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HUNGARIAN

The Hungarian language in education in Slovakia
| 2nd Edition |

| Regional dossiers series |



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Glossary

CVTI SR Slovak Centre of Scientific and Technical Information [Centrum vedecko-technických informácií SR]

Foreword

background Regional and minority languages are languages that differ from the official state language. The Mercator Research Centre on Multilingualism and Language Learning uses the definition for these languages defined by the European Charter for Regional or Minority Languages (ECRML):

“Regional and minority languages are languages traditionally used within a given territory of a state by nationals of that state who form a group numerically smaller than the rest of the state’s population; they are different from the official language(s) of that state, and they include neither dialects of the official language(s) of the state nor the languages of migrants”. The Mercator Research Centre aims at the acquisition, application and circulation of knowledge about these regional and minority languages in education. An important means to achieve this goal is the Regional dossiers series: documents that provide the most essential features of the education system of regions with a lesser used regional or minority language.

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aim The aim of the Regional dossiers series is to provide a concise description of minority languages in education, mainly in Europe but also in other parts of the world. 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. Because of this fixed structure the dossiers in the series are easy to compare.

target group The dossiers serve several purposes and are relevant for policymakers, researchers, teachers, students and journalists who wish to explore developments in minority language schooling in Europe. They can also serve as a first orientation towards further research, or function as a source of ideas for improving educational provisions.

link with Eurydice The format of the Regional dossiers follows the format of Eurydice - the information network on education in Europe – in

order to link the regional descriptions with those of national education systems. Eurydice provides information on the administration and structure of national education systems in the member states of the European Union.

contents

Every Regional dossier begins with an introduction about the region concerned, followed by six sections that each deal with a specific level of the education system (e.g. primary education). Sections eight and nine cover the main lines of research into education of the concerned minority language, the prospects for the minority language in general and for education in particular. The tenth section (optional) gives a summary of statistics. Lists of regulations, publications and useful addresses concerning the minority language, are given at the end of the dossier.

1 Introduction *

language

Hungarian is a member of the Uralic language family. It is one of the Ugric languages of the Finno-Ugric branch, a typologically agglutinative language. Hungarian uses the Latin alphabet with several orthographic vowel characters with added diacritics. Almost 13 million native speakers of Hungarian live in the European Union, of which about one third live outside Hungary as members of national minority groups. Outside of Hungary, Hungarian is used as the language of instruction or taught in an organised fashion in the educational system in the following seven countries: Slovakia, Ukraine, Romania, Serbia, Croatia, Slovenia and Austria. The Hungarians living in Slovakia are the second biggest Hungarian national minority (after the Hungarians of Transylvania, Romania) in the Carpathian Basin. Certain phenomena of the Slovakia Hungarian variety used in Slovakia differ from Hungary Hungarian varieties since the different social and political situation led to differences in language use. The main reason for these differences is the bilingual environment in which Hungarians in Slovakia live. As a result of this, language contact phenomena that do not exist in any of the monolingual Hungarian varieties (loanwords, borrowings, or interferences from Slovak language) can be observed at all linguistic levels. Elements of the colloquial language and of regional dialects appear to a greater extent in the standard Slovakia Hungarian variety than in Standard Hungary Hungarian. Since Slovakia Hungarian is not present in all domains of language use, certain registers and especially professional registers are missing. As compared to standard Hungarian used in Hungary, the variety used in Slovakia may seem to be more archaic to a certain extent, as linguistic neologisms created in Hungary are adopted more slowly into the Slovakia variety. Since joining the European Union in 2004, the effect of more open borders as well as the development of technical innovations (such as the internet, satellite TV and radio) on the possible convergence of varieties of Hungarian to produce a unified Hungarian standard language and language use has not yet been investigated.

* The research on which the study is based was conducted within the framework of the Gramma Language Office's work plan.

It should be stressed though that in spite of these differences, the majority of language use and registers used by Slovakia Hungarians are nearly identical with the varieties used in Hungary and easily understandable to the speakers of Hungary Hungarian and to the other Hungarian minorities living in Central Europe. The colloquial variety of Slovakia Hungarian is ranked between the first and second levels on Thomason and Kaufman's (1988) five-level borrowing scale (a tool to measure language contact effects: the first level is characterised by cultural borrowings whereas the second level means that apart from lexical borrowings some slight phonetic, syntactic and semantic borrowings appear, not affecting typological characteristics of the language) and there is minimal language borrowing in the written variety of the language.

A considerable number of Slovakia Hungarian parents bring their children up with Hungarian as the language of the family, and the acquisition of the second language takes place mostly in schools as a part of instructed language learning. A great part of the Hungarian minority speaks Slovak at an advanced level, and only an insignificant small part (very young children or older people) of the Hungarians in Slovakia claim that they do not speak Slovak. In practice, this means that they do not speak Slovak at mother tongue level. This means that Hungarian minority members sometimes have grammar mistakes in their Slovak language usage, especially in cases where the differences in the structure of the two languages are significant. In this respect, the expectations of the Slovak majority regarding the ability of the Hungarian minority to speak the majority language at native-like proficiency level causes problems.

population**Hungarians in Slovakia in 2011**

Hungarians have been living in the Carpathian Basin since the 11th century, their form of state being, first, the Hungarian Kingdom, and later, beginning with 1867, being part of the Austria–Hungary Monarchy. After the dissolution of Austria–Hungary, when the independent Czechoslovak and Hungarian states were established on October 28, 1918, it was not so

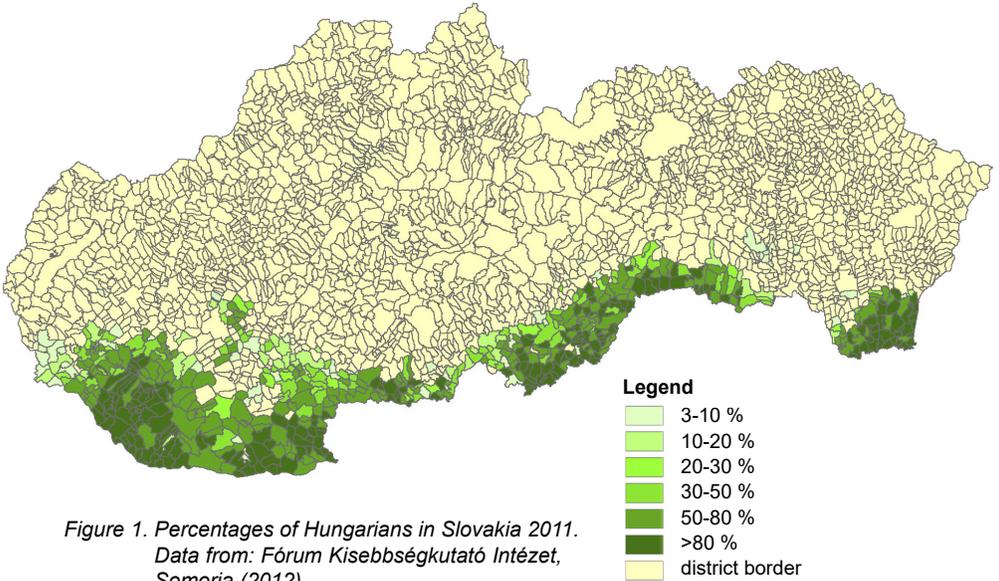


Figure 1. Percentages of Hungarians in Slovakia 2011.
Data from: Fórum Kisebbségkutató Intézet, Somorja (2012).

much the ethnic but rather the political interests that were taken into consideration on the basis of the Treaty of Versailles (which came into effect at the end of WWI on January 10, 1920) when the borders of the new states were drawn. Thus, the border was drawn much further south than the Slovak–Hungarian linguistic border actually was. As a result of this, large Hungarian populated territories became part of Czechoslovakia.

The Slovak Republic was established as one of the successors of the Czechoslovak Republic on January 1, 1993. According to the last census in 2011, Slovakia has a population of more than 5 million people (5,397,036), of which 4,352,775 belong to the Slovak nationality (85.8%), and 661,768 (12.3%) belong to various other national minorities (Statistical Office of the Slovak Republic, n.d.). Regarding their numbers and identities, the most significant among them are the Hungarians (8.5%), followed by the Roma (2.0%), Czechs (0.6%), Rusyns (0.6%) and Germans (0.1%). Compared to the other ethnic groups, the Hungarian population is large, well-organised, and has a strong national identity. The Hungarian minority is an autochthonous group in this region, with a larger population

than other minority groups. Towns and villages populated by Hungarians are located in a more or less continuous area along the Slovak–Hungarian political border, a lengthy patch of varying width along Slovakia’s southern border. Separate blocks of Hungarians live in the towns and villages in the Zoboralja region (a region above and around the city Nitra, called Podzoborie in Slovak) as well as the Bodrogek region (called *Medzibodrožie* in Slovak) between the rivers Bodrog and Tisa, and the Ung river region.

Though the proportion of Hungarians living within the Hungarian linguistic area is gradually decreasing (61.5% in 1991, 56.8% in 2001), more than 90% of Slovakia’s Hungarians still live in this region, and 76.1% live in Hungarian majority settlements. According to the 2011 census, the number of Hungarians in Slovakia is decreasing. From 1991 to 2001, the number of people in Slovakia claiming to be Hungarians decreased from 567,296 (10.7%) to 520,528 (9.7%), and in 2011 this number lowered to 458,370 (8.5%). This significant decrease was caused, in addition to the decrease in the natural birth-rate (which decreased by 33% between 1991 and 2001) by assimilation; about 20 to 22 thousand Hungarians changed their nationality to Slovak. People claiming to have Hungarian as their first language (mother tongue) outnumber those identifying themselves as representatives of the Hungarian national minority by 50,247 (9.7% of the population) (Statistical office of the Slovak Republic, n.d.). In the changing political and social circumstances of the time period since 1920, maintaining its language and culture has been the most important goal of the Hungarian minority community. Education is one of the most central factors in achieving this goal. The Hungarian language plays a determining role in the national identity of Hungarians in Slovakia. Empirical data supports the fact that language shift means a change of their national identity (Sándor, 2000).

language status No minority language has an official status in Slovakia. However, several laws regulate the use of minority languages. The legal status of minorities and their languages are determined at the highest level by the Constitution passed by the Slovak National

Council on September 1, 1992, and by the international documents ratified in Slovakia. The international documents ratified in Slovakia concerning language use are the following: Document of the Copenhagen Meeting of the Conference on the Human Dimension of the CSCE (1990), Recommendation 1201 of the Parliamentary Assembly of the Council of Europe (1993), the Framework Convention for the Protection of National Minorities of the European Council (signed in 1995) and the Hungarian–Slovak bilateral agreements passed in 1996 (Časová verzia predpisu účinná od 24.04.1997, 1997).

The Slovak language spoken by the majority was codified as the state language by the Constitution. According to the Constitution (Art. 6, §1) *“The Slovak language is the official language of the Slovak Republic”*, but members of national minorities and ethnic groups are guaranteed the right of using their languages in official discourse (Art. 34, § 4). Article 34 also addresses the issue of language use rights and states:

“In addition to the right to learn the official language, the citizens belonging to national minorities or ethnic groups shall, under the conditions laid down by a law, also be guaranteed: a) the right to be educated in their language, b) the right to use their language in official communications, c) the right to participate in the decision making in matters affecting the national minorities and ethnic groups.”

However, the phrasing “under the conditions laid down by a law” indicates that, according to Slovakia’s Constitution, these rights are not basic rights but additional rights that can be used in case of existing legal regulations.

Language use is regulated primarily with two language Acts: Act 270 of 1995 on the State Language (Zákon č. 270/1995) and Act 184 of 1999 on the Use of Languages of National Minorities (Zákon č. 184/1999). This last Act defines Bulgarian, Czech, Croatian, Hungarian, German, Polish, Roma, Ruthenian and Ukrainian as minority languages in Slovakia.

According to §1 of the State Language Act, this law regulates the use of the Slovak language, and even though it does

not regulate the use of minority languages - because the law prescribes the use of Slovak in all public functions - it does effectively limit minority language use. This section of the Act states that *“the State language has a priority over other languages applied on the whole territory of the Slovak Republic”*. The preamble states that *“The National Council of the Slovak Republic, be it resolved the fact that the Slovak language is [...] a universal means of understanding for its citizens...”*. Based on this, the Constitutional Court of Slovakia passed a resolution (Nález č. 260/1997) in 1997 which deemed the regulation of the law proclaiming the general priority of the Slovak language as constitutional. According to these regulations, the minority language is allowed to be used while contacting the local government and local state administration offices if the proportion of the minority population is above 20% in the given town or village (which was the case for Hungarians in 494 settlements, based on the 2011 census). This threshold will change to 15% as of 2021, as stated in the 2011 modification of Act on the Use of Languages of National Minorities (Zákon č. 184/1999). According to the 1991 census, there are 40,925 more people claiming Hungarian mother tongue than Hungarians by ethnicity. In the 2001 census, this difference is 48,352, and in 2011 it is 50,247. This fact has a special significance when the use of the minority language is fixed to the 20% of the people according to their nationality and not to their mother tongue.

However, even when considering this threshold of 20%, the use of minority languages is not guaranteed. Public servants are not required to speak the minority language. While the State Language Act refers to all official bodies, the Act on the Use of National Minority Languages only refers to those whose headquarters are in towns or villages where the minority exceeds 20% of the population. Since the towns and settlements inhabited by Hungarians have a small population, the proportion of minority population in the counties does not exceed 20% in any of the eight counties of the state. According to the State Language Act, 12 public servants at administrative offices are required to use the state language in communication, whereas,

based on the Act on the Use of National Minority Languages, customers “have the right” to speak Hungarian (in venues defined by the law) (Fiala-Butora, 2012). Using the example of János Fiala-Butora: *“If a Hungarian customer has official business, in Bratislava, with a Hungarian policeman that they know, according to the Law on the State language, they are required to communicate in Slovak.”*

Act 757 of 2004 on Courts of Law states, in 74. § (1) f 152, that the heads of courts of law have to guarantee the use of the state language in courts of law (Zákon č. 757/2004). Laws allow for the possibility of the oral use of minority languages by the litigants, with the use of a court interpreter at the expense of the litigant.

The State Language Act also states that the language of cultural and educational events should be Slovak, except for minority cultural events, which, however, have to include introductory and accompanying texts in the state language as well as in the minority language. This Act allows the broadcasting of television programmes using a language other than the state language if they are subtitled in the state language, or if the programme is repeated in the state language immediately after being broadcast in the minority language. This makes the production of minority language programmes much more expensive. Live broadcasting in minority languages is made practically impossible by the regulations, since it would require simultaneous interpreting (Fiala-Butora, 2012).

Also according to the State Language Act, health care professionals and social services employees are required to communicate in the state language with their customers. In towns and villages where the minority population exceeds the required threshold, both the State Language Act and the Act on the Use of National Minority Languages allow persons belonging to minorities to communicate with health care professionals and social services employees of social services in their own language. However, these Acts also state that the latter are not required to know the minority language.

Based on all of the above, the argumentation used by Szabó Mihály (2011) is still valid: *“the state language is the means*

of societal integration and of maintaining public (including official) relations between citizens, whereas the minority language is the means of communication within the community and a means of expression of cultural identity rather than the means of actual communicative function outside the community” (p. 23).

The use of personal and settlement names is regulated by Act 300/1993 on Names and Surnames (Zákon č. 300/1993), making it possible to register minority first names in minority language form; according to Act 154 of 1994 on Registers (Zákon č 154/1994), women are allowed to use their last name according to their first language without the Slovakian female name ending ‘-ová’. Names of Slovakian towns are provided in their official Slovak forms as well as their traditional Hungarian forms in brackets.

**status of
language
education**

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According to article 42 of the Constitution, “*Citizens shall have the right to free education at elementary and secondary schools*”. The Slovak Republic regulates primary and secondary education according to Act on Education of 2008 (Zákon č. 245/2008) and higher education according to the Law on Higher Education (2001). According to §2 of the Act on Education, the language-related goal of public education is to develop oral and written language skills in the state language, the mother tongue, and in foreign languages. Also, the language of instruction is defined as the state language in primary and secondary educational institutions. Section 3 of this Act states that students belonging to national minorities and ethnic groups have the right to study using their own language in addition to having the right to acquire the state language. By this Act, two types of education are guaranteed for national minorities: education with the minority language as the language of instruction, and education where the minority language is taught as subject. Slovakia’s laws do not define when and where the minority language can be used as instruction language. Education in the Hungarian language is thus carried out using “common law” on the one hand. On the other hand, Slovakia ratified the European Charter of Regional or Minority Languages in 2001,

which is the only document stating which minority languages are guaranteed in primary and secondary education. The Act on Education of 2008 defines the state language as obligatory school subject as part of the curriculum. In compliance with this Act, primary and secondary school pupils with Hungarian as the language of instruction are given bilingual certificates at graduation (§18). At these schools, documentation is carried out in both languages (Slovak and Hungarian) (§11).

education system

Education in Slovakia is compulsory until the age of 16, providing 10 years of compulsory education. Primary and secondary education is free in Slovakia. Most textbooks and teaching materials are distributed for free and returned to the school at the end of the school year. State schools, private schools, and church schools are present at primary, secondary and tertiary education level. After passing final and entrance exams successfully, students can earn BA, MA, and Ph.D. degrees at higher education.

In educational institutions, the content of education is implemented based on educational programs. For educational institutions, the curriculum content of educational programs is mandatory. The structure of educational program documents is the same for all levels of education, and there is no difference in the curriculum content between majority and minority education. The introductory part of the documents contains the description and aim of the subject; then the curriculum contents are presented in spreadsheets, divided into grades, indicating the range of curricula to be acquired and the output skills to be achieved. The diverse needs of minority education appear in the documents regulating the content of education in the case of two subjects: the minority language (in our case Hungarian) and literature and Slovak language and Slovak literature. Educational documents regulating minority education, regardless of the language of instruction or subject, are only available in Slovak on the website of the State Pedagogical Institute.

private and public

In the Slovak education system, there are church and private schools in addition to public schools. From 1990 onwards,

church schools in Slovakia have been founded and administered by churches and religious denominations registered by the State. Churches have the right to autonomously administer their affairs and institutions, except in the legal competence of the Ministry of Education, Science, Research and Sport of the Slovak Republic (Ministerstvo školstva, vedy, výskumu a športu SR, hereafter referred to as 'Ministry of Education') concerning the establishment of schools, the definition of the concept and organisation of the curriculum, the issue of syllabi and framework curricula, and the provision of compulsory school attendance. Founding church and private schools is regulated by Act 596/2003 on state administration in education and school self-government (Zákon č. 596/2003), stating that the details about the establishment and the activity of church and private schools are determined by the Ministry of Education. Private schools represent educational establishments whose founders are legal entities or private people, civic or special interest associations and special purpose educational organisations. After being accredited, these schools provide education legally equal to that of public schools. They are managed and overseen by the Ministry of Education.

In 2018, there were 562 educational institutions using Hungarian as a language of instruction in Slovakia, including all levels of education from preschool to secondary education. Of these, 45 were private or church schools (8%). One of the reasons of the low proportion of church and private schools is that there were no private or church schools in the socialist Czechoslovakia before 1990. After 45 years, the legal framework for founding non-state schools had to be developed. In addition, the economic state of the country in general, and within this the more disadvantageous financial situation of the Hungarian population, did not make it easy to establish a significant network of private and church schools.

bilingual**education forms**

Slovakia Hungarians have a well-developed educational system, present in all educational levels. The most developed bilingual educational system is that of primary schools. After the region of Upper Hungary became part of the newly formed Czechoslovakia in 1918, Hungarians were able to keep a number of their primary and secondary schools, which were part of a very strong academic tradition. So much so that the network of minority language schools was restored even under the Communist regime. The network of technical secondary schools and vocational secondary schools is less developed.

The language of instruction in Slovakia's Hungarian primary and secondary schools is Hungarian. The state language is taught as a second language as part of the subject Slovak language and literature. Slovak-Hungarian schools are (in most cases) directed by Slovak management but run Slovak and Hungarian programmes in parallel. The vocabulary used for science subjects (mathematics, physics, biology and chemistry) is taught within these lessons. In most vocational schools, subjects are taught in the state language because of a lack of Hungarian course books and of Hungarian speaking vocational education teachers. The greatest disadvantage of this is that the students acquire the register of their professions mostly in the majority language; they can hardly speak about their professions in their first language. Hungarian is not taught in schools with Slovak as a medium of instruction. In secondary technical schools, technical subjects are taught either partly or totally in Slovak.

Hungarians in Slovakia finish education at lower levels, on average, than Slovaks, as illustrated by table 1 and according to the 2011 census. 14.3% of the Slovak and 22.0% of the Hungarian population had primary education as their highest level of education, and 23.6% of the Slovak population and 26.6% of the Hungarian population had vocational school education without matriculation exams as highest educational level. The proportion of students with matriculation exams was 29.1% among the Slovak population and 25.8% among the Hungarian population. 14.8% of the Slovak population finished higher education (BA, MA, Ph.D), compared to 8.7% of the Hungarian population (table 1).

administration The content and form of educational documentation is regulated by the Ministry of Education. Curricula and subject requirements are developed by the National Institute for Education (an institute created by the Ministry of Education, constituting an independent legal body and funded from the national budget), and approved by the Ministry of Education.

Within the Slovak educational system, the laws on primary, secondary and higher education do not specifically regulate minority education. Minority education is structured in the same way as majority education, and legally regulated in the same way as well: in addition to laws, various regulations also define the legal framework in which it exists. In this way, minority education is an organic part of the Slovak educational system and is characterised by the same features, both in its structure and function, as majority Slovak education.

Some cases (e.g. the different views on history concerning the Versailles Treaty and its consequences, the forcible movement of Hungarians after WWII, etc.) lead to tensions. The state-prescribed curricula and the educational content of the various school subjects are developed by the State Pedagogical Institute. These are obligatory for all educational institutions and are only available in Slovak language versions, regardless of the language of instruction of the school or subject.

The language of contact with institutions of educational administration is exclusively the state language, both in oral and written forms. Names of schools or school facilities can only be in Hungarian if it is stated in this name that the educational process is carried out in Hungarian. The type of school has to be stated both in Slovak and in the language of the relevant national minority. If the registered office of the school is located in a municipality in which members of a national minority make up at least 20% of the population, the name of the school shall also be stated in the language of the national minority, as stated in paragraph 21 of the Act on state administration in education and school self-government (Zákon č. 596/2003).

inspection

The State School Inspection is responsible for school supervision. This State School Inspection was established on January 1, 2000, as a central state administrative body independent of the Ministry of Education, whose task is to supervise the professional training and education in primary and secondary schools. The legal framework is laid out in Decree no. 137/2005 (Vyhláška Ministerstva školstva Slovenskej republiky o školskej inšpekcii 137/2003 [Decree of the Ministry of Education of the Slovak Republic on School Inspection]). The State School Inspection exercises its competence at all levels of education. However, it does not have a department supervising minority schools. The tasks of the State School Inspection are determined by Act 596/2003, stating in paragraphs 12 and 13a that inspectors assigned to minority schools are required to know the respective minority language as well as the state language. The inspectorate is directed by the Head Inspector.

support structure

The National Institute for Education (Štátny pedagogický ústav) provides methodological and professional guidance for primary and secondary schools. Its main activities are professional approval of course books, answering theoretical and practical questions about requirements of textbooks, and organising of course book writing, the elaboration of subject concepts, experimental pedagogical programmes, diagnostic methods, and organising in-service training courses for teachers. Professional guidance for minority schools is since 2018 provided by the department Content Creation and Development of Minority Education of National Institute for Education (A nemzetiségek oktatási tartalmi fejlesztésének és készítésének szakosított osztály/osztályok a tananyagok fejlesztésének és készítésének szakosított osztály/osztályok pre tvorbu a rozvoj obsahu vzdelávania národnostných menšín). This department defines the basic educational content requirements for the Hungarian primary and secondary schools, the requirements of the high school leaving examinations in Hungarian grammar and literature.

A vast majority of Hungarian language course books used in Hungarian schools in Slovakia is published by the Slovak Pedagogical Publishing House. However, the Ministry of Education commissions other publishers on a competitive basis

such as Terra Kiadó (Terra Publish House), Lilium Aurum, and Orbis Pictus to publish textbooks too. A common feature of all the books used in the Hungarian schools in Slovakia is that they, apart from the basic reading textbooks in the lower grades of primary school and those of Hungarian grammar and literature, are all translations. They are translated from Slovak usually by Slovakia Hungarian teachers, instead of by professional translators. For those teachers, the use of precise professional terminology in Hungarian is often a difficult task since they themselves received their university degrees from majority language universities. The textbook manuscripts are not checked by professional editors either, leaving much to be desired regarding the language quality.

Non-governmental organizations play a significant role in the development and in-service training of Slovakia Hungarian teachers, aiming to provide professional support for teachers in areas where state institutions are unable to provide adequate professional assistance to minority education. These organisations aim to provide in-service training courses for teachers, and to improve the level of Hungarian education in Slovakia.

Hungarian education in Slovakia may rely on the superordinate social organisations from a professional point of view: the Szlovákiai Magyar Pedagógusok Szövetsége (Alliance of Hungarian Teachers in Slovakia), founded 30 years ago (in 1990). The Alliance is an autonomous, independent professional organisation of Slovakia Hungarian teachers and school staff that represents the interests of its members. The Alliance provides regular in-service training opportunities for Slovakia Hungarian teachers and takes part in the preparations and planning of documents and decisions of educational administrative bodies, in the development and reviewing of laws concerning education, publicly expressing the stance of Slovakia Hungarian teachers on the government's measures when necessary. It also organizes methodology workshops, in-service training courses, and conferences, provides educational services to educational institutions and the bodies that maintain them. An important aspect of its activities is the development and maintenance of the database of the comprehen-

sive Slovakia Hungarian educational network. In recent years, the Alliance has created four professional associations.

The National Association of Preschool Teachers (Óvópedagógusok Országos Társulása) provides professional support for Slovakia Hungarian preschool teachers and staff working in preschools that use Hungarian as the language of instruction and operation. This Association coordinates activities among such preschools and represents their interests, organizing yearly in-service training programs and other professional events and discussion platforms for kindergarten teachers.

The Comenius Pedagogical Institute (Comenius Pedagógiai Intézet) aims to provide professional support for Slovakia Hungarian primary and secondary schools, organizing methodology training for teachers several times a year.

The National Association of Special Development Professionals (Speciális Fejlesztő Szakmák Országos Társulása) provides professional support for members of the special development professionals' community in Slovakia. Because there are currently no Hungarian language training programs for minority teachers of special needs students that serves the needs of minorities, the Association attempts to coordinate the work of graduating teachers. It organizes national conferences, in-service training courses, and other professional events, providing opportunities to exchange best practices and develop cooperation.

The National Association of Principals (Iskolavezetők Országos Társulása) is a national professional organisation whose members are Slovakia Hungarian school principals, teachers, and representatives of bodies that maintain educational institutions. Its goals are to formulate, represent, and help implement the shared interests of Slovakia Hungarian schools and other educational institutions in various contexts, representing these interests in the decision-making processes concerning decisions affecting Slovakia Hungarian schools at the regional and national level. The association also aims to provide opportunities to exchange best practices and develop cooperation between schools, educational administrative offices, bodies maintaining schools, and professional organizations, organizing

regular national conferences, workshops, and in-service training opportunities of minority education focus.

Another non-governmental organization that plays an important role in the organisation of the education teaching profession is the Katedra Society, founded in 1995. The Society deals with pedagogical, educational and pedagogical-psychological issues, as well as educational policy. Since 1995, the professional journal of Hungarian teachers in Slovakia, the Katedra, has been published.

2 Preschool education

target group Preschool facilities provide systematic education for 3 to 6-year-old children. Attendance is not compulsory. As required by a 2018 government decree, children will be required to attend preschool at age 5 from September 1, 2020.

structure Preschools are a part of the Slovak educational system. If the number of children enrolled in a preschool allows this, children are divided into three groups according to their ages. Children in the oldest group receive primary school preparatory training. Preschool education is provided according to the Framework Programme of Education and Training in Kindergartens. This programme, besides traditional educational components, includes separate subjects like pro-social education, integrated environmental education, and healthy living.

legislation Preschools are controlled by the Ministry of Education. The content of preschool education was developed and is obligatorily determined by the National Institute for Education in the State Educational Programme for Preschool Education in Kindergartens (Štátny Pedagogický Ústav, 2016a), and is valid from 1 September 2016. This educational programme contains the content areas of preschool education in Slovakia. Minority preschool education is referred to in some parts of the document, but it is not explicitly regulated. The state educational programme states (on page 98) that the language of preschool education in the Republic of Slovakia is the state language, and that, in addition to their right to acquire the state language, national minorities and ethnic groups have the right to be educated in their own language. This section also states that in preschools where a minority language is used as a language of instruction, communication in the state language is part of the educational activities.

The content of state language education at schools where a national minority language is used as language of instruction is regulated by a separate methodological document (Štátny Pedagogický Ústav, 2016b). It does not contain specific

elaborated methodological activities, but states amongst other things that the interconnection of the mother tongue and the Slovak language should take place in all daily activities.

Kindergartens develop a School Educational Programme, which is a pedagogical document according to which education and training is carried out at that specific school (Zákon č. 245/2008). These School Educational Programmes for Hungarian kindergartens are written in Slovak.

language use

The language of instruction in the Hungarian preschools is Hungarian (both in state and non-state institutions). Slovak language education is compulsory. According to the methodological announcement, Slovak language education has to be integrated with mother tongue activities in the everyday routines of preschools (Štátny Pedagogický Ústav, 2016b). Educational administration is carried out in Slovak.

teaching materials

There is no teaching material for preschool level available in the Hungarian language. Slovak or Czech periodicals are used in some kindergartens as educational material. Occasionally, preschool material in Hungarian, such as storybooks, is donated from Hungary. Slovak-language school aids are also available for Hungarian-language kindergartens from the kindergarten's budget and can be ordered to a limited extent from specialised Slovak publishers if the budget of the local government enables to order them.

statistics

According to the data of the Ministry of Education, on September 15, 2019, there were 262 Hungarian and 73 Slovak–Hungarian state preschools and 13 Hungarian church preschools in Slovakia. At that moment, these preschools were educating 9,296 children in 544.5 classes. A total of 413 Hungarian nationality children attended Slovak preschools, which is 4,09% of the Hungarian preschool children. The proportion of Hungarian minority children attending preschool education is 5.61% (the number of Slovak children attending preschools is 154,326, the number of Hungarian minority children altogether in kindergartens is 9,709). Low proportion of preschool children shows

unfavourable age distribution in Hungarian minority. The role of the non-state preschools is marginal, there is no Hungarian private preschool, and there are 13 Hungarian church preschools registered with 437 children altogether (see table 2).

3 Primary education

target group Primary education in Slovakia starts for children when they are 6 years old and lasts 9 years, usually until they are 15.

structure Hungarian primary education in Slovakia does not form an independent unit within the Slovak education system. Primary schools in Slovakia represent a special purpose social-educational institution for providing the compulsory general basic education. Since 1997, primary education is divided into two stages; the lower grades (years 1 through 4), and the upper grades (years 5 through 9). Education can be provided by teachers possessing the required professional and educational certification at bachelor level for the lower grades and master level for the upper grades. If a student does not meet the requirements of their latest year, he/she has to retake the year. Students are admitted into 1st grade if they have turned 6 before August 30th in the given year. After completing primary education, students are required to apply to secondary education.

The educational content is regulated by framework curricula and syllabi. The subject requirements – which are the same for majority and minority schools – are developed by experts at the National Institute for Education and approved by the Ministry of Education. The programme includes the following educational areas: Language and Communication; Mathematics and Work with Information; Nature and Society; Human and Nature; Human and Values; Arts and Culture; Health and Physical education.

While the subject requirements of the minority schools are the same as those of the majority schools, minority education differs from majority education in the amount of hours per teaching subject (see table 3). The school curricula of the subjects for the given year are created by the teachers, keeping in mind that they are not allowed to deviate from subject requirements. Qualification requirements for primary and secondary education teachers are the same (master degree).

legislation Public primary schools are established and maintained by the local governments. Primary schools are regulated by paragraph

16 of the Act on Education of 2008. The regulation of education in the first language and the guaranteeing of bilingual documentation is regulated by §12 of this law. § 29 in the 2016 modification of this law abolished the lower limit on the number of students in a class in the lower grades of primary school and the upper grades of minority schools. Before this modification, the lowest number was 11 pupils in the first year class, 13 pupils in the second to fourth year class and 15 pupils in the fifth to ninth grade. According to § 29 there are no minimum class sizes in small schools (both in majority and minority schools). This legislation allows primary schools with a very low number of pupils to subsist. These schools would have been closed without the legislation change. While this legislative change is favourable for small minority schools, municipalities and churches are responsible for funding and maintaining minority schools with low number of pupils, and to provide them with sufficient resources.

Educational programmes for special education schools are also regulated by the Act on Education of 2008 (§94). According to this law, pupils requiring special education can be enrolled either in special education schools or in regular primary schools. In the latter case, they are studying together with pupils following personalized curricula designed for them by their school. The law on education does not regulate minority special education. Based on the amendment to the law passed by the Slovak Parliament in 2017 (Zákon č. 151/2017), non-hearing individuals in Slovakia have the right to use the Slovak sign language and to be educated in Slovak sign language (§ 3). While the law states that the Slovak sign language is the natural language of the community of non-hearing people, and is recognised as language, having its own grammar and signs, there are no regulations concerning non-hearing people of minorities. The professional inspection of primary schools is handled by the State School Inspection.

language use

The network of primary schools with Hungarian as the language of instruction serves as the base of Hungarian minority education. The language of instruction in the Hungarian state and

church primary schools in Slovakia is Hungarian. The majority language is taught and learned as part of the subject Slovak language and Slovak literature, both in the lower and upper grades, one hour a day, in small groups.

The subject requirements of schools that use a minority language as language of instruction are identical with other schools, developed by experts at the National Institute for Education and approved by the Ministry of Education. These subject requirements are only written in Slovak, also concerning the subject Hungarian Language and Literature. School documentation and the certificates at these schools are bilingual. Compliance with laws and the level of teaching are checked by the State School Inspection.

**teaching
materials**

Course books, after being approved by the Ministry of Education, are provided to students for free in primary schools. The Ministry circulates the list of approved textbooks every year, from which schools can order books for their students. Except for textbooks used for Hungarian grammar and literature, all primary school textbooks used at Hungarian instruction language schools (except of foreign language textbooks) are translated from Slovak. Other supplementary material, such as textbooks published in Hungary, can be used if the parents of the students agree to purchase them. However, using these materials is limited by the purchase power of the parents and the prices of these books. Other supplementary materials, like maps, are used in the Slovak language, as required by law. The language of geographical names used in textbooks is regulated specifically by the Law on Education. As stated in §13, geographical names used in the language of the minority have to be used in a bilingual fashion, first providing them in the language of the minority, then, in brackets or following a slash, in the state language. In the back matter of the textbook, the geographical names have to be listed, in a dictionary fashion, both in the minority language and the state language.

statistics

Of the 208 Hungarian state schools in Slovakia in 2018 (see table 4), 116 offered both lower and upper grades, and 89 only

provided lower grades primary education. Additionally, there were 14 Slovak–Hungarian state schools with classes (providing both lower and upper grades) using Hungarian as the language of instruction, and 12 of these Slovak-Hungarian schools with lower grades only. The average number of students per class in 2018 was 16, which is less than the number in classes given in the Slovak language. The reason for this is the unfavourable demographic situation of Hungarians in Slovakia, and also the fact that most of them live in smaller settlements (small towns and villages). This is reflected in the higher proportion of small schools, too. Such villages with a small number of inhabitants mostly have schools that only provide the lower grades of primary education, where pupils of different grades are often taught in the same classroom. Pupils from such schools normally continue their education at the schools located in the nearest town.

Of the 14 Hungarian church schools, 10 provide both lower and upper grades, while 3 only provide lower grades (see table 4). According to the data of the Ministry of Education, 3,683 minority Hungarian students studied in schools with Slovak as the language of instruction in 2018, which was 11.2% of all school aged Hungarian children (CVTI SR, 2018b). This is about 2,5 times less than in the 1980s, when nearly a quarter of all minority Hungarian children attended schools with the majority language as the language of instruction. However, this decrease also includes a decrease in the absolute number of Hungarian students, the number of Hungarian minority school age pupils in Slovakia has halved in the last 30 years.

According to the Slovak Centre of Scientific and Technical Information (CVTI SR), there were eight special education kindergartens and primary schools with Hungarian as the language of instruction, and 15 Slovak–Hungarian special primary schools with 1616 pupils in 2018. There are two Slovak–Hungarian and five Hungarian vocational schools for the disabled, where 137 students are being educated. These data show that 48.8% of the special school learners do not receive education in their mother tongue. A total of 281 Hungarian minority children studied in special secondary schools in 2018 (CVTI SR, 2018c).

statistics

The Sámi Education Centre did not share information. Observations on social media give the impression that 10 – 20 students were part of the duodji-program in academic year 2019/20.

4 Secondary education

target group	Secondary education starts at age 15 and lasts until age 18.
structure	<p>Secondary education is offered at three school types: academically oriented high schools (<i>gymnázium</i>), technical high schools, and vocational schools. The first two school types have school leaving exams, called <i>maturita</i> (which are necessary to pass for university entry). Academic high schools offer general and professional education with a firm grounding in theory and prepare students mainly for studies at higher education institutions. These academic high schools can also be divided into three types, differing in the length of their educational programme (which are four years, five years, and eight years – after the 5th grade of the basic school). Bilingual programmes are offered at the academic high schools offering five-year education, with both Slovak and foreign languages as language of instruction. Nevertheless, there is no Hungarian bilingual programme within these foreign languages.</p> <p>Technical high schools provide education of a technical, economic, agricultural, health-care or artistic nature. Their students also qualify with a secondary school leaving certificate after completing 4 years. In addition to the various professions, this type of school also prepares students for study at higher education institutions.</p> <p>Vocational schools award apprenticeship certificates without school leaving certificate, and prepare school-leavers for professional activities for careers that are based in manual or practical occupations. Vocational schools are finalized by final examination that qualifies graduates for performing workers' trades and vocational activities (e.g. carpenter, bricklayer, cook, confectioner, car mechanic, hairdresser).</p> <p>Students can apply to the four- and five-year programmes after grade nine of primary school, and to the eight-year programme after grade 5 of primary school. Secondary education is free of charge in general, however church and private schools may charge tuition fees.</p>

legislation

Secondary schools are established by self-governing regions (according to EU's NUTS 3 level of local administrative units) after being approved by the respective central body of the state administration. While primary schools are maintained by local governments, secondary schools are maintained by the counties. They are regulated by the Act on Education of 2008. The legal regulation of primary and secondary education is done by the Ministry of Education.

Issues of minority education are handled by the Department of Minorities within the ministry. Professional guidance for educational institutions, including minority schools, is provided by a number of satellite institutions of the ministry: the State Pedagogical Institution (*Štátný pedagogický ústav*), the National Institute of Standardized Testing (*Národný ústav certifikovaných meraní vzdelávania*), the Pedagogical Methodology Center (*Metodicko-pedagogické centrum*), the Institute for Technical Education (*Štátny inštitút odborného vzdelávania*), and the Scientific Technical Centre of the Slovak Republic (*Centrum vedecko-technických informácií SR*). Of these institutions, the State Pedagogical Institute, the National Institute of Standardized Testing, and the Pedagogical Methodology Centre have minority departments. These departments, however, are not staffed sufficiently to provide adequate professional assistance. Bilingual school documentation, also concerning vocational education, is guaranteed by Law 5 of 1999 (Zákon č. 5/1999).

language use

The language of instruction in the Hungarian academic high schools in Slovakia is Hungarian. The curricula and subject requirements for secondary schools are developed by the National Institute for Education and approved by the Ministry of Education. These requirements are only available in Slovak, also for schools with Hungarian as the language of instruction. The syllabus is made up by the teacher of the subject. The teacher may write the syllabus in Hungarian for own use. However, a copy submitted to the school management needs to be written in Slovak.

In academic and technical high schools with an educational programme of four years and with Hungarian as the language

of instruction, the subject Hungarian Grammar and Literature is taught for four years, in two lessons a week each year (totalling 66 lessons per year). The subject Slovak Language and Literature is also taught for four years, but in three lessons per week each year (totalling 99 lessons per year).

**teaching
materials**

Textbooks used in academic high schools are written in Hungarian, just like in primary schools. Apart from the textbooks of Hungarian grammar and literature, they are all translations of Slovak textbooks. Books used in technical high schools are either translated from Slovak or are in Slovak. There are no exact data on the use of textbooks in vocational schools.

statistics

For the number of schools, classes and pupils concerning Hungarian secondary education in Slovakia in 2018, see table 5. The average number of students in a class was 20. 18% of the Hungarian minority secondary education students attend state run academic high schools with Slovak as the language of instruction. While the proportion of non-state primary schools with Hungarian as the language of instruction is insignificant, more than one third of academic high schools are not run by the state.

5 Vocational education

target group Secondary vocational education begins at the age of 15 and extends to age 17, 18, or 19, depending on the type of school.

structure There are two types of vocational education: vocational schools and vocational technical high schools.

The mission of vocational schools is to provide pupils with vocational education and training, and prepare students as skilled workers. The educational content and training of vocational schools consist of general and vocational parts. Vocational schools can be subdivided in schools with training courses lasting two years, and training courses lasting three years. The former ones award students with a certificate of completion of lower secondary education. They represent a special level of school that prepares students for performing trades upon completing the compulsory schooling period but in a lower grade of primary school or who failed to successfully complete grade 9 and therefore cannot advance to any kinds of secondary schools. The vocational schools with training courses lasting three years award students with a certificate of apprenticeship, which is proof of secondary vocational education fulfilment. After obtaining this certificate, graduates may continue their study in comprehensive technical high schools: this follow-up consists of a study of two year. In these schools students can choose between vocational training or complementing vocational training with academic high school leaving exams.

Technical high schools offer four-year (sometimes five years) studies, providing technical education which prepares students for occupations and professional activities, but also enabling them to enter higher education. These studies are completed by the school-leaving examination. Graduates of these schools often apply successfully for higher education, mainly for technical universities.

Some vocational high schools are called Academies (e.g. Academy of trade, Academy of hotel trade, etc.) offering five-year studies ending with a school leaving exam and professional qualification.

legislation Vocational schools are established by self-governing regions after being approved by the respective central body of the state administration. Secondary schools are regulated by the Act on Education of 2008 and by the Act on Vocational Education and Training and Amendments to Certain Acts (Zákon č. 61/2015). The professional inspection of vocational education is carried out by the State School Inspection. The 2015 vocational education reform has recently introduced the so called dual Vocational Education and Training (VET), providing work-based learning in companies based on contracts with individual learners. There isn't any data available about the impact of this form of education on minority language education.

language use Technical subjects at vocational secondary schools are mostly taught either partly or totally in Slovak. Vocational high schools with Hungarian as the language of instruction are dealing with a shortage of both teachers and reference books. Therefore, even if Hungarian is (partly) used as language of instruction, the language will always be accompanied by the Slovak language. The use of the two languages varies: in some cases, both languages are used within one lesson, in other cases only the Slovak language is used. There are no accurate empirical data on the language use in these classrooms. At these technical secondary schools, the subject Hungarian language and literature is taught once or twice a week in one or two lessons. School documentation is bilingual, but all official oral and written communication with the maintaining and supervising authorities is only allowed in Slovak. Curricula and syllabi are also written in Slovak.

The oldest technical secondary school of Slovakia using Hungarian as a language of instruction is the industrial school of Košice/Kassa (the so called "ipari" 'industrial') is the most well-known Hungarian technical secondary school in Slovakia which provides a graduation school leaving certificate. It was founded in 1872 and is currently named József Szakkay Technical High School. It provides technical education in five areas: mechatronics, technical specialization, electrical engineering, trade academy, and provides post-secondary non-tertiary

education in two fields: mechanical engineering, logistics and road transport management. There are about 20 different jobs for Hungarian students to be trained for in their first language (for example: mechanics, bakers, tailors, confectioners, hair-dressers, and bricklayers).

**teaching
materials**

Textbooks used in Hungarian vocational education are free for the students, but the language of the book is either Hungarian or Slovak, depending on whether the book has already been translated into Hungarian from the Slovak original. There is no data available regarding the use and language of vocational education textbooks. According to the non-official statements of the headmasters of secondary schools, there is a big shortage of Hungarian language textbooks in vocational education. Due to the limited edition of textbooks, their translation into Hungarian is less profitable; it can be said that the supply of textbooks in vocational secondary schools and vocational schools deteriorated compared to the period before the change of system. There is currently no government plan that aims to translate professional textbooks from Slovak language into Hungarian.

statistics

For more information about the number of (Slovak-)Hungarian vocational education schools, classes and pupils in 2018, see tables 6 and 7. Also in 2018, 8,679 Hungarian minority students attended vocational schools and vocational high schools that offered a final exam (general certificate of education). According to these data we can claim that 32.8% of these students acquire their vocational education not in their mother tongue but in Slovak language.

6 Higher education

structure

Universities in Slovakia can be divided into three types: public, state and private universities, all of them providing education at the 3 levels of higher education (Bachelor's, Master's, Doctoral). Public higher education institutions are legally established according to the Act on Higher Education (Zákon č. 131/2002), and are funded by the government, while state higher education institutions are established through the Ministries of the Slovak government. State universities are governed through the respective ministries. Private higher education institutions are established by non-governmental institutions or founders, and must get the approval of Government of the Slovak Republic. Public and state higher education institutions are financed mainly by the state budget. There were 20 public universities and 3 state universities in the year 2019 in Slovakia (Ministry of Education, n.d.). Private higher education institutions secure their own financial means but have the possibility to receive funds from the state budget for social support for students (social and motivational scholarships). In 2019 there were 12 private universities in Slovakia.

University education in Slovakia lasts five years, some studies are organised in 6 years, e.g. human medicine (MUDr.). Most university studies are organised by the following stages: 3-4 years of bachelor study, after which graduates obtain a bachelor title (Bc.), and usually 2 years of master study, after which graduates obtain a master title (Mgr.). Graduates that studied human medicine (MUDr.) or technical and economic sciences graduates obtain the engineer (Ing.) title. Second level higher education graduates can continue their studies at PhD. level.

Independent higher education institutes with Hungarian as the language of instruction were closed in Czechoslovakia after WWII. Even though there were no independent Hungarian universities in Slovakia until 2004, there were two higher education institutions where students could study the Hungarian language or could pursue their studies in Hungarian. These institutions were Comenius University in Bratislava (Hungarian: Pozsony) and the former Pedagogical college in Nitra

(Hungarian: Nyitra). On January 1, 2004, the first Hungarian university in Slovakia, Selye János University, was established in Komárno (Hungarian: Komárom). The Faculty of Central European Studies, the fifth faculty of the Constantine the Philosopher University in Nitra (successor of Pedagogical college from the year 1996) was founded in the 2004/2005 academic year, dedicated to continuing Hungarian teacher education at this university and to training bilingual administrative professionals for public administration.

The Institute of Hungarian Language and Culture was founded in 2011 at University Prešov (Hungarian: Eperjes), providing Hungarian language and literature combined with a study programme focused on teacher training of academic subjects, and also providing Hungarian language and culture combined with a study programme focused on translation and interpreting at bachelor and master level. This last study programme was also offered at Matej Bel University in Banská Bystrica (Hungarian: Besztercebánya) between 1998 and 2016.

Both research and publication activities are rich and various in these institutions. They touch subjects like Hungarian history, literature, ethnography, sociology, regional language varieties, and economics.

legislation

The Act on Universities, passed by the Federal Assembly of Czechoslovakia in 1990 (Zákon č. 172/1990), became the basis for the development of higher education institutions in Slovakia. This Act specified their self-governing status and their fundamental academic rights and freedoms. The first version of the Act on Higher education that currently is in effect was passed in 2002, with 32 modifications passed by 2018. Higher education given in minority languages is not regulated by law.

language use

The extent of the use of the Hungarian language in higher education differs by university and by degree programme. There is one Hungarian language university in Slovakia: the János Selye University in Komárno, established in 2003. At this university, all study programmes in three faculties (Pedagogical Faculty, Economics Faculty, Faculty of Presbyterian Theology)

are provided in Hungarian language. The Economics Faculty also offers programmes at the bachelor's, master's, and PhD levels, with four programmes at the former level, and one each at the latter two, taught by four departments. The language of instruction is Hungarian with the exception of some subjects that are taught for Slovak, German or English degree programmes. There is religious instruction and pastor training in Hungarian language at the Faculty of Presbyterian Theology, at the bachelor's, master's, and PhD levels. These programmes are taught by four departments.

Comenius University in Bratislava uses Hungarian as language of instruction at the Department of Hungarian language and literature in teacher training programmes. This department also offers students the possibility to obtain a diploma in Hungarian language from Hungarian Language – Editing and Publishing at BA level.

In three faculties (the Philological, Science, and Pedagogical Faculties) of the Constantine the Philosopher University in Nitra there were - until 2004 - Hungarian sections where Hungarian students could study their major in Hungarian to the extent the faculties could provide it, which practically meant about 60% of the subjects. Up to 2004, Hungarian could be studied at the Department of Hungarian language and literature at the Philological Faculty as part of the teacher training programme for primary and for secondary education. The training of minority Hungarian school teachers for the lower grades was provided at the Pedagogical Faculty. From 2004 onwards, university programmes using Hungarian as the language of instruction at the Constantine the Philosopher University have been run at the Faculty of Central European Studies. The Faculty is currently home to three institutes and one department. In addition to Hungarian teacher training programme, the Faculty also offers a programme in regional tourism and business administration in Hungarian, both at the bachelor's and master's levels.

There are no degree programmes using Hungarian as a language of instruction at other universities in Slovakia, so Hungarian minority students have to study other disciplines in Slovak.

teacher training Teacher training at the János Selye University also started in the academic year of 2004/2005. J. Selye University is the only independent legal entity in Slovakia, which offers academic study programmes to an ethnic minority in their mother tongue, i.e. Hungarian. It serves as a public institution providing education for the Hungarian minority on the highest educational level. The university has three faculties where Hungarian is used as educational language. The Pedagogical Faculty provides preschool teacher training, lower grade primary school teacher training, and teacher training for various upper grade primary school and high school subjects at the Bachelor's, Master's, and PhD levels. At the Pedagogical Faculty there were 10 departments in 2018, and two PhD programmes, in Hungarian language and literature and Methodology of teaching history. Teacher training at the Bachelor's and Master's level is offered in a double major system (two subject teacher training), and students can choose various combinations of ten major programmes (English Language and Literature, Biology, Religious Education, Information Science, Chemistry, Hungarian Language and Literature, Mathematics, German Language and Literature, Slovak Language and Literature, and History). Having a master's degree is obligatory for teaching at primary and secondary.

Teacher training in Hungarian has been since year 1960, and still is, provided at the Constantine the Philosopher University in Nitra at the Faculty of Central European Studies. Teacher training is also done in double majors. The original aim of the founders of this faculty was to support Hungarian teacher training and to provide wider opportunities for it. In contrast with this aim, Hungarian teacher training was reduced as a result of the establishment of the Faculty. At present, preschool teacher training programmes are offered at Bachelor level, and graduate students obtain their diploma for teaching in kindergartens. Graduates can continue their studies for becoming teachers in primary schools. Bachelor's, master's, and PhD. level programmes for Hungarian language and literature teacher training are offered at the faculty too. Hungarian teacher training is offered in a double major system, with students being able to choose from several majors from other faculties to go with

their Hungarian language and literature major. However, the language of instruction of all other majors is Slovak. Outside the Hungarian language and literature teacher training programme, the faculty is able to offer courses taught in Hungarian only in the biology teacher training programme. The faculty has one PhD programme in Hungarian language, in the methodology of teaching Hungarian language and literature. Examinations are in Hungarian, however, all the documentation (students' record books, examination sheets, protocols, etc.) are in the state language.

Students can also obtain BA, MA and PhD. degrees as Hungarian language and literature teachers at the Department of Hungarian language and literature at Comenius University. University Prešov (Hungarian: Eperjes) provides Hungarian language and literature teacher programme at BA and MA level.

preschool training

Preschool education in Slovakia is provided by teachers possessing the required (BA) professional and educational certification. Preschools are run by the local government. At present, preschool teacher training is a Bachelor programme after which graduates are certified to teach at kindergartens. János Selye University's Pedagogical Faculty and the Faculty of Central European Studies at Constantine the Philosopher University in Nitra provide preschool teacher training programmes in Hungarian.

primary training

After preschool teacher training, graduates can continue their study to become a Hungarian language primary school teacher (for which you need an obligatory MA degree) at János Selye University's Pedagogical Faculty in Komárno and at Central European Studies at Constantine the Philosopher University in Nitra. These faculties provide lower grade primary school teacher training programmes in Hungarian.

secondary training

The above mentioned MA teacher training programmes (combining two subjects) certificate the beholders to teach in lower secondary education, in upper secondary education and at secondary vocational level.

in-service training

There is the possibility of Hungarian language correspondence training (part time training) at János Selye University in Komárno.

statistics

Unfortunately, there are no available data according the nationality of university students since the year 2013. In 2013 there were 5,193 Hungarian minority students studying at public universities, 315 students at private and 87 students at state universities. These data show, that that year 5,595 Hungarian minority students were enrolled in higher education in Slovakia. In that year there were about 1900 students (estimated data based on the number of students studying in the Hungarian language degree programs) who studied partly or totally in Hungarian language, being 34% of all Hungarian minority students in higher education. Statistical data are not available for each major within universities. Thus, the only relevant data that is available is from the János Selye University of Komárno and the Faculty of Central European Studies in Nitra, where the language of instruction is Hungarian. We can only estimate the number of students majoring Hungarian language and literature from the Comenius University in Bratislava, the Matej Bel University in Banská Bystrica, and University Prešov for the given year (CVTI SR, 2018d).

In the year 2019, there were 94,121 students of Slovak citizenship studying in Slovakia's full time programmes at public, private and state universities in that year. Of them, 501 students followed a master study in Hungarian language and literature and another major at Comenius University in Bratislava, at the Constantine the Philosopher University in Nitra and the Pedagogical Faculty of János Selye University

in Komárno. In that year, 1064 Slovakia Hungarian full time students studied at the Selye János University that uses Hungarian as the language of instruction. Of them, 537 Slovakia Hungarian students were enrolled at the Pedagogical Faculty, but there is no data available as to how many of them majored in Hungarian language and literature, and how many of them are of Hungarian nationality.

7 Adult education

structure and language courses

Further education for adults takes place in the forms of various short term and long term postgraduate, accredited courses. Postgraduate education is an organic part of the educational and training system, and its legal background is guaranteed by the Lifelong Learning Act 568 of 2009 (Zákon č. 568/2009). The goal of adult education is to achieve competencies that are required to pursue a profession or to supplement or improve qualification obtained in school education or to obtain partial or full qualification. Education is provided in schools and out-of-school institutions (mostly for a fee) and can be carried out both as short- or long-term study. The quality of in-service training courses is guaranteed by the accreditation process. The work of the Accreditation Committee is overseen by the Ministry of Education, of which the homepage listed 3,775 accredited degree programmes in 2019.

At present, János Selye University in Komárno offers Hungarian correspondence BA and MA programmes and teacher training programmes in the field of Business Economics and Management, Economics and Business Management, Primary Teacher Training. At PhD level students can obtain degrees from Hungarian grammar and literature, History didactics, Theology and Economics and Business Management.

The Faculty of Central-European Studies in Nitra University provides preschool teacher training, lower grade primary school teacher training programmes at BA and MA level, and PhD level programmes for Methodology of Teaching of Hungarian language and literature. The faculty also provides further training in Hungarian for civil servants working in public administration in bilingual areas. Teaching materials for this course are in Hungarian but they are prepared and provided by the organizers of courses.

There are no Hungarian language textbooks specifically for further education.

language use

The Pedagogical Methodology Center, an organisation of the Ministry of Education that provides further education courses

and seminars for teachers, also organizes in-service training courses for all levels of teachers in Hungarian too. The non-profit professional organisation, the Alliance of Hungarian Teachers in Slovakia, also organizes in-service training courses and summer schools for teachers.

In other institutions and professions, adult education is carried out in Slovak. As all minority adults are considered to be fluent speakers of the Slovak language, a postgraduate system in the minority languages has not been formed.

statistics

There are no detailed statistics available concerning Hungarian language adult education.

8 Educational research

Research in the area of education has been undertaken by the State Pedagogical Institute under the Ministry of Education. Their research mainly concentrates on the restructuring of the school system: elaborating the structure, objectives and operating principles of the new educational system, assessing the levels of education in the cases of new subjects, analysing the levels of new textbooks, establishing new evaluation criteria, outlining the new school leaving examinations, the possibility of efficient education for Roma children, etc..

Research into subjects of Hungarian relevance is carried out at the János Selye University in Komárno, the Constantine the Philosopher University in Nitra, and the Department of Hungarian Language and Literature at Comenius University in Bratislava. The professional focus of university professors and instructors is the analysis of Hungarian language textbooks and other educational documents published in Hungary and in minority communities from the point of view of the given discipline, language, and methodology, as well as the development of alternative materials and the analysis of language ideologies present in textbooks and curricula. A scientific quarterly *Eruditio–Educatio* is published in the edition of the Faculty of Education of J. Selye University. It is a multilingual, multidisciplinary, double-blind peer-review journal, which publishes original research-based studies mostly from social and pedagogical sciences. *Eruditio – Educatio* is registered and indexed in the Central and Eastern European Online Library international database as an Open Access journal. The journal *Partitúra* is published by the Faculty of Central European Studies. It releases peer-reviewed scientific articles, literary studies and art reviews of both Hungarian as well as world literature. The journal is indexed in ERIHPLUS, Worldcat and Crossref.

An important research centre of Slovakia Hungarian scholarship is the Forum Minority Research Institute in Šamorín (Somorja): its goal is to carry out research into the culture, traditions, and history of Slovakia's minority groups and to document these.

Research to be done in the field of minority education is

undertaken by the staff of the Gramma Language Office, a non-profit research organisation. Its primary goal is to organize and carry out research in linguistics and branches related to social sciences.

Studies in these fields of the mentioned universities and institutions examine the Hungarian minority from the point of view of language use, mapping the differences and similarities between the Hungarian varieties in Slovakia and in Hungary, the policy of education and minority education. The possible use of the results regarding education is shown, too. Topics of study are the characteristic features of Hungarian–Slovak bilingualism, the possible ways of creating additive bilingualism, and outlining the framework of further research.

The Forum Social Science Review is the only Hungarian-language social science journal in Slovakia that publishes scientific articles in the field of linguistics, history, ethnology, folklore, sociology, education, demography and political science. The monthly published professional periodical journal of Hungarian teachers in Slovakia is Katedra.

9 Prospects

Minority education has two major tasks under the current circumstances. On the one hand, it has to support maintenance of the language and culture of the minority; on the other hand, it has to help establish a working bilingualism in a way that minority students feel their bilingualism is not a burden but rather some kind of treasure. Slovakia's EU accession influenced the situation of the Hungarian minority in a favourable way. The number of Hungarian nationality students attending higher education has increased, which is a positive trend within the Hungarian minority.

In the case of several school subjects, the decades long shortage of ethnic Hungarian teachers was eliminated, and, due to the decreased number of educational institutions and the decrease in the number of students in Hungarian schools in recent years, a surplus of teachers has occurred. Minority education is still treated as an integral part of the Slovak education system by politics, and thus minority education differs from majority education not in its content but only in the language of education. In this way, it can only reflect to a limited extent the needs of minority society. The results of research carried out by university experts in the field of minority education are not, or only to a small extent, incorporated into the education system.

Migration that starts already in the school-age belongs to serious issues of education with Hungarian as the language of instruction in Slovakia.

The opening of the borders of the European Union has opened up the possibility for young people to study in the education systems of EU countries. Among the young people of the Hungarian minority in Slovakia, there is an intense emigration to secondary schools in Hungary. This tendency is current to secondary school students, and it becomes more intensive among university applicants. Migration of those applying not to the Slovak higher education has two main directions. Many young people in Slovakia take advantage of their bilingualism to complete their higher education in the Czech Republic, but there is also a significant number of those who graduate from

a higher education institution in Hungary. In the 2017/2018 academic year, a total of 1,372 Slovak students studied at all 3 levels of higher education institutions in Hungary (BA, MA, PhD) (Oktatási Hivatal, 2020). In many cases, studies completed abroad result in young people with a degree not returning to Slovakia.

According to the 2011 census, the educational level of the Hungarian population in Slovakia is still lower than the national average. Among Hungarians of working age only half of the national average have a university degree; despite the increase in the number of students at Hungarian speaking university, there are much fewer Hungarian students in Slovakia's higher education than could be expected from the proportion of Hungarians in the whole population. If this proportion cannot be changed in due time, it will influence the economic situation of the Hungarian minority in a negative way.

Apart from the educational system, a system of institutions needs to be built that undertakes the assistance of solving the minority's social problems stemming partly from their minority existence.

10 Summary statistics

Table 1. *Distribution of Slovak and Hungarian population by education in 2011*

School types	Slovak	%	Hungarian	%
Not Identified	70,857	1.6	8,309	1.8
Grammar school	623,468	14.3	101,007	22.0
Apprentice school (2 or 3 years)	1,027,914	23.6	122,062	26.6
Secondary schools (grammar schools, secondary vocational schools and conservatories with matriculation exams)	1,266,443	29.1	118,339	25.8
Vocational school after matriculation exams	64,632	1.5	7,790	1.7
BA	103,944	2.4	7,714	1.7
MA, Eng., MD.	502,858	11.6	30,150	6.6
Ph.D.	33,248	0.8	1,966	0.4
Without education	659,411	15.1	31,140	13.3
Total	4,352,775	100	458,467	100

Note. Data from the Statistical Office of the Slovak Republic (n.d).

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Table 2. *Number of preschool education schools, classes and pupils in Slovakia in 2019/2020*

Type of preschool	State			Church			Private		
	Schools	Classes	Pupils	Schools	Classes	Pupils	Schools	Classes	Pupils
Slovak	2,409	7235.5	143,882	83	243	5,033	171	457	7276
Hungarian	262	519.5*	8,859**	13	25	437	0		
Slovak-Hungarian	73			0			0		

Note. Data from the Slovak Centre of Scientific and Technical Information (CVTI SR, 2019a).

*the total of Hungarian classes, together with the Slovak-Hungarian schools.

** the total of Hungarian pupils, together with the Slovak-Hungarian schools.

Table 3. Amount of hours per subject at Hungarian (H) and Slovak (SK) primary schools for the first stage of primary education as of 1-9-2016 (year 1 to year 4)

Educational area	Subject	1.		2.		3.		4.		Total	
		H	SK	H	SK	H	SK	H	SK	H	SK
Language and communication	Minority language and literature	8	-	6	-	5	-	5	-	24	-
	Slovak language and Slovak literature	5	9	6	8	5	7	5	7	21	31
	English language					2	3	2	3	4	6
Mathematics and work with information	Mathematics	4		4		4		4		16	
	Informatics	-		-		1		1		2	
Man and nature	Elementary science	1		2		-		-		3	
	Natural Sciences	-		-		1		2		3	
Man and society	Homeland study	-		-		1		1	2	2	3
Man and values	Ethic education/ Religious education	1		1		1		1		4	
Man and world of work	Work education	-		-		1		1		2	
Art and culture	Music education	-	1	1		1		1		3	4
	Art and craft	1	2	1	2	1		1		4	6
Health and movement	Physical and sport education	2		2		2		2		8	
Total compulsory part		22	20	23	20	25	23	26	25	96	88
Optional lessons		1	2	2	3	2	2	1	1	6	8
Total: compulsory part + optional lessons		23	22	25	23	27	25	27	26	102	96

Note. Data from Štátny pedagogický ústav (National Institute of Education) (2019).

Table 4. *Number of primary education schools, classes and pupils in Slovakia in 2019/2020*

Type of primary school	State			Church			Private		
	Schools	Classes	Pupils	Schools	Classes	Pupils	Schools	Classes	Pupils
Slovak	1,687	20,068	389,723	102	1,290	24,238	53	468	7,994
Hungarian	205	1,743*	27,853**	13	96	1,404	0		
Slovak-Hungarian	25			0			1	1	7

Note. All these numbers concern both primary schools providing 9 grades and only providing lower grades primary education. Data from the CVTI SR (2019b).

*the total of Hungarian classes, together with the Slovak-Hungarian schools.

** the total of Hungarian pupils, together with the Slovak-Hungarian schools.

 Table 5. *Number of academic high schools, classes and pupils in Slovakia in 2020/2021*

Type of high school	State			Church			Private		
	Schools	Classes	Pupils	Schools	Classes	Pupils	Schools	Classes	Pupils
Slovak	79	2,037*	50,701	32	520	12,237	40	213	3,628
Hungarian	10	126	2,506**	5	25	364	1	8	238
Slovak-Hungarian	6			0			0		

Note. Data from the CVTI SR (2020).

*This number concerns academic high schools with an educational programme of four and five year together

**This number concerns both Hungarian classes and students and Slovak-Hungarian schools

 Table 6. *Number of technical high schools, classes and pupils in Slovakia in 2018/2019*

Type of high school	State			Church			Private		
	Schools	Classes	Pupils	Schools	Classes	Pupils	Schools	Classes	Pupils
Slovak	191	2,672	74,821	14	102	2,664	31	183	3,631
Hungarian	3	145	3,654*	0			3	17	302
Slovak-Hungarian	18			0			2		

Note. Data from CVTI SR (2018f).

*This number concerns both Hungarian classes and students and Slovak-Hungarian schools

Table 7. Number of vocational schools (every type), classes and students in Slovakia in 2018/2019

Type of vocational school	State			Church			Private		
	Schools	Classes	Students	Schools	Classes	Students	Schools	Classes	Students
Slovak	296	4,539	104,253	17	159	3544	76	591	11,443
Hungarian	7	204	4,105*	0			5	93	1730
Slovak-Hungarian	22			0			3		

Note. Data from CVTI SR (2018f).

*This number concerns both Hungarian classes and students and Slovak-Hungarian schools

Table 8. Number of students according to nationality in higher education in 2013

	Slovak	Hungarian
Public universities	112,109	5,193
Private universities	7,550	315
State universities	1,700	87
Total	121,359	5,595

Note. Data from the CVTI SR, 2018d.

Table 9. Minorities in Slovakia according to the 1991, 2001 and 2011 censuses.

Nationality	Census 1991	%	Census 2001	%	Census 2011
Slovak	4,519,328	85.7	4,614,854	85.8	4,352,775
Hungarian	567,296	10.8	520,528	9.7	458,467
Roma	75,802	1.4	89,920	1.7	105,738
Czech	52,884	1.0	44,620	0.8	30,367
Ruthen	17,197	0.3	24,201	0.4	33,482
Ukrainian	13,281	0.3	10,814	0.2	7,430
German	5,414	0.1	5,405	0.1	4,690
Polish	2,659	0.1	2,602	0.0	
Croatian	x	x	890	0.0	1,022
Serbian	x	x	434	0.0	698
Russian	1,992	0.0	1,590	0.0	1,389
Jewish	134	0.0	218	0.0	634
Moravian	6,037	0.1	2,348	0.0	3,286
Bulgarian	1,400	0.0	1,179	0,0	1,051
Other	2,732	0.1	5,350	0.1	9,825
Unknown	8,702	0.2	54,402	1.0	382,493
Total	5,274,335	100	5,379,455	100	5.397,136

Note. Data from the Statistical Office of the Slovak Republic (n.d.).

Table 10. Number of Hungarian schools and students in Slovakia, 1998-2000.

	1989		1994		1999		2000	
	schools	pupils	schools	pupils	schools	pupils	schools	pupils
Preschools	344	15,103	403	12,350	378	9,860	380	9,512
Primary schools	245	48,756	338	46,323	301	45,092	350	42,980
Academic high schools	18	3,500	21	4,892	23	4,392	24	4,675
Technical high schools	19	4,454	27	5,110	27	3,952	26	3,827
Vocational high schools	25	5,190	36	5,733	32	4,809	31	4,865

Note. Data from CVTI SR (2018).

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Table 11. Number of Hungarian schools and students in Slovakia, 2001-2003.

	2001		2002		2003	
	schools	pupils	schools	pupils	schools	pupils
Preschools	379	9,313	373	9,484	374	9,566
Primary schools	297	40,892	296	3,9347	296	37,736
Academic high schools	25	5,027	25	5,449	25	6,069
Technical high schools	28	4,036	27	3,979	27	4,121
Vocational high schools with exams			2	677	8	2,329
Vocational schools	34	4,925	31	4,805	31	3,576

Note. Data from CVTI SR (2018).

Table 12. Number of Hungarian schools and students in Slovakia, 2004-2018.

	2004		2005		2006		2007	
	schools	pupils	schools	pupils	schools	pupils	schools	pupils
Preschools	367	9,542	356	8,890	357	8,922	350	8,825
Primary schools	297	36,398	291	35,408	285	34,119	279	32,996
Academic high schools	25	5,991	25	5,762	26	5,620	26	5,367
Vocational (high) schools	57	9,810	56	9,810	57	9,625	55	9,134

	2012		2013		2014		2015	
	schools	pupils	schools	pupils	schools	pupils	schools	pupils
Preschools	343	9,060	339	9060	339	9,047	341	8,915
Primary schools	268	30,232	261	29,266	261	29,266	258	29,135
Academic high schools	26	3,788	26	3,609	26	3,609	26	3,545
Vocational (high) schools	41	7,458	41	7,218	41	7,218	43	6,866

Table 12. *Number of Hungarian schools and students in Slovakia, 2004-2018.*

	2008		2009		2010		2011	
	schools	pupils	schools	pupils	schools	pupils	schools	pupils
Preschools	350	8,723	347	8,551	348	8,422	358	8,813
Primary schools	274	31,804	272	31,228	271	30,905	268	30,522
Academic high schools	16	5,117	26	4,337	26	4,337	26	4,067
Vocational (high) schools	53	8,470	46	8,337	41	8,003	40	7,719

	2016		2017		2018	
	schools	pupils	schools	pupils	schools	pupils
Preschools	340	8,766	342	8,750	345	9,006
Primary schools	255	29,077	255	29,236	250	29,261
Academic high schools	25	3,465	25	3,428	24	3,291
Vocational (high) schools	40	6,537	37	6,160	37	5,835

Note. Data from CVTI SR (2018).

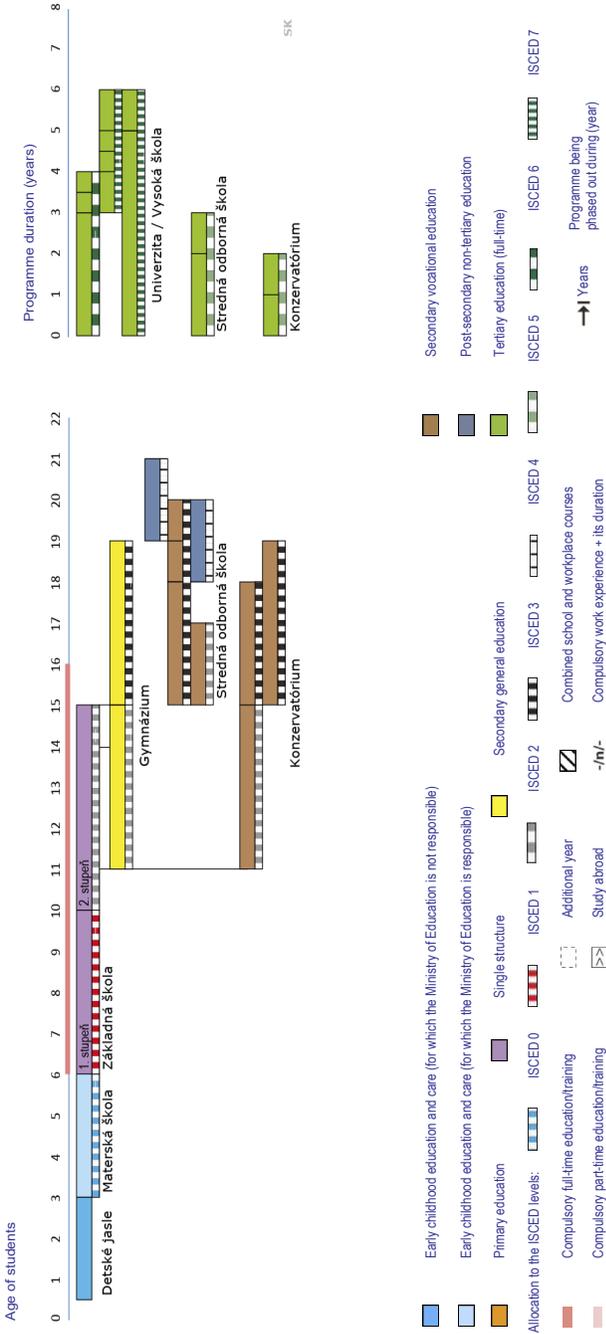
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Table 13. *Number of Hungarian students in higher education 2002-2013.*

Year	Public universities	Private universities	State universities	Total
2002	n/a	n/a	n/a	4,480
2003	4,182	15	n/a	4,197
2004	4,816	12	n/a	4,828
2005	5,186	29	n/a	5,215
2006	5,660	32	60	5,752
2007	5,887	91	72	6,050
2008	6,164	140	70	6,374
2009	6,133	214	74	6,421
2010	5,989	262	75	6,326
2011	5,615	228	81	5,924
2012	5,422	316	83	5,821
2013	5,193	315	87	5,595

Note. Data from Data from CVTI SR (2014)

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Source: Eurydice (2018/2019).

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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.

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.

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.

European Parliament Committee – supporting analyses database

<http://www.europarl.europa.eu/committees/en/supporting-analyses-search.html>.

In this database you will find research papers produced by the European Parliament's research service. A study for the CULT Committee, conducted by Mercator, is published in 2017: *Minority Languages and Education: Best Practices and Pitfalls*.

NPLD

<http://www.npld.eu/>

The Network to Promote Linguistic Diversity (NPLD) is a European wide network working in the field of language policy & planning for Constitutional, Regional and Small-State Languages (CRSS) across Europe.

FUEN

<https://www.fuen.org/>

The Federal Union of European Nationalities is the umbrella organisation of the autochthonous, national minorities/ethnic groups in Europe and represents the interests of European minorities on regional, national and European level.

ELEN

<https://elen.ngo/>

The European Language Equality Network (ELEN) is a non-governmental organisation that has as its goal to promote and protect European lesser-used languages, (RMLs), to work towards linguistic equality for these languages, and multilingualism, under the broader framework of human rights, and to be a voice for the speakers of these languages at all levels.

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