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SERBIAN

The Serbian language in education in Hungary

| Regional dossiers series |

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Contact information of the authors of Regional dossiers can be found in the Mercator Database of Experts (www.mercator-research.eu).

From August 2012 onwards Ineke Rienks and Saskia Benedictus-van den Berg have been responsible for the publication of the Mercator Regional dossiers series.

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Glossary

EJF	Eötvös József College (Eötvös József Főiskola)
ELTE	Eötvös Loránd University (Eötvös Loránd Tudományegyetem)
KIM	Ministry of public Administration and Justice (Közigazgatási és Igazságügyi Minisztérium)
KSH	Central Statistical Office (Központi Statisztikai Hivatal)
MEC	Ministry of Education (Emberi Erőforrások Minisztériuma and its successors)
MTA	Hungarian Academy of Sciences (Magyar Tudományos Akadémia)
NEKH	Office for National and Ethnic Minorities (Nemzeti és Etnikai Kisebbségi Hivatal and its successors)
ONT	National Council of Minorities (for educational issues) (Országos Nemzetiségi Tanács)
OH	Office for Education (Oktatási Hivatal)
OFI	Hungarian Institute for Educational Research and Development (Oktatáskutató és Fejlesztő Intézet)
SNS	Serbian National Self-government (Szerb Országos Önkormányzat)
SZTE	University of Szeged (Szegedi Tudományegyetem)

Foreword

background The Mercator European Research Centre on Multilingualism and Language Learning aims at the acquisition, circulation, and application of knowledge in the field of regional and minority language education. Regional or minority languages are languages that differ from the official language of the state where they are spoken and that are traditionally used within a given territory by nationals of that state forming a group numerically smaller than the rest of the state's population. For several years an important means for the Mercator Research Centre to achieve the goal of knowledge acquisition and circulation has been the Regional dossiers series. The success of this series illustrates a need for documents stating briefly the most essential features of the education system of regions with an autochthonous lesser used language.

aim Regional dossiers aim at providing a concise description of and basic statistics on minority language education in a specific region of Europe. Aspects that are addressed include features of the education system, recent educational policies, main actors, legal arrangements, and support structures, as well as quantitative aspects, such as the number of schools, teachers, pupils, and financial investments. This kind of information can serve several purposes and can be relevant for different target groups.

target group Policymakers, researchers, teachers, students, and journalists may use the information provided to assess developments in European minority language schooling. They can also use a Regional dossier as a first orientation towards further research or as a source of ideas for improving educational provisions in their own region.

link with Eurydice In order to link these regional descriptions with those of national education systems, the format of the regional dossiers follows the format used by Eurydice, the information network on education in Europe. Eurydice provides information on the

administration and structure of national education systems in the member states of the European Union.

contents

The remainder of this dossier consists of an introduction to the region concerned, followed by six sections each dealing with a specific level of the education system. These brief descriptions contain factual information presented in a readily accessible way. Sections eight to ten cover research, prospects, and summary statistics. For detailed information and political discussions about language use at the various levels of education, the reader is referred to other sources with a list of publications.

1 Introduction

language

Several national communities have lived in the territory of Magyarország (Hungary; hereafter: Hungary) since the foundation of the Hungarian state. The modern ethnic and linguistic composition of the population was basically established after the Ottoman occupation, with spontaneous mass migration and organised resettlement of people in the seventeenth and eighteenth century.

This lengthy historical coexistence is an important criterion in the definition contained in the 2011. évi CLXXIX. Törvény a nemzetiségek jogairól (Act CLXXIX of 2011 on the Rights of Minorities; hereafter: Minorities Act) stating in English: "Pursuant to this Act, all ethnic groups resident in Hungary for at least one century are minorities which are in a numerical minority amongst the population of the State, are distinguished from the rest of the population by their own language, culture and traditions and manifest a sense of collective affiliation that is aimed at the preservation of these and at the expression and protection of the interests of their historically established communities. For the purposes of the rights and obligations of minorities, a person forms part of a minority as defined in paragraph (1) who resides in Hungary, regards himself as part of a minority and declares his affiliation with that minority in the cases and manner determined in this Act." (Minorities Act, chapter 1, article 1(1 - 2)). This act lists the Armenian, Bulgarian, Croatian, German, Greek, Polish, Roma, Romanian, Ruthenian, Serbian, Slovak, Slovenian and Ukrainian communities as minorities native to Hungary.

During the centuries of coexistence, national minority communities got fully integrated into mainstream society and developed a dual identity. Currently, most of their members speak Hungarian, often even better than their minority language. As these groups left their original homeland before the development of a standardised literary language, the languages they speak are in general archaic linguistic variations and dialects.

Serbians fleeing in masses from Ottoman occupation first arrived in Hungary in the fifteenth century, and they kept seeking refuge

in Hungary until the end of the eighteenth century (Szakály, 1991). They settled in the southern regions and also northwards along the river Danube. In the eighteenth century, Szentendre, Komárom, Győr, Buda and Pest were the centres of Serbian culture, and their respected and well-off Serbian citizens used part of their fortune to support architecture, fine arts, and culture in their towns.

Within the Indo-European language family, the Serbian language belongs to the group of southern Slav languages. Diglossia, the parallel use of the srpskoslovenski (Old Serbian or Serbian Slavonic) language for ecclesiastic purposes and that of a spoken vernacular also used for practical written records, was characteristic from early times, also in Hungary.

Today, the language used by Serbs in Hungary is almost entirely identical with the standardised literary Serbian language, although it preserved some archaic expressions and took over some words from Hungarian. Old Slavic is used in religious life.

population

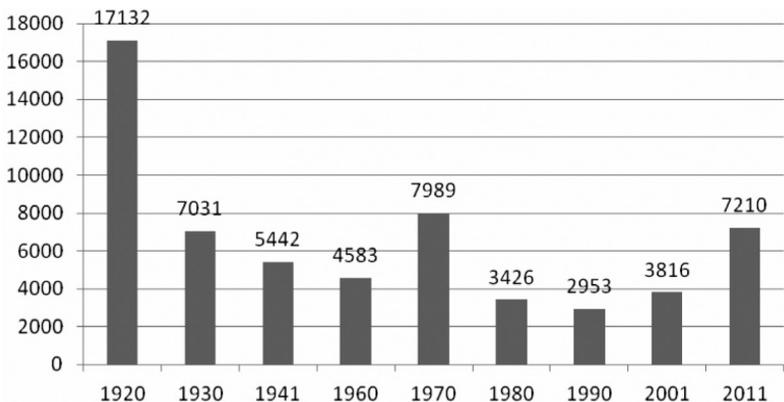


Figure 1: Number of people considering themselves part of the Serbian minority in Hungary (Source: KSH).

After World War I, the number of Serbs decreased drastically: in many settlements, the whole population moved back to the Serbian-Croatian-Slovenian Kingdom. The decrease in the second half of the twentieth century is primarily due to assimilation. The slight increase between 1990 and 2001 is due to the tragic acts of war in Yugoslavia. Many people from Serbia sought refuge in Hungary in those years. Their mother tongue was Serbian, and some of them may have considered themselves as belonging to the Serbian community of Hungary.

Immigration from the Serbian Republic did not stop after the end of the war. In parallel with this, the number of people declaring their belonging to the Serbian minority doubled between the censuses of 2001 and 2011 as a result of the positive impact of minority policy processes and the strengthening of the minority self-governance system.

In the past decades, censuses were held in Hungary every ten years. In conformity with the Minorities Act, nobody can be obliged to state his or her minority affiliation. Thus, answering was optional and the form was formulated in a way that did not allow personal identification.

In the 2011 census, the answers to the three optional questions posed provided a more nuanced picture regarding minority affiliation. People could indicate their mother tongue, their belonging to a minority community as well as the fact if they use the given language in private life with friends or with family members (those who state that their mother tongue is Serbian use and speak Serbian really at the level of a native, first language, while those who admitted speaking Serbian with friends and in family circle are familiar with the Serbian language at the level of cultivated, colloquial use). The consideration of all these figures might give us some reference as for the size of the community. According to researchers and minority organisations the true numbers are higher since people did not always want to mention their affiliation because of different historical, social and

psychological reasons related to the history of minorities in Central-Eastern Europe.

Year	Number of people with Serbian mother tongue				Number of people stating affiliation to the Serbian minority			
	1980	1990	2001	2011	1980	1990	2001	2011
Number	3,426	2,953	3,388	3,708	2,805	2,905	3,816	7,210

Table 1: Data concerning native language and minority affiliation in the last four censuses (Source: Központi Statisztikai Hivatal, 2001 and 2011 - KSH, Central Statistical Office).

	Number of people feeling attached to Serbian national and cultural values	Number of people speaking Serbian in the family and with friends	Proportion of those using Serbian as compared to the number of those with Serbian native language
2001 census	5,279	4,186	123.6 %
2011 census	Not asked	5,713	154.1 %

Table 2: Results of the new question(s) added to the 2001 and 2011 censuses. This in order to nuance the picture on minority belonging (Source: KSH, 2001 and 2011).

The number of respondents who gave at least one affirmative answer to the three questions amounts to 10.038.

17.449 persons within the total population speak Serbian. This number includes all people speaking this language, e.g. also the citizens of former Yugoslavia with Hungarian nationality who settled over to Hungary, but of course speak the language of their former homeland as well, or else the Croats of Hungary (Source: KSH, 2011). All these data show clearly that the proportion of the Serbian minority within the ten million population is insignificant.

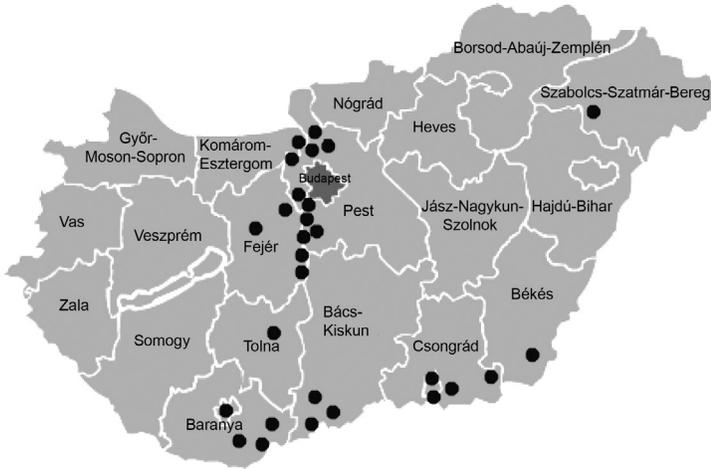


Figure 2: Map showing the municipalities of Hungary with Serbian minority settlements (indicated with dots) (Source: Adapted from <http://www.szerb.hu>).

The counties in Hungary with the highest numbers of Serbs are Bács-Kiskun (619), Baranya (606), Békés (412), Csongrád (1292) and Pest (1376), as well as the capital city Budapest (1778).

There is only one settlement (Lórév) where the proportion of Serbs is higher than 5%, but here they constitute an absolute majority (170 inhabitants, 62%).

	Primary school		Secondary school		College/university		Number of people aged 7+
	Less than 8 grades	8 grades completed	Without maturity certificate	With maturity certificate	Without graduation	Graduates	
2001 census	581	743	554	889	148	722	3,637
2011 census	1,096	1,660	1,363	3,242	No data	2,677	No data

Table 3: Qualification data of the Serbian community (2001 and 2011 censuses) (Source: KSH, 2001 and 2011).

language status In Hungary the official language shall be Hungarian (Magyarország Alaptörvénye, H. Cikk, Fundamental Law of Hungary, article H.).

The Magyarország Alaptörvénye (Fundamental Law of Hungary) of 2011 proclaims that the nationalities living in Hungary are part of the Hungarian political community and ensures their collective participation in public life, the promotion of their culture, the use of their mother tongue, education in their mother tongue, and the right to use their names individually and collectively in their mother tongue.

The Minorities Act lists minority linguistic rights in a detailed form. Article 12 gives persons belonging to a minority the right to learn, enrich and pass on their mother tongue, history, culture and traditions, as well as to participate in minority language education. Collective rights guaranteed to minorities include the preservation and the development of the native language (article 17). The state recognises minority native languages as a factor contributing to community cohesion, and supports their use in any minority educational institution regardless of its provider (article 22). Minority communities may initiate the creation of the necessary conditions for pre-primary, primary, secondary and higher education in the minority language or bilingually, and establish educational, cultural and scientific institutions of their own. They may take over such institutions from the state and administer them by themselves, with state financing. The opportunities to use minority languages are not restricted to any geographical area. The Minorities Act provides cultural autonomy to minorities through the system of minority self-governments. These are elected bodies that represent the interests of the given minority community at local, regional or national level with different rights and tasks. The text of the Minorities Act is available also in English and German.

hereafter: Act on Public Education) are in full harmony with the Minorities Act.

Minorities in Hungary have the right to have free access to information in their own mother tongue and to pass on information, to obtain information and to provide information via mass communication devices in their mother tongue and to have access to and to distribute media services and press products (Minorities Act, 44.§).

In 1995, Hungary ratified the Framework Convention for the Protection of National Minorities (FCNM) and the European Charter for Regional or Minority Languages (ECRML) of the Council of Europe. Hungary originally implemented the optional regulations contained in Part III of the ECRML in respect of six languages including Serbian (in 2008, two more languages were added to this list).

The 2003 agreement between the Republic of Hungary and Državna Zajednica Srbija i Crna Gora (State Union of Serbia and Montenegro; hereafter: Serbia and Montenegro) on the protection of the Serbian minority living in Hungary and the protection of the Hungarian minority living in Serbia and Montenegro, provides an adequate framework to improve the situation of the respective minorities, whose representatives are members of the inter-governmental committee established for monitoring the implementation of the agreement. Hungary promulgated this agreement in the 2005. évi IV. törvény a Magyar Köztársaság és Szerbia és Montenegró között a Magyar Köztársaságban élő szerb kisebbség és a Szerbia és Montenegróban élő magyar kisebbség jogainak védelméről szóló, Budapesten, 2003. október 21-én aláírt Egyezmény kihirdetéséről (Act IV of 2005 on the Promulgation of the Agreement between Hungary and Serbia and Montenegro on the protection of the Serbian minority living in Hungary and the protection of the Hungarian minority living in Serbia and Montenegro, signed in Budapest on 21 October 2003; hereafter: Bilateral Agreement).

**status of
language
education**

The Minorities Act and the Act on Public Education constitute the two most important regulations in the field of minority language education.

The Minorities Act regulates the rules of the educational and cultural self-governance of nationalities in depth. It ensures the use of the mother tongue in education as far as the educational self-governance is concerned, the subsidy of public education of a nationality, the publication of its school-books, the educational materials, the teacher training and the in-service teacher training. It ensures the establishment, the takeover and the maintenance of educational institutions by nationality self-governance, and it refines the conditions that are required for the takeover of public educational institutions of nationalities by the national minority self-government. It also regulates what conditions and procedures should be in existence so that the local minority self-government can take over the public educational institutions. The scope of national institutions that can be subject to the takeover either obligatorily, upon request or voluntarily has widened compared to the possibilities of the earlier regulation. The state, in all cases, guarantees the financial requirements needed for the maintenance of the nationality educational institutions.

The Minorities Act provides extensive consultation and co-decision rights to minority self-governments of all levels. Within the framework of both educational and cultural self-governance, the act ensures rights to reconciliation and comment for the minority self-governments on a large scale; pursuant to it, no decision on nationality public education, cultural life and library supply, or on public cultural collections can be made without the consent of the national minority self-government concerned. Otherwise, the minority self-government can go to court directly with reference to the violation of nationality rights.

The Minorities Act stipulates that minority children may be educated in their mother tongue, bilingually, or in Hungarian, depending on the decision of their parents. According to local

possibilities and demands, bilingual or mother tongue education may be provided in schools of every level, or in classes or groups within schools. Upon the request of the parents at least eight children of the same minority, the provider is obliged to organise a minority class or group. If the number of pupils is under eight, the regional minority self-government shall organise complementary minority education at the request of the national minority self-government affected. The act stipulates that the extra costs of minority education shall be borne by the state.

The Act on Public Education states that the languages of education institutes and student dormitories are Hungarian as well as the languages of national and ethnic minorities. It details the ways of how minority education shall be organised within one settlement and specifies the educational documents and the framework to be developed for administering minority public education.

32/1997. (XI. 5.) MKM rendelet a Nemzeti, etnikai kisebbség óvodai nevelésének irányelve és a Nemzeti, etnikai kisebbség iskolai oktatásának irányelve kiadásáról (Ministry of Culture and Public Education Decree on the Issuance of Guidelines on the Pre-school Education of National, Ethnic Minorities and the School Education of National, Ethnic Minorities; hereafter: Education Guidelines) of the Művelődési és Közoktatási Minisztérium (Ministry of Culture and Public Education; hereafter: MEC¹) is crucial to the status of education of, and in, minority languages in Hungary. Based on the provisions of the Act on Public Education, it specifies for each minority language the objectives of minority education, the types of education, as well as the nationality-specific requirements in the given areas (native language, literature, culture, and civilisation).

2011. évi CCIV. törvény a nemzeti felsőoktatásról (Act CCIV of 2011 on National Higher Education; hereafter: Act on Higher Education) specifies the rules of language use of minority students during the admission procedures and their studies. It contains the conditions concerning the training of minority language teachers

and the minority rights related to higher education. The act ensures the equality of chances for those belonging to national communities during the admission procedures, the studies as well as when determining the number of students receiving full or partial scholarships from the Hungarian state.

The act specifies that the minister responsible for education shall obtain the opinion of the National Minority Council for his/her decisions concerning minority education. Where, pursuant to the provisions of the Minorities Act, any of the national minority self-governments initiates the creation of conditions for higher education in a native language, or for studies of a native language in higher education, the Minister shall consider all demands and ensure such conditions by initiating the conclusion of an international agreement, by drawing up a work plan or by inviting applications for higher education programmes in the home country or for creating the necessary conditions in Hungarian higher education institutions.

**education
system**

Pre-primary education (age groups three to six) is a key element of the school system, with compulsory pre-school preparatory education for children in the last grade.

Compulsory schooling starts at the age of six or seven, depending on the child's readiness for school, and lasts until the age of sixteen, but can be extended, if justified (e.g. if the child started schooling at the age of seven and was enrolled in a so-called Zero grade of the secondary school), until the age of twenty. It is free of charge, but private institutions may ask for a tuition fee.

According to the Act on Public Education, primary education basically has eight grades and secondary education has four grades. Vocational secondary schools may last three to four years and provide a professional qualification. Secondary school and vocational secondary school studies end with a secondary school-leaving examination (hereafter: maturity exam). Students may choose whether they want to pass this exam on an intermediate or on an advanced level.

This certificate is necessary for higher education studies, where both levels are acceptable. Another type of secondary vocational training consists of specialised schools that provide professional qualification without the maturity exam.

In the area of compulsory education, the State provides only the framework laws. For all school levels, the Nemzeti Alaptanterv (National Core Curriculum) defines the compulsory minimum in all the areas of erudition (without the specification of the subject). It is revised and updated every fifth year. On the basis of the National Core Curriculum, the framework curricula provide more concrete objectives by defining what pupils should know in the different subjects by the end of certain educational stages (grades 1-4, grades 5-6 and grades 7-8 of the primary school, and the end of each school-year of the secondary studies). Framework curricula issued by the MEC define 90 % of the teaching content and leave 10 % to the choice of the local institution. The concrete local curricula and pedagogical programmes are prepared by the schools themselves. Schools may also opt for a ready-made curriculum and use it in their teaching programmes as a local curriculum. Ready-made curricula are either approved or recommended by the MEC. The local curricula specify the main goals of the work, the subjects taught in the different grades, the corresponding number of hours as well as the contents of minority subjects. The pedagogical programme is adopted by the board of teachers and approved by the leader of the institution.

Institutions of higher education are public, private, or ecclesiastic universities and colleges accredited by the State. As a result of the Bologna reform, higher education is composed of three levels: the basic training (BA or Bachelor degree, three-four years of study), the master's training (MA degree, generally two years) and postgraduate, doctoral studies (PhD, three years). The new system started in 2006 with gradual transition. Students in basic training may have only one specialisation and acquire one qualification. However, they can take up a minor specialisation as well, which, after three years of studies, entitles them to continue and to reach a BA degree in two more years for

that minor. Master's training is accessible only for those having completed the BA level. In some specialisations (law, medicine, pharmaceuticals, etc.), training remained unified and undivided. Since 2011, teachers' training has been implemented in the form of undivided and unified trainings.

**private
and public**

Providing public education (which means the provision of schooling from the pre-school level up to the end of the secondary school, in the sense of "education for the public") is the task of the State. Public education institutions may be established and run by the State, nationality minority self-governments and, within the framework of the Act on Public Education, ecclesiastical legal entities registered in Hungary as well as other organisations or persons on condition that they have obtained the right for conducting such activity as laid down by statutory provisions. Pre-schools may also be established and operated by local governments.

In the area of minority education the educational provider is typically the State. State tasks connected to the operation of the institutions are implemented by the Klebelsberg Centre for the Maintenance of Institutions. However, in the past years several minority self-governments made use of cultural autonomy by founding educational institutions or taking over schools from the former providers after concluding an agreement either with them or with the Oktatási Miniszter (Minister of Education. Since 2012: az Emberi Erőforrások Minisztériumát vezető miniszter, minister of Human Resources; hereafter: Minister of Education). So far, two Croatian, two Serbian, four Slovak, three German, five Romanian, three Roma, one Greek and two Slovenian educational institutions have been taken over by their respective national minority self-governments. This way, these national minority self-governments become the administrators of these schools. They may claim financial support under the same conditions as the institutions administered by the State. Along with administration rights, the moveable and immovable property used for carrying out the work is also

transferred to them free of charge. According to the provisions of the Nemzeti vagyonról szóló 2011. évi CXCVI. törvény (Act CXCVI of 2011 on State properties) the immovable property ensuring the operation of an institution taken over by a national minority self-government can be transferred into the property of the national minority self-government free of charge. Objects transferred this way will become part of the self-government's capital.

The Minorities Act allows the takeover of minority educational institutions by local minority self-governments. So far two minority schools have been taken over by a Slovak and a German local minority self-government respectively.

Some other minorities have founded their own institutions of complementary minority education. In this innovative form of instruction, minority students attend different schools in their normal school time, and they attend complementary minority education in the afternoon. This education covers the teaching of the minority language and culture to students whose number would be otherwise too low to form a class: all other subjects are taught in the schools that the children attend. Complementary minority education is officially recognised as part of public education, the results achieved are included in the school reports, and participating pupils are entitled to pass the maturity exam and to enter higher education.

Before 1948, the Serbian education network was composed of denominational schools, which were nationalised in 1948, and they either ceased to exist or they merged into the so-called "Southern Slav" (Serbian-Croatian-Slovenian) schools. The autonomous network of Serbian schools has been re-established since 1992, and all but two of its units are maintained by the State (the Klebelsberg Centre for the Maintenance of Institutions).

So far, the Serbian community has taken over two educational institutions: the Serbian primary school and kindergarten of Battonya has been administered by the Serbian national minority

self-government (SNS) since 1 September 2011, and the Nikola Tesla secondary school, primary school, kindergarten and dormitory of Budapest has been taken over by the SNS since 1 September 2013. The launch of a complementary minority educational institution in Szeged is in the planning phase.

The Serbian National Self-government created on the basis of elections is the main representative body of the Serbian minority living in Hungary. It embodies Serbian national minority cultural autonomy, and as such, is entitled to found, or to take over, nationwide or regional institutions meeting the cultural and educational demands of the Serbian minority. Currently, the SNS is running two schools (Budapest, Battonya), a theatre, a cultural and documentation centre, a research institute and an institute offering pedagogical services. The SNS is also the publisher of the weekly newspaper (Srpske nedeljne novine) of the Serbs of Hungary.

As far as the representation of the interests of the Serbs of Hungary and the shaping of governmental minority policy is concerned, the SNS is the partner of the Government.

**bilingual
education forms**

Taking into consideration the differences in language skills, there are three forms of minority schools in Hungary. In the first model, education takes place in Hungarian, but Serbian is taught as a foreign language in at least five lessons per week. Besides the compulsory teaching of minority language and literature in five lessons per week, a specific separate lesson on Serbian minority culture and civilisation is obligatorily included in this form of education.

Secondly, there are bilingual schools which provide instruction in Serbian and in Hungarian. Instruction in Serbian shall be organised at least in three subjects and 50 % of the educational material. Schools may decide by themselves what subjects to teach in Serbian.

Third, in schools where the medium of instruction is Serbian, all subjects are taught in Serbian apart from Hungarian language and literature.

Minority culture and civilisation – taught in Serbian – constitute a separate compulsory subject (usually one or two hours a week). It encompasses not only the traditional areas of ethnography, folk customs, history, folk arts and religion, but includes also the role and participation of the minority in local public life as well as sociological and demographic issues.

Minority schools are in a disadvantaged position when recruiting pupils. As most Serbian children speak perfect Hungarian and they live dispersed in the territory of Hungary, minority schools have to compete with Hungarian institutions offering a much wider spectrum of educational opportunities.

administration

According to the Act on Public Education, the State bears the main responsibility for the operation of the public education system. It elaborates the system of financing public and higher education in the framework of the annual budgetary law. Minority education is an integral part of the Hungarian educational system.

The Klebelsberg Centre for the Maintenance of Institutions providing for the state maintenance of the institutions may pass on this task to other actors such as churches, foundations or minority self-governments.

Responsibilities of municipal governments cover the level of pre-school education.

The consultation and veto rights of minority self-governments, as explained above, set limits to the competences of municipal self-governments in the area of minority pre-school education.

To facilitate co-operation, Serbian speaking desk officers are employed in the mayor's offices of some settlements such as Deszk, Battonya, Szentendre, Lőrév and in some Budapest districts.

In the area of higher education, State responsibilities are restricted to the elaboration and the adoption of the Act on Higher Education and the elaboration of the accreditation criteria of the particular specialisations.

inspection

Concrete inspection and monitoring may be initiated by all actors of public education (providers, minority self-governments, parents' organisations). The work of teachers is supported by professionals and special consultants. The duty of the special consultant is to support and assess the teachers' work professionally (in their particular subjects or in special pedagogical areas), to organise consultations, in-service trainings and professional workshops. The special consultant performs his/her duties under central professional guidance. Only those may receive special consultancy commissions who have the necessary higher education and professional qualification to fill a teacher position, passed the teachers' special certification examination, and have at least ten years of professional experience in education. The special consultant is employed by an institution offering pedagogical professional services or another institution of public education, or else he/she retired from such an institution not more than five years ago.

The Institute of Educational Research and Development keeps a register of Serbian language and civilisation special consultants. An appeal against the decision of this institute shall be judged by the minister responsible for education. They shall meet certain professional requirements and be approved by the Országos Nemzetiségi Tanács (ONT - National Council of Minorities), which is the advisory body to the Minister of Education composed of members proposed by the national minority self-governments. The register includes several Serbian experts, who can be asked to act as chairpersons of maturity exam committees or to control the professional quality of education or schoolbooks.

In connection with the development of public education, it is the task of the minister responsible for education to set up and operate the system of pedagogical professional services assisting national minority education.

**support
structure**

At the highest level, the Emberi Jogi, Kisebbségi, Civil- és Vallásügyi Bizottság (Standing Committee of Human Rights, Minority, Civilian and Religious Issues) of the Magyar Országgyűlés (Hungarian Parliament) pays attention not to violate the principle of the protection of minority languages during the legislation process.

The institution of the Deputy Commissioner for Fundamental Rights (hereafter: minorities' ombudsman) investigates any kind of abuse of minority rights that comes to his/her attention.

Between 1990 and 2007, the main governmental agency in charge of minority issues was the Nemzeti és Etnikai Kisebbségi Hivatal (NEKH, Office for National and Ethnic Minorities), an autonomous state administrative body operating under the guidance of different ministries. In 2007, the NEKH was integrated into the Miniszterelnöki Hivatal (Office of the Prime Minister) as a department responsible for co-ordinating the implementation of governmental minority policy objectives. The Miniszterelnöki Hivatal ceased to exist in 2010 and a Department for Minorities worked in the Közigazgatási és Igazságügyi Minisztérium (KIM, Ministry for Administration and Justice). Since May 2012, the Department for Minority Issues has been functioning within the Ministry of Human Resources. Its task is to continuously evaluate the situation of minorities and to prepare analyses and minority policy concepts on which the government can base its minority-related decisions.

The MEC drafts legal provisions regulating the entire vertical range of education, the National Core Curriculum, which is compulsory in all public education institutions, the requirements for the maturity exam as well as the Education Guidelines to be taken into consideration in minority education.

The setting-up of the Országos Nemzetiségi Tanács (ONT, National Council of Minorities), an advisory body to the Minister of Education, is stipulated in the Act on Public Education. This committee, the members of which are delegated by the national

minority self-governments, has a right of veto in connection with all ministerial regulations that might have an impact on minority education, thus, the direct involvement of minorities is guaranteed. It also acts as an authority for approving the contents, and preparing the publication, of minority schoolbooks.

The Oktatási Hivatal (OH, Office for Education), a background authority of the MEC, organises national competitions, central and regional measurements and evaluations, and prepares maturity exams. It also issues permissions to run primary schools with less than eight grades.

The Tartalomfejlesztési és Módszertani Központ (Centre for Curriculum Development and Methodology) and the Pedagógiai Szakmai Szolgáltatási Központ (Centre for Pedagogical Professional Services), working within the Oktatáskutató és Fejlesztő Intézet (OFI, Hungarian Institute for Educational Research and Development; successor of the Országos Közoktatási Intézet - National Institute for Public Education) takes part in the development of the content of minority education, and employs also a part-time Serbian expert.

The changes of the legal framework have also affected the public educational institutions of minorities. Pre-school education, and within this, the pre-school education of minority children, has remained the compulsory task of municipal governments and is supported by the State in the framework of task financing.

The Act on Public Education specifies that school education and in particular minority school education is the compulsory task of the State. Accordingly, the Klebelsberg Centre for the Maintenance of Institutions has been in charge of the operation of schools since 1 January 2013, accomplishing this task in certain cases in cooperation with the municipal governments that have the property rights of the school buildings.

As a result of the above measure, the risk of financial problems that were typical of the minority school system during the

past years has decreased significantly. Unified, homogenous professional guidance can contribute to the improvement of the quality of education also in the area of minority education.

The form and the extent of financing of educational institutions administered by the national minority self-governments are the same as in the case of State-run institutions. The salaries of the teachers are covered directly by the State budget, while the maintaining national minority self-governments receive supplementary State financing for the operation of the infrastructure.

The State also supports the acquisition of minority schoolbooks and the further training of teachers, including courses run in the kin states.

The provision of minority schoolbooks is the duty of the State. Schoolbooks are either developed specifically for minority education or translated from Hungarian, primarily in the case of special subjects. The approval of the ONT is needed for the translation of the selected schoolbooks. Certain schoolbooks and auxiliary teaching materials – maps, encyclopaedias – are imported from the kin states, but their use is limited because of curriculum differences. The preparation of new schoolbooks and the translation of Hungarian schoolbooks is hindered by the lack of competent authors and translators and the deficiency of financial means. Despite the modernising intentions of the MEC, most minority schools are reluctant to use digitalised teaching materials. Minority schoolbooks are rather expensive because of the small number of copies needed. Thus the MEC makes them available to the educational providers free of charge. On the other hand, the schools are obliged to keep the books in their libraries for four years and to lend them to their pupils.

2 Pre-school education

target group Pre-schools in Hungary educate children from the age of three until the child is physically, emotionally and mentally mature to start schooling, but until the age of seven at the latest. In the year a child turns five, attendance of pre-school preparatory programmes becomes compulsory. From 1 September 2015 onwards, participation in kindergarten activities will be compulsory from the age of three.

structure Pre-school activities in Hungary are generally structured into three age groups (three-four, four-five and five-six year-old children). However, depending on the number of children, pre-schools may function with one, two or three different age groups. Running pre-school preparation is obviously compulsory in all cases.

There are eight Serbian kindergartens throughout the country (Budapest, Deszk, Lórév, Battonya, Szigetcsép, Százhalombatta, Szeged and Pomáz). One of them (Százhalombatta) works with three age groups, and the Budapest kindergarten works with two groups. The six remaining institutions, where the number of children is low, have only one group.

Pre-school education includes games, music and songs, drawing and crafts, poems, rhymes and tales, physical exercises, knowledge about the environment, work-type activities as well as basic elements of learning. Minority education aims at nurturing Serbian traditions and culture and developing the language skills of children.

The Serbian kindergartens are maintained by the municipal governments except for the Budapest and Battonya kindergartens run by the Serbian National Self-government (SNS). Their operation is financed from normative state funding and the contribution of the local municipal government.

legislation 363/2012 (XII.17.) Korm. rendelet az Óvodai nevelés országos alapprogramjának kiadásáról (Government Decree 363/2012 (XII.17.) on the Issuance of the National Programme for Kindergarten Education) as well as the Education Guidelines ensure the legal background of kindergarten education.

The kindergartens work out the local pre-school pedagogical programme so that it conforms with the National Programme for Kindergarten Education and the Education Guidelines. The municipal governments are obliged to obtain the consent of the local Serbian minority self-governments for the adoption of the local programmes.

language use Minority pre-school education is organised either bilingually or exclusively in Serbian. In 1997, the Education Guidelines put an end to the existence of kindergartens where the minority language was taught as a foreign language.

Three out of the eight Serbian kindergartens (Budapest, Lórév, Deszk) provide Serbian-medium education, and the remaining five work in a bilingual form, developing proficiency in both Serbian and Hungarian. However, emphasis is laid on the development of the minority language.

teaching material No specific Serbian teaching materials have been developed. Some pre-schools receive materials from the kin state. Teaching material is primarily composed of colourful drawings, pictures, collections of tales and rhymes, sound cassettes or CDs with music and video recordings of dances and traditions.

Serbian kindergarten teachers pursue high quality professional work and present their experiences at conferences. At a 2008 conference entitled Pomázi Pedagógiai Napok (Pomáz Pedagogical Days), a Serbian kindergarten teacher delivered a lecture on linguistic competences in pre-school activities.

statistics

Academic year	Number of children in Serbian-medium education	Number of children in bilingual education	Total number of children
2006/2007	55	198	253
2007/2008	140	111	251
2008/2009	48	132	180
2009/2010	62	112	174
2010/2011	67	28	95
2011/2012	106	27	133
2012/2013	99	102	201

*Table 4: Number of children in Serbian kindergartens between 2006-2013
(Source: MEC and Biyearly Reports prepared by NEKH).*

3 Primary education

target group Primary education usually begins at the age of six, if the child is considered to have reached school maturity, but at the age of seven at the latest. It generally lasts eight years.

structure Primary education is divided into two cycles of four grades each, the lower cycle finishing at the age of ten, and the upper cycle covering children between ten and fourteen. However, proceeding earlier to a secondary school is possible. The certificate acquired after successfully completing the eighth grade gives proof of primary school education.

Primary education in Hungary is compulsory. It is free of charge, but private institutions may ask for a tuition fee.

The National Core Curriculum was modified in 2013, which also brought about the restructuring and the harmonisation of the detailed requirements concerning the teaching of Serbian language, literature, culture and civilisation. The National Core Curriculum specifies some 85-90 % of the requirements to be achieved in public education. The remaining 10-15 % should be filled in according to local demand. The National Core Curriculum is the basic document regulating the contents of public education in Hungary. It contains all the elements of knowledge to be acquired by the pupils by the end of the 4th, 6th, 8th, 10th and 12th grades; these elements are listed and classified not by subjects but by areas of knowledge.

In schools that do not have the necessary number of students, the providers may decide to organise education in fewer grades than in general. They may also decide to run only the lower cycle, and to send the children, on a contractual basis, to another school for the upper cycle. This happens typically in small settlements and in minority education. Attendance of the upper cycle in Hungarian may cause linguistic problems if the child later enrolls into the Serbian-medium secondary school.

Various organisational forms can be observed within Serbian primary education, which has eight schools country-wide (Budapest, Deszk, Lórév, Battonya, Százhalombatta, Szeged, Szigetcsép, Magyarcsanád).

In the Serbian-medium school of Lórév, having some three hundred inhabitants, children can only study up to the age of ten and there are two class groups. For the upper cycle, they attend a school in the nearby town of Ráckeve. The situation is somewhat similar in Deszk: education is organised in one group for the first three grades, most often with a very low number (seven-eight) of children, who continue the upper cycle studies in the same school, but in Hungarian. The teaching of the Serbian language is optional in the upper cycle of the Deszk school. The Budapest-based Nicola Tesla school as well as the only bilingual school (Battonya) receive children up to the age of fourteen. The Budapest school has separate class groups for each grade. Battonya offers eight grades in six class groups (only two groups for the four grades of the lower cycle). Four other eight-grade primary schools (Százhalombatta, Szeged, Szigetcsép, Magyarcsanád) teach Serbian as a second language.

legislation

The most important regulations concerning primary education are contained in the Minorities Act, the Act on Public Education and in the Education Guidelines.

language use

In addition to the big Serbian schooling complex of Budapest (the Nicola Tesla Serbian Language Kindergarten, Primary School, Student Dormitory and Secondary School), there are two primary schools (Lórév and Deszk) where Serbian is the medium of instruction, except for lessons of the Hungarian language.

One primary school (Battonya) offers bilingual instruction. Serbian language and literature, Serbian culture and civilisation, history and geography are taught in Serbian. This is one of the oldest institutions, where Serbian as medium of instruction started in 1793 and kindergarten education was launched in

1896. The school maintains lively exchange contacts with a twin school in Serbia. They prepare their pupils to pass the Serbian language state examination on elementary, intermediate or advanced level.

Four primary schools (Magyarcsanád, Százhalombatta, Szeged and Szigetcsép) teach Serbian as a second language in five lessons a week. Besides, there is a separate lesson on Serbian culture and civilisation, taught in Serbian. Magyarcsanád teaches approximately thirty-four children, while the number of pupils is about twenty-four in Százhalombatta, therefore launching a separate group in each grade for learning Serbian is not always possible. Approximately sixty pupils attend the Szeged school where a recently established programme offers the teaching of the Serbian language (from 2012-13). In Szigetcsép, the number of children is so low that the teaching of Serbian is not organised every year. In such years, the school proposes other courses (e.g. Serbian folk dance and music education) to attract children.

Serbian culture and civilisation is taught as a separate subject in all Serbian-medium, bilingual and other Serbian minority schools.

Each year, the number of teachers coming from Serbia is growing. They mostly get employed by the Budapest and the Battonya schools.

It is characteristic for Serbian schools that they make good use of the low number of pupils. Teachers have the opportunity to work individually with each child, which is reflected in their good school achievements.

**teaching
material**

The theoretically correct regulations for the provision of schoolbooks do not always work for the Serbian minority. The low number of copies needed, and the lack of capacities and financial resources make it difficult for the State to fulfil its duties. Teachers often resort to their own translations, notes and compilations accumulated during their practice. In the lower cycle of bilingual and native language primary schools, books for

Serbian language and literature exist for grades two, three and four, and the manuscripts for mathematics and environment for grade one have already been compiled.

The following schoolbooks are available for the upper cycle: Serbian literature for grades five and seven, Serbian language for grade five, environment for grade five and history for grades seven and eight. In order to facilitate the teaching of special subjects, there exists a collection of historical terms and a collection of technical terms in physics for the upper cycle.

In schools where Serbian is taught as a second language, Serbian language and literature books have been published for grades one, two, three and five, and the manuscript for grade four is ready.

In 2009, the Szerb Pedagógiai és Módszertani Központ (Serbian Pedagogical and Methodological Centre) of the Serbian National Self-government received 34.9 million Hungarian forint from European Union sources permitting the development of eight schoolbooks to be used in the Serbian-medium schools. In the second phase of the schoolbook development programme, during three years from 2012 onwards, Serbian public education will receive another amount of 200 million Hungarian forint. that will contribute to remedying the chronic deficiencies of schoolbook supply at all levels of Serbian public education.

Minority schoolbooks are ensured for the pupils by the State free of charge. The schoolbooks are registered as durable schoolbooks by the school library, and pupils can borrow them free of charge. The institution has to keep the durable schoolbooks in good conditions so that they can be used during four years.

THE SERBIAN LANGUAGE IN EDUCATION IN HUNGARY

statistics

Academic year	Number of children in Serbian-medium education	Number of children in bilingual education	Number of children learning Serbian as a second language	Total number of children
2008/2009	92	69	41	202
2009/2010	89	60	42	191
2010/2011	99	69	19	187
2011/2012	86	74	84	244
2012/2013	120	71	123	314

Table 5: Number of children in Serbian minority primary education between 2008-2013 (Source: MEC and Biyearly Reports prepared by NEKH).

Grade	Schools teaching Serbian as a second language	Bilingual schools	Schools with Serbian-medium instruction	Total
1	33	9	12	54
2	30	9	17	56
3	23	11	8	42
4	16	6	9	31
5	17	8	9	34
6	11	15	5	31
7	8	13	12	33
8	5	5	13	23
Total	143	76	85	304

Table 6: Number of children in the various grades of the primary school in the 2013/2014 academic year (Source: MEC).

4 Secondary education

target group Secondary education starts in Hungary with the ninth grade and ends after the twelfth (in certain cases after the thirteenth) grade. This means that secondary studies target the age group between fourteen and eighteen-nineteen.

structure There is only one Serbian secondary school in Hungary, which is part of the big Nicola Tesla schooling complex. This secondary school has a nation-wide coverage and receives students from all parts of the country. Some of the students come from the border region in Serbia: they feel attracted by the good reputation of the school and by the opportunity of studying in a metropolis.

The Nicola Tesla secondary school works with four class groups, one for each grade. The general education offered prepares students for the maturity exam and for higher education. Education is of outstanding quality: 90 % of the students go on studying in higher education in Hungary or abroad.

As the Nicola Tesla school works with nation-wide coverage, there are one hundred and fifty-five students in the students' dormitory, which is the organic part of the school. The dormitory offers various extra-school activities: cultural events, a library, a projection room, extra lessons, sport groups, and a fine arts circle. The building of the schooling complex was renovated and enlarged with state financial support in 1996/1997.

The Eötvös József Secondary Grammar School of Szeged organises complementary minority education for pupils interested in Serbian language and culture. This course functions as a specialised school division teaching the Serbian language and prepares its pupils to pass the medium level maturity exam in Serbian minority language in accordance with the Education Guidelines and the general and detailed requirements of minority language maturity exams. Most children participating in the Serbian complementary minority education programme come from Deszk (about 10 km far from Szeged), where

they were enrolled in the Serbian minority education of the Deszk primary school. A total of 9 pupils attend the Serbian complementary minority education programme in the academic year of 2013/2014.

The maturity exam consists of compulsory and optional subjects. The Serbian language is a compulsory subject for students enrolled in Serbian minority secondary education. If a school organises bilingual instruction or instruction in the minority language (the latter is the case for Serbian), students have to sit for the exam not only in the subject of Serbian language and literature but also in at least two more subjects. Tests and guidelines have to be prepared in Serbian, and the maturity certificate shall be issued in Serbian and in Hungarian.

The ONT has consultation and veto rights concerning the two-level maturity exam. When the contents of minority-related instruction or the examination requirements get changed, the national minority self-government also has a right of veto, which means that no decision can be passed without their consent.

legislation

Similar to the provisions regulating minority pre-school and primary education, the initiative of eight parents is necessary to launch Serbian-medium instruction or the teaching of Serbian in secondary education.

100/1997. (VI. 13.) Korm. rendelet az érettségi vizsga vizsgaszabályzatának kiadásáról (Government Decree 100/1997 (VI.13.) on the Issuance of Examination Regulations for the General Secondary School Final Examination) regulates the requirements concerning the organisation and the contents of the maturity exam for the Serbian language. The detailed requirements of the maturity exam in Serbian language and literature as well as Serbian culture have been worked out for both the intermediate and the advanced level of the exam.

language use

In the Nicola Tesla secondary school, all subjects are taught in Serbian, with the exception of the Hungarian language and literature and the second foreign language (English, German

or Russian). With the same exceptions, maturity exams are passed in Serbian in all subjects. If the student gets the best marks in three subjects of the maturity exam, his/her certificate will be equivalent to an advanced-level language proficiency exam.

In Battonya, where there is a bilingual Serbian primary school, no teaching of Serbian has been organised at secondary level so far. From the academic year 2009/2010, students of the Mikes Kelemen Gimnázium, Szakképző Iskola és Kollégium (Mikes Kelemen Secondary School, Vocational School and Students' Dormitory), who have to study two foreign languages, may opt also for Serbian, besides English, French, German and Romanian. Only 9 students opted here for learning Serbian in the 2012/2013 academic year. Serbian minority education, here too, takes the form of five weekly lessons of Serbian language and literature, and one weekly lesson on Serbian culture and civilisation.

**teaching
material**

In Serbian secondary education, the provision of specialised schoolbooks in all subjects and at all levels is difficult and slow. Serbian literature schoolbooks exist for all four grades of secondary schools. History books (translations of their Hungarian equivalents) are available also for all grades from nine to twelve. Only one schoolbook is available respectively in biology (grade ten) and in geography (grade nine). A workbook in history facilitates preparation for the maturity exam. Anthologies have been prepared for the teaching of literature. Most teachers use their own translations and compilations in their everyday practice, and they make use of a number of auxiliary teaching materials received from the kin state

statistics

Academic year	Number of pupils
2007/2008	107
2008/2009	118
2009/2010	120
2010/2011	187
2011/2012	184
2012/2013	193
2013/2014	228

Table 7: Number of students in Serbian language secondary education between 2007-2013 (Source: MEC and Biyearly reports prepared by NEKH).

Academic year 2013/2014	Number of students per grade
Grade 9	82
Grade 10	54
Grade 11	52
Grade 12	40

Table 8: Number of students in the Serbian language secondary school grades in the 2013/2014 academic year (Source: MEC).

5 Vocational education

No claims for launching secondary vocational education have been made by Serbian families since the establishment of the autonomous Serbian education system. If eight parents put forward such an initiative, it is the duty of the municipality to organise education.

In the 2004/2005 academic year, however, an interesting joint project also involved Serbian students. Three Budapest-based big minority schooling complexes (Slovak, Croatian and Serbian) signed an agreement to organise jointly a one-year (eight hundred hours) course to train tour guides. The agreement was based on the experience of the Slovak school in vocational training and examination in this field. The twenty-five technical lessons per week provided by the Slovak school were complemented by four hours of professional terminology and four hours of professional practice per week provided for Serbian students by the Nicola Tesla secondary school, and for Croatian students by their respective secondary school. Costs related to the training were proportionally shared by the participating schools. Unfortunately, due to lack of interest, no new classes have been organised since then.

6 Higher education

structure

In Hungary, there are thirty-eight state universities and colleges, twenty-six church-owned institutions and eighteen private colleges. Serbian language and Serbian nationality studies (which also include the culture, the history, the geographical location, the ethnography, the religious life, the literature, the traditions and the civilisation of the Serbian nation) can be pursued at two universities and one college as follows:

Eötvös Loránd Tudományegyetem (ELTE, Eötvös Loránd University), Budapest

- Bölcsészettudományi Kar (Faculty of Humanities)
 - BA studies: Slavistics, with Serbian specialisation (six semesters)
 - MA studies: Serbian language and literature (four semesters)
- Pedagógiai és Pszichológiai Kar (Faculty of Education and Psychology)
 - MA studies: training of teachers of Serbian language and teachers of Serbian nationality studies (two to five semesters depending on the previous qualification of the students)
- Tanító és Óvóképző Kar (Faculty of Training Kindergarten Teachers and Teachers for the Lower Cycle of the Primary School)
 - BA studies: training of Serbian kindergarten teachers (six semesters)
 - BA studies: training of Serbian teachers for the lower cycle of the primary school (eight semesters)

Szegedi Tudományegyetem (SZTE, University of Szeged), Szeged

- Bölcsészettudományi Kar (Faculty of Humanities)
 - BA studies: Slavistics with Serbian language and Serbian nationality specialisations (six semesters)
 - “Minor” specialisation: a second specialisation by students whose main specialisation is not Serbian; its aim is a linguistic foundation (six semesters)

- MA studies: training of teachers of Serbian language and teachers of Serbian nationality studies (two to five semesters depending on the previous qualification of the students)

Eötvös József Főiskola Pedagógiai Fakultás (EJF, Eötvös József College, Pedagogical Faculty), Baja

- BA studies: training of Serbian kindergarten teachers (six semesters)
- BA studies: training of Serbian teachers for the lower cycle of the primary school (eight semesters)

The Eötvös József College announces every year its programme for training Serbian kindergarten teachers and teachers specialised for minority education, but no student applied during the past ten years.

legislation

The Minorities Act stipulates that it is the duty of the state to train teachers who provide education in the mother tongue of minorities. A university or college degree acquired by a person belonging to a minority in his/her kin state must be considered as equivalent to the appropriate degree and certificate obtained in Hungary.

According to the Act on Higher Education, the language of higher education is Hungarian, but studies may be conducted in any national and ethnic minority language. Diplomas must be issued in Hungarian or in Hungarian and in Latin, but in the case of national minority education, they can be issued in Hungarian and in the given minority language.

Az oktatási miniszter 15/2006. (IV. 3.) OM rendelete az alap- és mesterképzési szakok képzési és kimeneti követelményeiről (Decree 15/2006 (IV. 3.) of the Minister of Education on training and completion requirements of BA and MA specialisations) contains details on the training competences, goals and contents of the relevant specialisations in Serbian philology and teacher training.

The right as well as the obligation to participate in in-service training for teachers is laid down in the Act on Public Education. This participation (compulsory once in every seven years) may constitute a precondition of employment for the employer. However, the act stipulates that the State has to ensure, from the central budget, the financial support of teachers who take part in an in-service training course organised by a profit-oriented professional enterprise.

language use

Higher education offers studies in Serbian only in the area of philological studies and teacher training. Serbian is used as a medium of instruction in both areas. However, no Serbian-medium education is available in other disciplines such as law, medicine or natural sciences and others.

Serbian language and literature as a discipline can be studied in Serbian at Eötvös Loránd Tudományegyetem (ELTE, Eötvös Loránd University) up to the highest (PhD) level. The aim of the studies is to train experts having extensive knowledge in Serbian linguistics, literature, culture and history for the purposes of scientific and cultural life as well as education.

In BA training, ELTE and Szegedi Tudományegyetem (SZTE, University of Szeged) announced 31 places for the academic year 2012/2013. These specialisations are launched with a minimum of one student. ELTE announced the enrolment of at most ten students for philological (non-teacher) MA training and the launching of the training if there are at least two students.

In the Bologna system, doctoral studies can be conducted in the framework of the Szláv Nyelvtudományi PhD Program (PhD Programme of Slavic Linguistics) as well the Szláv Irodalomtudományi Program (Programme of Slavic Literary Studies) of ELTE, started in 2009.

The professors of Serbian specialisations at ELTE and SZTE carry out scientific work and regularly publish their findings in Serbian, Hungarian and other languages. Examples are Kacziba

(2006), Milosevits (1998, 2007, 2008, 2010), Nyomárkay (1990, 1997, 2007) and Stepanović (1981, 1986). ELTE also focuses on research related to the literature of Slavic nationalities living in Hungary. The relevant departments have their own libraries.

Teaching material, manuals, and lecture notes are typically compiled by the institutions themselves and only exceptionally imported from the kin state, which can be explained by the existing differences (e.g. the history or the language of the minority community is different from the history or the standard language of the kin state). The publication of these materials is financially supported by the State.

teacher training The Faculty of Pedagogy and Psychology of ELTE and the Faculty of Philology of SZTE train teachers of Serbian language and literature as well as Serbian nationality studies, who will be qualified to teach in the upper cycle of the primary school and in secondary education (MA degree). Teachers for kindergartens and the lower cycle of the primary school (BA degree) are trained at the relevant faculties of ELTE.

Planning the adequate number of students to admit is practically impossible. Due to the low number of Serbian institutions in public education, there are few vacancies, and, unless something unexpected happens, young graduates may not find a teacher's job for years.

pre-primary and primary training

Serbian kindergarten teachers are expected to be able to educate children in Serbian and in Hungarian, to have good linguistic skills in Serbian and to know Serbian history and culture. Their training covers principally the areas of geography, ethnography, history, culture, music, environment, children's literature, the knowledge and the teaching methodology of Serbian as well as the development of the capacity of planning activities independently.

Serbian teacher training has been going on at the relevant faculty of ELTE since 1998. The department employs several native language professors. Students accomplish the compulsory teaching internship at the Nicola Tesla school. They excel in carrying out independent research activities in the field of children's literature and, lately, in applied linguistics.

In kindergarten teacher training, ELTE announced the admission of a maximum of ten students in 2009/2010, and the training is launched if there are at least two students. The figures are the same in the lower cycle primary school teacher training at ELTE. In the same year, the EJT announced three places for training kindergarten teachers and teachers for lower primary schools, the minimum number to launch the training was one.

secondary training

Students taking part in MA training become teachers of Serbian language and literature. They may apply for the training after completing their BA studies. There are unfortunately no specialisations for teaching special subjects such as physics or chemistry in Serbian. Schools have no other choice but to employ teachers from Serbia or experts from Hungary who graduated in the given discipline and speak Serbian, but work without any pedagogical qualification. The Minorities Act (article 23, (4))² and the Bilateral Agreement³ support the first option.

In 2012/2013, the number of students admitted to the MA teacher training of ELTE was three (the minimum number to launch the training was three). SZTE announced five places in MA teacher training and organised the training for a minimum of one student. This was the case as there was one MA student enrolled in the academic year 2012/2013.

In the past years, no student from Hungary pursued higher studies in Serbia. For a long time, legal problems made it impossible for Hungarian students to get scholarships in the kin state, but in 2013, Serbia offered full scholarships for seven Serbian students from Hungary in any specialisation.

in-service training

Teachers are obliged to take part in in-service training every seven years. As far as minority education is concerned, the training can be organised either in Hungary or in the kin state. The latter is accepted and recognized by the compulsory in-service training system.

No in-service training courses for Serbian language teachers are organised in Hungary. In-service training takes place in Serbia on the basis of the Bilateral Agreement stipulating the support of further training courses for nationality teachers in both countries. This means that the travel expenses of teachers from Hungary are borne by the MEC on the basis of applications, and Serbia organises the training, provides the trainers and accommodates the teachers. Training is provided in two forms: general linguistic further training and training in professional terminology (physics, chemistry, etc.). In-service training is organised during the spring or autumn school holidays, when a group of about thirty teachers takes part in a one-week course and has the opportunity to visit classes in Serbia. Participation in a training in Serbia can substitute participation at the compulsory in-service training in Hungary.

The SNS has established its own education committee for professional counselling in educational issues. The Serbian Pedagogical and Methodological Centre of the SNS was set up in 2006. It is tasked with organising regular professional further training and conferences for teachers and kindergarten teachers working in Serbian minority education, developing methodological materials, drafting publications, schoolbooks and other teaching materials, providing professional and methodological advice, measuring and evaluating the effectiveness of education, and developing a system of quality assurance.

statistics

The number of Serbian students in higher education taking a Serbian specialisation was 39 in the year 2012/2013. No one took part in kindergarten training, 2 students were studying to become teachers in the lower cycle of the primary school and 20 students took part in philological training.

	ELTE Faculty of Philology	ELTE Faculty of Pedagogy and Psychology	SZTE	ELTE Teacher training for the lower cycle of primary schools	ELTE Kinder- garten teacher training
BA training	13	1	15	2	-
MA training	7	-	1	-	-
PhD training	0	-	0	-	-

Table 9: In the academic year of 2012/2013 thirty-nine students were studying a Serbian specialisation (Source: The institutions concerned)⁴.

Minority language departments in higher education typically have a low number of students which threatens the existence of the relevant specialisations and results in much higher per capita expenses. A recent regulation provides increased support to such specialisations by placing them in a higher financing category.



7 Adult education

structure and language courses

Learning Serbian in adult education is possible in various forms. Courses are organised by professional language schools such as Effy Nyelviskola (Effy Language School), Soter Nyelviskola (Soter Language School) or InterLanguage Nyelviskola (InterLanguage Language School) in Budapest, or Profi Nyelvtúdió and Yes! Nyelvtúdió in Szeged. Some language schools offer on-line instruction and exercises.

60-hour language courses generally offer 2 or 4 hours of tuition in a week. At the end of such courses it is possible to continue the studies at courses preparing the participants specifically for the basic level or the medium level language proficiency exams. The same language schools often organise specific language courses in particular professional areas.

It is not uncommon that local Serbian minority self-governments launch language courses, generally free of charge (e.g. in Göd and Tököl in the past years). It is possible to pass the Serbian language proficiency state exam in a number of accredited institutions. Depending on concrete conditions and current demand, some specialised language courses may also take place, such as the Serbian course preparing for a military technical language exam organised by the Zrínyi Miklós University of Defence in 2005/2006.

2013. évi LXXVII. törvény a felnőttképzésről (Act LXXVII of 2013 on Adult Education) provides the legal framework on adult education.

Besides language courses, there are other ways for adults to learn the Serbian language.

Providing library services to the minority population is the task of local public libraries. In general, also Serbian schools have well equipped libraries. Thirty-four Serbian language publications were issued with state support between 2005-2007

(e.g. *Етнографуја Срба у Мађарској* (The Ethnography of Serbs in Hungary) or the series of Baranyai Szerb Füzetek (Serbian Booklets of Baranya county)).

Between 2008 and 2013, more than 50 Serbian language publications (books, Serbian Booklets from Deszk, Serbian Almanacs) were issued with state support.

The Országos Idegennyelvű Könyvtár (National Foreign Language Library) tries to collect all the publications related to all minority communities of Hungary including Serbs. This includes literary works published in the minority languages or in Hungarian, translations and specialised literature on minorities. Their National and Ethnic Minority Database serves information and research purposes. Since 2012, the webpage of the National Foreign Language Library has been accessible also in Serbian thanks to the programme entitled “Ask your librarian in your mother tongue”. The Serbian language materials of the National Foreign Language Library are partly publications to be used at language courses, partly Serbian language publications published in Hungary or other, primarily literary publications purchased in Serbia. All these can be used in language learning, in different forms at the different levels.

The SNS founded the Magyarországi Szerb Kulturális és Dokumentációs Központ (Serbian Cultural and Documentation Centre of Hungary) with six regional sub-centres in 2003. The Centre organises cultural programmes, community events, jubilee celebrations, camps, and announces cultural and ethnographic competitions with prizes. To educate the rising generation, the Centre organised a training course for Serbian language journalists with some twenty participants.

In 2014, the Centre is organising a series of events entitled Serbian Cultural Month at several venues. The Serbian Institute, in cooperation with the SNS, is organising a conference under the title “Serbs in Hungary – 10 years in the European Union” as well as a research programme entitled “Image and memory”. Also in this year, the SNS will organise a camp on culture

and civilisation for Serbian students in Battonya, with visits to historical memorial places in Serbia.

language use Language courses for adults are in general bilingual.

statistics

Year	Effy Language School	Soter Language School	InterLanguage Language School	Profi Nyelstúdió Language School	Yes! Language School	Total number of participants
2011	13	21	27	7	16	84
2012	15	28	30	0	32	105
2013	0	28	12	0	12	52

Table 10: Number of participants in the Serbian language courses of various language schools (Source: NEKH).

8 Educational research

No institution (not even within the SNS) deals with research dedicated specifically to Serbian language education.

OFI carries out research concerning the education of several minorities and publishes the findings in its periodical entitled *Új Pedagógiai Szemle* (New Pedagogical Review). In 2004, a three-part paper by Gizella Föglein analysed the situation of minority education between 1945 to 1990. In 2009 Ágnes Vámos, Edit Bodonyi, Anna Kovács and Rodica Müller published a report on the teaching of the minority culture and civilization in minority schools in Hungary. Every three years, OFI publishes a comprehensive report on public education, a chapter of which is specifically devoted to minority education (Halász & Lannert, 2003; 2006, Fehérvári & Imre & Tomasz, 2010).

The Kisebbségkutató Intézet (Research Institute of Minorities) of the Magyar Tudományos Akadémia Társadalomtudományi Kutatóközpontja (Research Centre of Social Sciences of the MTA, Hungarian Academy of Sciences) does not necessarily focus on educational aspects. However, in September 2008 they organised an important conference together with the Szerb Fővárosi Önkormányzat (Serbian Self-government of Budapest) and the Centar za istraživanje etniciteta (Ethnic Research Centre of Belgrade). The situation of the Serbian language in public, higher and adult education; sociolinguistics and Serbian language planning; and language and identity within the Serbian community in Hungary were among the topics discussed. In 2012, the Serbian Institute organised a conference entitled “The Serbian language in Hungary”, the materials of which will be published in 2014. An international conference, organized by the Serbian Theatre in 2013 on the “200 years of Serbian Acting in Pest”, presented an overview on the development of Serbian language theatre acting in Hungary and in the mother country.

Institute for Linguistics) of the MTA include research on the minority languages spoken in Hungary. The main research areas cover language policies, bilingualism and multilingualism, endangered languages, language shift and the revitalisation of minority languages. The paper by Csilla Bartha and Anna Borbély on "Dimensions of linguistic otherness: prospects of minority language maintenance in Hungary" (2006) in the periodical Language Policy contains a detailed analysis of the attitudes of the Romanian and Serbian communities to their mother tongues and national identity.

Among all minority communities in Hungary, the Serbian minority is remarkable for having preserved strong linguistic and cultural characteristics. A research carried out in the 1990s examined the importance attached by the parents to the knowledge of the minority language. According to the findings, 46 % of Serbian parents thought the knowledge of the Serbian language was important. Serbian occupied the third place just after German (67.5 %) and English (62.4 %), and came ahead of Latin, French and Russian. By this evaluation, parents of Serbian nationality took the second place after German parents, whose majority (78 %) understandably considered the knowledge of German very useful (Imre, 1999).

9 Prospects

Despite community cohesion, outstanding education data, and the strong feeling of identity, the chances of the survival of the Serbian language in the community are rather slim. The fall in the birth rate and geographical dispersion are factors negatively influencing the prospects of the language. A mid-term concept and a long-term strategy on minority education are being prepared to protect small minority languages.

According to researchers, the most important factor hindering the reversibility of the language shift from Serbian into Hungarian is the break of language transmission within the family. The possibilities of the school in taking over this role of the family are often overestimated. However, a poor quality minority language education can significantly speed up the loss of the native language both on individual and on collective level. In this respect, Serbian education, when compared to the size of this population, is by far not in the worst position compared to the other minority communities.

Pragmatic motivation of learning and using Serbian will certainly become stronger if the knowledge of the language has more practical value. The calming down of Serbian internal political tensions, the development of bilateral economic relations with Serbia in the border region, the exploitation of twin-town relations, easier access to digitalised internet-based media, the increased value of language knowledge at the international labour market, and, in the longer run, the accession of Serbia to the EU can contribute to raising the prestige of speaking, teaching and learning Serbian in Hungary.

The Hungarian Government has elaborated its minority policy concept, which will be widely discussed in the second quarter of 2014. This concept can, after its adoption, serve as a basis for the Serbs living in Hungary to elaborate their own linguistic and minority policy concept.

10 Summary statistics

Academic year	Number of children in Serbian-medium education	Number of children in bilingual education	Total number of children
2006/2007	55	198	253
2007/2008	140	111	251
2008/2009	48	132	180
2009/2010	62	112	174
2010/2011	67	28	95
2011/2012	106	27	133
2012/2013	99	102	201

Table 11: Number of children in Serbian kindergartens between 2006 - 2013 (Source: MEC and Biyearly Reports prepared by NEKH).

Academic year	Number of children in Serbian-medium education	Number of children in bilingual education	Number of children learning Serbian as a second language	Total number of children
2008/2009	92	69	41	202
2009/2010	89	60	42	191
2010/2011	99	69	19	187
2011/2012	86	74	84	244
2012/2013	120	71	123	314

Table 12: Number of children in Serbian minority primary education between 2008-2013 (Source: MEC and Biyearly Reports prepared by NEKH).

Grade	Schools teaching Serbian as a second language	Bilingual schools	Schools with Serbian-medium instruction	Total
1	33	9	12	54
2	30	9	17	56
3	23	11	8	42
4	16	6	9	31
5	17	8	9	34
6	11	15	5	31
7	8	13	12	33
8	5	5	13	23
Total	143	76	85	304

Table 13: Number of children in the various grades of the primary school in the 2013/2014 academic year (Source: MEC).

Academic year	Number of pupils
2007/2008	107
2008/2009	118
2009/2010	120
2010/2011	187
2011/2012	184
2012/2013	193
2013/2014	228

Table 14: Number of students in Serbian language secondary education between 2007-2013 (Source: MEC and Biyearly reports prepared by NEKH).

Academic year 2013/2014	Number of students per grade
Grade 9	82
Grade 10	54
Grade 11	52
Grade 12	40

Table 15: Number of students in the Serbian language secondary school grades in the 2013/2014 academic year (Source: MEC).

	ELTE Faculty of Philology	ELTE Faculty of Pedagogy and Psychology	SZTE	ELTE Teacher training for the lower cycle of primary schools	ELTE Kindergarten teacher training
BA training	13	1	15	2	-
MA training	7	-	1	-	-
PhD training	0	-	0	-	-

Table 16: In the academic year of 2012/2013 thirty-nine students were studying a Serbian specialisation (Source: The institutions concerned).⁵

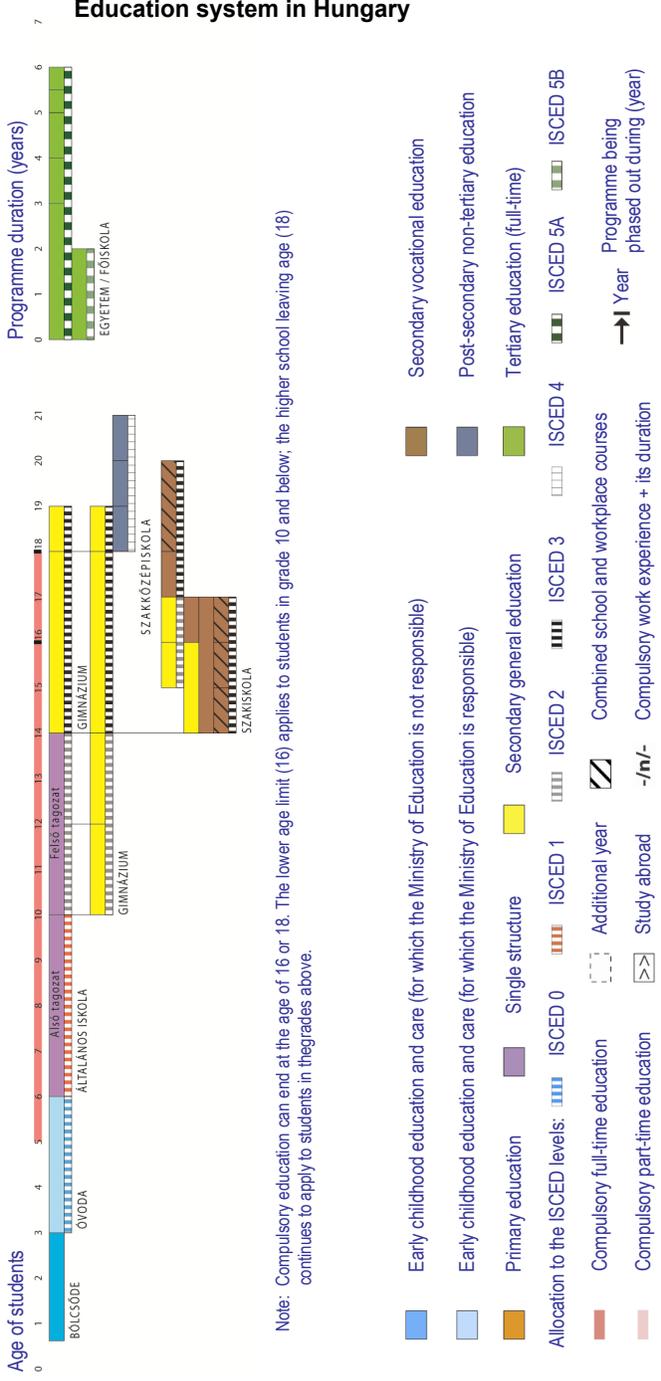
Year	Effy Language School	Soter Language School	InterLanguage Language School	Profi Nyelstudió Language School	Yes! Language School	Total number of participants
2011	13	21	27	7	16	84
2012	15	28	30	0	32	105
2013	0	28	12	0	12	52

Table 17: Number of participants in the Serbian language courses of various language schools (Source: NEKH).

Endnotes

- 1 To avoid confusion, we shall consequently use the abbreviation MEC for the subsequent ministries in charge of public education in spite of the numerous structural changes:
before 1998: Művelődési és Közoktatási Minisztérium – Ministry of Culture and Public Education;
1998-2006: Oktatási Minisztérium - Ministry of Education and separate Nemzeti Kulturális Örökség Minisztériuma - Ministry of National Cultural Heritage;
2006-2010: Oktatási és Kulturális Minisztérium – Ministry of Education and Culture;
2010-2012: Nemzeti Erőforrás Minisztérium – Ministry of National Resources.
From 2012: Emberi Erőforrások Minisztériuma – Ministry of Human Resources
- 2 “...the state shall support the employment in Hungary of guest teachers coming from the mother country...”
- 3 “The Contracting Parties make it possible to replace teachers missing from native minority language education by teachers coming from the kin state...”
- 4 0 means: the possibility exists but nobody was enrolled; - means: no MA/PhD is offered in this institution.
- 5 0 means: the possibility exists but nobody was enrolled; - means: no MA/PhD is offered in this institution.

Structure of the education system in Hungary 2013/2014



Note: Compulsory education can end at the age of 16 or 18. The lower age limit (16) applies to students in grade 10 and below; the higher school leaving age (18) continues to apply to students in the grades above.

Source: Eurydice (2013)

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W www.ercbgd.org.rs/index.php?lang=en

Közigazgatási és Igazságügyi Minisztérium (Ministry of Public Administration and Justice)
Kossuth Lajos tér 2-4, 1055 Budapest, Hungary
T +36 17951000
E lakossag@kim.gov.hu
W www.kim.gov.hu

Központi Statisztikai Hivatal (KSH, Hungarian Central Statistical Office)
Keleti Károly u. 5-7, 1024 Budapest, Hungary
T +36 13456000
F +36 13456788
W www.ksh.hu/

Magyar Országgyűlés Emberi Jogi, Kisebbségi, Civil- és Vallásügyi Bizottsága (Standing Committee of Human Rights, Minority, Civilian and Religious Issues of Hungarian Parliament)
Széchenyi rkp. 19, 1054 Budapest, Hungary
T +36 14415035
F +36 14415986
E emb@parlament.hu
W www.mkogy.hu/ www.mkogy.hu/internet/plsql/ogy_biz.keret_frissit?p_szerv=181&p_ckl=39&p_biz=A339&p_nyelv=HU

Magyar Tudományos Akadémia Társadalomtudományi Kutatóközpont, Kisebbségkutató Intézet
(Research Institute for Minorities of the Research Centre of Social Sciences of the Hungarian Academy of Sciences)
Országház u. 30, 1014 Budapest, Hungary
T +36 12246790
F +36 12246793
E titkarsag@mtaki.hu
W www.mtaki.hu/

Magyar Tudományos Akadémia Nyelvtudományi Intézete
(Research Institute of Linguistics of the Hungarian Academy of Sciences)
Benczúr u. 33, 1068 Budapest, Hungary
T +36 13214830
F +36 13229297
E LingInst@nytud.hu
W www.nytud.hu

Emberi Erőforrás Minisztérium (Ministry of Human Resources)
Oktatásért felelős Államtitkárság (State Secretariat responsible for Education)
Szalay u. 10-14, 1055 Budapest, Hungary
T +36 17951100
E info@emmi.gov.hu
W www.emmi.gov.hu/

Emberi Erőforrás Minisztérium (Ministry of Human Resources)
Egyházi, Nemzetiségi és Civil Társadalmi Kapcsolatokért Felelős Államtitkárság (State Secretariat responsible for Church, Minority and Non-governmental Relations)
Báthory u. 10, 1055 Budapest, Hungary
E info@emmi.gov.hu
W www.emmi.gov.hu/

Alapvető Jogok Biztosának Hivatala (Office of the Commissioner for Fundamental Rights)
Nádor u. 22, 1051 Budapest, Hungary
T +36 14757100
E info@kisebbségiombudsman.hu
W www.ajbh.hu/

Oktatókutató és Fejlesztő Intézet (OFI, Institute for Educational Research and Development, before 2006: Országos Közoktatási Intézet, National Institute for Public Education)
Dorottya u. 8, 1051 Budapest, Hungary
T +36 12357200
F +36 12357202
E info@ofi.hu
W www.ofi.hu/

Szerb Országos Önkormányzat (Serbian National Self-government)
Falk M. u. 3, 1055 Budapest, Hungary
T +36 13315345
E ssm@t-online.hu
W www.szerb.hu

Szerb Pedagógiai és Módszertani Központ (Serbian Pedagogical and Methodological Centre)

Nagymező u. 49, 1055 Budapest, Hungary

T +36 13315345

E ssm@t-online.hu

W www.szerb.hu

Új Pedagógiai Szemle (New Pedagogical Review)

Dorottya u. 8, 1051 Budapest, Hungary

T 06 1 235 7263

F 06 1 235 7262

E upsz@ofi.hu

W www.ofi.hu/tudastar/uj-pedagogiai-szemle

**educational
institutions**

Effy Nyelviskola (Effy Language School)

József krt. 2, 1088 Budapest, Hungary

T +36 13344429

E effy@freemail.hu

W www.idegennyelvek.hu/budapesti-nyelviskola.php , www.idegennyelvek.hu/szerb-nyelvtanfolyam.php

Eötvös József Főiskola (Eötvös József College)

Szegedi út 2, 6500 Baja, Hungary

T +36 79524624

F +36 79524630

E info@ejf.hu

W www.ejf.hu/

Eötvös Loránd Tudományegyetem (ELTE, Eötvös Loránd University)

Egyetem tér 1-3, 1053 Budapest, Hungary

T +36 14116500

F +36 14116712

E rektor@elte.hu

W www.elte.hu/

InterLanguage Nyelviskola (InterLanguage Language School)

Képiró u. 9, 1053 Budapest, Hungary

T +36 203404411

E postmaster@interlanguage.hu

W www.interlanguage.hu/

Katedra Nyelviskola (Katedra Language School)

Victor Hugo u. 6. 6720 Szeged, Hungary

T +36 62420595

E szeged@katedra.hu

W <http://katedra.hu/>

**Nikola Tesla Szerb Tanítási Nyelvű Óvoda, Általános Iskola
Diákotthon, és Gimnázium** (Nicola Tesla Serbian Language
Kindergarten, Primary School, Dormitory and Secondary School)
Rózsák tere 6-7, 1074 Budapest, Hungary
T +36 13516550
E szerbisk@freemail.hu
W <http://nikola-tesla.net/>

Oktatási Hivatal (Office for Education)
Szalay u. 10-14, 1055 Budapest, Hungary
T +36 13742100
F +36 13742499
E info@oh.gov.hu
W www.oh.gov.hu/

Szegedi Tudományegyetem (SZTE, University of Szeged)
Dugonics tér 13, 6720 Szeged, Hungary
Szláv Intézet (Institute of Slavonic Studies)
Egyetem u. 2, 6722 Szeged, Hungary
T +36 62544000
F +36 62546371
E kacziba@lit.u-szeged.hu
W <http://szlav.u-szeged.hu>

Szerb Általános Iskola és Óvoda (Serbian Primary School and
Kindergarten)
Hunyadi u. 54, 5830 Battonya, Hungary
T +36 68456006

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**cultural
organisations**

KDC Szerb Kulturális Központ / Kulturni i Dokumentacioni Centar
(Serbian Culture Club in Budapest)
Nagymező u. 49. 1067 Budapest, Hungary
T +36 12690100
W <https://hu-hu.facebook.com/kdcbudapest>

“Bánát” Szerb Kulturális egyesület (“Bánát” Serbian Cultural
Association)
Felszabadulás u. 41, 6772 Deszk, Hungary
T +36 62371377
W www.banat.hu/

Magyarországi Szerb Kulturális és Dokumentációs Központ
(Serbian Cultural and Documentation Centre of Hungary)
Falk M. u.3, 1055 Budapest, Hungary
T +36 13315345
E ssm@t-online.hu
W www.szerb.hu

Magyarországi Szerb Színház (Serbian Theatre of Hungary)

Nagymező u. 49, 1065 Budapest, Hungary

T +36 306531871

E szinhaz@szerb.hu

W <http://szinhaz.szerb.hu/ser/index.php>

Magyar Tudományos Akadémia (MTA, Hungarian Academy of Sciences)

Széchenyi István tér 9, 1051 Budapest, Hungary

T +36 14116100

E info@office.mta.hu

W www.mta.hu/

Országos Idegennyelvű Könyvtár (National Foreign Language Library)

Molnár utca 11, 1056 Budapest, Hungary

T +36 13183688

F +36 13180147

E tajekoztato@oik.hu

W <http://opac.oik.hu/web/nemzetisegi>

Tabán Szerb Folklorcentrum Egyesület (Tabán Serbian Folklore Centre Association)

Rózsák tere 6-7, 1074 Budapest, Hungary

T +36 13516550

Regionális Média és Művészeti Alapítvány (Regional Media & Art Foundation)

E info@triplerregio.net

W www.triplerregio.net/

Srpske nedeljne novine (before 2009: Srpske Narodne Novine)
(Serbian Weekly News)

Nagymező u. 49, 1065 Budapest, Hungary

T +36 14750654

E info@snn.hu

W www.snn.hu/

Szerb Egyházi Múzeum - Szerb Ortodox Egyházművészeti Gyűjtemény, Könyvtár és Levéltár (Serbian Church Museum – Serbian Orthodox Ecclesiastical Art Collection, Library and Archives)

Pátriárka utca 5, 2000 Szentendre, Hungary

T +36 26312399

E ortodox.szentendre@museum.hu, serbmus@serb.t-online.hu

W www.museum.hu/museum/index_hu.php?ID=514

Other websites on minority languages

- Mercator Network** www.mercator-network.eu
General site of the Mercator European Network of Language Diversity Centres. It gives information about the network and leads you to the homepages of the network partners.
- Mercator Research Centre** www.mercator-research.eu
Homepage of the Mercator European Research Centre on Multilingualism and Language Learning. The website contains the series of Regional dossiers, a database with organisations, a bibliography, information on current activities, and many links to relevant websites.
- European Commission** <http://ec.europa.eu/languages>
The website of the European Commission gives information about the EU's support for language diversity.
- Council of Europe** <http://conventions.coe.int>
European Charter for Regional or Minority Languages (1992) and *Framework Convention for the Protection of National Minorities* (1995). European Treaty Series 148 and 157, Strasbourg.
- Eurydice** <http://eacea.ec.europa.eu/education/eurydice>
Eurydice is the information network on education in Europe. The site provides information on all European education systems and education policies.

What can the Mercator Research Centre offer you?

mission & goals The Mercator European Research Centre on Multilingualism and Language Learning addresses the growing interest in multilingualism and the increasing need of language communities to exchange experiences and to cooperate in a European context. The centre is based in Ljouwert/Leeuwarden, the capital of Fryslân – the bilingual province of the Netherlands – and hosted at the Fryske Akademy (Frisian Academy). The Mercator Research Centre focuses on research, policy, and practice in the field of multilingualism and language learning. The centre aims to be an independent and recognised organisation for researchers, policymakers, and professionals in education. The centre endeavours to promote linguistic diversity within Europe. The starting point lies in the field of regional and minority languages. Yet, immigrant languages and smaller state languages are also a topic of study. The centre's main focus is the creation, circulation, and application of knowledge in the field of language learning at school, at home, and through cultural participation.

partners In 1987 Mercator Education started cooperation with two partners in a network structure: Mercator Media hosted at the University of Wales in Aberystwyth and Mercator Legislation hosted at the Ciemen Foundation in Barcelona. This network has developed into the Mercator European Network of Language Diversity Centres, which consists of the three aforementioned partners as well as Stockholm University in Sweden and the Research Institute for Linguistics of the Hungarian Academy of Sciences in Hungary. Besides, the Mercator Research Centre, the successor of Mercator Education, expands its network in close cooperation with a number of other partner organisations working in the same field. This cooperation includes partners in Fryslân, as well as partners in the Netherlands and in Europe. The provincial government of Fryslân is the main funding body of the Mercator Research Centre. Projects and activities are funded by the EU as well as by the authorities of other regions in Europe with an active policy to support their regional or minority language and its culture.

research

The Mercator Research Centre develops a research programme on the basis of the data collections available. Research activities focus on various aspects of bilingual and trilingual education, such as interaction in multilingual classrooms, language proficiency in different languages, and teachers' qualifications for the multilingual classroom. Whenever possible, research will be carried out in a comparative European perspective. Research results are disseminated through publications and conferences in collaboration with European partners.

conferences

The Mercator Research Centre organises conferences and seminars on a regular basis. Themes for the conferences include: measurement & good practice, educational models, development of minimum standards, teacher training, and the application of the Common European Framework of Reference. The main target groups for the Mercator Research Centre are professionals, researchers, and policymakers from all member states of the Council of Europe and beyond.

q&a

Through the Question and Answer service available on our website (www.mercator-research.eu) we can inform you about any subject related to education in minority or regional languages in Europe. The experts in our extensive database of experts can also provide relevant information.

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THE SERBIAN LANGUAGE IN EDUCATION IN HUNGARY



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