop in 2015.

The institute regards it as a strategic issue that the knowledge accumulated and published by the researchers should be made available to the interested part of society. With a view to this, the institute organised conferences, manuscript discussions and book launches, and with the help of the electronic media it made an effort to disseminate the research results. In 2015 the Institute for Minority Studies organised 40 public professional events (workshop seminars and two big conferences), while in 2016 it organised 25 public professional events: conferences, workshop seminars, manuscript discussions, lectures given by famous foreign researchers, book launches, and film presentations, including discussions. As a part of the research centre, every year the institute joins the national series of events organised in the framework of the Researchers' Night project. The scientists working at the institute have given a large number of scientific lectures – including popular science and special college lectures – in Hungary, in the neighbouring countries and also in other foreign countries. Besides the professional public, these lectures also attracted a laic audience, as a result of which the results produced by the institute could also be communicated to wider groups of foreign people interested in these topics.

Research performed by the Institute for Minority Studies is described in detail in Appendix 2.

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

The international dimensions of nationalities living in Hungary are explained in Chapter I of the Report, and supplementary information can also be found in Chapter II, in the section discussing Article 14 of the Language Charter.

With regard to the opportunities provided by the European Territorial Cooperation programmes, the following cross-border cooperation programmes are realised with the participation of Hungary, financed – depending on the status of the partner countries – from the European Regional Development Fund, the Instrument for Pre-accession Assistance (IPA), or the European Neighbourhood Instrument (ENI):

- Interreg V-A Hungary-Croatia Programme,
- Interreg V-A Hungary-Slovakia Programme,
- Interreg V-A Hungary-Slovenia Programme,
- Interreg V-A Hungary-Austria Programme,
- Interreg V-A Hungary-Romania Programme,
- Interreg-IPA Hungary-Serbia Programme
- Hungary-Slovakia-Romania-Ukraine ENI Cross-Border Cooperation Programme.

Although the programmes mentioned above are not specifically aimed at supporting the use of nationality languages by nationalities living in Hungary, areas have been incorporated in all cooperation programme documents that do not exclude this possibility. Such areas may be for

example cultural and heritage conservation measures and supporting cooperation between institutes. The above programmes are presented in detail in the section discussing Article 14.

### ***Subsection 2***

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

Pursuant to point f) of Section 8 (native language) of Act CXXV of 2003 on Equal Treatment and the Promotion of Equal Opportunities, the **Equal Treatment Authority** can start investigations upon request or ex officio in the case of those subject to points a)-d) of Section 4 of the Act, to determine whether the obliged parties violated the requirement of equal treatment, and on the basis of its investigations the Authority makes a decision and may apply the sanctions listed in points a)-e) of Section 17/A of Act CXXV of 2003 on Equal Treatment and the Promotion of Equal Opportunities (hereinafter: Equal Treatment Act). In the period between January 2014 and January 2017 no investigations were instituted at the Authority in connection with nationality language use, no substantive decisions were taken, and no complaints were submitted concerning discrimination specifically by reason of nationality language use.

Pursuant to point a) of Subsection (1) of Section 14 of the Equal Treatment Act, the Authority can take action ex officio against bodies subject to points a)-d) of Section 4 of the Act. In the reporting period proceedings were instituted typically upon request, by reference to point e) of Section 8 of the Act. The proportion of cases when proceedings were instituted ex officio or at the request of an organisation authorised to enforce claims of public interest was below 1 %.

According to the report prepared by the **Commissioner for Fundamental Rights**, in 2014 and 2015 about 200 cases, while in 2016 238 cases (submissions, investigations launched ex officio) involved nationality rights. The wide range and diversity of the complaints submitted to the Commissioner for Fundamental Rights and/or the Deputies indicate the complexity of nationality issues and also the different problems faced by nationality communities.

### ***Subsection 3***

*The Parties undertake to promote, by appropriate measures, mutual understanding between all the linguistic groups of the country and in particular the inclusion of respect, understanding and tolerance in relation to regional or minority languages among the objectives of education and training provided within their countries and encouragement of the mass media to pursue the same objective.*

For the first time in the history of Hungarian public education, the culture of nationalities (including the culture of the Roma) and the possibilities and problems of living together are featured in the National Core Curriculum. The National Curriculum (Government Regulation 110/2012 (VI. 4.)) provides for a professional framework for getting to know the situation of the Roma, and teaching their history, cultural values and traditions.

The Roma Textbooks Council was established in 2015, and its tasks involved reviewing experimental textbooks and other textbooks published by the National Institute for Educational Research and Development. The outcome of this work was a study published at the end of 2015, entitled “The presence of the Roma in the framework curricula and in experimental textbooks”. The problems are explained in detail in the study, examples are given of discriminatory behaviour in textbooks, which also seek solutions. In connection with this study several policy recommendations were made.

In the framework of the procurement procedure entitled “*Representation of the Roma culture among content regulators and content carriers, and the possibility of their development*” forming part of the TÁMOP-3.1.15-14-2014-0001 priority project entitled Operational implementation of public education reforms, the National Institute for Educational Research and Development instructed the Department of Romology and Sociology of Education at the University of Pécs, Faculty of Humanities (PTE BTK) to make a survey on how the Roma culture is presented in the valid content regulators and in the content carriers appearing in practice, on which fields of literacy, through what visual and content elements.

The study was aimed at the quantitative and qualitative examination of the content carriers included in the list of textbooks<sup>1</sup> containing 258 items forming part of the tendering procedure. The aim of the examination was to find out whether the Roma appear and how they appear in these textbooks, workbooks and collections of texts, and how the knowledge provided for pupils participating in public education facilitates the social inclusion of this group.

The textbooks were examined by 16 extended work groups of the Romology Research Institute set up for different subjects. One of the main criteria of setting up the work groups was that several viewpoints had to be represented, and for this reason researchers and practising teachers were also involved in the work groups. University students and PhD students also participated in the research, and in the rather short period of time available for research a total number of 41 researchers analysed the textbooks at the same time. After summarising the experience obtained, the research group made recommendations relating to the further development, improvement and modification of the textbooks.

Furthermore, the Ministry of Human Capacities supported several programmes for the development of the Roma culture, using resources of the National Cultural Fund and the EU. Since 2012, a call for application financed from national resources is announced every year, which is aimed at supporting the realisation of Roma cultural events and the availability of cultural contents and products; this call is very popular. The key objective of the programme is to promote the mutual acceptance of people coming from different cultures. The project makes it possible to take programmes relating to Roma culture even to small settlements, with regard to the fact that the applicants are mainly local Roma nationality self-governments. Applicants other than nationality self-governments can take part in the project, if they cooperate with the local Roma nationality self-government. 132 applications were granted support in 2015 (a total amount of HUF 49,995,160), while 186 applications were granted

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<sup>1</sup> In the scope of the study, the textbooks (115), workbooks (109) and collections (34) of the National Institute for Educational Research and Development, Nemzedékek Tudása [Generations' Knowledge] Textbook Publishing Company and Apáczai Publishing Company were analysed, a total number of 258 textbooks. During the examinations the 258 textbooks were handled as 262 volumes, as a book of the 9th and the 10th grade of vocational schools each covered 4 subjects. Consequently, the findings of the study were made by taking into account a total number of 262 volumes.

support in 2016 (a total amount of HUF 50,000,000). The programme addressed 20–25 thousand people directly or indirectly every year. The project was announced again in 2017.

According to several years of experience, two types of programmes are realised in the scope of the project. Generally, the events are aimed at presenting several forms of art, so they include, for example, events introducing Roma literature, Roma music concerts, exhibitions of Roma artists, reading events, films linked to the Roma, theatre and dance performances. The Roma holocaust must also be commemorated, and a Roma role model must be presented, which is mainly important for supporting young people in preserving their identity. In the scope of the other component, festivals, Roma days, Roma ceremonies, religious events, Roma fairs, and cultural programmes linked to pastoral care are realised. These programmes can generally reach the local Roma communities and other local nationalities. We find that the organisers are glad to involve the cultural organisations of other nationalities in the realisation too, if there are such organisations.

Serious efforts are made to set up a Roma nationality multifunctional centre and network of a high standard in order to facilitate the wide and deserving introduction of the Roma culture. The achievement of this aim was supported by the TIOP 1.2.6.-14/1 project entitled “Creating the infrastructural conditions for the Multifunctional Nationality – Roma Methodological, Educational and Cultural Centre”, in the scope of which the following infrastructural investments were realised:

- A digital information and creative centre in Pécs, under the central management of Gandhi Nonprofit Kft.
- An educational and creative centre in Alsószentmárton
- The House of Nationalities in Komló
- An exhibition space, interactive centre, crafts and arts space in Nagynyárad
- Multifunctional Educational and Cultural Centre in Ózd
- By the Diocese of Hajdúdorog: House of Knowledge in Kántorjánosi,
- House of Traditions in Hodász,
- House of Arts in Tuzsér,
- House of Nationalities in Máriapócs, and
- Roma Cultural and Integration Nationality Centre in Kisvárd

Furthermore, the Government decided to set up a Roma cultural centre in Budapest too. The Roma Cultural and Methodological Educational Centre of Budapest established on the basis of Government Regulation 1785/2014 (XII. 18.) is planned to be opened in the second half of 2018.

#### ***Subsection 4***

*In determining their policy with regard to regional or minority languages, the Parties shall take into consideration the needs and wishes expressed by the groups using such languages. The Parties are encouraged to establish bodies, if necessary, for the purpose of advising the authorities on all matters pertaining to regional or minority languages.*

#### ***Subsection 5***

*The Parties undertake to apply, mutatis mutandis, the principles listed in Subsections 1–4 above to non-territorial languages. However, as far as these languages are concerned, the*

*nature and scope of the measures to be taken to give effect to this Charter shall be determined in a flexible manner, bearing in mind the needs and wishes, and respecting the traditions and characteristics, of the groups using the languages concerned.*

### **Nationality advocates and parliamentary committee**

The Fundamental Law of Hungary promulgated in 2011 guarantees that nationality communities recognised as constituent parts of the State have the right to participate in the work of the Parliament. As presented at the beginning of the Report, at the parliamentary elections held on 6 April 2014, none of the nationality candidates' lists reached the preferential quota representing 22,022 votes, as a result of which they could have obtained a parliamentary mandate, but a **nationality advocate** was able to get into the National Assembly from each list. In the National Assembly, which has been reduced to nearly half of its original size, there are now 199 Members of Parliament and 13 nationality advocates. On 6 May 2014, the day when the new Parliament was established, the nationality advocates made a solemn oath in front of the Speaker of the National Assembly. The majority of the nationality advocates made their oath in their native language, as permitted by law.

According to the valid legislative provisions, the 13 nationality advocates set up the Parliamentary **Committee for Nationalities in Hungary**, and decided the name and the rules of procedure of the committee. The chairperson and vice-chairperson of the committee was elected by the National Assembly, taking into consideration the recommendations of the nationality advocates, on the basis of the recommendation made by the Speaker of the National Assembly. Slovak nationality advocate János Fuzik was elected chairperson of the committee, while Félix Farkas, Roma nationality advocate was elected vice-chairperson of the committee. Regarding its powers, the committee is an organisation of the National Assembly acting as an initiator, proposer, reviewer, as well as a controller of governmental work regarding the interests and rights of nationalities. Its three sub-committees were also set up in line with the above: the Monitoring Sub-Committee chaired by Serbian nationality advocate Alexov Lyubomir, in charge of monitoring the implementation of laws falling within the committee's competence, their social and economic effects, and the deregulation processes; the Sub-Committee for Public Education and Culture chaired by Slovenian advocate Erika Kiss-Köles; and the Sub-Committee on Self-Government, Budget and Foreign Affairs chaired by German nationality advocate Imre Ritter.

On joining the Language Charter, Hungary made commitments in respect of supporting eight native languages belonging to seven nationality advocates: the Croatian, German, Romanian, Serbian, Slovak, Slovenian languages, and the Boyash and the Romani language represented by the Roma advocate. The languages of further six nationality advocates – the Bulgarian, Greek, Polish, Armenian, Rusyn and Ukrainian language – are not included in the commitments undertaken by Hungary in accordance with the Language Charter, but, similarly to their political rights, they have the same linguistic rights as the other advocates.

Pursuant to the Act on the rights of nationalities and on the Hungarian National Assembly, nationality advocates can use their native language in the National Assembly, and they can speak in committee meetings and submit documents in their native language. The Office of the National Assembly is responsible for interpreting mother-tongue contributions into Hungarian. The committee has a budget for native language use to cover costs incurred in connection with interpreting contributions and providing certified translations of documents. For practical reasons, however, the members of the committee do not take the opportunity to

use their native language, and according to the rules of procedure determined with consensus, the language of the deliberations is Hungarian, which is spoken by all nationality advocates. The meetings often last for two-three hours or even longer, which would be doubled in the case of interpreting, and then there has been no mention of the number of interpreters. In addition, the Committee for Nationalities in Hungary is one of the 16 parliamentary committees that meets the most frequently.

**At the plenary session of the National Assembly**, primarily on the occasion of extraordinary contributions, but also on the occasion of pre-agenda contributions there have been cases when for example the Polish or the Slovenian advocate made their speech in their native language, using simultaneous interpretation, for which the Office of the National Assembly is technically prepared. In June 2014, during the general debate on the amendment of the Act on the Rights of Nationalities and on the Election Procedure, the German nationality advocate gave his first speech in his native language. However, in accordance with standard practice, in parliamentary debates or in their post-agenda contributions nationality advocates welcome the Speaker and the House in their native language, potentially indicate their topic, and then continue their speech in Hungarian. Nationality advocates can also speak in the plenary session of the National Assembly, when they put a question concerning nationality issues to a member of the Government, the Commissioner of Fundamental Rights, the Head of the State Audit Office or the Prosecutor General.

The majority of the opportunities to speak, however, are linked to the committee's right of legislative initiative. For example, a few days after it was established, the Committee for Nationalities in Hungary made a legislative motion and initiated the amendment of the Act on the Rights of Nationalities and on the Election Procedure. This resulted in the improvement of the conditions of data delivery during the nationality self-government elections held in the autumn of 2014, and also in satisfying the long-standing demand for setting up joint polling stations for local and nationality self-government elections during the elections to be held in 2019. The committee can join in the discussion of the bills submitted by the Government or by MPs and the reports submitted by other bodies, if upon request the House Committee puts them on the agenda as an item affecting the interests and rights of nationalities. This is fully achieved in practice. Joining other than private legislative motions is important, because the committee can discuss them, take part in the general debate at the plenary session, take a position in detailed committee debates on MP's motions for amendment, and submit its own motions for amendment. Between the date of its establishment and the end of the 2016 autumn session, the Committee for Nationalities discussed 36 motions other than private members' motions.

In addition to bills relating to nationality education and cultural areas, the committee got involved in the amendment of the acts, such as the Act on the Civil Register Procedure, the Act on Administrative Procedures and Civil Procedures, and even the Act on Criminal Proceedings, mainly with regard to the right to use native languages. In the Act on national Hungarian values and Hungarian specialities, based on the committee's proposal for amendment, the definition of national values was supplemented with the cultural values of "nationalities recognised as constituent parts of the State"; local, county and national-level nationality self-governments have a role in determining the sets of values at different levels, and besides the four members delegated by the National Assembly, the Committee for Nationalities in Hungary also delegates a member to the Committee on Hungarian Specialities, which is the top evaluating body.



According to the statutory provision of the Act on the National Assembly, certain motions are discussed by the House as items on the agenda affecting the interests and rights of nationalities even without the decision of the House Committee. Such motions include, for example, the Government's biennial report on the situation of nationalities in Hungary, and the annual report by the Commissioner of Fundamental Rights, on which the committee takes a position. The bill on the central budget is also submitted to the National Assembly every year without a separate decision, and in connection with this the committee has been able to present significant results with the support of the Government and the parliamentary groups of political parties.

The committee closely cooperates with the Association of Nationality Self-Governments during its work, and its nationality advocate members communicate with the heads of the national-level nationality self-governments, who can participate in the meetings of the committee in an advisory capacity, as permanent invitees. The committee regards the Office of the Minister of State for Church Nationality and Civil Society Relations of the Ministry of Human Capacities as its outstanding partner, as well as the Deputy of the Commissioner of Fundamental Rights in charge of protecting nationality rights, who regularly informs the parliamentary advocates on the completed inquiries concerning nationalities. Based on a statutory obligation, the committee hears the minister in charge of nationality affairs every year. The sub-committees also organise regular hearings, so the nationality advocates can obtain information directly from the political or professional leaders of public education, culture, public service media, the national budget and other areas.

The members of the committee have met with the delegations of a number of national and international human rights and minority protection organisations. Since the National Assembly's Committee for Minorities in Hungary was established, the nationality advocates have accompanied a number of parliamentary and government delegations to their home countries and participated in the official reception of such delegations in Hungary, contributing to the deepening diplomatic, political and cultural relations between Hungary and the parliamentary advocates' mother countries.

### **Human Rights Working Group**

The Government involves the concerned nationalities in the preparation of all nationality policy decisions and legal acts. In order to ensure continuous consultation, in Government Resolution 1039/2012. (II. 22.) the Government provided for setting up the **Human Rights Working Group**, the main task of which is to monitor the enforcement of human rights in Hungary. The working group operates a **Human Rights Roundtable**, the aim of which is to consult civil organisations monitoring the assertion of human rights in Hungary and interest representing and professional organisations, promote professional communication on the assertion of human rights in Hungary, and make recommendations in connection with the activity and tasks of the working group. The members of the Human Rights Roundtable discuss current human rights issues in Thematic Working Groups and submit recommendations to the decision-makers.

The aim of the Thematic Working Group for Nationality Affairs established on 14 February 2013 is to facilitate the enforcement of nationality rights in Hungary, monitor the process of putting them in practice, and, if necessary, make amendment proposals to the Government on the basis of their experience. The members of this thematic working group are

representatives of the largest and most organised civil and professional nationality organisations.

### **Roma Coordination Council**

The Roma Coordination Council provides a space for dialogue and cooperation towards promoting the efficient social inclusion of Roma people. Its co-chairperson is the chairperson of the National Roma Self-Government. Among the 29 members of the body there are representatives of Roma NGOs, churches, associations of self-governments, regional Roma nationality self-governments and the National Economic and Social Council, and there is also an expert representative of the Commissioner for Fundamental Rights and the Hungarian Academy of Sciences. The permanent guests of the Council include the Head of the Equal Treatment Authority and the Head of the Hungarian Central Statistical Office. The Council's responsibilities include raising awareness of all problems that make it difficult to implement the measures supporting the inclusion of Roma people; delivering an opinion on proposed actions, as well as national and international reports and information; drafting proposals; participating in setting up and developing professional networks facilitating inclusion. Moreover, it takes part in the assessment of the effects of the tasks promoting the improvement of the social status and social integration of the Roma, including the monitoring of the implementation of the Hungarian National Social Inclusion Strategy, the annual evaluation of the action plan and the periodical revision of the strategy. The meeting of the Roma Coordination Council held at the beginning of 2017 was the first meeting to which county-level Roma leaders were also invited.

## CHAPTER III

### The fulfilment of Hungary's commitments in the past three years

In respect of the provisions included in Part III of the Language Charter, Hungary made commitments concerning eight nationality languages: in 2008 the National Assembly extended the commitments made upon joining the Language Charter to the languages spoken by the communities of the largest national minority, the Roma; in Act XLIII of 2008 the Government was authorised to extend the commitments made in accordance with Article 2(2) of the Charter to Roma – Romani (Lovári) and Boyash – languages. Based on the above, Hungary undertook obligations regarding the *Croatian, German, Romanian, Serbian, Slovak, Slovenian, Romani and Boyash languages*. Below the most important changes are presented that took place in comparison to the earlier situation in Hungary, i.e. the former country reports.

#### Article 8 – Education

Act CXC of 2011 on National Public Education (hereinafter: Public Education Act) and the Nationalities Act created the legal, organisational and financial guarantees for nationality self-governments to operate educational institutions. It is obvious for Hungary that first of all the efficiency of teaching nationality languages must be increased to decelerate and possibly reverse the assimilation process, given that, based on comparison between census and other registrations, considerably more than the ratio of those below 14 years of age in a nationality learn the language of several nationalities in schools. Nationality public education requires several actors. Its success depends on the communities that demand it, on the activity of nursery schools, schools, halls of residence, the Klebelsberg Institution Maintenance Centre – the education district centres with territorial competence at a later point –, the maintaining nationality self-governments and, to a major extent and having an impact on the former, on the conditions ensured by the State. The 13 recognised nationalities in Hungary share in common that they live sporadically, as a result of which nursery schools and schools play an outstanding role in passing down the language and the culture. Nationalities considerably differ in their numbers, organisational background, institutional network and the status of their language. As it has been mentioned several times, the form of nationality education is determined by parents' demands, and moving towards bilingual education is possible only if nationality communities assert an increasing demand for it.

- **Nationality nursery schools**

***Subsection 1, point a):***

*With regard to education, the Parties undertake, within the territory in which such languages are used, according to the situation of each of these languages, and without prejudice to the teaching of the official language(s) of the State:*

- a) *iii) to apply one of the measures provided for under (...) at least to those pupils whose families so request and whose number is considered sufficient; or*

*iv) if the public authorities have no direct competence in the field of pre-school education, to favour and/or encourage the application of the measures referred to under (i)–(iii) above;*

As presented in our earlier reports, the realisation of nationality education in state and non-state public education institutes is regulated by laws and implementing regulations in Hungary. The legislative background for pre-school nursery school education – after replacing former regulations – is now provided for – in addition to the Nationalities Act and the Public Education Act – by Government Regulation 363/2012. (XII. 17.) on the implementation of the provisions of the Public Education Act, and Decree 17/2013. (III. 1.) EMMI of the Ministry of Human Capacities on issuing the guidelines relating to pre-school education for nationalities and the guidelines relating to school education for nationalities (hereinafter: Nationality Guidelines). Based on the more general phrasing of the decree on issuing the pre-school basic programme, the guidelines relating to pre-school education determine the types of nationality nursery schools and the content elements of the educational activity performed therein.

Nationality pre-school education in Hungary is provided in two types of institutions: mother-tongue (nationality language) nursery schools and bilingual nursery schools providing nationality education. In mother-tongue nursery schools, the language of nursery school education – and everyday nursery school life in general – is the nationality language. In the programmes of bilingual nursery schools providing nationality education both languages – the nationality language and Hungarian – are used, but the emphasis is on the development of nationality language skills.

According to the provisions of the legal act, besides nursery schools using the Romani or the Boyash language, there are also nursery schools providing Roma cultural education in Hungarian, representing an independent form of education. Pursuant to the Public Education Act, starting from September 2015, participation is compulsory in nursery school education from the age of 3, which, in the case of children belonging to the Roma nationality, facilitates the development of the nationality identity and nationality language competences, as well as successful school integration and progress at a later point.

Participation in nationality nursery school education is voluntary, and it is organised on the basis of parents' written request. The local government is obliged to organise nationality nursery school education, if it is requested in writing by at least eight parents belonging to the same nationality. Parents have the right to choose the form of nationality nursery school education (mother-tongue, nationality language nursery school, bilingual nursery school providing nationality education, nursery school providing Roma cultural education in Hungarian). Nationality nursery school education must be organised taking into account the fundamental principles determined in the Nationality Guidelines and the National basic programme for nursery school education. In the reporting period there were no significant changes in the legislative conditions of nationality pre-school education.

The operation of nursery schools, including nationality nursery schools, still remains the obligatory task of local governments. Their financing has changed since 1 January 2013, as normative funding has been replaced by task funding. Normative grants, including nationality normative grants, have been cancelled, and support from the central budget is granted for wage costs and material expenses. In accordance with this, starting from 2013, the annual Budget Law provides local governments with support based on average wages and operating

support for performing their tasks. In respect of financing there are no differences between the support granted to nursery schools and nationality nursery schools maintained by local governments, as on the basis of the Budget Law they can apply for the same wage and operating support. In this system the financing of nationality education means support granted for the average wages of nationality nursery school teachers and for the material costs incurred in connection with performing nationality tasks, and it is also aimed at supporting the wages of assistants helping the educating work of nursery school teachers.

Statistical data on nationality nursery schools are included in Appendix 1.

- **Nationality primary schools**

***Subsection 1, point b):***

*iv) to apply one of the measures provided for under (i)–(iii) above at least to those pupils whose families so request and whose number is considered sufficient;*

The Nationality Guidelines issued on the basis of the provisions of the Public Education Act contain the aims of nationality school education, the method of organising nationality school education, the types of education, and the nationality specific requirements of nationality-related areas of learning – native language and literature, culture – determined in respect of each language. Framework curricula have also been issued to support the realisation of nationality education, relating to subjects such as native language and literature, and culture.

Participation in nationality school education is voluntary, and it is organised on the basis of parents' written request. At the level of primary schools, if requested by at least eight parents belonging to the same nationality, the operator obliged to perform the task (Klebelberg Institution Maintenance Centre – hereinafter: KLIK – until 31 December 2016, and the education district centres with territorial competence from 1 January 2017) is obliged to organise nationality school education. The parents have the right to choose the form of nationality school education (mother-tongue education, bilingual nationality education, language teaching nationality education, Roma nationality education in the Hungarian language or complementary nationality education).

Complementary nationality education can be an option only if the number of pupils choosing nationality education remains below eight. This form of education has the same content and time frame as language teaching nationality education. It is organised in a form similar to that of arts education, with the difference that it can only be organised either by the national-level nationality self-government or (if the national-level nationality self-government does not undertake it) by the education district centre (and not by any other operators). Pupils participate in this form of education as guest pupils, and they complete compulsory schooling in another school, which is not a nationality school.

Besides native language and literature, native culture must also be taught in the scope of nationality school education. In the case of the Roma, the teaching of the Romani or the Boyash language must be ensured only if it is initiated by parents. The native culture must be taught in the nationality language, and it can only be taught in the Hungarian language in the case of the Roma. The contents of school education are determined in the Nationality Guidelines and in the nationality curricula. In respect of native culture, uniform development tasks and framework curricula have been determined for all forms of education, in respect of

nationality native language, uniform requirements have been determined for nationality and bilingual forms of education, while different requirements apply to language teaching education.

In the past three years no substantial changes have taken place in the legislative conditions of nationality primary school education. Starting from January 2013, schools, including nationality schools, are maintained by the KLIK, and in addition to non-nationality schools maintained by it, the maintenance costs of nationality schools were also planned in its budget. The local governments of settlements with a population above 3,000 also participated in operating the institutes. Starting from January 2017 the system changed, and education district centres became the maintainers of the institutes, while local governments stopped participating in operation. Education district centres have their own budget, and due to the establishment of these centres, the institutes have now more to do with the main decisions relating to their operation.

The number of public education institutes providing Romani and Boyash nationality school education has slightly decreased. Due to the legislative changes (the amendment of the provisions regulating the content of nationality education, the introduction of task-based financing) schools where no actual nationality education is provided in compliance with the legal provisions have been removed from the system.

Statistical data on nationality primary schools are included in Appendix 1.

- **Nationality secondary schools**

***Subsection 1, point c):***

*iv) to apply one of the measures provided for under (i)–(iii) above at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient;*

The regulations relating to nationality secondary school education are the same as the ones relating to nationality primary school education. The Nationality Guidelines issued on the basis of the provisions of the Public Education Act contain the aims of secondary nationality school education, the method of organising nationality secondary school education, the types of education, and the nationality specific requirements of nationality-related areas of learning – native language and literature, culture – determined in respect of each language. Framework curricula have also been issued to support the realisation of nationality education, relating to subjects such as native language and literature, and culture.

Participation in nationality secondary school education is voluntary, and nationality education is organised on the basis of parents' written request at the level of secondary education too. If requested by at least eight parents belonging to the same nationality, the operator obliged to perform the task (the KLIK until 31 December 2016, and the education district centre with territorial competence from 1 January 2017) is obliged to organise nationality secondary school education. Parents have the right to choose the form of nationality secondary school education (mother-tongue education, bilingual nationality education, language teaching nationality education, Roma nationality education in the Hungarian language or complementary nationality education). Complementary nationality education can be an option only if the number of pupils choosing nationality education remains below eight.

Besides native language and literature, native culture must also be taught in the scope of nationality secondary school education. In the case of the Roma, the teaching of the Romani or the Boyash language must be ensured only if it is initiated by parents. Native culture must be taught in the nationality language, and it can only be taught in the Hungarian language in the case of the Roma.

The contents of nationality secondary school education are determined in the Nationality Guidelines and in the nationality curricula. In respect of native culture, uniform development tasks and framework curricula have been determined for all forms of education; in respect of nationality native language, uniform requirements have been determined for nationality and bilingual forms of education, while different requirements apply to language teaching education.

In the past three years no substantial changes have taken place in the legislative conditions of nationality primary school education. Starting from January 2013, schools, including nationality schools, are maintained by the KLIK, and in addition to non-nationality schools maintained by it, the maintenance costs of nationality schools were also planned in its budget. The local governments of settlements with a population above 3,000 also participated in operating the institutes. Starting from January 2017 the system changed, and education district centres became the maintainers of the institutes, while local governments stopped participating in operation. Education district centres have their own budget, and due to the establishment of these centres, the institutes have now more to do with the main decisions relating to their operation.

In the reporting period the Romani and the Boyash language was taught at the following institutes of secondary education: Gandhi Secondary Grammar School and Halls of Residence, Pécs; Kis Tigris [Small Tiger] Grammar School, Technical School and Vocational Secondary School, Komló; Montessori Grammar School in Erzsébetváros, Budapest; Dr. Hegedűs T. András Foundation Technical School and Secondary School, Szolnok; Dr. Ambédkar Grammar School, Vocational Training School, Special Technical School and Primary School, Sajókaza; Kalyi Jag Roma Nationality Technical School, Secondary Vocational School, Primary Arts School and Adult Training Institute, Budapest.

Gandhi Secondary Grammar School, Halls of Residence and Primary Arts School was founded by Gandhi Foundation in 1994, and it is the first Roma nationality institute in Hungary and also in Europe providing a secondary school-leaving certificate. It is also exceptional in respect of the fact that both languages spoken by the Roma in Hungary – Boyash and Romani (Lovári) – are taught at the institute. The majority of the pupils are socially disadvantaged. When the institution was founded, one of the main objectives was to pass on Roma values – language, culture, traditions, etc. – to the pupils attending the institute in order to make such values become integral parts of their identity, and to enable the pupils to strengthen and represent the interests and the social involvement of the Roma community. Due to the nationality nature of the institute, the most significant subjects taught include the Romani and the Boyash language, and Roma culture. In the framework of the subject entitled Roma cultural studies, pupils learn about Roma traditions, culture, history, linguistics, folk poetry and other poetry, and arts. The institute seeks to ensure the material conditions of modern education for the pupils, and it uses alternative methods in the area of education.

Statistical data on nationality secondary schools are included in Appendix 1.

- **Nationality vocational schools**

**Subsection 1, point d):**

*iv) to apply one of the measures provided for under (i)–(iii) above at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient;*

Pursuant to existing provisions, nationality education can also be organised in vocational training; based on the initiative of at least eight parents belonging to the same nationality, it must be organised with obligatory effect. The Government revised the implementation of vocational training, and starting from 1 September 2015 control over technical training was taken over by the Ministry for National Economy, while agricultural training was taken over by the Ministry of Agriculture. The National Assembly adopted a new law to regulate vocational training, on the basis of which the name of the different types of the institutes were changed. Former secondary vocational schools continue to operate as specialised grammar schools, while technical schools continue to operate as secondary vocational schools.

The Nationality Guidelines provide for the implementation of nationality education in vocational training too. According to this, mother-tongue and nationality bilingual education can be initiated where teaching is realised completely or to an extent of at least 40 % in the nationality language; however, none of the nationalities have initiated the organisation of such forms of education in vocational training. In the framework of the language teaching form of education the nationality language must be taught; and at technical schools the teaching of the nationality language focuses on teaching the technical terminology of the given profession. No substantial changes have occurred in the capacities of nationality vocational training since the previous report.

In the reporting period the Romani and the Boyash language was taught at the following institutes: Kis Tigris [Small Tiger] Grammar School, Technical School and Vocational Secondary School, Dr. Hegedűs T. András Foundation Technical School, Dr. Ambédkar Grammar School and Vocational Training School, and Kalyi Jag Roma Nationality Technical School, Secondary Vocational School, Primary Arts School and Adult Training Institute.

Statistical data on nationality vocational schools are included in Appendix 1.

- **Nationality higher education**

**Subsection 1, point e):**

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

In accordance with the Nationalities Act, nationality teacher training is the State's task. Nationality education is provided as an integral part of the Hungarian public education system, and higher education contributes to it first of all by ensuring the necessary human resources for education, as a part of teacher training. The amount of central funds provided for the operation of nationality self-governments and their institutions increased remarkably within the budget of the past few years. The number of nationality institutes has increased,



and especially the institutional system of nationality public education has widened, which is due to the higher number of institutes taken over both by national self-governments and local nationality self-governments. It is obvious that first of all the situation of nationality teacher training and the efficiency of teaching nationality languages needs to be improved to decelerate and possibly reverse the assimilation process, given that, based on comparison between census and other registers, considerably more than the ratio of those below 14 years of age in a nationality learn the language of several nationalities in schools.

In other areas of training there is no special nationality training, but in the scope of preparing for intellectual careers there are available courses in social sciences and humanities teaching targeted skills needed for performing nationality self-government activities. Such courses include, in particular, organisation of communities, social pedagogy, bachelor's degree Romology programmes, minority policy, community and civil studies, human ecology, cultural heritage studies, Hungarian studies, Central-European studies, social inclusion studies, cultural mediation, cultural anthropology, social pedagogy, Romology, mental hygiene community and relationship building master's programmes.

At statutory level, Act CCIV of 2011 on National Higher Education (hereinafter: Act on Higher Education) – contrary to the regulations relating to other training tasks – provides for the State's tasks in higher education in respect of nationality teacher training. In accordance with Section 103(5)–(8) of the Act on Higher Education:

- Institutes of higher education can provide nationality teacher training as stated in their founding charter, and such training must be organised for applicants who meet the admission requirements.
- Belonging to a nationality is certified by the secondary school leaving examination taken in the respective nationality language.
- The nationality language must be taught throughout the whole length of the programme in nationality teacher training.
- Nationality teacher training is considered as a programme with a small headcount for funding purposes.

In the area of nursery school, elementary school and secondary school teacher training, nationality training locations have been preserved in Roma, Croatian, Slovenian, German, Romanian, Slovak and Serbian training, but, with the exception of German nationality training, a low number of students apply and are admitted to higher education. The institutes of nationality public education and certain national-level nationality self-governments indicate that the training of nationality teachers cannot really satisfy demands. For this reason, it is necessary to assess current and forthcoming demands relating to nationality teachers in order to enable training to keep up with increased demands. Furthermore, we should continue to support the cultural and educational opportunities of nationalities in Hungary in order to enable them to continue their studies in higher education, to do research and go on study visits in their mother countries and in EU member states where their languages are taught, and to provide opportunities for students studying languages as their major and for active teachers to participate in summer university courses. Such opportunities should be provided for all nationality communities maintaining educational institutes.

The minister in charge of education is entitled to determine the specialised programmes at institutes of higher education in respect of which (partial) Hungarian state scholarship can be received. The minister determines the minimal admission requirements (number of points obtained) to be fulfilled as a condition of being admitted to a programme of the given

specialisation supported with (partial) Hungarian state scholarship. The minimal admission requirements (number of points obtained) to be fulfilled as a condition of being admitted to a programme is determined in a decree. Pursuant to the regulations, anyone meeting the requirements can apply to higher education institutes. There are no separate limitations and there is no previously determined number of admissible students, the admitted applicants are selected – based on ranking the applications to the given programmes according to the number of points obtained – taking into consideration the institutional capacities and the number of students that can be admitted to the programmes, broken down per specialisation, and the minimum number of points to be obtained in the entrance examinations. During the admission procedure the institutes of higher education can make a decision on offering the programmes. In respect of the number of students, the possibility of further studies on nationality degree courses is ensured. During the admission procedure it is possible to determine the minimum number of points to be obtained at the individual nationality degree courses.

The Act on Higher Education gives the minister in charge of education the power to determine every year the number of students who can receive scholarship in specialised programmes operated by institutes of higher education, and the minimum number of points to be achieved in order to be admitted. In the 2014 general higher education admission procedure, the number of points determined by the minister in charge of education at national level for bachelor's degree courses and undivided master's degree courses supported with state scholarship was 260 points, while since 2015 it has been 280 points. Everyone who obtains the minimum number of points during their public education studies can be admitted to nationality degree courses. One of the incentives of the admission procedure is that those who take a secondary school-leaving examination in a nationality language at a nationality secondary school in Hungary are entitled to 20 additional points, if they apply to a nationality teacher training course linked to the same nationality.

Pursuant to the Act on Higher Education, the system and structure of teacher training was modified as of 2013. Earlier on, students starting their studies in the scope of divided training mainly continued their master's studies on disciplinary courses and rarely did they choose to study teacher master's degree course. Nationality teacher training has also become an undivided two-subject training course, where students having a secondary school-leaving certificate can decide at the beginning of their studies on whether they want to choose nationality teacher training. This was demanded by certain national-level nationality self-governments and also by the special departments of institutes running nationality teacher training courses, in the hope that a higher number of students would choose to continue their studies on nationality teacher training courses after completing nationality secondary education.

Nationality teacher training courses can be offered in combination with teacher degree courses in order to ensure a supply of teachers teaching subjects taught in a high number of lessons within the system of subjects in public education. Similarly to language degree courses, standard teacher degree courses can be organised in a form of training with a duration of 5+1 years. Institutes of higher education offering nationality teacher training courses include Eötvös Loránd University, the University of West Hungary between 2014–2016 (later on it merged into Eötvös Loránd University), the University of Pécs, and the University of Szeged.

The requirements for being admitted to higher education have increased. In the 2015 general admission procedure, the minimum number of points for the undivided teacher degree course supported with state scholarship was 305, while at the same time the minimum number of points for the bachelor's degree course was increased to 280. In addition to testing the applicants' knowledge in the school-leaving examinations, they also have to take part in career aptitude assessment.

The Government introduced the Klebelsberg Training Scholarship to ensure a supply of high quality teachers and to support students' studies in higher education. The first scholarships were granted in the academic year 2013/14, and currently a total number of 1,517 students receives scholarship. 16 of these students study on the teacher degree course for German and nationality German language and culture, 1 of them on the teacher degree course for Slovak and nationality Slovak language and culture, and 1 of them on the teacher degree course for Serbian and nationality Serbian language and culture.

Several nationalities (e.g. Slovaks, Romanians, Slovenians) reported a drastic reduction in the number of students applying to nationality teacher training courses. Due to the low number of applicants, certain nationality degree courses did not start. On examining these reports, a reduction in the number of applicants was found in every case. Despite the low number of applicants, during the admission procedure the institutes ensured the possibility of starting the given nationality degree courses. Slovaks, Romanians and Slovenians expressed concerns about the difficulties in operating the nationality departments and department groups concerned, and also about the shortage of nationality teachers they envisaged.

By now Romology studies already form a part of teacher training. In addition to general pedagogical and methodological knowledge, a course is available in primary school and nursery school teacher training with the designation "Roma training", which results in an independent professional qualification. In the scope of the multicycle training programme, the Romology course was introduced in the framework of divided training, which was followed by the Romology teacher course, and then, in the framework of undivided training, in the area of foreign languages, the Romology teacher course was introduced in 2013 (with the option of specialising in teaching Romani language and culture or Boyash language and culture); this course prepares students for teaching subjects such as Boyash language and culture or Romani language and culture, and for performing pedagogical tasks at schools. The course covers the corpus and the teaching materials of Roma and Boyash nationality culture, which are the most important areas of Roma nationality culture, the textbooks used in teaching Roma and Boyash nationality culture, the teaching and learning aids, teaching and learning models, the theoretical background for Roma nationality culture, its critical reading and possible narratives.

In higher education, a Romology bachelor's and master's course is ensured at the University of Pécs. By completing the bachelor's course, a certificate relating to a B2 level language examination can be obtained. By completing the master's course, a certificate relating to a complex advanced level (C1) language examination can be obtained in the Romani or the Boyash language. One of the conditions for being admitted to the Romology teacher training course (Romani language and culture or Boyash language and culture) is to have a certificate relating to a complex intermediate level (B2) language examination in the Romani or the Boyash language, recognised by the State, or a language test equivalent to it.

Among the Roma population representing 10 % of Hungary's population, the number of those who speak two languages remains below 100,000 according to census data. At the same time, the social prestige of the Romani and the Boyash language – despite the efforts made by the State – is still rather low. Pursuant to the regulation on language tests, accredited language examination centres and their language examination locations are registered by the Educational Authority's Accreditation Centre for Foreign Language Examinations. In Hungary, general language examinations recognised by the State can be taken in the Boyash and the Lovári language. The Educational Authority's Accreditation Centre for Foreign Language Examinations recognises language examinations taken in the Boyash and the Lovári language, with regard to their level of grammatical detail. Lovári is the most widely spoken version (dialect) of the Romani language, which is also the literary language, and language examinations can be taken in this language with regard to its level of grammatical detail.

In connection with the training of Romani and Boyash teachers, the target examinations performed by the Commissioner of Fundamental Rights (e.g. the situation of nationality secondary schools) and also the Committee examining the Hungarian report on the Language Charter indicated the inadequacy of language teaching on several occasions. On the basis of the above, the legal background needed for developing and starting a degree course is available in teacher training, but apart from the University of Pécs no other institutes of higher education have taken concrete measures in this field. The public education institutes where the Romani and the Boyash languages are taught can only employ teachers with a certificate of passing the Romani (Lovári) or Boyash language examinations in compliance with the transitional arrangements. From a professional aspect, teachers having appropriate qualifications for teaching these languages should be provided, but the lack of such teachers hinders the improvement of the quality of language teaching.

Nationality teacher training is typically based on traditional institutes of higher education with several decades of history of nationality teacher training. In the course of making legislative amendments, the legislator paid particular attention to preserving the values (created in close cooperation with nationality communities) of nationality education. In earlier decades the creation and operation of training locations was adjusted to the geographical distribution of the nationality population. Nationality teacher training is provided by teacher training institutes where on the basis of the size of the nationality population and the operation of public education institutes the conditions for nationality teacher training as part of teacher training were created at an earlier point. Besides well-functioning training locations operating with an adequate number of students, there are other training locations operating with a low number of students. The latter training locations are characteristic of the languages of nationalities with a small population, and in some cases (e.g. in the case of Slovaks and Slovenians) they are situated outside of Budapest.

In respect of ensuring the conditions of training, institutes of higher education face a challenge in ensuring the conditions of high-quality training and a department background, and in ensuring the continuous employment of a teaching staff having appropriate academic qualifications, when the training course cannot be started due to a lack of applying students. The minister in charge of education regards it as a main priority to support the introduction and maintenance of degree courses having a small number of participating students. Support granted to state and non-state institutions of higher education is summarised in the following table:

**Table 6:**  
*Nationality-related support provided for institutes of higher education*

	<b>Nationality training</b>	<b>Minor degree courses</b>
<b>2013</b>	HUF 123,800,000	HUF 207,347,000
<b>2014</b>	HUF 160,940,000	HUF 269,551,000
<b>2015</b>	HUF 169,400,000	HUF 283,700,000
<b>2016</b>	HUF 169,400,000	HUF 283,700,000
<b>2017</b>	HUF 169,400,000	HUF 276,500,000

Source: Ministry of Human Capacities

The Government provides continuous support for the cultural and educational opportunities of nationalities in Hungary in order to enable them to participate in higher education, research and study visits in their mother countries, and to enable students studying languages as their major to participate in summer university courses. The related scholarships are shown in detail below.

### **Croatia**

**Table 7:**  
*Croatian scholarships*

<b>Scholarships to Croatia</b>	<b>2014/2015</b>		<b>2015/2016</b>		<b>2016/2017</b>	
	applicants	winners	applicants	winners	applicants	winners
full-time course	4	1	0	0	2	1
term	2	2	7	3	2	1
PhD studies	1	1	7	2	2	2
PhD term	0	0		1	0	0
summer university course	3	3	7	4	3	3
study visit	4	4	3	1	2	1

Source: Ministry of Human Capacities

Based on the academic and educational work plan elaborated between the two countries, the Croatian party offers scholarships for full-time courses, terms, PhD training, summer university courses and research. The Croatian party, in the framework of its own scholarship programme, welcomes students of Croatian nationality living in Hungary who intend to complete individual terms or a PhD training course.

### **Romania**

**Table 8:**  
*Romanian scholarships*

<b>Scholarships to Romania</b>	<b>2014/2015</b>	<b>2015/2016</b>	<b>2016/2017</b>
full-time course	0	1 (doctoral)	1 (doctoral)
study visit	4	3	7

Source: Ministry of Human Capacities

In the past two academic years, the plans described in the Romanian-Hungarian joint ministerial decree under points 19 and 26 on scholarships were only partly realised. The Romanian party suspended the organisation of summer university courses several years ago. In the past 3 years the Romanian Ministry of Education did not organise training courses for students of Romanian nationality.

## Serbia

On 1 July 2015, Minister Zoltán Balog and his Serbian partner signed the educational, academic and cultural work plan for 2015–2017, in which the Hungarian party offered scholarships to 50 Serbian students. (According to the latest data, 16 applications were submitted concerning the academic year 2016–2017, and 12 applying students were admitted to a Hungarian institute of higher education in the framework of the Stipendium Hungaricum programme. 22 applications were received from Serbia concerning academic year 2017–2018.)

Mladen Šarčević, Minister of the Republic of Serbia in charge of education, sciences and technology, in his letter dated on 26 April 2017 provided information on the Serbian party's strategic commitment to submit a proposal relating to cooperation in the field of the education of national minorities. Minister Zoltán Balog, confirmed in his reply letter that the Hungarian party was looking forward to the cooperation proposal.

## Slovakia

**Table 9:**  
*Slovakian scholarships*

Scholarships to Slovakia (number of supported applicants)	2014/2015 5	2015/2016 6	2016/2017 7
doctoral term	1	1	1
summer university course	1	0	0
study visit	1	1	0

Source: Ministry of Human Capacities

Students on scholarship are sent and admitted on the basis of the educational and academic work plan. In the past years very little interest was shown in the available Slovakian scholarship opportunities, consequently the number of participating students is low.

## Slovenia

**Table 10:**  
*Slovenian scholarships*

Scholarships to Slovenia	2014/2015		2015/2016		2016/2017	
	applicants	winners	applicants	winners	applicants	winners
study visit	0	0	1	0	0	0

summer university course	4	3	4	3	6	3
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Source: Ministry of Human Capacities

The framework for the Hungarian-Slovenian educational and cultural cooperation is provided by the academic, educational and cultural agreement signed in 1992 and the work plan prepared for the implementation thereof. In Hungary the Slovenian language is taught at Eötvös Loránd University. The summer language courses organised for students are popular and fairly efficient according to reports.

- **Adult nationality education**

**Subsection 1, point f):**

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

In the past three years no substantial changes occurred in the system of adult education.

According to information provided by the Hungarian Prison Service Headquarters, a **language examination supplement** can be granted to public servants within the staff of the prison service organisation, if justified. In respect of the German language, in particular, the members of the professional staff are entitled to a foreign language supplement based on subjective right. If the employees fill a service position where they need to use a foreign language, they are entitled to a foreign language supplement. Other languages and service positions in the case of which a foreign language supplement is due, and the service positions in the case of which the use of a foreign language is required are determined by the Minister.

Furthermore, the prison service organisation organises **continuing education**: respect for fundamental freedoms and different documents and declarations of international law is taught as an integral part of the basic training themes prepared for the staff.

In the case of the subject entitled “Reintegration studies”, a basic pillar of the entire teaching material is the principle of non-discrimination, which bears outstanding significance in respect of the basic principles of the enforcement of custodial sentences and in connection with the enforcement of the sentences imposed on foreigners.

The subject entitled “Service skills”, in the course of the detailed description of the Code of Conduct for Law Enforcement Officials, focuses closely on the unconditional protection of human dignity and on the prohibition of cruelty, inhuman or degrading treatment. In the framework of the subject entitled “Psychology of service behaviour”, psychologists working at the educational centre of the Hungarian Prison Service Headquarters hold training sessions concerning this topic, where they also discuss prejudiced attitudes.

In the framework of the subject entitled “Security skills” such frames and rules are presented in detail the application of which excludes the violation of human rights when taking measures. The prohibition of discrimination is also discussed in professional ethics lessons. In the framework of this subject particular importance is given to the fact that the members of

the staff must refrain from discrimination while performing their work, and they must use all available means to prevent other persons from using means of discrimination.

In the framework of the subject entitled “Basic constitutional law and administrative law”, human and minority rights are taught in classes receiving professional training, as well as the protection of minorities and minority rights and the guarantees of human and minority rights.

- **Nationality history and culture**

**Subsection 1, point g):**

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

The National Curriculum and the framework curricula based thereon also contain provisions applicable to pupils not belonging to nationalities, relating to the acquisition of knowledge about nationalities in Hungary. In the section entitled “The tasks and values of public education”, the National Curriculum provides that “(...) the fundamental tasks of public education include passing on and preserving national culture and the culture of nationalities living in Hungary, mediating universal culture, strengthening moral sense and intellectual and emotional capacities.” In accordance with the above, in the framework of the subject entitled Hungarian language and literature, pupils in grades 1–4 learn about the folk tales of nationalities, while in grades 5–8 and 9–12 the languages, the language use and the culture of the nationalities living in Hungary are being taught.

The subject “Homeland and national culture” forms a priority area for development within the area of education entitled “Humanity and society”, and “besides the prominent elements of Hungarian national culture and folk traditions, it also covers the cultural memories, traditions and the current cultural presence of the nationalities living in Hungary. It provides a space for individual and community activities and experience, on which respect for the family, the home, the place of residence and the homeland can be based. It facilitates the establishment of individual, family, community, national and nationality identity as well as historical identity. It makes pupils aware of the fact that through learning about their own traditions and national values they can open up to the culture of the nationalities, religious communities, neighbouring and related nations living with us, and also to universal values.”

When discussing history, knowledge taught about nationalities appears in several phases, first of all among the topics taught in grades 5–8 and 9–12. In particular, pupils learn about concepts such as minority, majority and nationalities (grades 5–8); about nationality relations in the Hapsburg Empire; the nationality participants of the War of Independence; discrimination against and segregation of peoples, ethnic groups, nationalities, genocides during World War II; the culture of nationalities in Hungary, changes in the situation of the Roma population in Hungary today.

In Ethics lessons, when discussing social relations, pupils in grades 5–8 learn about nationality and ethnic affiliation, ethnic co-existence, and ethnic conflicts. In the framework of the subject “Homeland and national culture” (grades 5–8), pupils learn about Hungarian heritage and traditions, and also about the culture and traditions of the nationalities living in Hungary (e.g. elements of the Roma culture).



Within the area of education referred to as “Social, citizenship and economic studies” (grades 5–8), in the section entitled “I am a citizen” pupils learn about concepts such as nation, nationality, majority and minority. The area of education referred to as “The Earth – Our Environment” (grades 5–8, the section entitled “Regional organisation of the geographical area”) also conveys knowledge about the nationalities living in Hungary. The musical traditions and folk dances of nationalities are discussed within the area of education referred to as “Arts”.

The framework curricula describes the acquisition of the above knowledge broken down by grade.

**Subsection 1, point h):**

*to provide the basic and further training of the teachers required to implement based on the elements of Subsections a)–g) accepted by the Party;*

Nationality training courses are discussed above in detail in connection with sub-point (iii) of point e) of Subsection (1) of Section 8, additional information is provided below.

In Hungary a Government Regulation prescribes for teachers, including **nationality teachers**, to participate in continuing training of 120 hours every seven years. Nationality teachers have several options for fulfilling this obligation. They can participate in further training courses for nationality teachers, accredited in Hungary, in further teacher training courses organised in their mother countries on the basis of a joint ministerial work plan, or in further training courses organised using support granted through projects announced by the Ministry of Human Capacities.

In Hungary currently the following accredited further training courses are available for teachers:

**Table 11:**  
*Accredited further training courses for nationality teachers*

Title of the programme	Author of the programme
Preparation for the special features in educating disadvantaged Roma pupils in Catholic public education institutes	Catholic Institute for Pedagogical Arrangements and Continuing Training
Further training in Romanian language, literature and methodology	Nicolae Bălcescu Romanian Grammar School, Primary School and Halls of Residence
Further training in Romanian culture and methodology	Nicolae Bălcescu Romanian Grammar School, Primary School and Halls of Residence
Basic Romology – Introduction into Roma nationality culture	University of Pécs, Faculty of Humanities, Institute of Education, Department of Romology and Sociology of Education
Native language and literature further training programme for Slovak teachers in grades 5–12	University of Szeged, Teacher Training Centre

Nationality consultant course	Hungarian Institute for Educational Research and Development
Special further training for teachers of Serbian language and literature, culture and history in Serbian public education institutes in Hungary	Serbian Educational and Methodological Centre
Teaching subjects such as Mathematics, Humanity and Nature, The Earth and Our Environment in Serbian nationality language and bilingual public education institutes	Serbian Educational and Methodological Centre
The role of projects in teaching German nationality homeland and culture	German Pedagogical Institute in Hungary
Using instrumental and live folk music and folk dance in teaching and preserving nationality Croatian culture	Croatian-speaking Nursery School Primary School and Halls of Residence
Playful teaching of nationality Croatian native language at nursery school	Croatian-speaking Nursery School Primary School and Halls of Residence
The use of mBook in teaching history, social and civic studies in German	Koch Valéria Grammar School, Primary School, Nursery School, Halls of Residence and Pedagogical Institute
Development of interactive teaching materials for German nationality education	Koch Valéria Grammar School, Primary School, Nursery School, Halls of Residence and Pedagogical Institute
New teaching and learning methods in German nationality language teaching	Koch Valéria Grammar School, Primary School, Nursery School, Halls of Residence and Pedagogical Institute
Diverse German language in nursery school. Language acquisition in German nationality nursery schools	University of Pécs, Illyés Gyula Faculty, Pedagogical Institute
Diverse German language teaching in the lower grades of German nationality primary schools	University of Pécs, Illyés Gyula Faculty, Pedagogical Institute
Teaching German folklore in Hungary in secondary school (folk dance, folk songs, folk costumes and traditions)	Koch Valéria Grammar School, Primary School, Nursery School, Halls of Residence and Pedagogical Institute
Games and dance in German nationality nursery schools and schools	Koch Valéria Grammar School, Primary School, Nursery School, Halls of Residence and Pedagogical Institute
Using drama and project pedagogy methods in teaching nationality Croatian language and culture	Miroslav Krleža Croatian Nursery School, Primary School, Grammar School and Halls of Residence
Puppetry in German nationality nursery schools and in the first four grades of primary school	Koch Valéria Grammar School, Primary School, Nursery School, Halls of Residence and Pedagogical Institute

Conveying nationality contents using project methods and organising playing stations	Koch Valéria Grammar School, Primary School, Nursery School, Halls of Residence and Pedagogical Institute
Teaching general subjects in the form of mother-tongue/bilingual education in Croatian nationality bilingual schools	Miroslav Krleža Croatian Nursery School, Primary School, Grammar School and Halls of Residence
Preparing teachers for conveying Roma cultural contents in grades 1–6 of primary school	Utolsó Padban Egyesület [In the Back Row Association], 1094 Budapest Mihalkovics u. 14.
The theory and methodology of teaching Slovak cultural studies in grades 1–8 of public education institutes	ELTE, Faculty of Humanities, Institute of Slavic and Baltic Philology
The theory and methodology of teaching Slovak cultural studies in grades 9-12 of public education institutes	ELTE, Faculty of Humanities, Institute of Slavic and Baltic Philology

Source: Ministry of Human Capacities

The realisation of nationality education is also supported by professional pedagogical services. Pursuant to the valid legislation, national professional pedagogical services must be organised at national level. Starting from 1 April 2015, within the organisation of the Educational Authority, besides Pedagogical Educational Centres performing professional pedagogical services at county level, the Nationality Pedagogical Educational Centre was established with national competence; its tasks include organising and ensuring professional pedagogical services to improve the efficiency of nationality education in Hungary.

In the past three years the Ministry of Human Capacities provided support in the framework of projects for further training courses organised for teachers working in nationality schools, in the field of language, specialised language and professional training. The results of the projects realised in 2014, 2015 and 2016 are included in the tables below:

**Table 12:**  
*Support granted to further training courses for nationality teachers (2014)*

Name of the applicant	Settlement	Nationality	Title of the project:	Support
Eötvös József College	Baja	Croatian	Further training programme for Croatian nationality specialised language teachers	800,000
National Croatian Self-Government	Budapest	Croatian	Further training programme for teachers in the mother country	2,000,000
Eötvös József College	Baja	German	Further training programme for German nationality specialised language teachers	1,700,000
National Self-Government of Romanians in Hungary	Gyula	Romanian	Specialised language further training in general subjects	1,140,000

Serbian National Self-Government	Budapest	Serbian	Further training programme for Serbian nationality teachers in Serbia	1,700,000
National Slovak Self-Government	Budapest	Slovak	Further training programme for Slovak nationality teachers	1,700,000
Bulgarian National Self-Government	Budapest	Bulgarian	Further training programme for teachers participating in education in Bulgarian	900,000

**Table 13:**  
*Support granted to further training courses for nationality teachers (2015)*

Name of the applicant	Settlement	Nationality	Title of the project:	Support
National Croatian Self-Government	Budapest	Croatian	Further training programme for teachers in the mother country	2,000,000
Eötvös József College	Baja	Croatian	Further training programme for Croatian nationality specialised language teachers	1,714,500
Eötvös József College	Baja	German	Further training programme for German nationality specialised language teachers	1,953,500
Serbian National Self-Government	Budapest	Serbian	Further training programme for Serbian nationality teachers in Serbia	2,000,000
National Slovak Self-Government	Budapest	Slovak	Further training programme for Slovak nationality nursery school teachers in Slovakia	1,955,000

**Table 14:**  
*Support granted to further training courses for nationality teachers (2016)*

Name of the applicant	Settlement	Nationality	Title of the project	Support
Serbian National Self-Government	Budapest	Serbian	Further training programme for Serbian nationality teachers in Serbia	3,885,550
National Croatian Self-Government	Budapest	Croatian	Further training programme for teachers in the mother country	2,608,800
National Slovak Self-Government	Budapest	Slovak	Methodological further training programme for Slovak nationality teachers in Slovakia	3,992,012

*Source:* Ministry of Human Capacities

Help from mother countries greatly enhances the quality of nationality education. Consequently, it is important to fulfil the obligations affecting minorities, determined in the bilateral joint ministerial work plans. The aim of the ministry in charge of education is that bilateral joint ministerial agreements should offer Hungarian scholarship opportunities for the Hungarian youth belonging to nationalities to study full time in their mother countries, offer opportunities for term courses and PhD courses, for language-specific methodology and specialised language further training programmes for teachers, make it possible for children

belonging to nationalities to participate in programmes in their mother countries, and make it possible to employ instructors, guest teachers from mother countries, and to import textbooks and methodological guides from mother countries. Among the nationalities living in Hungary, on the basis of a joint ministerial work plan nationality teachers can participate in further training programmes organised for teachers in cooperation with the mother countries in the German, Slovak, Croatian and Slovenian language area.

***Subsection 1, point i):***

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

As demonstrated above, the implementation of nationality education is strictly controlled by the communities concerned. Nationality self-governments' right of consent, the operation of the National Council of Nationalities, the possibility to give opinions on draft legislation in the scope of administrative consultation, and the possibility to participate at local level in the work of school boards and education district councils, enable nationalities to continuously monitor and have a substantial influence on the different measures and legislative amendments.

***Subsection 2***

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

As described above, Hungary's commitments made in accordance with the Language Charter have also been extended to the entire territory of the country, and now all territorial units fall within the scope of the Charter. According to the valid legal provisions, if at least eight parents belonging to the same nationality request the organisation of nationality education from the party obliged by law to perform this task, then it must be organised within the system of full-time education, with compulsory effect. As demonstrated above, nationality education can also be organised in the case that it is initiated by less than eight persons, in the framework of complementary nationality education.

It must be noted that although according to legislation the costs of organising nationality education are borne by local governments in the case of nursery schools and by the State operator (the KLIK until 2017 and then the education district centres) in the case of schools, other operators, such as nationality self-governments, churches, foundations and public foundations can also participate in performing this task. The statistical data provided in the report contain the data of all operators.

Special mention should be made of institutes maintained by nationality self-governments. In accordance with the legal requirements, nationality self-governments can set up and operate educational institutes, and they can take over the maintenance of nationality educational institutes established by other maintainers. As a result of this, in recent years national-level and local nationality self-governments took over the maintenance of a number of public education institutes. At the beginning, first of all national-level nationality self-governments

took over the maintenance of the most important institutes of certain nationalities. In this period local nationality self-governments mainly became the maintainers of nationality nursery schools in settlements having several nursery schools, and the transfer of the maintaining rights did not interfere with the performance of the local government's tasks. In the past three years local governments became more active, and every year the maintaining rights of 8–10 nationality schools and 4–5 nationality nursery schools were transferred.

National-level nationality self-governments operate the following institutes:

**Table 15:**  
*Educational institutes maintained by national-level nationality self-governments*

Operator	Name of the institute, settlement	Year of takeover
National Self-Government of Germans in Hungary	Koch Valéria Grammar School, Primary School, Nursery School, Halls of Residence and Pedagogical Institute, Pécs	2004
	Friedrich Schiller Grammar School, Secondary Vocational School and Halls of Residence, Pilisvörösvár	2004
	German Nationality Grammar School and Halls of Residence, Budapest	2015
National Slovak Self-Government	Slovak Primary School, Nursery School and Halls of Residence, Szarvas	2004
	Slovak Grammar School, Primary School, Nursery School and Halls of Residence, Békéscsaba	2005
	Hungarian-Slovak Bilingual Nationality Primary School and Halls of Residence, Sátoraljaújhely	2007
	Slovak Bilingual Primary School and Nursery School, Tótkomlós	2013
	Slovak-speaking Nursery School, Primary School, Grammar School and Halls of Residence, Budapest	2014
National Croatian Self-Government	Croatian-speaking Nursery School, Primary School and Halls of Residence, Hercegszántó	2000
	Miroslav Krleža Croatian Nursery School, Primary School, Grammar School and Halls of Residence, Pécs	2012
Serbian National Self-Government	Serbian Bilingual Primary School and Nursery School, Battonya	2011
	Nikola Tesla Serbian-speaking Nursery School, Primary School, Grammar School and Halls of Residence, Budapest	2013
National Slovenian Self-Government	Kossics József Bilingual Primary School and Nursery School, Felsőszölnök	2012
	Apátistvánfalvi Bilingual Primary School and Nursery School, Apátistvánfalva	2012
National Self-Government of Romanians in Hungary	Magdu Lucian Romanian Bilingual Primary School and Nursery School, Battonya	2011
	Romanian Primary School, Elek	2012

	Romanian Nationality Primary School and Nursery School, Kétegyháza	2012
	Romanian Nationality Bilingual Primary School and Nursery School, Körösszakál	2012
	Nicolae Bălcescu Romanian Grammar School, Primary School and Halls of Residence, Gyula	2013
	Románváros Nursery School, Gyula	2014
National Roma Self-Government	Primary School, Tiszapüspöki	2012
	Teleki József Primary School and Vocational School, Szirák	2012
National Self-Government of Greeks in Hungary	Nikosz Beloianisz Primary School and Nursery School, Beloianisz	2012

Source: Ministry of Human Capacities

In addition to the above, since 2004 the national Bulgarian, Greek and Polish self-governments have been maintaining complementary nationality schools.

Nikola Tesla Serbian-speaking Nursery School, Primary School, Grammar School and Halls of Residence in Budapest was extended in 2015, and the Primary School and Nursery School of Lórév providing Serbian education became its member institute. The Serbian National Self-Government is also working towards establishing a Serbian school centre in Szeged.

The National Croatian Self-Government has decided to set up a school centre in the western region, in Szombathely, similar to their institutes in Budapest and Pécs. A Croatian nursery school started to operate in 2016 as a member institute of Miroslav Krleža Croatian Nursery School, Primary School, Grammar School and Halls of Residence in Pécs; according to the information provided, they also intend to start a school when the children currently attending nursery school reach school age.

It is also noted that in 2016 the National Self-Government of Greeks in Hungary also made a decision on setting up a full-time school centre in Budapest. The institute has been founded, and a decision on starting education is expected to be made at a later point.

As mentioned above, in recent years there has been an increase in the number of nationality institutes for the local population taken over by local nationality self-governments. Local nationality self-governments maintain the following institutes:

**Table 16:**  
*Educational institutes maintained by local nationality self-governments*

Name of the institute	Location, settlement	Nationality concerned
Nursery School and Crèche, Bóly	Bóly	German
Primary School and Primary Arts School, Bóly	Bóly	German
German Nationality Primary School, Vaskút	Vaskút	German

Szent Imre Primary School, Hajós	Hajós	German
Ráday Pál Primary School and Primary Arts School, Harta	Harta	German
Rusyn Nationality Primary School, Komlóska	Komlóska	Rusyn
German Nationality Primary School, Sopron – Deutsche Nationalitätenschule Ödenburg	Sopron	German
Váci Mihály Primary School, Ágfalva	Ágfalva	German
Primary School and Primary Arts School, Fertőrákos	Fertőrákos	German
Nakovich Mihály Primary School and Nursery School	Kópháza	Croatian
Felső-Mátrai Zakupszky László Primary School and Nursery School	Mátraszentimre	Slovak
Szent István German Nationality Primary School, Baj	Baj	German
Mikszáth Kálmán Slovak Nationality Primary School, Nézsa	Nézsa	Slovak
German Nationality Primary School, Szendehely	Szendehely	German
Taksony Vezér German Nationality Primary School	Taksony	German
German Nationality Primary School, Újhartyán	Újhartyán	German
Grassalkovich Antal German Nationality and Bilingual Primary School	Vecsés	German
Tarkabarka-Kunterbunt Nursery School	Budakeszi	German
Csupaszív [Allheart] Bilingual Nursery School, Törökbálint	Törökbálint	German
German Nationality Nursery School	Taksony	German
Gyermekvár [Children's Castle] German Nationality Nursery School and Unified Nursery School and Crèche, Újhartyán	Újhartyán	German
European Roma Nationality Specialised Grammar School, Primary School, Vocational Secondary School and Technical School	Budapest, District 11	Roma
Wunderland Kindergarten – Nursery School operated by the German Nationality Self-Government of Szekszárd	Szekszárd	German
Reguly Antal Language Teaching Nationality Primary School	Szombathely	German
German Nationality Nursery School, Márkó	Márkó	German
Nivegy Valley German Nationality Language Teaching Nationality Primary School and Primary Arts School	Balatoncsicsó	German
Hauck János German Nationality Primary School	Piliscsaba	German
Lustige Zwerge German Nationality Nursery School	Solymár	German
German Nationality Language Teaching Primary School, Bakonyháza	Bakonyháza	German
Nemesnádudvar-Érsekhalma German Nationality Primary School	Nemesnádudvar	German
Békefi Ernő Primary School and Primary Arts School	Rajka	German
Széchenyi István Primary School, Felsőgalla	Tatabánya	German
Hétszínvirág [Seven-Coloured Flower] Nursery School and Unified Nursery School and Crèche, Harta	Harta	German
Vaskút-Bátmonostor German Nationality Nursery School	Vaskút	German
German Nationality Nursery School, Nemesnádudvar	Nemesnádudvar	German
Nursery School and Crèche, Hajós	Hajós	German
German Nationality Nursery School, Császártöltés	Császártöltés	German
Schlossgarten Nursery School and Crèche, Mecseknádasd	Mecseknádasd	German



Nursery School, Véménd	Véménd	German
German Nationality Primary School, Csolnok	Csolnok	German
Nursery School, Szajk	Szajk	German
Pumukli German Nationality Nursery School	Érd	German
Bánáti Miklós German Nationality Primary School, Császártöltés	Császártöltés	German
Németváros Nursery School	Gyula	German
Szivárvány [Rainbow] Nursery School and Unified Nursery School and Crèche, Pusztavám	Pusztavám	German
Baranya Primary Arts School	Pécs	Croatian

Source: Ministry of Human Capacities

In the latest nationality self-government elections held in 2014 there was a possibility to establish **reorganised nationality self-governments**, in the scope of which, if over 50 % of the members of the local government were elected as nationality candidates, at the first meeting of the body they could decide whether they also intended to perform nationality self-government tasks in addition to the local government's tasks. This option was exercised at two settlements: **Méhkerék** (Romanian) and **Rátka** (German). With regard to the above, the two reorganised nationality self-governments mentioned above maintain a nursery school performing Romanian and German nationality tasks, respectively.

The financing of public education institutes maintained by nationality self-governments is ensured. Pursuant to the Budget Law, wage subsidies can be used in the case of at least 8 instead of 12 pupils – a number of pupils lower than the average –, and nationality self-governments are also entitled to use operating support of HUF 160,000 per pupil/year, similarly to church operators. In the case the above funds are not sufficient due to a low number of pupils, further differential allowance can be applied for in the framework of a public education contract concluded with the minister. In the period when the Report was prepared, public education contracts were concluded with four national-level nationality self-governments – the Serbian, Slovenian, Slovak (an institute in Budapest) and Romanian (except for the school in Gyula) national-level nationality self-government –, and with one local nationality self-government (Mátraszentimre). It is important to mention that starting from 2017, the public education contracts concluded with three national-level nationality self-government operators (Serbian, Slovenian, Romanian) are valid for a period of 5 years as opposed to the one-year contracts concluded in the past years.

## Article 9 – Judicial authorities

According to point a) of Subsection (1) of Section 12 of the Nationality Act “a person belonging to a nationality has the right to freely use his/her mother tongue verbally and in writing, to acquaint himself with, foster, enrich and pass on his/her history, culture and traditions” in all fields, including the various scenes of justice (courts, the prosecution). Use of the mother tongue in civil and criminal proceedings as well as in public administration proceedings is ensured by the relevant procedural laws. We mentioned before – both in this report and in previous reports – that individuals and communities using nationality languages can be found throughout the country, so their special rights can be exercised not only by those living in bloc situation, but also those living in diasporas.

### ***Point a) of Subsection 1:***

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

*a. in criminal proceedings:*

*ii. to guarantee the accused the right to use his/her regional or minority language; and/or*

*iii. to provide that requests and evidence, whether written or oral, shall not be considered inadmissible solely because they are formulated in a regional or minority language; and/or*

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

According to the Fundamental Law of Hungary, Section 9 of Act XIX of 1998 on Criminal Procedure (hereinafter: Criminal Procedure Act) declares as a fundamental principle the right to **use the mother tongue**. According to Subsection (1) the language of the criminal proceedings is Hungarian, no one can suffer disadvantages because of the lack of command of the Hungarian language. In accordance with Subsection (2), in criminal proceedings everyone is entitled to use his/her mother tongue in speech and writing, under an international agreement promulgated by law, within the scope determined by the law, his/her regional or minority language or – if the person is not familiar with the Hungarian language – another language indicated as known. Pursuant to Subsection (3) of Section 9 the translation of a decision or other official document which must be served under this Act shall be provided by the court, prosecutor or investigating authority which adopted the decision or issued the official document.

Section 114 of the Criminal Procedure Act provides for an **interpreter**. Pursuant to Subsection (1) of Section 114 if a person whose mother tongue is not Hungarian wishes to use during the proceedings his/her mother tongue or – based on an international agreement promulgated by law, within the scope determined the law – their regional or minority language, the services of an interpreter shall be used. If the use of the mother tongue would face disproportionate difficulties, the use of another language indicated as known by the

person not familiar with the Hungarian language must be guaranteed through the services of an interpreter.

Pursuant to Subsection (3) of Section 219 if the accused is not familiar with the Hungarian language, the sections of the **indictment** which concern him/her shall be translated into his/her mother tongue, regional or minority language or at his/her request into another language previously indicated by him/her as known and used previously during the proceedings, and shall be submitted to the court in this language. Pursuant to Subsection (6) of Section 262 the sections of the judgement and the preemptory order shall be translated for the accused not familiar with the Hungarian language into his/her mother tongue, regional or minority language or at his/her request into another language previously indicated by him/her as known and used previously during the proceedings, and shall be served on him/her.

Section 339 of the Criminal Procedure Act provides for the bearing of the **criminal expense**. Pursuant to Subsection (2) of Section 339 the state shall bear the costs arising from the inability of the accused to understand Hungarian or from him/her using his/her regional or minority language during the proceedings.

Another guarantee rule in the Criminal Procedure Act is that according to point d) of Section 46 the participation of the defence counsel is mandatory if the defendant lacks command of the Hungarian language or the language of the proceedings, and that according to Subsection (4) of Section 569 of the Criminal Procedure Act in procedures carried out regardless of culpability (namely in those special proceedings which are independent of the criminal liability, and which aim only confiscation, confiscation of property, irreversibly rendering electronic information inaccessible or the disposal of seized items), if the party concerned lacks command of the Hungarian language, the court appoints a representative for him/her.

The **police** places great emphasis on enforcing the criminal procedural, personality and data protection rights of the victims. During the police investigation stage of the criminal proceedings access to documents, request for information, request for copies to the extent prescribed by law, possibility to present civil action, the possibility for motion, remarks and remedy and right to use the mother tongue is guaranteed. Simultaneously to the guaranteeing of their rights the victims are informed of their obligations during the criminal proceedings. The monitoring of the enforcement of the victims' rights constitutes a priority task of the commanding revisions and of the audits carried out in the course of professional control.

The specialized management activities carried out under ORFK order No. 51/2007 (OT 31) on the professional control of the law enforcement activity of the police show that the acting investigating authorities guarantee the enforcement of the victims' right to the participants of the proceedings in accordance with the cited specifications of the Fundamental Law and of the Criminal Procedure Act.

According to Act CCXL of 2013 on Execution of Punishments, Criminal Measures, Certain Coercive Measures and Confinement for Administrative Offences (hereinafter: the penitentiary law) all convicted foreign persons have the right to be informed about the rules of the institution and communication and about the possibility of the assignment of the **execution of imprisonment** in their mother tongue or in a language they have a command of. The interpreting and translation costs relating to the exercise of the convicted foreign person's rights and obligations in connection with the execution of imprisonment are borne by the penitentiary institutions.

The penitentiary structure compiles and issues periodically information brochures for those convicted person who do not speak Hungarian depending on the emerging language needs, the distribution of the convicted foreign persons and the evolution of the legislation. The information brochures were last issued at the time of the entry into force of the penitentiary law in 2015, with regard to the new regulation.

The following **legislative changes** made during the period examined in the current periodical report (January 2014 and January 2017) may be relevant:

compared to the previous rounds of the evaluation, it is a novelty that Act CLI of 2015 on the Amendment of Certain Acts Needed in order to Transpose Directive 2012/29/EU of the European Parliament and of the Council of 25 October 2012 Establishing Minimum Standards on the Rights, Support and Protection of Victims of Crime, and Replacing Council Framework Decision 2001/220/JHA introduced further provisions on the use of language into the Criminal Procedure Act. According to Subsection (3) of Section 70/B of the Criminal Procedure Act if the reporting person lacks command of the Hungarian language, at his/her request the investigating authority or the prosecutor issues a certification about making the report, which shall be served on the reporting person. Moreover, in accordance with Subsection (1a) of Section 172 of the Criminal Procedure Act if the reporting person makes a verbal report, in order to support him/her, including by providing language assistance, an adult designated by him/her can be present at his/her hearing, provided that the presence of this person does not affect adversely the interests of the proceedings.

Compared to the Criminal Procedure Act in force the draft proposal T/13972 on criminal procedure which was being discussed in the Hungarian National Assembly at the time of the compilation of the report includes some changes concerning the right of minorities to use their mother tongue, but the planned rules do not pertain to the reporting period under review – their detailed presentation, in case the draft proposal is passed, will be relevant during the next round of evaluation.

**Subsection 1, point b):**

*b) In civil proceedings:*

*ii. to allow whenever a litigant has to appear in person before a court that he/she use his or her regional or minority language without thereby incurring additional expenses, and/or*

*iii. to allow documents and evidence to be produced in regional or minority languages, if necessary, through the use of interpreters and translations.*

According to Section 6 of Act III of 1952 on the Code of Civil Procedure (hereinafter referred to as Code of Civil Procedure) the official language used at court proceedings is Hungarian. The Code of Civil Procedure states this as a general rule, however adding that no one can suffer disadvantages because of the lack of command of the Hungarian language. Act CX of 1999 extended the scope of application of this fundamental principle to regional and minority languages. The reason for this was that Hungary became a party to the European Charter for Regional or Minority Languages and in accordance with this commitment the interpreter costs are advanced and borne by the state (Subsection (4) of Section 78 of the Code of Civil Procedure).

Act CCLII of 2013 on Amending Certain Laws in relation to the Entry Into Force Of The New Civil Code entered into force during the period reviewed by the seventh periodical report (on 1 January 2014); the new Act complemented the rule laid down in Subsection (4) of Section 78 of the Code of Civil Procedure on several points. According to this the cost bearing rule laid down in Subsection (4) of Section 78 of the Code of Civil Procedure is not to apply to the translation costs incurred. In order to enforce the right to use the mother tongue it is necessary that the state advances these cost instead of the party entitled to use his/her mother tongue, regional or minority language, with the condition that if it is unsuccessful, the cost is borne by the party, however in case the state succeeds the other party is obliged – in the absence of personal exemption from legal fees – to reimburse the costs of the state. On the other hand the cost incurred in connection with the translation of the court decisions and requests are expenses incurred in connection with the proper performance of the courts' sphere of activities that cannot be considered as costs of the given civil proceedings, so the parties cannot be compelled to advance and bear these, they have to be advanced and borne by the acting court and indirectly by the state.

The translation costs incurred in the cases laid down in Section 6 of the Code of Civil Procedure is advanced by the state instead of the party entitled to use his/her mother tongue, regional or minority language, while the payment of these costs – with the exception laid down in point (4b) of Section 78 of the Code of Civil Procedure (i.e. regarding the costs incurred in connection with the translation of the court decisions and requests) – are governed by the general rules on the payment of the legal costs, i.e. if it is unsuccessful, the cost is borne by the party, however in case the state succeeds the other party is obliged – in the absence of personal exemption from legal fees – to reimburse the costs of the state. On the other hand in the cases laid down in Section 6 of the Code of Civil Procedure the costs incurred in connection with the translation of the court decisions and requests are borne by the state, since those are expenses incurred in connection with the proper performance of the courts' sphere of activities that cannot be considered as costs of the given civil proceedings, so the parties cannot be compelled to advance and bear these.

***Subsection 1, point c):***

*in proceedings before courts concerning administrative matters:*

*ii. to allow whenever a litigant has to appear in person before a court that he/she use his or her regional or minority language without thereby incurring additional expenses, and/or*

*iii. to allow documents and evidence to be produced in regional or minority languages, if necessary, through the use of interpreters and translations.*

Concerning proceedings before courts with regard to administrative matters the National Assembly adopted with effect from 1 January 2018 Act I. of 2017 on the Code of Administrative Procedure, which implements the reform of the administrative proceedings act. The aim of the Code was the widest possible enforcement of the principle of effective legal protection on the one hand by guaranteeing the seamlessness of legal protection and, on the other hand, by establishing rules that create equality of arms. The Code was discussed by the National Assembly as a nationality agenda, the Committee on Nationalities in Hungary agreed with the content of the Code and did not propose any amendment to it. The legislation is in accordance with the guarantee requirements of the European Charter for Regional or Minority Languages, and similarly to the procedural rules in force it gives the right to use their mother tongue.

**Point a) of Subsection 2:**

*The Parties undertake:*

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

**Subsection 2, point b):**

*not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in a regional or minority language, and to provide that they can be invoked against interested third parties who are not users of these languages on condition that the contents of the document are made known to them by the person(s) who invoke(s) it; or*

**Subsection 2, point c):**

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

In the areas set out in Subsection (2) no substantive change took place concerning legal documents during the period under review.

## **Article 10 – Administrative authorities and public services**

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

### ***Subsection 1***

*Within the administrative districts of the State in which the number of residents who are users of regional or minority languages justifies the measures specified below and according to the situation of each language, the Parties undertake, as far as this is reasonably possible:*

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

Concerning the use of nationality language during proceedings, according to Subsection (1) of Article XXIX of the Fundamental Law “nationalities living in Hungary shall have the right to use their mother tongue, to use names in their own languages individually and collectively, to nurture their own cultures, and to receive education in their mother tongues”. In accordance with Subsection (2) of Section 5 of the Nationality Act “use of the mother tongue in civil and criminal proceedings as well as in public administration proceedings is ensured by the relevant procedural laws”.

Regarding public administration the above mentioned procedural law is Act CXL of 2004 on the General Rules of Administrative Proceedings and Services (hereinafter referred to as Administrative Proceedings Act), according to Subsection (3) of Section 9 thereof persons acting on behalf of nationality organizations and natural persons falling within the scope of the Nationality Act may use the language of their respective nationality in proceedings with the administrative authorities. The authority shall translate any decision adopted in Hungarian in connection with an application submitted in the language of a nationality, at the client’s request, into the language of the application.

The rules of the Administrative Proceedings Act do not restrict and do not make the right of minorities to use their own language conditional upon any circumstance, therefore members of nationalities are entitled to use the language of their nationality irrespective of their residence, the proportion of the nationality and the stage of the procedure.

The administrative proceedings act will be repealed as of 1 January 2018, but the new procedural code replacing it – Act CL of 2016 on General Public Administration Procedures – was already published in 2016, and Subsection (3) of Section 20 thereof ensures the possibility of using the nationality language in the same way as the Administrative Proceedings Act.

***Subsection 2***

*In respect of the local and regional authorities on whose territory the number of residents who are users of regional or minority languages is such as to justify the measures specified below, the Parties undertake to allow and/or encourage:*

*b) the possibility for users of regional or minority languages to submit oral or written applications in these languages;*

*e) the use of regional or minority languages by regional authorities in debates within their assemblies, without excluding, however, the use of the official language(s) of the State;*

*f) the use of regional or minority languages by local authorities in debates within their assemblies, without excluding, however, the use of the official language(s) of the State;*

*g) the use or adoption, if necessary in conjunction with the name in the official language(s), of traditional and correct forms of place-names in regional or minority languages.*

At the level of regional administration in administrative actions within the competence of the capital and county government offices and the district (capital district) offices, the use of nationality languages was as follows.

Based on the information given by the capital and county government offices on 2014–2016 and on January 2017, the use of a nationality language occurred in 56 proceedings countrywide: German language was used in 32, Romanian in 9, Serbian in 8, Romani (Lovari) in 4 and Slovak in 3 proceedings. Out of the 20 capital and county government offices in 12 there were not any cases in which a nationality language was used. The fact that the total number of administrative actions between 2014 and 2016 were 58 million shows low ratio of the use of nationality languages.

***Subsection 3, point c):***

*With regard to public services provided by the administrative authorities or other persons acting on their behalf, the Parties undertake, within the territory in which regional or minority languages are used, in accordance with the situation of each language and as far as this is reasonably possible:*

*c) to allow users of regional or minority languages to submit a request in these languages.*

***Point a) of Subsection 4:***

*With a view to putting into effect those provisions of Subsections 1, 2 and 3 accepted by them, the Parties undertake to take one or more of the following measures:*

*translation or interpretation as may be required;*



***Subsection 4, point c):***

*compliance as far as possible with requests from public service employees having a knowledge of a regional or minority language to be appointed in the territory in which that language is used.*

Act CL of 2016 on General Public Administration Procedures implements the reform of the administrative proceedings act. The Code was discussed by the National Assembly as a nationality agenda, the Committee on Nationalities in Hungary agreed with the content of the Code and did not propose any amendments to it. The legislation is in accordance with the guarantee requirements of the European Charter for Regional or Minority Languages, and similarly to the procedural rules in force it gives the right to use their mother tongue.

***Subsection 5***

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

Act I of 2010 on Registration Proceedings provides additional special possibilities in conjunction with the use of the nationality language. According to these provisions marriage and registered partnerships may be established in nationality languages, too. In connection with the use of names the person belonging to a nationality can choose an appropriate first name of the nationality and a family name formed according to the rules of the nationality language. The nationality first name register compiled by the concerned national minority self-government contains the eligible first names. The registration of the nationality family names and the nationality first names not included in the nationality first name register is governed by the resolution of the concerned national minority self-governments.

## Article 11 – Mass media tools

The Hungarian State recognizes the right of nationalities to freely express their opinion in their native language and facilitates the access of nationality communities to mass media tools. The public service broadcasters broadcast regular radio and television programmes to all 13 nationalities in Hungary, in their native languages. In Hungary, legislation ensures the operation of the ethnic minority media: public media service operates for the conservation and enhancement of ethnic communities, nurturing and enriching their mother tongue and culture in order to satisfy their cultural needs. Moreover the public service broadcaster produces and broadcasts in Hungarian language programmes presenting the life of nationality communities in a complex and authentic way. The national distribution of minority mother-tongue newspapers are published with budgetary funding. State aid for national papers was integrated into the budget of national minority municipal governments as of 2011, so media producers can directly receive budgetary support, without any applications.

### ***Point a) of Subsection 1:***

*The Parties undertake, for the users of the regional or minority languages within the territories in which those languages are spoken, according to the situation of each language, to the extent that the public authorities, directly or indirectly, are competent, have power or play a role in this field, and respecting the principle of the independence and autonomy of the media:*

*a) to the extent that radio and television carry out a public service mission:*

*i. to ensure the creation of at least one radio station and one television channel in the regional or minority languages; or*

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

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

Within the Media Service Support and Asset Management Fund (Médiaszolgáltatás-támogató és Vagyonkezelő Alap, hereinafter: MTVA) the initiative, general coordination and content monitoring activities related to the creation of content ordered by the public service broadcaster in connection with the nationality programmes were performed by the Religious, Minority and Cross-border Editorial Board within the department of the Content Services Directorate until 1 November 2014; as of 1 November 2014 the Chief Editorial Board of Minority, Hungarian Cross-Border Programmes and Priority Projects performs these task and drafts proposals for the public service broadcaster. In addition, it monitors the developments of creation processes, constantly monitors whether the quality of the contents are up to the standards of public service and their compliance to the final orders and the relevant legislation, the Public Service Code and the public service broadcasting rules of the public service broadcaster.

Since 2015 nationality programmes are produced to a lesser extent internally in Budapest and to a greater extent through external production in Pécs, Szeged, Szombathely and Budapest. The annual budget of the nationality and minority programmes exceeded 1 billion HUF during the period covered by the report. The nationality reports of MTVA present a wide spectrum of the everyday life of nationalities, and Duna Médiaszolgáltató Zrt. – which

supervises the production of 19 radio and 15 television programmes in the editorial boards of MTVA – fulfils an important mission by presenting the life, culture and traditions of the cross-border Hungarians and the nationalities living in Hungary and by linguistically and culturally strengthening the national cohesion. During the drafting of the content of the nationality programmes a priority public service aim is to nurture the culture, the traditions and the mother tongue of the nationalities and to promote and strengthen their social integration.

Visual nationality content appears in the programmes of **Duna TV** and **Duna World** Television, audio nationality content can be heard to a lesser extent in the programmes of the national radio channel, **Kossuth Radio**, while the majority of them can be heard on the **Nationality Radio** (MR4). It is especially important to stress that – uniquely in Europe – only in Hungary does an independent nationality radio operate 24 hours a day. During the day live native language nationality programs are broadcasted by the editorial boards, during the night the programmes are rebroadcasted. The nationality radio programmes broadcasted by the Hungarian Radio since 1998 operate with a uniform programme structure since 2007. They can be heard 24 hours a day at the same time and with identical length in the Nationality Radio: between 8.00 a.m. and 8.00 p.m. all programmes are live; the daytime broadcast is rebroadcasted every day of the week. In terms of content the programmes produced confirm to the original objectives; they are produced with a more or less uniform structure, based on balanced editorial principles.

All of the 13 nationality radio programmes (Romanian, Slovak, German, Serbian, Croatian, Slovene, Rusyn, Polish, Greek, Bulgarian, Armenian, Ukrainian) are broadcasted in the nationality language of the target audiences, their choice of topics and editorial principles confirm to the principles of public service. The programmes admittedly aim to unite those belonging to the relevant nationality communities and to strengthen nationality identity, awareness and cultural autonomy, therefore in addition to the nurturing of nationality culture, traditions, costumes, folk art, vocal and musical culture and the nurturing and dissemination of religious remembrance the complex presentation of the functioning and operation of the nationality self-governments gets an important role among the topics covered, too. Besides illustrating social problems through concrete examples the presentation of tasks of the self-government in connection with achieving equal opportunities and enforcing the rights of nationalities receive greater focus from time to time.

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

***Subsection 1, point b):***

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

The Nationality Radio – almost uniquely in Europe – addresses, informs and entertains every established nationality in their own native language, and mediates and creates values. In addition to the news relating to the lives of nationalities and the news of their self-governments, the programmes also include the events of cultural institutions, traditional holidays, religious holidays, and the news and events of religious denominations. Both the programmes that are broadcasted daily and those broadcasted weekly contain thematic programmes and series that discuss the prominent persons of the given nationality, as well as

their works of art, tales, folk poetry and folk music. The programmes pay special attention to the news and cultural events of the mother country.

2-hour daily programmes are produced for the Croatian, German, Romanian, Serb and Slovak nationalities and 30-minute weekly programmes for the Bulgarian, Greek, Polish, Armenian, Rusyn, Slovenian and Ukrainian nationalities in their respective languages. For the Roma nationality the radio broadcasts a 60-minute programme five times a week, from Monday to Friday, titled “Három szólamra” (For three parts). Within the one hour per day broadcast time of the Roma programmes there are two 30-minute programmes twice a week in two Roma dialects (two programmes in “Romani” and two programmes in “Boyash”) in addition to the Hungarian-language Roma programmes. One of the declared goals of the programmes in Romani and Boyash is to stop language loss, to save these native languages and the related special culture, and to contribute to the retention of identity.

Two additional programmes of the Roma nationality are: “Jelenlét” (Presence), a Roma *public life* magazine in 24 minutes every Saturday on Kossuth Radio; and, also on Kossuth Radio, the Roma *cultural* magazine “Jelenlét” (Presence) in 24 minutes every Sunday. In addition to this, a 55-minute Hungarian-language magazine programme “Egy hazában” (In one homeland) (Nationality Programmes + Kossuth Radio) is broadcasted weekly, on Sundays, and the programme “Gyöngyszemek” (Pearls), also on Sundays, presents a selection from the literature of the nationalities in five minutes every week. The programme “Nemzetiségek ünnepei” (Holidays of nationalities) is broadcasted on Fridays depending on the dates of important anniversaries, and the programme „Nemzetiségeink zenéje” (Music from our nationalities) presents the musical culture of a different nationality every day.

Below we present in detail the transmission times of the nationalities affected by the commitments under the Charter:

- **Jelenlét Roma Kulturális Magazin (Jelenlét Roma Cultural Magazine)**  
Broadcast: from 5.06 p.m. on Sundays, Kossuth Radio. The programme offers colourful reports, portraits and previews with the players of Roma cultural life on a weekly basis. The strength of this programme lies in its approach from the affected person's point of view. “Jelenlét Roma Cultural Magazine” is aimed at presenting the colourful variety of Roma culture and contributing to Hungarian intellectual and cultural life.
- **Jelenlét Roma Közéleti Magazin (Jelenlét Roma Public Life Magazine)**  
Broadcast: from 5.06 p.m. on Saturdays, Kossuth Radio. The programme offers colourful reports, portraits and previews with the players of Roma cultural life on a weekly basis. The strength of this programme lies in its approach from the affected person's point of view. “Jelenlét Roma Kulturális Magazin” (Jelenlét Roma Cultural Magazine) aims to present public issues affecting the Roma.
- **German**  
Broadcast: every day 10.00-12.00 a.m., Nationality Radio (AM 873, 1188). German language magazine with the latest news, information, specialties, reports of events from the life of the German minority. With lot of modern and traditional German language music.

- **Croatian**  
Broadcast: every day 08.00-10.00 a.m., Nationality Radio (AM 873, 1188). Information and reports from the lives of Croatians in Hungary, including latest news, specialties, reports on events in the life of the Croatian nationality.
- **Romanian**  
Broadcast: every day 4.00-6.00 p.m., Nationality Radio (AM 873, 1188). The Romanian language programmes are broadcasted since 1980, the 2-hour daily programme is being produced at the Szeged Studio of the Hungarian Radio. It gives up-to-date information about the events of the community, and monitors the major events of the mother country. A biweekly Euro-regional programme “Európa hullámhosszán” (“On European wavelength”) is broadcasted, which is edited together with the colleagues in Timișoara, in two languages.
- **Slovak**  
Programme: every day 4.00-8.00 p.m., Nationality Radio (AM 873, 1188). Information and reports from the lives of Slovaks in Hungary, including latest news, specialties, reports on events.
- **Slovene**  
Broadcast: 1.00-1.30 p.m. on Mondays.; rebroadcast 1.00-1.30 a.m. on Wednesdays The Slovenian magazine of the Hungarian Radio is broadcasted 30 minutes a week. The programme is mainly filled with reports in the following topics:
  - how those leaving their home villages preserve their native language and identity in the Hungarian environment;
  - recollection of times in the home village;
  - recollection of the reasons for and the mode of migration, adaptation to the new environment;
  - conversations with Slovenes who live in neighbouring Mura region and who have family relations and friendships with Slovenes in Hungary;
  - education, culture, ethnography, latest news.
- **Serbian**  
Broadcast: every day 2.00-4.00 p.m., Nationality Radio (AM 873, 1188). The magazine programme gives information about the current issues of the social political, religious, educational and cultural life of the Serbians living in Hungary. The Serbian cross-border Euro-regional programme „Na talasima Evrope” (“On European wavelength”) is broadcasted once a month in the programme. It is made by the Serb staff of Subotica, Timișoara and Pécs radios. The Serbian informational-musical magazine is broadcasted daily, with a request show on Saturdays and Sundays.
- **Három szólamra (For three parts)**  
Broadcast: 12.03-1.00 p.m. daily from Monday to Friday. The programme provides insight into paths of lives, current cultural events, research into the archives, tales, musical legends, customs and traditions.
- **“Gyöngyszemek” (Pearls)**  
Broadcast: 1.55-2.00 p.m. on Sundays, rebroadcast: 1.55-02-00 a.m. on Tuesdays. The Hungarian language programme selects from the literature of the nationalities and presents them in 5 minutes weekly in the performance of Hungarian actors.

- **“Egy hazában” (On one homeland)**  
Broadcast: 1.00-1.55 p.m. on Sundays, rebroadcast: 11.07-00.00 p.m. on Sundays (MR Nationality programmes), rebroadcast: 01.00-1.55 a.m. on Tuesdays (MR Kossuth Radio). Hungarian language magazine programme dealing with nationality topics.
  - **Nemzetiségeink zenéi hétköznapi (Music from our nationalities on weekdays)**  
Broadcast: 1.30-2.00 p.m. on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays, rebroadcast: 1.30-2.00 a.m. on Wednesdays, Thursdays, Fridays, Saturdays and Sundays. The programme presents the musical culture of the different nationalities each workday.
  - **Nemzetiségeink zenéje (The Music of Nationalities)**  
Broadcast: 12.00-1.00 p.m. on Sundays, rebroadcast: 00.00-01.00 a.m. on Mondays and Tuesdays. The programme presents the musical culture of the seven nationalities with smaller population (Bulgarian, Greek, Pole, Armenian, Rusyn, Slovene, Ukrainian) on Saturdays and of the Roma nationality on Sundays.
  - **Nemzetiségeink ünnepei (Holidays of our nationalities)**  
Broadcast (dependant on the holidays): 1.30-2.00 p.m.; rebroadcast 2 days later: 01:30-02:00 a.m. The programme is a 30-minute historical and cultural magazine related to the national holidays and important anniversaries of the nationalities.
- **Programmes for national minorities of the Hungarian Television**

**Subsection 1, point c):**

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

The broadcasting of programmes for nationalities on the Hungarian Television started more than 35 years ago. The German programme and the Serbo-Croatian programme started in 1978 (in Pécs) (now there are separate Serbian, Croatian and Slovenian programmes) were later followed by a Romanian programme and a Slovak programme in Szeged, and then, in 1992, Roma programmes were also introduced. The (Bulgarian, Greek, Polish, Armenian, Rusyn and Ukrainian) programme titled “Rondó” started in 1994. The programmes provide an insight into the everyday lives of the people of the nationality concerned, present their diverse culture, history, current news and events, according to the following, current structure in the reporting period:

Monday:

- Roma magazine
- Domovina (Slovak)

Tuesday:

- Sprski Ekran (Serbian)
- Unser Bildschirm (German)

Wednesday:

- Hrvatska kronika (Croatian)

- Ecranul Nostru (Romanian)

Thursday (alternating fortnightly, based on the following):

- Rondó ('52) (Bulgarian, Greek, Polish, Armenian, Rusyn, Ukrainian)
- Slovenski Utrinki (Slovenian) + Kvartett (magazine programme of the public service televisions of the Visegrad Four)
- Rondó ('26) + Alpok-Adria (the joint magazine of the Bavarian, Croatian, Slovene, Italian and Hungarian television)
- Slovenski Utrinki + Kvartett
- Rondó ('52)

Friday (alternating fortnightly, based on the following):

- P'amende
- "Életkerék" (Life circle)

The programmes are produced as magazine-type programmes; however, longer or more significant productions (JELEN/LÉT Theatrical Festival of the Nationalities, Roma State Hungaricum, Zorba at the Margaret Island Open-air Theatre and at the Szeged Open-air Festival etc.), portraits or documentaries are also broadcasted occasionally. Previously these 26 minute long films were part of the programme "Együtt" (Together) that ceased broadcasting, now only the Roma community has a programme of this nature titled "P'amende", which was broadcasted in 26 minutes on every Friday in 2011–2012 and from 2012 onwards biweekly alternately with the (externally produced) programme "Életkerék" (Life circle) also presenting the Roma culture.

The nationality programmes take place in the morning broadcast schedule on Duna TV. Reruns can be viewed in the early afternoon hours (between 3 and 4 p.m.). All the programmes can be viewed for 60 days at the website [www.mediaklikk.hu](http://www.mediaklikk.hu) and afterwards at [www.nava.hu-n](http://www.nava.hu-n). Every programme has its own page at [www.mediaklikk.hu](http://www.mediaklikk.hu) where information can be read and seen, and the brief content of the individual programmes can be watched there, too.

- **Nationality newspapers and other media**

***Point d) of Subsection 1:***

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

Concerning the **subtitling and voice-over of the nationality television and radio programmes** the reports in the nationality languages are produced with Hungarian subtitles, while the Hungarian language reports have subtitles in the nationality languages. Only the nationality magazine "Rondó" deviates from this owing to its special situation, since 6 different spellings of 6 nationalities (Bulgarian, Greek, Polish, Armenian, Rusyn and Ukrainian) would have to be harmonized. On the radio, where appropriate, reports in Hungarian are dubbed using voice-over in the nationality's language. Reports in Hungarian can also be viewed with Hungarian subtitles at the Teletext in compliance with the relevant legal requirements.

The essence of the nationality **concept of MTVA** is to cease and leave behind the tendency to present nationalities as ethnographical curiosities or isolated phenomena. The current nationality programmes fit seamlessly into and are an integral part of the programme schedule, they appear on several channels and platforms. Depending on the topics, information concerning the nationalities can be found in the entire programme schedule of the public service media. The treatment of thematic days without getting through the nationality point of view is inconceivable today.

The colourful nationality programmes broadcasted at the same transmission time week after week and – depending on the topics – information concerning the nationalities can be found in the entire programme schedule of the public service media. With the creation of M1 topical channel nationality topics appear in a new channel. That means that compared to the past the presentation of the topic of nationality for the mainstream society did not become narrower but much rather broadened. This clearly means giving a wider range of information.

The themes of nationality programmes goes far beyond the obligation to nurture nationality culture and the mother tongue. The public media strives to present nationality programmes as widely as possible, the same programme appears in several channels and platforms. So these do not appear in the programme schedule isolated, but fit into the daily/weekly programme structure and find their place among the current topics. The programmes appear with ever-expanding themes and content. It should be underlined that it became a tradition in the public media that the nationality programme creators and the nationality aspects receive an important role during the so-called thematic days and programme schedules. For example:

- the “Jónak lenni jó” (“It’s good to be good”) charity Advent programme where the nationality communities and their members donate, too;
- the German thematic day, when the presence of German nationality in Hungary, its culture, its active role in the mainstream society was discussed in detail;
- the St. Michael's daily thematic programme, where the presentation of the countryside of Hungary is unthinkable without the nationalities;
- or the nationality themes appear in much more channels and genres in connection with the Memorial Day for the victims of Communism, the German and Slovak population exchanges or the relocations;
- the same was true for the Memorial year for Gulag victims;
- mixed nationality marriages, this type of coexistence and the particular traditions of the individual nationalities are also prominent in the programme structure of the annual Week of Marriage;
- last but not least the unique initiative of Hungarian public media: the Day of Nationality Cultures, which is also a special opportunity in the region to present life as a member of a nationality in all channels of public media.

The Day of Nationality Cultures appears uniquely for the third time among the programmes of the public service channels. It was first held on 10 May 2015, then on 22 May 2016 and on 21 May 2017.

***Point e) of Subsection 1:***

- i. to encourage and/or facilitate the creation and/or maintenance of at least one newspaper in the regional or minority languages; or*



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

The central budget continues to have resources appropriated for publishing the journals of nationalities in their native language. State aid for nationality papers – nationally distributed newspapers of the nationalities published in their respective nationality language – was integrated into the budget of national minority self-governments as of 2011, so media producers can directly get the budget support without any applications. In addition to the nationality language newspapers, the inter-ethnic periodical *Barátság* (Friendship) – covering every nationality – also received budget support. Several media linked to Hungarian nationalities operate and/or are available online, among others:

- Ludové Noviny (<http://www.luno.hu>)
- Neue Zeitung (<https://neue-zeitung.hu>)
- Balgarszki Veszti (<http://www.bolgarok.hu/index.php?id=25>)
- Kethano Drom (<http://www.kethanodrom.hu>)
- Polonia Węgierska (<http://www.polonia.hu>)
- Cronica (<http://invitelweb.hu/cronica>)
- Foaia Românească (<http://foaiaromaneasca.blogspot.hu>)
- Porabje (<http://www.slovinci.si/porabje-2-september-2017>)
- Hromada ([http://hromada.hu/index\\_hu.html](http://hromada.hu/index_hu.html))

Concerning the issues related to the field of mass media and media, the programme monitoring and analysis general department of the National Media and Infocommunications Authority studies since the second half of 2010 the way the different social, economic and ethnic groups appear in Hungarian news and information programmes. Identification of belonging to a nationality group may be based on physical characteristics, family or first name or “self-declaration” (when a person belonging to a given group declares this about himself/herself) or it can become evident from the context or narration (national cultural event, election, etc.).

Due to the limits of available funds and capacities, the study of the National Media and Infocommunications Authority covered the news and information programmes. A quantitative analysis was prepared from the programmes within the sample so that the material can be made measurable by classification in different ways and it can be shown what images are conveyed about the different social groups. The analysis answers such essential questions as how the appearance of each group represents their place in society.

### **Representation of nationalities in the news and magazine programmes, 2014-2017**

Due to the termination of certain programmes and the launch of new ones the sample of the analysis changed slightly during the given period. **In 2014** the sample covered the following media service providers and programmes: *MTVI*: Híradó (News) (evening), Ma reggel (Today morning), Este (Evening), *Duna TV*: Híradó, Közbeszéd (Public voice); *MRI* 180 perc (180 minutes), Déli Krónika (Noon Chronicles), Esti Krónika (Evening Chronicles), Ütköző (Bumper); *TV2*: Tények (Facts), Mokka (Mocha); *RTL Klub*: Híradó (News); *Class FM*: Hírek (News); *ATV*: Híradó (News), Egyenes beszéd (Straight Talk); *Hír TV*: Híradó 21, Magyarország élőben (Hungary Live); *Echo TV*: Híradó (News). The above mentioned programmes were studied at every broadcasting.

In 2014 the appearance ratio of minority participants in the studied programmes was 2.1%, most often in public service programmes (3.1%) and least frequently in the news of the commercial media service providers and in the public news programmes (1.6–1.6%). The proportions of appearance of the nationalities relative to each other differed considerably by types of media service provider and by programme. The presentation rate of Roma in commercial news was 64.1% of the appearance allocated to participant of any other nationality. In public news programmes the appearance of Roma was 37% and they were featured in 11.4% of the magazine programmes. According to aggregated data the same proportion was 29.1%, while the appearance ratio of other domestic nationalities was 3.1%.

As in previous years, media representation of the nationalities showed significant differences regarding the topic of the appearances. In the studied programmes the nationalities present in Hungary (total appearances: 14) were featured mainly in connection to domestic political affairs (26.3%), in the context of commemorations, churches and culture (20.2%) and to a lesser extent in topics presenting the functioning of the government (12.3%).

The sample studied **in 2015** was as follows: *MTVI*: Híradó (News) (evening), Ma reggel (Today morning), Este (Evening), *Duna TV*: Híradó (News); *MRI 180 perc* (180 minutes), Déli Krónika (Noon Chronicles), Esti Krónika (Evening Chronicles), Ütköző (Bumper); *TV2*: Tények (Facts), Mokka (Mocha); *RTL Klub*: Híradó (News); *Class FM*: Hírek (News); *ATV*: Híradó (News), Egyenes beszéd (Straight Talk); *Hír TV*: Híradó 21, Magyarország élőben (Hungary Live); *Echo TV*: Híradó (News). The above mentioned programmes were studied at every broadcasting.

In 2015 the appearance ratio of members of nationalities was 3.4% in the studied programmes. Once again, most frequently in the public service news (4.2%), least frequently in the news of the commercial media service providers (2.6%). The presentation of Roma amounted to 39.5% of the media appearance allocated to members of nationalities. In public news programmes the appearance of the representatives of Roma was 23.4% and they were featured in 6.7% of the magazine programmes. According to aggregated data the appearance ratio of Roma was 17.9%, while the appearance ratio of other domestic nationalities was 2.7%. In the studied programmes domestic nationalities (total appearances: 208) were featured mainly in connection to foreign affairs and EU-related topics (33.2%), in the context of materials demonstrating the situation of the healthcare system (30.3%) and to a lesser extent in topics presenting the functioning of the government (16.8%).

**In 2016** the study covered the following media service providers and programmes: *MTVI*: Híradó (News) (evening), Ma reggel (Today morning), Este (Evening), *Duna TV*: Híradó (News); *MRI 180 perc* (180 minutes), Déli Krónika (Noon Chronicles), Esti Krónika (Evening Chronicles), Ütköző (Bumper); *TV2*: Tények (Facts), Mokka (Mocha); *RTL Klub*: Híradó (News); *Class FM*: Hírek (News) (discontinued from mid-November 2016); *ATV*: Híradó (News), Egyenes beszéd (Straight Talk); *Hír TV*: Híradó 21 (from mid-October: Híradó/News), Magyarország élőben (Hungary Live); *Echo TV*: “Híradó” (News).

In this year the appearance ratio of minority participants in the studied programmes was 2.2%, most often in public service programmes (2.9%) and least frequently in the news of the commercial media service providers and in the public news programmes (1.7%). In the programmes nationalities (total appearances: 127) were featured mainly in connection to commemorations, holidays, churches and culture (33.1%) and in the context of materials demonstrating the situation of the healthcare system (31.5%) and to a lesser extent in foreign

affairs and EU-related topics (15%). Among them Roma appeared the most frequently (1 479 cases).

Among the nationality programmes edited into the programme schedule “Életkerék” (Roma magazine) was the most watched programme in the last 3 years with 78 000 viewers on M1. On average the number of viewers of nationality programmes ranged from a few thousands to a few tens of thousands.

***Pont f) of Subsection 1 sub-:***

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

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

The Szlovén Rádió Közhasznú Nonprofit Kft. ( Slovenian Radio Public-Benefit Non-profit Ltd.) (Radio Monošter, broadcast range: Szentgotthárd 106.6) received state aid multiple times in the framework of the **Magyar Média Mecenatúra Programme** (Hungarian Media Patronage Programme):

- It was supported under the tender procedures *for the support of the maintenance and operational costs of community media service providers* (overheads tender) to cover its monthly maintenance and operational costs:
  - in 2014 it was granted HUF 3,381,852 for 12 months (for the period from 1 January 2014 to 31 December 2014) for its maintenance and operational costs,
  - in 2015 it received a grant aid of HUF 4,147,000 for 11 months (for the period from 1 February 2015 to 31 December 2015),
  - in 2016 is received a grant aid of HUF 4,705,200 for 12 months (for the period from 1 January 2016 to 31 December 2016),
  - and for the period from 1 February 2017 to 31 December 2017 it was granted HUF 4,955,643.
- Under the tender procedures *for the production of radio news programmes and magazine programmes of public interest* (RADIOALLANDO):
  - for the period between 1 April 2014 and 31 March 2015 received a grant aid of HUF 2,114,4000 for its thematic weekly magazine programme of public interest (Tedensko ogledalo – weekly magazine) (RADIOALLANDO2014, 4th round)
  - for the period between 1 July 2015 and 30 June 2016 received a grant aid of HUF 2,258,600 for the production of the thematic magazine Tedensko ogledalo (RADIOALLANDO2015, 1st round)
  - for the period between 1 July 2016 and 30 June 2017 was granted HUF 2,303,120 for the production of the thematic magazine Tedensko ogledalo (Weekly Magazine) (RADIOALLANDO2016, 1st round).

***Point g) of Subsection 1 sub-:***

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

Közszolgálati Médiaakadémia Alapítvány (Public Service Media Academy Foundation) established by MTVA organized trainings aimed at sensitization to equal opportunities on 21 occasions, with a total of 468 participants between February 2014 to September 2015 for the employees responsible for content production. The programme aims to provide complex preparation to employees responsible for editing and for contents in the area of equal opportunities, including familiarizing themselves with the particularities of the programmes dealing with the nationalities living in Hungary. Several of the instructors of the training participated in the programme as programme creators, so the materials brought for the analysis and the examples illustrating best practices came from nationality programmes.

A 1-year-long scholarship programme titled “Kapcsolódj be a közvetítésbe!” (Join the broadcasting) started in March 2016 with six participants. The aim of the scholarship is for young people to gain professional knowledge on the world of the media and to get an insight into the work of the television so that they can become active members of the work processes there. The programme helps young Roma intellectuals of the future in their personal and professional development and in preserving their identity and expanding their media experience. The programme was launched by MTVA and the National Cultural Fund at the initiative of the Minister of Human Resources, Zoltán Balog for disadvantaged young people, primarily for the Roma youth. MTVA provided apprenticeship and training for the apprentices. At the end of the internship programme MTVA concluded an employment agreement with two of the apprentices, who were working at the Channel Directorate of M1 at the time of the compilation of the report.

***Subsection 3:***

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

In this regard there have not been any changes during the reporting period.

## Article 12 – Cultural activities and facilities

The institutions of community culture, working in close cooperation with the corresponding civil society organisations and communities, make up the largest public benefit institutional network of the cultural life in Hungary. The institutions have a prominent role in the fulfilment of cultural and social tasks by promoting communal gatherings strengthening cohesion and by completing the professional work of the cultural institutions that provide them with an area to operate.

To support the community cultural institutional framework EMMI operated a national central budgetary institution (Nemzeti Művelődési Intézet – National Institute of Culture) till 31 December 2016; its main task was to carry out development, innovation and service activities for the benefit of the successful social engagement of the Hungarian community culture and community education. The mission of the National Institute of Culture was to support the cooperation between the institutions, to reduce inequalities, the support the growth and development of Hungarian society. As of 1 January 2017 the tasks performed by the National Institute of Culture in accordance with Subsection (2) of Section 84 and Section 86 of Act CXL of 1997 on Museums, Public Library Services and Community Culture (hereinafter, the Cultural Act) are performed by – with the fulfilment of the provision of Section 87/A of the Cultural Act – the NMI Művelődési Intézet Nonprofit Korlátolt Felelősségű Társaság wholly-owned by Foundation operating in Lakitelek [see Section 11 of Government Decree 378/2016. (XII. 2.) on the succession of some central offices and ministerial background institutions operating in budgetary institutional form and the taking over of certain public tasks].

Nationality self-governments maintain national communal scenes and institutions of community culture, too, the institutions of community culture maintained by local governments have tasks in connection to nationalities, too. Nationality programmes and communities are hosted by local institutions of community culture, communal scenes, public collection institutions (local folklore houses, museums, libraries, occasionally theatres).

According to the results of the reporting of community cultural statistics of 2016, in settlements with nationality populations out of 5 599 data providers 1 311 indicated that they fulfil nationality community cultural tasks.

**Table 17:**  
*Fulfilment of nationality community cultural tasks*

<b>Other reporting entities fulfilling nationality community cultural tasks (total)</b>	<b>1 311</b>
reporting entity fulfilling nationality community cultural tasks, maintained by nationality self-governments	23
<i>out of those operating institutions of community culture</i>	3
<i>out of those operating communal scenes</i>	4
<i>other</i>	16

<b>No. of reporting entities fulfilling nationality community cultural tasks, broken down by nationalities concerned<sup>2</sup></b>	
Nationality	Reporting population
Bulgarian	29
Roma	818
Greek	26
Croatian	143
Polish	41
German	472
Armenian	24
Romanian	100
Rusyn	39

<b>No. of participants in creative cultural activities</b>		
Number of communities		7 532
Annual average number of members	48 591	248
	45 168	290
	68 498	355
	43 727	223
	205 984	1 116
Number of activities		231 008
Number of presentations		50 466

Source: Ministry of Human Capacities

The characteristics of the activities of the community cultural organizations of the 1 288 local governments within the database that indicated to fulfil nationality community cultural task are as follows (further breakdown of the professional activities by the languages examined is not available):

**Table 18:**  
*Clubs, circles, study groups fulfilling nationality community cultural tasks*

<b>Regular cultural activities – Clubs, circles, study groups</b>		
Retired	Number of groups	1 052
	Total number of participants	58 988
	Total number of activities	32 196
Youth	Number of groups	137 319
	Total number of participants	788

<sup>2</sup> Several reporting entities fulfil community cultural tasks of more than one nationality. The community cultural statistics do not distinguish Boyash and Romani languages, these appear as Roma nationality data.

<b>Regular cultural activities – Clubs, circles, study groups</b>		
	Total number of activities	17 743
Children	Number of groups	17 779
	Total number of participants	49 553
	Total number of activities	882
Family	Number of groups	17 119
	Total number of participants	18 393
	Total number of activities	37 077
Other, according to sphere of interest	Number of groups	329
	Total number of participants	11 267
	Total number of activities	7 073
Total	Number of groups	14 217
	Total number of participants	1 887
	Total number of activities	59 24

Source: Ministry of Human Capacities

Additional statistical indicators of the activities of the community cultural organizations that reported to fulfil nationality community cultural tasks (1 288 reporting entities):

**Table 19:**  
*Nationality community cultural tasks – exhibitions, shows, events*

<b>Data on exhibitions, shows, events</b>			
Exhibitions	Fine Art and Applied Arts	Total number of occasions	2 233
		Total number of visitors/spectators	824 303
	Photo	Total number of occasions	902
		Total number of visitors/spectators	327 557
	Folk art	Total number of occasions	672
		Total number of visitors/spectators	298 972
	Local history	Total number of occasions	1 573
		Total number of visitors/spectators	325 066
	Technical and natural sciences	Total number of occasions	522
		Total number of visitors/spectators	61 442
	Other	Total number of occasions	1 050
		Total number of visitors/spectators	372 081
	Exhibitions, total	Total number of occasions	6 952
		Total number of visitors/spectators	2 209 421

Data on exhibitions, shows, events			
Art events	Performing arts and other artistic events	Total number of occasions	7 447
		Total number of visitors/spectators	1 361 658
	Film and video film projections	Total number of occasions	4 398
		Total number of visitors/spectators	171 684
	Folk art events	Total number of occasions	1 641
		Total number of visitors/spectators	655 817
	Art events, total	Total number of occasions	13 486
		Total number of visitors/spectators	2 189 159

Source: Ministry of Human Capacities

**Point a) of Subsection 1:**

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

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

- **Library supply and the publishing of books**

The most important, most influential units of the public collection institution system are the libraries that are closely linked to the use of the mother tongue. Nationality library services are governed by several legislative provisions. The Preamble to the Cultural Act provides that the preservation and worthy continuation of nationality cultural traditions; the enhancement of personal, intellectual and economic conditions for community and personal culture and education; activities improving the citizens' quality of life and carrying values; and the facilitation of the operation of institutions and organizations serving the implementation thereof are in the common interest of the society. In the scope of its fundamental principles the Cultural Act states, that everyone has the right to get acquainted with cultural property and its importance in historical developments and in the formation of national and nationality self awareness, and about the protection of this property, through the activity of museum-type institutions, library services, education, community culture, awareness raising, the press and mass communication. Public libraries provide services for the nationality populations, too: in order to enforce the rights for all regarding the library services Point a) of Subsection (1) of Section 54 of the Cultural Act states, that public libraries may be used by everyone and pursuant to point e) the basic services provided on site are free of charge.



In accordance with Subsection (3) of Section 64 of the Cultural Act, the municipality may, instead of maintaining the **municipal public library**, enter into an agreement with **the county library** and may operate a library, information and community place in order to host the library services of the county library. At these places the county libraries providing services to the population in accordance with Subsection (1) of Section 3 of Decree of the Ministry of Human Resources 39/2013. (V. 31.) on the Functioning of the Library Supply Service System allows the on-site use, loan and acquisition of nationality library documents (books, newspapers, journals, CDs, DVDs, foreign-language documents and other library documents) on the spot.

Pursuant to the decree of the Ministry of Human Capacities the nationality self-government maintaining the **nationality library** may also use the services of the county library under an agreement in order to be able to provide library services of adequate supply and quality for the nationality population. In accordance with Section 66 of the Cultural Act the county library provides and organizes for the entire territory of the county the library supply of the nationality population of the county. In this context, in addition to smaller settlements the county library is involved in the nationality library supply (document services, offering of programmes) of the larger villages and towns.

Pursuant Subsection (1)–(2) of Section 41 of the Nationality Act the library supplies of nationalities in their mother tongues shall be coordinated by the **National Foreign Language Library** (hereinafter referred to as “NFLL”) and services shall be provided via the public library system of NFLL, the county libraries and the Metropolitan Ervin Szabó Library.

The legislative changes in 2013 and 2014 specified in many regards the rules for organizing the library services provided for the nationality population, at the same time informed the nationality population about the use of library services that makes their rights enforceable. Decree 30/2014 (IV.10.) of the Ministry of Human Capacities on priority tasks of the national museum, the national specialized museum, the national library, the national specialized library and the library of the state university was issued in 2014, which specified the cooperation with the national specialized library (NLFL) coordinating the library supplies of nationalities in their mother tongues as a priority task of the national library in Sections 8 and 17. This task strengthens the cooperation of the libraries for the up-to-date library services of people belonging to nationalities.

In Decree 51/2014 (XII. 10.) of the Ministry of Human Capacities on the professional indicators required for the annual work plan of the museum, the national library and the county library the Ministry of Human Capacities established professional indicators on how the population belonging to nationalities uses library services. Such professional indicators include:

- the number of programmes strengthening the nationality community programmes and the number of participants in the programmes
- the number of nationality documents made available by the county library
- the number of documents included in the nationality collection
- the number of publications in nationality languages

Between 2014 and 2016 the following concrete results were achieved in the field of nationality library supply supporting the use of nationality languages:

## National Foreign Language Library

In 2014 in the budget of the NLFL, HUF 5.3 million was available for the country-wide supply of documents related to nationalities and HUF 1.29 million from the above amount was spent on extending the NLFL's own collection on nationalities. Recommendation lists were prepared for the 19 county libraries and for the Metropolitan Ervin Szabó Library in 11 nationality languages (Bulgarian, Greek, **Roma, Croatian**, Polish, **German, Romanian, Serbian, Slovak, Slovene**, Rusyn). The recommendation list for partner libraries, broken down by languages, contained 613 documents, out of which 19 libraries ordered a total of 1 145 documents. Of these 1 407 copies were received in the value of HUF 3.59 million, the residual value was spent on administration costs. In 2014 each library was obligated to spend HUF 10 000 on the purchase of books related to the Roma community. County libraries made use of these funds and in many cases they ordered additional books related to the Roma community, so altogether 109 documents in the **Roma** language or related to Roma were procured.

In 2015, HUF 6 million was available in NLFL's budget for the country-wide supply of documents related to nationalities. Out of the above sum NLFL spent HUF 2.1 million for the extension of its collection on nationalities. Recommendation lists were prepared for the 19 county libraries and for the Metropolitan Ervin Szabó Library in 11 nationality languages (Bulgarian, Greek, **Roma, Croatian**, Polish, **German, Romanian, Serbian, Slovak, Slovene**, Rusyn). The recommendation list for partner libraries contained 694 documents, out of which 20 libraries ordered a total of 1 152 documents. Of these 1 032 copies were received in the value of HUF 3.67 million, the residual value was spent on administration costs. In 2015 each library was obligated to spend HUF 10 000 on the purchase of books related to the Roma community. County libraries made use of these funds and in many cases they ordered additional books related to the Roma community, so altogether 108 documents in the **Roma** language or related to Roma were procured.

In 2016, HUF 6 million was available in NLFL's budget for the country-wide supply of documents related to nationalities. Out of the above sum NLFL spent HUF 2.01 million for the extension of its collection on nationalities. Recommendation lists were prepared for the 19 county libraries and for the Metropolitan Ervin Szabó Library in 13 nationality languages (Bulgarian, Greek, **Roma, Croatian**, Polish, **German, Romanian, Serbian, Slovak, Slovene**, Rusyn, Ukrainian, Armenian). The recommendation list for partner libraries, broken down by languages, contained 769 documents, out of which 20 libraries ordered a total of 1 079 documents. Of these 1 035 copies were received in the value of HUF 3.7 million, the residual value was spent on administration costs. In 2016 each library was obligated to spend HUF 10 000 on the purchase of books related to the Roma community. County libraries made use of these funds and in many cases they ordered additional books related to the Roma community, so altogether 109 documents in the **Roma** language or related to Roma were procured.

**Table 20:**  
*Country-wide supply of documents related to nationalities (2014–2016)*

	<b>Amount used for the purchase of documents in the framework of nationality supply</b>	<b>Number of documents procured</b>	<b>Out of the procured documents the number of documents in the Roma language or related to Roma</b>
2014	HUF 5.3 billion	1 407	109
2015	HUF 6 million	1 032	108
2016	HUF 6 million	1 035	109

Source: Ministry of Human Capacities

In 2016 the institute continued its cooperation with its traditional partners: public collections, foreign cultural institutes, embassies, nationality self-governments, nationality cultural organizations in the implementation of professional projects and cultural programmes, moreover it concluded 19 new cooperation agreements with various institutes.

### **Library programmes in connection with nationalities (2015–2016)**

#### Roma:

- Amari voja (Our mood), concert of the band Romano Glaszo. Aid Provider: EMET
- Us, the Roma – Annika Haas’ photos of the Estonian Roma community, exhibition opening. Partner: Estonian Cultural Centre
- The girl danced to death – Holocaust dance ballad
- Khamoro Budapest Band concert
- Exhibition of Márta Bada and Rozi Csámpai Roma painters. The exhibition was realized with the aid of the Ministry of Human Capacities in the framework of the National Social Inclusion Strategy.
- Virtual House of the Roma Culture – interactive presentation. Partner: Könyv(tár)támasz Egyesület
- Finals of the national Roma recital competition. Partner: Amencia – Velünk Európába Szervezet (Amencia – To Europe with us), Kertész László Hajdúsági Irodalmi Kör KHE.

#### Slovak:

- Mosaic of Pilis – Pilíška mozaika – contemporary Slovak authors
- Olympus of illustrators – The prize-winning works of the Bratislava Illustration Biennale from the last half century – exhibition opening; partner: Slovak Cultural Centre
- Premiere of Tölgyfa-testvér: a szlovák népköltés antológiája (Oak brother: the anthology of Slovak folk literature)

#### Croatian:

- The world of the Croatian folk tales (30 September 2015)
- The world of the Croatian folk songs. Partner: Könyv(tár)támasz Egyesület

### Serbian:

- Venclovityev bukvar 1717 – book premiere. Partner: Serbs Cultural Centre
- An afternoon with the Serbian author Dragan Velikić. Partner: The Cultural and Documentation Centre of Serbs in Hungary
- Serbians in Buda and in Pest, the life and work of the first Serbian painter Ivanovity Katarina –film screening. Partner: The Cultural and Documentation Centre of Serbs in Hungary

### German:

- German destinies – 2 extraordinary history lessons in the framework of the Gulag memorial year. Partner: Gyula Illyés County Municipal and Library. One of the history lessons took place at the partner institution.

- **Museums, collections and archives**

### **Archives**

In case of compliance with statutory regulations, national minority self-governments may establish a public archive. According to Section 21 of Act LXVI of 1995 on Public Records, Public Archives, and the Protection of Private Archives national minority self-governments as public service bodies are entitled to establish public archives for the purpose of preserving their public records older than 15 years. In the case of such intention, however, the founder is obliged to ensure the fulfilment of the conditions stipulated in Subsection (2) of Section 15 of the Archives Act, which defines the operation of the archives. Thus, the national minority self-government must undertake to employ at least one colleague with a higher education degree and with archival skills, and create by the deadline conditions guaranteeing the proper protection and researchability of documents (establishing a lockable archive warehouse in conformity with the file protection considerations, purchase of acid-free file storage boxes, operation of a research room). So far no request to that effect has been received by the Minister of Human Capacities. The volume of documents older than 15 years that are of permanent value created by self-governments currently hardly exceeds a few linear file meters, so the establishment of archives would not be justified.

Pursuant to Point e) of Subsection (1a) of Section 17 of Act LXVI of 1995 on Public Records, Public Archives, and the Protection of Private Archives the archives material of the bodies, offices and institutions of the national minority self-governments fall within the competence of the National Archives of Hungary. The following are linked to national minority self-governments: the Bulgarian Cultural, Information and Documentation Centre, the Polish Museum and Archives in Hungary, the Armenian Cultural and Information Centre, the National Roma Library, Archives and Document Collection, the Documentation and Information Centre maintained by the Hungarian Romanian National Self-Government, the Cultural and Documentation Centre of the Serbs in Hungary, the Documentation Centre of the National Slovak Self-Government and the Ukrainian Cultural and Documentation Centre in Hungary. Therefore no substantive change has taken place in the field of archives during the period under investigation.

## **Museums**

The heritage of national minorities are collected by the Hungarian Museum of Ethnography as well as the Open-air Ethnographic Museum, numerous collections of the church, as well as municipal museums of county scope and museums maintained by settlements. The Open-air Ethnographic Museum of Szentendre showcases various German, Croatian, Slovak, Roma, Rusyn and Greek buildings, objects and documents, and nationality folklore programmes are organized on several occasions every year. Other open-air museums throughout the country extend their collection to the material culture of further nationalities. The Orthodox Church Museum of Miskolc, the Serbian Orthodox Church Art Collection in Szentendre and the Greek Orthodox Church Art Collection in Kecskemét have rich sacral materials of nationality interest.

Pursuant to Decree 51/2014 (XII. 10.) of the Ministry of Human Capacities on the professional indicators required for the annual work plan of the museum, the national library and the county library, effective as of January 2015, the aspects of the benchmarking of museums are also settled at the legislative level, and these include the aspects of nationality performance. In the field of execution of public relations functions, the number of programmes strengthening of the community identity of nationalities and the number of the participants of these programmes appear as a professional indicator, and there is a distinct indicator for the nationality language publications among the scientific publications written in Hungarian and in foreign languages by the employees of the museum. In the framework of exhibition activities a professional indicator measures the number of exhibitions organized in the motherland of the nationalities, as well as the number of visitors.

### **Nationality “base institutions”**

The amendment of the Cultural Act, effective as of 1 January 2013, introduced a concept previously used for the purpose of promoting and facilitating the application of the law, legally not defined before: the nationality base institution. In previous years, the need for this category has been raised several times; the concept was used mainly in connection with Kanizsai Dorottya Museum in Mohács (Serbian, Croatian and Slovenian material), the Ethnographic Museum of the German Nationality, which belongs to the Kuny Domokos Museum in Tata and the Munkácsy Mihály Museum in Békéscsaba (Slovak and Romanian material) – despite the fact that it did not exist in any legislation. The amendment and the introduction of the legal category of nationality base institution remedied this deficiency. By definition a nationality base institution is a museum institution whose basic duties include the fulfilment of nationality responsibilities or in whose collection the cultural goods in the language of a nationality or relating to a nationality account for at least 25%. The minister responsible for culture may, in the course of the procedure for granting an operating license, in the case of a specific request to that end, classify the museum institution as a national base institution.

In 2016 the number of museum institutions with nationality base institution qualification increased by one. Since the amendment of the law, effective as of 1 January 2013, five self-governments have initiated that the museum institute it maintains is to be classified by the minister as a nationality base (the Pável Ágoston Local History and Slovenian Ethnic Museum in Szentgotthárd, the German Nationality Exhibition in Tata, the Kanizsai Dorottya Museum in Mohács, the Türr István Museum in Baja and the Heimatmuseum Nimmesch – German Nationality Folklore House in Hímesháza). During the reporting period one

institution was classified as a base institution: the Heimatmuseum Nimmesch – German Nationality Folklore House in Hímesháza.

### **Public museum collections and exhibition sites**

In Hungary, public museum collections and exhibitions sites – i.e. the folklore houses, local history, church and institution historical collections – are important elements of local territorial-settlement cultural life. Regardless of the maintainer, owner or legal status, they represent the preservative power of folk-community culture and the attachment to local community life. Institutions are the objective forms of collective memory, they reveal the preserved folk culture and the artefacts of the past of a settlement / region, and they are the focal areas of the preservation of traditions. The buildings and the furniture show the former ways of life that help to understand the history and lifestyle of the community and the cognitive elements of identity. Therefore it is natural that the exhibition sites mentioned collectively as folk houses play a prominent role in the identity preservation and transmission institutions of domestic nationalities.

The number of folk houses in Hungary is significant even in a European relation. They are maintained mostly by a self-government or possibly a civil organization or an individual. More than half of the folk houses connected to Hungarian nationalities are institutions keeping and exhibiting German material coordinated by the Heimatmuseum in Budaörs, and 25% are institutions presenting Slovak material. Obviously there are Croatian (Croatian folk houses of Lakócsa and Kópháza), Romanian (Romanian folk house in Kétegyház), Serbian, Slovenian (Kühár Memorial House) and Roma (Roma folk house in Hodász) exhibition sites and sites for small nationalities – Polish, Ruthenian, Ukrainian, Armenian –, too. In most of the cases they are maintained by the local municipality or the local nationality self-government. Among the priority professional tasks of the Open-air Ethnographic Museum are the coordination of the methodological tasks related to the professional development of the country houses and the strengthening of their cultural and touristic role; for this purpose, in 2017, an independent directorate within the framework of the Skanzen is expected to be set up. For the development of folk houses, the state provides support through tenders. Their professional representation organization is the Association of Hungarian Folk Houses. To achieve its goals, the Association has established regional organizations. Each of the members of the presidency coordinates the tasks regarding a single region, and the tasks of professional representation of interests of the cross-border regions and the nationality folk houses.

With respect to the support of the public collection area, museum institutions fulfilling nationality responsibilities may apply for the Ágoston Kubinyi Programme aimed at the professional development of museum institutions in case they are maintained by the local government or operate with the support of the local self-government. In case of fulfilling nationality responsibilities, the proposal requires the opinion of the concerned local or, in the absence thereof, territorial, or in the absence thereof, the national minority self-government. A representative of the organizational unit of the Ministry of Human Capacities responsible for the field of nationalities is also traditionally involved in the jury.

- **Nationality theatres**

**Subsection 1, point b):**

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

**Subsection 1, point c):**

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

Since 2013 the funding possibilities of national theatres – within the entire performing arts sphere – is regulated by Act XCIX of 2008 on the Support and Special Employment Rules of Performing Arts Organisations. According to the law, non-certified theatre and dance performing arts organizations may receive support through tenders. The scope of the applicants is the performance arts organizations included in the official register maintained by the National Cultural Fund Performing Arts Office.

As positive discrimination the State Secretariat responsible for Culture of the Ministry of Human Capacities separates the Hungarian nationality theatres – in view of their special situation – in operating tendering constructions relating to performance arts organizations as a closed group of applicants, in order to avoid competing with other applicants and to ensure that, besides their professional performance, they are evaluated based on their social engagement. It can be stated that supporting the domestic nationalities' theatres within the performing arts area is reassuringly done according to a proper policy concept. The activities of the following theatres are relevant for Hungary's commitments under the Language Charter regarding nationalities:

- Cinka Panna Cigány Színház Alapítvány (Panna Cinka Roma Theatre Fund)
- Karaván Művészeti Alapítvány (Roma theatrical activities)
- Hókirálynő Egyesület (The Snow Queen Association) (Roma theatrical activities)
- Pécsi Horvát Színház (Croatian Theatre of Pécs)
- “Magyarországi Szerb Színház” Nonprofit Közhasznú Kft.
- Országos Szlovák Önkormányzat Vertigo Színháza (Vertigo Theatre of the National Slovak Municipal Government)
- Cervinus Teátrum Művészeti Szolgáltató Közhasznú Nonprofit Kft.
- Magyarországi Német Színház – Deutsche Bühne

**Table 21:**  
*National theatre aid during the reporting period*

<b>Year</b>	<b>Number of applicants (pc)</b>	<b>Grant request (HUF)</b>	<b>Total allocation (HUF)</b>
2013	9	157,262,800	100,750,000
2014	10	163,275,319	101,000,000

2015	8	143,501,532	88,800,000
2016	8	143,622,191	88,800,000

Source: Ministry of Human Capacities

During the reporting period the National Self-Government of Germans in Hungary received HUF 200,000,000 state aid for the renovation of the German Theatre in Hungary – Deutsche Bühne. The solemn opening ceremony was held on 28th September 2016.

- **Other areas of the minority culture**

The Symphony Programme (TÁMOP 3.3.16), realized during the 2014–2015 academic year with a budget of HUF 300 million is a pedagogical system supporting the education of disadvantaged students of primary education mainly of Roma origin, mainly for musical learning and orchestral opportunities. The project was implemented by the Hungarian Charity Service of the Order of Malta together with the Symphonia Foundation in eight public education institutions and member institutions in Northern Hungary and the South Transdanubian region. Altogether 650 children participated in the programme. The Hungarian Charity Service of the Order of Malta continues the programme ever since in the schools it maintains.

**Point d) of Subsection 1:**

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

According to the information provided by the Hungarian Prison Service Headquarters, in order to maintain the cultural identity of the individual nationalities, in several penitentiary institutions there are inter alia Roma traditionalist study groups and authentic Roma musical study groups. In order to spend the leisure time in a useful and cultured way, the penitentiary institutions organize cultural programmes, among which the Dankó Pista Festival, organized annually by the Szeged Penitentiary and Prison and the “Church Day of Prayer for European Roma” event organized by the National Penitentiary Institution of Central Transdanubia in connection with Roma Culture Day (8 April) stand out. Among the invited and participants are the following: the official in charge of church of the State Secretariat for Church, Nationality and Civil Society Relations, the director of the Reformed Missionary Centre, the Roma mission rapporteurs of the Reformed Church and of the Evangelical Church and the representatives of the mission visiting the institute.

**Point f) of Subsection 1:**

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

**Point g) of Subsection 1 sub-:**

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



With respect to this Subsection there have not been any changes during the reporting period.

***Subsection 2:***

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

With respect to this Subsection there have not been any changes during the reporting period.

***Subsection 3:***

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

In the reporting period, as in previous years, it was important to strengthen the nationality languages, the related cultures, the relations between the nationalities in our countries and their motherlands, and to nurture, retain and enrich their linguistic and cultural identity and historical traditions. The intergovernmental, minority joint committee meetings, conventions, cooperation programmes serve this purpose, which can provide a specific framework for the proposals and recommendations contained therein. The reporting period as of 2014 had the following minority joint committee meetings:

- 18 November 2015: Hungarian-Slovene Joint Committee on Minorities – XV. meeting (recommendations adopted: Government Decree 1266/2016 (VI. 7.));
- 4 April 2016: Hungarian-Serbian Joint Committee on Minorities – V. meeting (recommendations adopted: Government Decree 1881/2016 (XII. 28.))
- 3 November 2016: Hungarian-Slovak Joint Committee on Minorities – XIII. meeting (recommendations adopted: Government Decree 1155/2017 (III. 20.))
- 16 November 2016: Hungarian-Slovene Joint Committee on Minorities – XVI. meeting (recommendations adopted: Government Decree 1075/2017 (II. 13.))
- 23 February 2017: Hungarian-Croatian Joint Committee on Minorities – XIII. meeting (recommendations adopted: Government Decree 1246/2017 (IV. 28.))

Hungary continues to display the personalities and cultural benefits of the nationality art living in the country in the programmes of foreign cultural institutes.

## Article 13 – Economic and social life

The situation of nationalities living in Hungary matches, to a large extent, that of the mainstream community, due to their internal and external economic and social environment. The nationality organisations – similarly to other organisations operating in Hungary –, may have incomes in connection with the duties they serve and the business activities they have. At the same time, due to the special and sensitive situation of the Hungarian Roma population among the nationality communities it is important to emphasize that in 2010, the Government positioned the promoted inclusion of the people living in extreme poverty (including people of Roma origin), through special economic and social development programmes, high in the governmental hierarchy by setting up the stand-alone *State Secretariat for Social Inclusion* within the Ministry of Human Capacities and making it one of its policy priorities. The National Social Inclusion Strategy presented in detail in the previous report also serves the same purpose. The Hungarian government had and has a prominent role in the fact that the improvement of Roma conditions and the decrease in the number of those living in poverty become not only a national matter but one of Europe too.

### ***Point a) of Subsection 1:***

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

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

### ***Subsection 1, point c):***

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

The rules of the general requirement of equal treatment in the working life are set down in Act I of 2012 on the Labour Code in a mandatory way, with the application of the provisions of a special law applicable to it.

The Equality Treatment Act, already presented in section II, lays down certain priority areas for breach of the principle of equal treatment, including employment cases, and regulates what constitutes direct or indirect discrimination in the field of employment. The Equal Treatment Act stipulates as a general rule that direct discrimination based on sex, race, colour, nationality or on belonging to a nationality in determining and providing benefits based on employment violates in each case the requirement of equal treatment.

According to the provisions of Act IV of 1991 on Furthering Employment and Provisions for the Unemployed the requirement of equal treatment must also be respected in promoting employment and supporting job-seekers. According to labour regulations, job-seekers registered in the General Departments of Employment of the Budapest and county government offices can declare their nationality.

The legislation on vocational training allows for education in nationality languages. Thus, in the memoranda of association, it is possible for the vocational training centre to organize nationality education in accordance with local needs. Of the 44 vocational training centres

operating currently in Hungary two centres make use of this possibility. In the Szolnok Vocational Training Centre, for reasons of the Roma nationality, the national dormitory service and the elementary school, secondary grammar school, vocational secondary school, vocational school and vocational grammar school education of those belonging to nationalities are included in the memorandum of association. The Szombathely Technical Vocational Training Centre, for reasons of Slovenian nationality can provide secondary vocational and grammar school education in a nationality framework.

***Subsection 2, point c):***

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

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

## **Hungarian National Social Inclusion Strategy**

In Government Decree No. 1430/2011 (XII. 13.) the Government adopted the National Social Inclusion Strategy (hereinafter: the Inclusion Strategy) and the government action plan implementing it for the period 2012–2014, one of the main target groups of which is the Roma population. The update of the Strategy was adopted by Government Decision no. 1603/2014 (XI.4) on accepting the Hungarian national social inclusion strategy II, the Strategic framework for the policy of life-long learning, the Public education development strategy, and the Medium-term strategy against school leaving without a qualification. The action plan of the Strategy for 2015–2017 is set out in the Hungarian national social inclusion strategy II, the government action plan for its implementation for 2015–2017 is included in Government Decree 1672/2015 (IX.22) (hereinafter: the action plan). The Strategy and its update are in line with the goals and measures for poverty reduction of the National Reform Programme linked to the Europe 2020 Strategy.

The monitoring system of the Inclusion Strategy aims to make possible the monitoring of the implementation of programmes and measures and the changes in the social environment. In order to track social impacts it is possible to monitor the social processes and changes essential to the implementation of the strategy with an indicator system tailored to the target system of the Inclusion Strategy. The indicator system is compatible with the target and indicator system of the Hungarian National EU2020 Strategy and the indicator system of the National Strategy for reducing child poverty “Making things better for our Children” has also been used. Based on the indicator system, the first three-year monitoring report of the Inclusion Strategy was completed in 2014 (with the contribution of the TÁRKI Social Research Institute), and the development and revision of the indicator system is in progress in connection with the mid-term evaluation of the Inclusion Strategy.

The mid-term programme monitoring report prepared in the collaboration with Hétfa Research Institute and Analysis Centre summarizes the results of the first five years of the Inclusion Strategy and puts forward proposals for its next three-year action plan. The survey of the Hungarian Demographic Research Institute served the estimation of the number of Roma population and the exploration of their basic demographic characteristics, based on the

census data. Data from this survey regarding “Roma-related population” can provide a good basis for planning and monitoring of developments and, by developing different methodological developments, for making more accurate estimates than before.

A regional indicator number system of the Inclusion Strategy was established in cooperation with the Central Statistical Office. By linking the data of the 2011 census and the Household Budget and Living Conditions Survey of the Central Statistical Office and based on the World Bank's methodology, Hungary's poverty map (vulnerability to poverty) was completed by the end of 2016. In the large-scale surveys of the Central Statistical Office (Labour force survey, EU-SILC domestic survey, European Health Interview Survey, etc.), the issue of Roma identity has been gradually introduced, so we can obtain in terms of several social characteristics detailed data on the situation of the Roma population. In order to make the investigation of the issue of transmission of poverty possible the Household Budget and Living Conditions Survey was improved since 2015 by adding the regional dimension (at the county level) and assessing persistent poverty on a broader scale (6-year panel). In 2016 the question of nationality was also introduced in the pilot survey of adults' skills and competence assessment (*PIAAC – Programme for the International Assessment of Adult Competencies*).

### **Targeted measures, programmes, organizations**

Since its foundation the **Inter-ministerial Committee for Social Inclusion and Roma Affairs**, established by Government Decree 1199/2010 (IX. 29) on the establishment of the Inter-ministerial Committee for Social Inclusion and Roma Affairs and co-chaired by the prime minister's commissioner, has consistently provided government level co-ordination to improve the living conditions and the social situation of people who are in permanent need, and to coordinate government activities to promote their social integration.

Within the framework of the “Training and employment of Roma people in the social and child welfare system” – “Increasing Opportunities for Women” (“Nő az esély”) TÁMOP-5.3.1.B-1-11 / 1-2012-0001 programme co-financed by the EU, which supports the **training of Roma people, mainly Roma women**, and their **employment** in the social and child welfare / child protection system, 1 107 persons participated in subsidized training, of whom a successful test was taken by 1 014 persons. In order to strengthen the Roma identity and in order to increase the possibilities of using the mother tongue in professional-patient/client relationship in service institutions, the training element of the programme includes a module for the mastery and deepening of the two languages (Romani and Boyash) spoken by Roma in Hungary. Within TÁMOP-5.3.1-B-2-12/1 component, 25 people were employed, while within the framework of TÁMOP-5.3.1-B-2-12/2 component, a total of 477 people were employed, i.e. as a result of these two programmes, 502 persons were employed in the social and child welfare system. Building on the experience of programme implementations, the programme will continue in the 2014–2020 programming period from EFOP (Human Resource Development Operational Programme) funds – EFOP-1.1.2-16 “Nő az esély – képzés és foglalkoztatás” (‘Increasing Opportunities for Women – training and employment’) and EFOP-1.1.3-17 – “Nő az esély – foglalkoztatás” (‘Increasing Opportunities for Women – employment’); the programme is expected to lead to the training of 1 000 Roma, mainly Roma women and their 24-month subsidized employment in institutions providing social, child welfare and child protection or public education services, followed by a 12-month compulsory continuous employment.

## **Framework agreement between the Government and the National Roma Self-Government**

The framework agreement concluded between the Government and the National Roma Self-Government on 20 May 2011 in connection with the tasks – aiming to promote the social integration of the Roma and to promote the effective catching-up of the Roma population – laid down in Government Decree 1136/2011 (V.2) on short-term measures designed to promote social integration (hereinafter: “framework agreement”), established the objectives of the co-decision system between the Government and the National Roma Self-Government and the key measures in order to achieve the common goals, which were implemented by 31 December 2015, based on the action plan adopted by Government Decree 1338/2011. (X. 14.).

The aim of the framework agreement was to ensure the involvement of the Roma community in the processes of preparation, decision-making, implementation and control. Experience has shown that the strengthening of the cooperation between the institutions eligible for controlling the programmes and measures, and the involvement of stakeholders should continue. In practice, the National Roma Self-Government joined the implementation of the programmes and participated in the achievement of the objectives, too, which included the decision-making, the legislative work and the implementation of the programmes (e.g. “Increasing Opportunities for Women”, settlement programmes, cultural support, scholarship programmes). Taking into consideration the compatibility rules in the EU and national tenders, the National Roma Self-Government could delegate a representative to the tender preparatory working groups and the decision supporting committees (delegates of the national self-government participated in 8 monitoring committees, 3 subcommittees and in the preparation of 29 tenders).

The convergence programmes needed the help of mentors in all areas of expertise, both in study grants and in employment and training promotion programmes. An important goal is that the proportion of Roma among these mentors should be as high as possible. Personal support given by mentors is of paramount importance in helping the Roma participants to join the programmes, in keeping them in and in successfully completing the programmes. In order to achieve this goal, in 2017 the EFOP-1.3.2-16 priority project titled “Improvement of the integration mentoring network” was launched, with the aim of achieving a higher proportion of social inclusion programmes that meet the objectives set out in the Inclusion Strategies to reach the disadvantaged – mainly – Roma people.

In national and EU programmes aimed at social inclusion, attention has been paid to complexity, alignment, coordination and the involvement of Roma actors, civilians, members of the local administration and the Church as an active participant in social inclusion.

## Article 14 – Cross-border exchanges

*The Parties undertake:*

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

The international and motherland relations of nationalities have been in part presented in the previous chapters of the Report. Exchange with the communities of the motherland and bilateral conventions on the protection of minorities cannot be interpreted in relation to Boyash and Romany languages, due to the special situation of these nationalities, since there is no motherland as opposed to other nationalities. However, with regard to other nationalities, Hungary has signed a series of bilateral conventions on the protection of minorities with the mother countries of the nationalities living within its territory – the **joint committees of minorities** established and operating on these basis have already been presented in the previous chapters of the Report.

Poland, the Czech Republic, Slovakia and Hungary founded – as a Hungarian initiative – the **Visegrad Cooperation** (V4) for strengthening cultural and spiritual values and shared roots, as well as the stability of the Central European region more than twenty years ago. Their tenders provide an opportunity to conduct programmes for strengthening the identity of national minorities. The **cultural, educational and academic conventions** common not only in German but also in other neighbourly relations, and the work schemes regularly renewed on their basis include plenty of opportunities serving the interests of national minorities living on both sides of the border. These are quite satisfactory in practice and they work especially well in many relationships. In Hungary, many settlements have built up and continuously benefit from **town twinning** and partner town connections, through mutual invitations.

Several domestic reports have been produced concerning the reporting period, which also covered the situation of nationalities living in Hungary:

The organization **Community of Democracies** – of which Hungary is also a member – drew up a report on the activities of the Hungarian Government (March 2016). The Ministry of Foreign Affairs and Trade prepared the response on behalf of the government and asked for help from the relevant ministries.

Hungary's national report was discussed on 4 May 2016 in Geneva in the framework of the **Universal Periodic Review (UPR) of the United Nations**. The most questions – and several recommendations – were received in the field of migration. In addition, Member States' speeches emphasized hate speech and hate crimes, xenophobia, intolerance and various forms of discrimination. Many countries touched upon the issue of the independence of the judiciary and the media, the situation of Roma, in particular the school segregation of Roma children. Strong focus has been put on the situation of women and domestic violence and the rights of persons with disabilities.

The government compiled a report in October 2016 on request of Rita Izsák-Ndiaye, **United Nations Special Rapporteur on minority issues**. The subject of the questionnaire was the

follow-up of the implementation of the country-specific recommendations made by the Rapporteur on minority issues (the predecessor of Izsák-Ndiaye Rita) following his visit to Hungary in 2006. Responses from Member States were part of the summary report of the Rapporteur, which he wanted to submit to the Human Rights Council on the margins of the 34th session of the United Nations Human Rights Council at the end of his mandate.

The Ministry of Foreign Affairs and Trade has initiated the simplified reporting mechanism to the convention supervisory committee in order to reduce the additional burden linked to the drawing up of the 6th national report on the national implementation of the **International Covenant on Civil and Political Rights** (ICCPR). Based on the latter in December 2016 it was sufficient to answer the questionnaire set up by the committee. According to the information provided by the committee, the defence of the report of Hungary is expected to be held in Geneva within a year of the submission.

Within the framework of the **United States Human Rights Report 2016** one of the questions of the questionnaire sent to the ministries concerned was about the specific measures taken by the Hungarian Government in relation to the education of Roma children in connection with the infringement procedure (December 2016).

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

Below is a brief overview of some cross-border cooperation programmes provided under the opportunities provided by the European Territorial Cooperation Programmes:

### **Interreg V-A Hungary-Croatia Programme**

The programme between the two Member State provides a total of EUR 60.8 million support for the joint projects. Thematic areas include: environmental protection, tourism development, cooperation between the local authorities and the citizens and cooperation in the field of education from kindergartens to primary and secondary schools to higher education institutions. The first open call for proposals was published in 2016, the bilateral Monitoring Committee selected 54 out of the 208 submitted tenders to support, for a total amount of EUR 23.4 million.

### **Interreg V-A Slovakia-Hungary Programme**

The main aim of the Programme is to support development programmes along the Hungarian-Slovak border that are in line with the objectives set out by the European Commission and laid down in the programme documents. Due to the target area of the programme the final beneficiaries of the projects are primarily, but not exclusively the population living along the Hungarian-Slovak border. Due to the peculiarities of the eligible area the use of the English language besides the Hungarian and the Slovak language is inevitable. Bilingualism was a dominant element of the programme even during the previous 2007–2013 period. During the preparation of the 2014–2020 programme and later in the various stages of programme implementation, in addition to Hungarian and Slovak languages, information and support were provided for tenderers, beneficiaries and interested parties in English, too.

### **Interreg V-A Slovenia-Hungary Programme**

The eligible area of the programme consists of four counties and regions: Podravje and Pomurje region in Slovenia, and Vas and Zala counties in Hungary. The programme area covers 10 658 km<sup>2</sup>, two-thirds of the area belongs to the Hungarian and one third to the Slovenian border region, divided by a border of 102 km in length. The population of the programme area is about 1 million people, 55% living in Hungary and 45% in Slovenia. The multinational population of the programme area contributes to the abundance of the diverse cultural traditions. In the programme area Slovenian and Hungarian national minorities and several other ethnic groups are represented. The most significant national minorities in the Hungarian border region are the Slovenes and the Germans. A Slovenian national minority lives north of the River Rába, south of the Slovenian border and along the River Rába. Their regional centre is Szentgotthárd. A larger Roma community lives on both sides of the border. Out of the total amount of ERDF resources available for Programme (EUR 14,795,015) the amount available under the Priority Axis 1 is EUR 10,000.000 and the amount available under the Priority Axis 2 is EUR 3,295,015.

### **Interreg V-A Austria-Hungary Programme**

The eligible area of the programme in Austria covers Nordburgenland, Mittelburgenland and Südburgenland, moreover Niederösterreich Süd, Wiener Umland/Südteil, Wien, Graz and Oststeiermark NUTS 3 regions, and in Hungary Győr-Moson-Sopron, Vas és Zala counties (comprising together the NUTS 2 region). Out of the total amount of ERDF resources available for Programme (EUR 78,847,880) the amount available under the Priority Axis 4 is EUR 18,998,758. None of the eligible projects aim the support of nationalities or their use of language so far.

The so-called “people-to-people” activities, aiming primarily the support of the direct cooperation of local communities, are eligible for support under the 4th priority of the Programme (“Development of the cross-border institutional cooperation for the strengthening of integration”). Supported measures must, inter alia, contribute to a better understanding and comprehension of each other's culture. Among the eligible projects there may be cultural projects which may be devoted to the support of nationalities living in Hungary.

### **Interreg V-A Romania-Hungary Programme**

In the framework of the programme approximately 3.4 million EUR community support is available to fund the cooperation between institutions. Two different types of cooperation are eligible for support in terms of project size and area:

- In the framework of *inter-institutional cooperation*, the following indicative activities are eligible for support: joint project development of institutions, joint solutions, methods for the joint development of protocols, development of the joint training, harmonization of relevant legislation, institutional joint development solutions, exchange of know-how, development of language skills, communication initiatives, provision and development of mutual and joint services for cross-border customers.
- In the framework of people-to-people cooperation, the following indicative activities are eligible for support: initiatives that preserve cultural differences and common



traditions, e.g. small-scale initiatives of communities, civil society organizations and institutions in the field of culture, sports, youth and other leisure activities (village day, joint sporting events, traditional events, etc.) in the framework of multi-annual framework programmes rather than as one-off events.

### **Interreg-IPA CBC Hungary-Serbia Programme**

In the framework of the programme it set aside 12.7 million EUR community fund to promote cooperation along the border in the fields of tourism and cultural heritage conservation. Indicative eligible activities in the area include the development of a joint tourism and marketing strategy and action plan, development of common tourism products, funding of heritage conservation measures and small-scale cultural and community cooperation in the fields of culture, leisure, sport, nature conservation and traditions.

### **Hungary-Slovakia-Romania-Ukraine ENI Cross-border Cooperation Programme**

In the framework of the programme approximately 11.8 million EUR community support is available for the promotion of local culture and the preservation of historical heritage. Within these fields the following activities are eligible for support: tourism, restoration of buildings, the assessment of cultural and historical heritage which serve as base for thematic routes, and the development of common tourist destinations. Cross-border cultural events, local initiatives, traditions and training can be supported within these areas or as smaller projects on their own.

## APPENDIX

### 1. Annex no. 1: Data on nationality education and schooling

#### Statistical data of the 2014/2015 school year

##### Nationality kindergartens

Nationality	Minority language		Bilingual		Minority supp.	
	No. of institutions	No. of attendees	No. of institutions	No. of attendees	No. of institutions	No. of attendees
German	23	955	258	12 857	10	394
Slovak	6	169	42	1 737	5	118
Croatian	3	102	24	935	1	24
Romanian	1	23	9	308	2	122
Serbian	5	139	1	30	2	54
Slovenian	0	0	5	114	0	0
Bulgarian	0	0	1	38	0	0
<b>Total:</b>	38	1 388	340	16 019	20	712

##### Nationality kindergartens, total

Nationality	No. of institutions	Number of children
German	291	14 206
Slovak	53	2024
Croatian	28	1 061
Romanian	12	453
Serbian	8	223
Slovenian	5	114
Bulgarian	1	38
<b>Total:</b>	398	18 119

##### Nationality primary schools

Nationality	Minority language		Bilingual		Language teaching		Minority supp.	
	No. of institutions	No. of attendees	No. of institutions	No. of attendees	No. of institutions	No. of attendees	No. of institutions	No. of attendees
German	3	510	34	5 884	356	42760	2	213
Slovak	1	85	4	813	43	2 950	2	127

Croatian	0	0	9	844	29	1 348	1	5
Romanian	1	126	9	721	5	416	0	0
Rusyn	0	0	0	0	2	32	0	0
Serbs	4	133	1	84	3	106	0	0
Slovenian	0	0	2	120	2	14	0	0
Greek	0	0	1	62	1	52	2	169
Bulgarian	0	0	0	0	0	0	1	61
Polish	0	0	0	0	0	0	1	88
<b>Total</b>	<b>9</b>	<b>854</b>	<b>60</b>	<b>8 528</b>	<b>441</b>	<b>47 678</b>	<b>9</b>	<b>663</b>

Nationality primary schools, total

<b>Nationality</b>	<b>No. of institutions</b>	<b>No. of attendees</b>
German	395	49 367
Slovak	50	3 975
Croatian	39	2 197
Romanian	15	1 263
Serbian	2	32
Slovenian	8	323
Greek	4	134
Rusyn	4	283
Bulgarian	1	61
Polish	1	88
<b>Total:</b>	<b>519</b>	<b>57 723</b>

Secondary grammar schools

<b>Nationality</b>	<b>Minority language</b>		<b>Bilingual</b>		<b>Language teaching</b>		<b>Minority supp.</b>	
	<b>No. of institutions</b>	<b>No. of attendees</b>	<b>No. of institutions</b>	<b>No. of attendees</b>	<b>No. of institutions</b>	<b>No. of attendees</b>	<b>No. of institutions</b>	<b>No. of attendees</b>
German	1	47	11	2132	6	201	1	53
Slovak	1	41	1	52	0	0	0	0
Croatian	0	0	2	216	0	0	1	7
Romanian	0	0	1	188	0	0	0	0
Serbian	1	235	0	0	1	19		0
Bulgarian	0	0	0	0	0	0	1	18
Slovenian	0	0	0	0	1	8		0
Polish	0	0	0	0	0	0	1	44
Greek	0	0	0	0	0	0	1	175
<b>Total</b>	<b>3</b>	<b>323</b>	<b>15</b>	<b>2 588</b>	<b>8</b>	<b>228</b>	<b>5</b>	<b>297</b>

Secondary grammar schools, total

Nationality	No. of institutions	No. of attendees
German	19	2 433
Croat	2	93
Slovak	3	223
Romanian	1	188
Serbian	2	254
Bulgarian	1	18
Slovenian	1	8
Polish	1	44
Greek	1	175
<b>Total:</b>	28	3 209

Vocational secondary schools

Nationality	Vocational secondary school			
	Bilingual		Language teaching	
	No. of institutions	No. of attendees	No. of institutions	No. of institutions
German	0	0	4	139
Slovenian	0	0	1	10
<b>Total:</b>	0	0	5	149

Vocational schools

Nationality	Vocational school			
	Bilingual		Language teaching	
	No. of institutions	No. of attendees	No. of institutions	No. of institutions
Slovenian	0	0	1	1
<b>Total:</b>	0	0	1	1

Roma minority education

	Institutions providing Roma minority education in the Hungarian language	Institutions providing Roma language education and language teaching	No. of children and students participating in Roma minority education in the Hungarian language	No. of children and students participating in Roma language education and language teaching
Kindergarten	409	3 Romani; 2 Boyash	16 263	172 Romani, 24 Boyash

Primary school	321	9 Romani; 7 Boyash	33 709	354 Romani, 477 Boyash
Secondary school	5	1 Romani; 4 Boyash	350	86 Romani, 269 Boyash
Vocational school	4	1 Romani	255	100 Romani
Vocational secondary school	2	1 Romani	145	51 Romani

**Statistical data of the 2015/2016 school year**

Nationality kindergartens

Nationality	Minority language		Bilingual		Minority supp.	
	No. of institutions	No. of attendees	No. of institutions	No. of attendees	No. of institutions	No. of attendees
German	24	1 231	249	11 196	21	763
Slovak	10	351	32	1 303	10	289
Croatian	5	201	23	902	1	22
Romanian	1	20	10	292	2	111
Serbian	4	101	1	31	1	27
Slovenian	1	12	3	49	0	0
Bulgarian	0	0	1	30	0	0
Greek	0	0	0	0	1	28
Rusyn	0	0	1	9	0	0
<b>Total</b>	45	1 916	320	13 812	36	1 240

Nationality kindergartens, total

Nationality	No. of institutions	Number of children
German	294	13 190
Slovak	52	1 943
Croatian	29	1 125
Romanian	13	423
Serbian	6	159
Slovenian	4	61
Bulgarian	1	30
Greek	1	28
Rusyn	1	9
<b>Total:</b>	399	16 931

Nationality primary schools

Nationality	Minority language		Bilingual		Language teaching		Minority supp.	
	No. of institutions	No. of attendees	No. of institutions	No. of attendees	No. of institutions	No. of attendees	No. of institutions	No. of attendees
German	8	1 009	34	5 850	349	41 947	4	541
Slovak	1	76	5	877	38	2 712	2	34
Croatian	1	136	9	841	26	1 204	0	0
Romanian	0	0	8	500	6	500	0	0
Rusyn	0	0	0	0	2	23	0	0
Serbian	4	146	1	78	3	93	0	0
Slovenian	0	0	2	121	1	9	0	0
Greek	0	0	1	68	1	41	1	164
Bulgarian	0	0	0	0	0	0	1	76
Polish	0	0	0	0	0	0	1	100
<b>Total</b>	14	1 367	60	8 335	426	46 529	9	915

Nationality primary schools, total

Nationality	No. of institutions	No. of attendees
German	395	49 347
Slovak	46	3 699
Croatian	36	2 181
Romanian	14	1 000
Serb	2	23
Slovenian	8	317
Greek	3	130
Rusyn	3	273
Bulgarian	1	76
Polish	1	100
<b>Total:</b>	509	57 146

Nationality secondary grammar schools

Nationality	Minority language		Bilingual		Language teaching		Minority supp.	
	No. of institutions	No. of attendees	No. of institutions	No. of attendees	No. of institutions	No. of attendees	No. of institutions	No. of attendees
German	1	15	11	2 204	7	275	1	41
Slovak	1	44	1	50	0	0	0	0
Croatian	0	0	2	209	0	0	1	11
Romanian	0	0	1	191	0	0	0	0

Serbian	1	235	0	0	1	20	0	0
Bulgarian	0	0	0	0	0	0	1	7
Slovene	0	0	0	0	1	13	0	0
Polish	0	0	0	0	0	0	1	36
Greek	0	0	0	0	0	0	1	54
<b>Total:</b>	3	294	15	2 654	9	308	5	149

Nationality secondary grammar schools, total

Nationality	No. of institutions	No. of attendees
German	20	2 535
Croatian	2	94
Slovak	3	220
Romanian	1	191
Serbian	2	255
Bulgarian	1	7
Slovene	1	13
Polish	1	36
Greek	1	54
<b>Total:</b>	29	3 302

Nationality vocational secondary schools

Nationality	Vocational secondary school			
	Bilingual		Language teaching	
	No. of institutions	No. of attendees	No. of institutions	No. of institutions
German	0	0	1	64
Slovene	0	0	1	6
<b>Total:</b>	0	0	2	70

Nationality vocational schools

Nationality	Vocational school			
	Bilingual		Language teaching	
	No. of institutions	No. of attendees	No. of institutions	No. of institutions
<b>Total:</b>	0	0	0	0

Roma minority education

	Institutions providing Roma/Roma minority education in the Hungarian language	Institutions providing Roma language education and language teaching	No. of children and students participating in Roma minority education in the Hungarian language	No. of children and students participating in Roma language education and language teaching
Kindergarten	350	2 Romani	13 659	172 Romani, 124 Boyash
Primary school	278	11 Romani; 4 Boyash	27 538	518 Romani, 318 Boyash
Secondary school	5	1 Romani; 2 Boyash	596	74 Romani, 183 Boyash
Vocational school	1	1 Romani; 1 Boyash	21	133 Romani; 19 Boyash
Vocational secondary school	2	1 Romani	80	51 Romani

### Statistical data of the 2016/2017 school year

Nationality  
kindergartens

Nationality	Minority language		Bilingual		Minority supp.	
	No. of institutions	No. of attendees	No. of institutions	No. of attendees	No. of institutions	No. of attendees
German	30	1 542	238	11 522	21	1 477
Slovak	9	236	34	1 463	7	198
Croat	2	43	24	967	3	94
Romanian	4	71	7	284	2	110
Serbian	3	89	1	33	2	51
Slovene			4	62		
Bulgarian			1	22		
<b>Total:</b>	48	1 981	309	14 353	35	1 930

Nationality kindergartens, total

Nationality	No. of institutions	Number of children
German	289	14 541
Slovak	50	1 897
Croatian	29	1 104
Romanian	13	465
Serbian	6	173
Slovene	4	62
Bulgarian	1	22



<b>Total:</b>	392	18 264
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Nationality primary schools

Nationality	Minority language		Bilingual		Language teaching		Minority supp.	
	No. of institutions	No. of attendees	No. of institutions	No. of attendees	No. of institutions	No. of attendees	No. of institutions	No. of attendees
German	9	1 076	35	6 036	359	42 878	3	354
Slovak	1	91	4	809	44	2 797		
Croatian			9	860	24	1 277	1	6
Romanian	1	69	8	670	5	339		
Rusyn					2	36		
Serbian	3	146	1	65	5	94		
Slovene			2	122	2	15		
Greek			1	105			1	
Bulgarian							1	68
Polish							1	
<b>Total:</b>	14	1 382	60	8 667	441	47 436	7	428

Nationality primary schools, total

Nationality	No. of institutions	No. of attendees
German	406	50 344
Slovak	49	3 697
Croatian	34	2 143
Romanian	14	1 078
Serbian	2	36
Slovene	9	305
Greek	4	137
Rusyn	2	105
Bulgarian	1	68
Polish	1	0
<b>Total:</b>	522	57 913

Nationality secondary grammar schools

Nationality	Minority language		Bilingual		Language teaching		Minority supp.	
	No. of institutions	No. of attendees	No. of institutions	No. of attendees	No. of institutions	No. of attendees	No. of institutions	No. of attendees
German	1	17	11	2 260	6	207		
Slovak	1	44	1	56				
Croatian			2	223				

Romanian			1	199				
Serbian	1	241			1	30		
Bulgarian							1	12
Slovene					1	11		
Polish							1	
Greek							1	
<b>Total</b>	3	302	15	2 738	8	248	3	12

Nationality secondary grammar schools,  
total

Nationality	No. of institutions	No. of attendees
German	18	2 484
Croatian	2	100
Slovak	2	223
Romanian	1	199
Serbian	2	271
Bulgarian	1	12
Slovene	1	11
Polish	1	0
Greek	1	0
<b>Total:</b>	26	3289

Nationality vocational secondary schools

Nationality	Vocational secondary school			
	Bilingual		Language teaching	
	No. of institutions	No. of attendees	No. of institutions	No. of institutions
German	0	0	1	17
Slovene	0	0	1	4
<b>Total:</b>	0	0	2	21

Nationality vocational schools

Nationality	Vocational school			
	Bilingual		Language teaching	
	No. of institutions	No. of attendees	No. of institutions	No. of institutions
<b>Total:</b>	0	0	0	0

Roma minority education

	<b>Institutions providing Roma/Roma minority education in the Hungarian language</b>	<b>Institutions providing Roma language education and language teaching</b>	<b>No. of children and students participating in Roma minority education in the Hungarian language</b>	<b>No. of children and students participating in Roma language education and language teaching</b>
Kindergarten	299	4 Romani	10 993	218 Romani
Primary school	225	8 Romani; 4 Boyash	22 965	407 Romani, 303 Boyash
Secondary school	5	1 Romani; 2 Boyash	596	74 Romani, 183 Boyash
Vocational school	1	1 Romani; 1 Boyash	21	133 Romani; 9 Boyash
Vocational secondary school	2	1 Romani	80	51 Romani

*Source: Ministry of Human Capacities – State Secretariat for Education*

## 2. Annex no. 2:

### Researches of the Institute for Minority Studies of the Centre for Social Sciences of the Hungarian Academy of Sciences

#### Researches under the “Minority competencies” research programme

- Az 1990. és 2011. évi népszámlálások nemzetiségi adatainak kritikai, módszertani vizsgálata (Critical and methodological examination of nationality data of the 1990 and 2011 censuses).
- Tudásközponti funkciók bővítése a hálózatépítés és a tudástranszfer-szolgáltatások területén (Expanding knowledge centre functions in the area of networking and knowledge transfer services)
- Az iskola nem sziget (The School is not an island). Oktatási és társadalmi reziliencia multietnikus környezetben (Educational and community resilience in a multiethnic environment)

#### Research results in Romology

- Roma közösségek kutatása modern módszertani alapokon a 21. században (Research of Roma communities based on modern methods in the 21th century).
- Lokális elszigeteltségben, avagy a helyi programok miért nem válnak országos mintává? (In local isolation or why do not local programmes become a national model?)
- Romák a magyar társadalomtörténetben (Roma in Hungarian social history).
- “Cigánynak lenni Magyarországon.” (Being Roma in Hungary.)
- Etnopolitikai mobilizáció és roma pártok Magyarországon és Kelet-Közép-Európában (Ethnopolitic mobilization and Roma parties in Hungary and Eastern Central Europe).
- A magyarországi romák médiareprezentációja (2005–2015) (Media representation of Roma in Hungary (2005–2015)).
- A romák oktatásával kapcsolatos kérdések a pedagógiai szaksajtó tükrében – Egy társadalmi peremhelyzetben lévő közösség integrációját segítő/gátló oktatási programok, tervek, projektek 1978 és 1998 között (Issues related to the education of the Roma in the mirror of the pedagogical press – Educational programmes, plans and projects for the integration of a socially marginalized community between 1978 and 1998).
- Generációs változások a roma diplomások életútjában – a társadalmi reziliencia hatása (Generational changes in the life of Roma graduates – the impact of social resilience)
- Halmozottan a társadalom peremén – a roma LMBTQ közösség szemszögéből (At the very periphery of society – from the perspective of the Roma LMBTQ community).

#### Hungarian nationality research results

- Németek Magyarországon 1950-1990 (Germans in Hungary 1950–1990).
- A határon túli német kisebbségek helye a magyar kormányzatok és a magyar kisebbségek politikai törekvéseiben (1920–1944) (The place of German minorities in the political aspirations of the Hungarian governments and German minorities (1920–1944))

beyond the borders in the political aspirations of Hungarian governments and Hungarian minorities (1920–1944))

- „die helfte hier und die helfte zu hause” A magyarországi németek története 1944–1953 (“die helfte hier und die helfte zu hause” History of the Germans in Hungary 1944–1953).
- A magyarországi német szervezetek helyi és regionális szintű aktivitása 1924 és 1945 között (Local and regional activity of German organizations in Hungary between 1924 and 1945).
- A bevándorlás kérdésének helye a magyarországi német szervezetek emlékezetpolitikai törekvéseiben (1920–1945) (The question of immigration in the recollection policy aspirations of the German organizations in Hungary (1920–1945)).
- Jugoszláviai svábok Magyarországon 1944–1950 (Yugoslav Swabians in Hungary 1944–1950).
- Identitás, migráció, modernizáció (Identity, migration, modernization)
- A kisebbségek közéleti részvételi joga Európában (The right of public participation of minorities in Europe)
- Kétoldalú szerződéses kapcsolatok és kisebbségvédelem Közép- és Délkelet-Európában (Bilateral contractual relations and the protection of minorities in Central and South-eastern Europe).
- A személyi elvű autonómiák belső dinamikája Közép- és Délkelet-Európában: öt ország összehasonlító elemzése (Internal dynamics of personal autonomies in Central and South-Eastern Europe: comparative analysis of five countries).
- A közép-európai kisebbségek jogi helyzetének összehasonlító vizsgálata (Comparative study of the legal status of minorities in Central Europe).

#### **List of publications published by the institute's staff on the nationalities in Hungary during the period under review**

- Bogdán Mária: Challenging Perspectives: The Role of Media Representation in Knowledge Production about Roma. ROMA RIGHTS JOURNAL OF EUROPEAN ROMA RIGHTS CENTER 2/2015: pp. 71-74. (2015)
- Bogdán Mária, Andrew Ryder, Marius Taba: The Roma Spring: Knowledge Production and the Search for a New Humanity. ROMA RIGHTS JOURNAL OF EUROPEAN ROMA RIGHTS CENTER 2/2015: pp. 33-37. (2015)
- Bogdán Mária, Andrew Ryder, Koczé Angéla, Iulius Rostas, Katya Dunajeva, Marius Taba, Rövid Márton, Junghaus Tímea, Marek Szilvási, Kieran O'Reilly (ed.): Roma Rights Journal of the European Roma Rights Center – Nothing About Us Without Us? Roma Participation in Policy Making and Knowledge Production. Venue and date of the conference: Budapest, Hungary, 11.10.2014–13.10.2014. Budapest:2015. 103 p. 2/2015.
- Bogdán Mária: A látható idegen: A magyarországi romák médiareprezentációja 2005–2015 (The visible stranger: Media representation of the Hungarian Roma 2005–2015). 180 p. Doctoral school: Budapesti Corvinus Egyetem Társadalmi Kommunikáció Doktori Iskola (Corvinus University of Budapest, Doctoral School of Social Communication). Discipline: social sciences / media and communication sciences. Consultant: Kovács Éva Judit (Sociology). Year of submission: 2015. Year of publication / acquisition of grade: 2016.

- Bogdán Mária: Magyarországi Cigány Párt – etnikai párt a médiában (Hungarian Roma Party – an ethnic party in the media). *KULTÚRA ÉS KÖZÖSSÉG* 7:(3) pp. 27-36. (2016)
- Bogdán Péter: Cigány gyerekek a Köznevelés című folyóirat 1983 és 1987 között megjelent cikkeinek tükrében (Roma children in the light of the articles published in the journal *Köznevelés* between 1983 and 1987). *REGIO* 2015:(4) pp. 80-114. (2015)
- Bogdán Péter: Tanoda a határon (Study hall at the border). *REGIO* 24:(4) pp. 196-210. (2016)
- Bogdán Péter, Némethné Végh Judit: Roma Mentor Projekt: a Barát-modell (Roma Mentor Project: the Friend Model). *ISKOLAKULTÚRA: PEDAGÓGUSOK SZAKMAI-TUDOMÁNYOS FOLYÓIRATA* 26:(5) pp. 63-76. (2016)
- Bogdán Péter: Book Review – Balázs Majtényi and György Majtényi (2016) – A contemporary history of exclusion. The Roma issue in Hungary from 1945 to 2015. Budapest; New York: Central European University Press. 242 pages. *INTERSECTIONS: EAST EUROPEAN JOURNAL OF SOCIETY AND POLITICS* III:(1) pp. 170–172. (2017)
- Dobos Balázs: Insiders and Outsiders: Migrant, Non-recognized Minority Communities and the Minority Protection System in Hungary. *ACTA HUMANA: HUNGARIAN CENTRE FOR HUMAN RIGHTS PUBLICATIONS* 3:(4) pp. 9-26. (2015)
- Dobos Balázs: Democratic consolidation and community boundaries: contemporary challenges for minorities in Hungary. *SPOLECZENSTWO I POLITYKA* 43:(2) pp. 15-28. (2015)
- Dobos Balázs: A szakpolitikai célok meghatározásának problémája a magyarországi kisebbségpolitikában (The problem of defining policy goals in Hungarian minority policy). *MTA LAW WORKING PAPERS* 2:(10) pp. 2-12. (2015)
- Dobos Balázs: Roma pártok és választási mobilizáció Magyarországon (Roma parties and electoral mobilization in Hungary). *MAGYAR KISEBBSÉG: NEMZETPOLITIKAI SZEMLE* 81-82:(3-4) pp. 94-119. (2016)
- Dobos Balázs: Elections in a Non-Territorial Autonomous Setting: the Minority Self-Governments in Hungary. *JOURNAL OF ETHNOLOGY AND CULTUROLOGY* 20:(2) pp. 87-95. (2016)
- Dobos Balázs: The Minority Self-Governments in Hungary: Compendium Autonomy Arrangements in the World, eds Levente Salat; Sergiu Constantin; Alexander Osipov; István Gergő Székely. 39 p. Bolzano: Publisher: EURAC Research (2016)
- Dobos Balázs: With or without you: Integrating migrants into the minority protection regime in Hungary. *MIGRATION LETTERS* 13:(2) pp. 242-257. (2016)
- Eiler Ferenc: BOECKH, KATRIN – BUSA, KRISZTINA – HIMMELREICH, ANTJE – PEZO, EDVIN – STEGMANN, NATALI: Staatsbürgerschaft und Teilhabe.

Bürgerliche, politische und soziale Rechte im östlichen Europa. München: De Gruyter Oldenbourg 2014. 335. S. ISBN 978-3-486-73568-0. UNGARN JAHRBUCH: ZEITSCHRIFT FÜR INTERDISZIPLINARE HUNGAROLOGIE 32: pp. 362-365. (2015)

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