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HUNGARIAN

The Hungarian language in education in Slovenia

| Regional dossiers series |

This document was published by the Mercator European Research Centre on Multilingualism and Language Learning with financial support from the Fryske Akademy, the Province of Fryslân, and the municipality of Leeuwarden.

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and Language Learning, 2012**

ISSN: 1570 – 1239
first edition

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Acknowledgements

The author would like to thank the regional schools' principals who provided the data and other materials on bilingual education for this study.

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

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Foreword

- background** The Mercator European Research Centre on Multilingualism and Language Learning aims at the acquisition, circulation, and application of knowledge in the field of regional and minority language education. Regional or minority languages are languages that differ from the official language of the state where they are spoken and that are traditionally used within a given territory by nationals of that state forming a group numerically smaller than the rest of the state's population. For several years an important means for the Mercator Research Centre to achieve the goal of knowledge acquisition and circulation has been the Regional dossiers series. The success of this series illustrates a need for documents stating briefly the most essential features of the education system of regions with an autochthonous lesser used language.
- aim** Regional dossiers aim at providing a concise description and basic statistics about minority language education in a specific region of Europe. Aspects that are addressed include features of the education system, recent educational policies, main actors, legal arrangements, and support structures, as well as quantitative aspects, such as the number of schools, teachers, pupils, and financial investments. This kind of information can serve several purposes and can be relevant for different target groups.
- target group** Policymakers, researchers, teachers, students, and journalists may use the information provided to assess developments in European minority language schooling. They can also use a Regional dossier as a first orientation towards further research or as a source of ideas for improving educational provisions in their own region.
- link with Eurydice** In order to link these regional descriptions with those of national education systems, the format of the regional dossiers follows the format used by Eurydice, the information network on education in Europe. Eurydice provides information on the

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

contents

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



1 Introduction

language

Hungarian (or Magyar, the ethnonym) belongs to the Finno-Ugric branch of the Uralic family. Among its typical particularities the most outstanding are the following: a rich system of vocalisation characterised by vowel harmony; agglutinative inflection (affixes are added in a given order to the stem, each carrying only one grammatical meaning, e.g. time, mood, etc.); gender and distinction between beings and things are expressed only by pronouns; numerals are followed by a singular noun; and adjectives preceding nouns are invariable.

The first Hungarian words are found in Latin documents from the tenth century onwards, while the oldest known text in Hungarian is the *Halotti beszéd* (Funeral Oration) with around 300 words, dated around 1192-95. Orthographical and grammatical codification of the Hungarian language, however, goes back to the sixteenth century: the first Hungarian grammar was printed in 1539, and the Roman alphabet was adapted to the Hungarian peculiarities (vowel length and quality). At the beginning of the nineteenth century, due to language reform movements, modern Hungarian literary language began to develop. From 1860 onwards, social and economic transformation of the Hungarian part of the Habsburg Empire was accompanied by intensive language policy activities and flourishing literature in Hungarian.

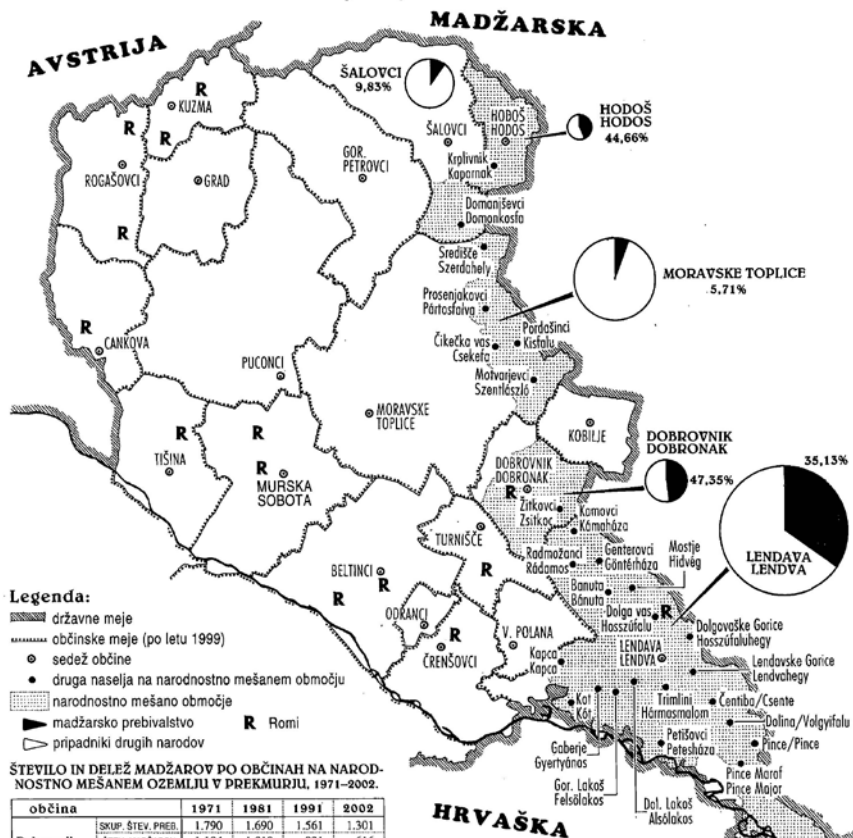
Today, Hungarian is the official language of the Republic of Hungary, spoken as a national language by ca. eleven million people and as a minority (the largest Hungarian-speaking minority lives in Transylvania, Romania) and diaspora language by around three million people. In the region of Prekmurje in the Republic of Slovenia a local, rather archaic variant of Hungarian is spoken.

population

The bulk of the Hungarian-speaking population of Slovenia lives in the region of Prekmurje, in 36 settlements in the 5-to-8-km-wide strip of land along the Slovenian-Hungarian border, in the municipalities Lendava/Lendva, Dobrovnik/Dobronak, Hodoš/Hodos, Šalovci, and Moravske Toplice (see figure 1).

NARODNOSTNO MEŠANA OBMOČJA V PREKMURJU LETA 2002 NATIONALLY MIXED AREA IN PREKMURJE IN THE YEAR 2002

Vsečina/Research: MIRAN KOMAC; Risal/Design and production: ZMAGO DROLE; © LJUBLJANA, SI, 2008



Viri:

Popis stanovništva i stanova 1971: Nacionalni sastav stanovništva. Beograd: Savezni zavod za statistiku, 1972. Popis prebivalstva 1981: Prebivalstvo po narodnosti. Ljubljana: Zavod za statistiko, 1982; Popis prebivalstva 1991: Prebivalstvo po narodnosti. Ljubljana: Statistični urad Republike Slovenije, 1992; Statistične informacije št. 93: Prebivalstvo 3. Ljubljana: Statistični urad Republike Slovenije, 2003.



Figure 1. Ethnically mixed area in Prekmurje in the year 2002 (Source: Vsečina/Research: Miran Komac; risal/Design and Production Zmago Drole. INV, Ljubljana 2008).

Explanation of the map: *The grey area along the Slovenian-Hungarian border shows the ethnically mixed bilingual region of Prekmurje. Settlements are marked by small dots and the seats of municipalities by bigger ones. In the circles, the percentage of the Hungarian population in individual municipalities is shaded black, while the percentage of the population of other ethnic provenance is in white. R indicates the areas that have also been settled by the Roma population. The table in the bottom left corner gives a comparative insight into the population census data from 1971 till 2002 for the mixed municipalities in the Prekmurje region. Legend: SKUP. ŠTEV. PREB. = Total population, ŠTEV. MADŽAROV = Number of Hungarians, % MADŽAROV = percentage of Hungarians.).*

The area has the status of a bilingual ethnically mixed region where both languages, Slovenian and Hungarian, are official languages ("bilingual region" in the remainder of this dossier). The Hungarian population¹ started to settle in this area during the second half of the ninth century (the area had already been settled by Slavic people). For centuries the region was under the domination of the Hungarian Crown. After World War I, with the Trianon Treaty (Treaty of Peace, 1920), the major part of Prekmurje, owing to its Slovenian majority, belonged to the Kingdom of Serbs, Croats, and Slovenes (from 1928 onwards named the Kingdom of Yugoslavia). Since then, (except for the period during World War II, when Prekmurje was under Hungarian occupation), Hungarians have represented one of the autochthonous national minorities in Slovenia (together with Italians).

According to the 2002 population census, the population of Slovenia numbered 1,964,036 people, 6,243 of whom declared themselves Hungarians² (5,350 live in the bilingual region; others live scattered all over Slovenia) (Statistični Urad Republike Slovenije, 2002).

The number of persons who declared Hungarian to be their mother tongue³ is somewhat higher, reaching 7,713 (6,563 of whom live in the bilingual region), the mother tongue : ethnic affiliation index being 123.5. The phenomenon can be attributed to an ever growing number of mixed marriages in which children are mostly raised in two languages. To the same fact may also

be attributed an ever augmenting use of both languages in family communication that was registered in the eleven years period between the 1991 and the 2002 census⁴ (Statistični Urad Republike Slovenije, 2002). Table 1 shows the language of communication within the family with regard to ethnic affiliation and mother tongue, as far as Slovenian and Hungarian are concerned.

	language of communication		
ethnic affiliation	Slovenian	Hungarian	Slovenian + Hungarian
Slovenian (1,631,363)	1,606,639	272	1,702
Hungarian (6,243)	919	3,283	1,840
mother tongue			
Slovenian (1,723,443)	1,709,460	150	1,377
Hungarian (7,713)	1,476	3,578	2,434

Table 1. Language of communication within the family with regard to ethnic affiliation and mother tongue in Slovenia⁵ (Source: Statistični Urad Republike Slovenije, 2002).

The 2002 census data on the language of family communication show a similar picture as a longitudinal study (Nečak Lük, 1998 p. 225) according to which ca. 60 % of Hungarian native speakers claimed to use Hungarian and ca. 30 % both Hungarian and Slovenian in family communication, while ca. 70 % of Hungarian native speakers claimed to use the Hungarian language along with Slovenian in public places.

Research into language competence reveals that in the bilingual region two-way bilingualism⁶ is a widespread phenomenon. Hungarian native speakers estimate that their mother tongue competence equals or exceeds their competence in the majority language (Slovenian). On the other hand, in the bilingual region ca. 40 % of the Slovenes (i.e. the majority population) estimate their proficiency in Hungarian to be reasonably good and ca. 10 % estimate it to be equivalent to their proficiency in Slovenian, their mother tongue. With Slovenes the understanding of Hungarian written and oral texts reaches up to 60 % (Nečak Lük, 1998 p. 224).

language**status****national level**

With Slovenia becoming an independent state in 1991 no substantial changes appeared in the attitude towards national minorities. According to Article 5 of the Ustava Republike Slovenije (Skupščina Republike Slovenije, 1991; Constitution of the Republic of Slovenia; hereafter: the Constitution)⁷, it is the welfare of the Slovenian nation together with Slovenian minorities and emigrants abroad⁸ and the protection of the two national minorities in Slovenia, Italians and Hungarians, that are of primary concern.

The Constitution provides for special territorially based collective rights for the Hungarian (and Italian) national minorities. It specifies the minority languages as official languages, along with Slovenian, on the regional level⁹. Along with the right to use the native tongue, the Hungarian minority is guaranteed the right to establish autonomous organisations and institutions, to develop its own culture, and to develop mass media in Hungarian. Minority members are entitled to representation in the national assembly and in local authorities, to the free use of national symbols, and to cooperation with their mother nation in Hungary.

Provision providing for the enactment of the above-enumerated rights is closely related to the right to education in the mother tongue ensuring the maintenance and spread of the Hungarian language and its functioning in private as well as in public communication. Namely, the use of both languages in public communication is strongly dependent on speakers' communicative competence in both languages (Hungarian along with Slovenian), which is developed through bilingual education. The Constitution imposes a special obligation on the Republic of Slovenia to support the implementation of all these rights¹⁰ financially and morally.

The Državni zbor Republike Slovenije (National Assembly of the Republic of Slovenia; hereafter: the Assembly) has a special Komisija za narodni skupnosti (Commission for the two national communities) consisting of one Italian and one Hungarian minority deputy and seven deputies nominated from the rest of

the assembly's deputies¹¹. The commission states its opinion and suggestions concerning issues related to the position of both minorities. It is important to notice that the decisions of the commission must be adopted with consent of both minority deputies and are directly discussed at the Assembly meeting. Another authority within the Slovenian government is the Urad za narodnosti (Office for Nationalities) with the task of monitoring the position of the Hungarian (and Italian) minority and preparing suggestions and initiatives for the functioning of its organisations¹².

regional/local level

The unhindered use of the Hungarian language in public communication, the educational institutions included, is supported by institutional bilingualism. In accordance with the statute of the respective commune/municipality, the work of public institutions, administrative agencies, and public services must be organised in such a way that written and oral communication in the language of the party (client) concerned is guaranteed. Therefore, both languages, Slovenian and Hungarian, should be used in designing topographic signs; street names; names of firms; public announcements and warnings; forms; invitations; decrees; regulations; and documents such as identity cards, matrimonial documents, and passports. In view of linguistic rights and the minority language corpus planning, the stipulation that requires fostering the contacts with the mother nation in Hungary is especially relevant.

In practice, in individual institutions the right to use one's mother tongue is fulfilled to various degrees. As a rule, bilingual communication is better provided for in the courts of law and in municipality administration, political assemblies, and public signs, while it is not so satisfactory in public and private enterprises and factories. Employees in administrative agencies and schools who, according to their job requirements, need to be competent in Hungarian in addition to Slovenian, are awarded a supplement to their salary.

international level

On account of its Constitution, which guarantees “equal human rights and fundamental freedoms irrespective of national origin, race, sex, language, religion, political or other conviction, material standing, birth, education, social status, disability or any other personal circumstance” (Odlok o razglasitvi, 2004), Slovenia was in the position to accede to universal and regional documents, related also to minority rights. Slovenia became a full member of the OCSE, Organization for Security and Co-operation in Europe (then CSCE, Conference on Security and Co-operation in Europe), and the UN in 1992 and has ratified the following documents: the Convention on the Prevention and Punishment of the Crime of Genocide (United Nations, 1948), the International Covenant on Economic, Social and Cultural Rights (United Nations, 1966b), the International Convention on the Elimination of All Forms of Racial Discrimination (United Nations, 1966a), and the UNESCO Convention against discrimination in education (UNESCO, 1960).

With becoming a full member of the Council of Europe, Slovenia also acceded to the European Charter for Regional Minority Languages (signed on July 3, 1997, ratified on October 4, 2000; put into force January 1, 2001) and the Framework Convention for the Protection of National Minorities (signed on February 1, 1995; ratified on March 25, 1998, put into force on July 1, 1998). A special declaration was submitted along with the ratification document defining the Hungarian minority as a subject of protection, too (Declaration, 1998).

bilateral level

Slovenia signed a bilateral agreement with Hungary, Zakon o ratifikaciji sporazuma o zagotavljanju posebnih pravic slovenske narodne manjšine v Republiki Madžarski in madžarske narodne skupnosti v Republiki Sloveniji (1993; Act Ratifying the Agreement on Guaranteeing Special Rights of the Slovenian minority in the Republic of Hungary and Hungarian communities in the Republic of Slovenia; hereafter: Act Ratifying the Agreement), in which provisions on the mutual protection of

minorities – the Hungarian minority in Slovenia and the Slovenian minority in Hungary – are included. A bilateral body Medvladna mešana komisija (Intergovernmental mixed committee)¹³ was established in order to monitor the enactment of the provisions of minority rights, language maintenance issues being among the most prominent.

**status of
language
education**

Education in the ethnically mixed regions forms an integral part of the Slovenian education system. Provisions related to education in those regions are integrated into acts and provisions that regulate education in the Republic of Slovenia. Educational work in kindergartens or schools in ethnically mixed regions is performed according to the Constitution (articles 5, 11, and 64) and the laws and regulations regarding the fields of pre-school education, basic education, vocational education, secondary professional and technical education, secondary general education, and adult education¹⁴.

In the above-mentioned acts, that state general provisions regulating education on the territory of the Republic of Slovenia, Hungarian is defined as the language of instruction and as a subject of the curriculum in educational institutions in the ethnically mixed region of Prekmurje. Specific issues, however, related expressly to education in the ethnically mixed regions are regulated by the law managing the special rights of the Hungarian (and Italian) minority in the field of education: Zakon o posebnih pravicah italijanske in madžarske narodne skupnosti na področju vzgoje in izobraževanja (2001) (Act Implementing Special Rights of Members of the Italian and Hungarian Ethnic Communities in the Field of Education; hereafter: Act Implementing Special Rights). This law defines specific goals for bilingual education and indicates programmes within the structure of education, kindergarten and school networks, the management of public kindergartens and schools, the status and tasks of employees, the language of documents, and the financing of bilingual public kindergartens and schools. Additional costs for bilingual education (bilingual and imported Hungarian textbooks and other teaching materials, teacher training

in Hungary, cooperation of bilingual educational institutions with schools and institutions in Hungary, supplements for the teachers' and the bilingual staff's salaries, bilingual documentation and administration) are covered by the state.

From the viewpoint of cultural and linguistic pluralism in the bilingual regions of Slovenia, the legal requirement that states the role of the national minority as a subject in the decision-making process regarding the issues that are crucial for the existence of the Hungarian population and development of its language, is of particular importance: "Before adopting or assigning the programmes from Article 5 of this law¹⁵, the Expert Council of Education¹⁶, is obliged, in compliance with Article 7 of the law, to acquire the opinion of the appropriate agency of Italian or Hungarian self-managing ethnic community in the Republic of Slovenia. The Expert Council cannot adopt or assign an educational programme without the consensus of the council members, representatives of the Italian or Hungarian national community" (Act Implementing Special Rights, 2001, Article 7).

**education
system**

In Slovenia education is compulsory for children aged 6-15. The Slovenian education system consists of several levels. Those levels are adequately described on the website of the Slovenian Ministry of Education and Sport (Government of the Republic of Slovenia. Ministry of Education and Sport, 2010). The main part of the text below is based on the information on that website.

pre-school education

"Pre-school education is not compulsory. It includes children between the ages of 1 and 6. ... The new curriculum promotes different types of programme such as: day, half-day, and short programmes" for children from remote and demographically threatened settlements (Government of the Republic of Slovenia. Ministry of Education and Sport, 2010). "There is also the possibility of childminders, pre-school education at home or occasional care of children in their homes. The Kurikulum za vrtce (Curriculum for Pre-school Institutions)¹⁷ defines six areas of activities: [physical exercise], language, art, nature, society

and mathematics” (ibidem). Interdisciplinary activities like ethics, health care, safety, traffic education are incorporated into all those fields. “The goals set in individual fields of activities provide the framework for the selection of contents and activities by the teachers” (ibidem).

basic education

“Basic education was extended from eight years to nine. This was done gradually. The implementation of the nine-year basic education began in the 1999/2000 school year. Children that reach the age of 6 in a particular calendar year enter the first class in that year. Nine-year basic education is divided into 3 three-year cycles” (Government of the Republic of Slovenia. Ministry of Education and Sport, 2010). In the first cycle – the class level with the same teacher throughout the three years, with an assistant in the first year – the so-called integrated approach is applied. The second and third cycle are course-oriented: subjects from different fields (humanities, arts, etc.) are included in the curriculum¹⁸.

“Elementary schools provide the compulsory and extended curriculum. The compulsory curriculum must be provided by school and studied by all pupils. It consists of compulsory subjects, electives, home-room periods, and activity days (culture, science, sports, technology). The optional elementary school curriculum must be provided by schools but pupils are free to decide whether they will participate in it or not. It includes educational assistance for children with special needs, remedial classes, additional classes, after-school care and other forms of care for pupils, interest activities, and out-of-school classes” (ibidem).

“Successful completion of [in principle, all nine years of] basic education enables pupils to proceed to education in their choice of secondary school. Pupils who fulfil the legal compulsory education requirement and successfully complete at least seven classes in the nine-year elementary school can continue their education in a short-term vocational education programme. Success at that level opens doors to other more demanding

secondary school programmes, either vocational, technical or general" (ibidem).

(upper) secondary education

"Secondary education follows compulsory basic education. Secondary schools include vocational and technical schools, preparing students predominantly for labour, and gimnazije (general secondary schools), preparing students predominantly for further studies. Programmes in secondary education vary in content, duration and goals" (Government of the Republic of Slovenia. Ministry of Education and Sport, 2010).

Secondary education is completed with a matura, a state exam by which graduates of general secondary schools prove their maturity for university studies. There are five matura subjects to be passed: three fundamental and two chosen by the pupil (Zakon o maturi, 2006; Matura Examination Act).

higher vocational education

"The first vocational colleges were established in 1996/97. Programmes are markedly practice-oriented and tightly connected with the world of work. Post-secondary vocational education lasts for two years ending with a diploma examination. A post-secondary vocational diploma enables students to start work in specific occupations. Since the 1998/99 academic year, vocational college graduates have been able to enrol in the second year of professionally oriented higher education programmes if the higher education institution providing this type of study allows such arrangements" (Government of the Republic of Slovenia. Ministry of Education and Sport, 2010).

higher education

"Higher education includes academic university studies and professionally oriented studies. In 2004, amendments to the Higher Education Act¹⁹ were adopted. The Act provides for a three-level study structure. The first level relates to the undergraduate studies and the second and third levels to postgraduate studies. The duration of study programmes is limited in years (three to

four years) and credit points (180 to 240 credit points). Study programmes must be in line with the EU study programmes. The second level consists of the master's studies. It encompasses from 60 to 120 credit points and takes one or two years to complete. The third level is the doctoral studies and lasts three years. Higher education is the responsibility of the Ministry of Higher Education, Science and Technology" (ibidem).

specific parts of the education system

Adult education and modified programmes in ethnically and linguistically mixed regions, presented below, form specific parts of the system together with music and dance education and special needs education.

adult education

"Adult education is characterised by impressive programme diversity. Schools and higher education institutions providing youth education, also offer formal education courses for adults, adapting the organisation and programmes to their needs" (ibidem). Since 2001 external language examination is provided for candidates attending foreign language programmes and courses. The Slovenian Institute for Adult Education is the national institution for development, research and development work, consultancy, as well as for projects developing the system of adult and permanent education. The Institute's basic mission is to foster the culture of lifelong learning and education in Slovenia. Pedagogical work, language courses included, is provided by Ljudske univerze (Institutes for Adult Education).

modified programmes in ethnically and linguistically mixed regions

"Education in areas that have also been settled by the Italian or Hungarian population and which are classified as ethnically and linguistically mixed regions, is part of the uniform education system. It is therefore upgraded and modified at the same time as the rest of the school system. ... To achieve parity in the development of ethnic minorities and the Slovenian nation, the organisation and the education programmes for pre-school institutions

and schools in ethnically mixed areas have been modified in the following fields: educational aims, timetables, syllabi, attainment target and examination syllabi, admission requirements, and programme implementation guidelines" (ibidem).

**private and
public**

There are only few private primary and secondary schools in Slovenia. As from 1991, private pre-primary schools, secondary schools, and university colleges are an ever more frequent phenomenon. The initiative to establish private primary and secondary schools, however, lags behind.

So far, no private educational institution has been registered in the ethnically mixed region of Prekmurje. However, the *Zakon o osnovni šoli* (1996, 2005; Elementary School Act) prescribes that in the ethnically mixed regions, along with other subjects, a private school is also obliged to provide for instruction of the Hungarian (and Italian) languages respectively.

**bilingual
education forms**

Nowadays, the only type of school in the ethnically mixed region of Prekmurje is the bilingual school. Children of Slovenian and Hungarian origin attend bilingual educational institutions (pre-primary schools, primary schools, and several types of secondary schools).

After World War I, when the Hungarian population of Prekmurje became a minority in the newly established Yugoslav state, departments (classes) with Hungarian as medium of instruction were established within schools. However, their number was constantly decreasing. This trend continued also in post-World War II Yugoslavia as the majority of Hungarian parents, fearing isolation on account of the low instrumental value of the Hungarian language and insufficient knowledge of Slovenian, preferred to enrol their children into Slovenian classes. These particular reasons led to the establishment of a bilingual model in the ethnically mixed region of Prekmurje at the end of the fifties. In the school year 1958/1959 the first bilingual departments started at the elementary school level. In the mid-seventies Hungarian as a subject was introduced in the secondary school in Lendava,

which later, in 1980, adopted a bilingual curriculum with Slovenian and Hungarian as language of instruction (Nečak Lük, 1999).

In the primary school, and later on in the secondary school, a variety of the bilingual maintenance/enrichment model of bilingual education was introduced in 1958/1959. A two-way bilingual programme was applied. The characteristics of this programme are presented in table 2 below.

two-way dual language model	introduced: 1958/1959 revised: 1969/1970, 1989/1990, 1993/1994, 1998/1999
languages of instruction	Slovenian (majority language) + Hungarian (minority language)
languages as subjects of curriculum	Slovenian as L1 and L2 + Hungarian as L1 and L2
bilingual methodology	teaching through the medium of L1 + L2 + teaching of L1 and L2 as subjects in L1- and L2-medium classes
method	concurrent – New Concurrent Approach (NCA) ²⁰
children attending bilingual school	all children living in the ethnically mixed area regardless of their ethnic affiliation (i.e. children from the majority and the minority group)
classes	mixed
programme	maintenance + enrichment
social goal	cultural pluralism, equality, enrichment
linguistic goal	two-way bilingualism, functional bilingualism

Table 2. The Slovenian-Hungarian bilingual school model (Source: Nečak Lük, 2003).

In pre-primary school and during the first three-year cycle of primary school the one person-one language approach is applied. During the second and third three-year cycles, a concurrent method of bilingual instruction is practised: both languages are used for all subjects of the curriculum, the New Concurrent Approach (NCA) (Jacobson, 1995) being applied.

Education in nationally mixed regions creates the groundwork

for an equal development of Italian and Hungarian communities and the Slovenian nation. In accordance with this purpose, the organisation and programmes in kindergartens and schools in these regions have been appropriately adjusted. The adjustments include the following areas:

- educational goals;
- curriculum (see also table 4, p. 26);
- teaching plans, knowledge catalogues, and exam catalogues; and
- terms of enrolment.

In addition to educational goals, put forward in the education-related legislation, several additional aims are incorporated into the educational programmes of bilingual schools. The most outstanding among them is the development of a complex capacity for living in a linguistically and culturally diversified society. Along with the development of the communicative competence in both languages, pupils are supposed to acquire knowledge about the history, culture, and arts of both groups. Tolerance towards others, understanding and accepting the other group's culture, along with maintenance of each group's ethnic characteristics, most importantly language, are among the values that the school should transmit to young generations. These goals are considered as the basis for respect and promotion of democracy and human rights in the future.

The bilingual programme performs two functions: it works as a preservation programme for the children of minorities, whose language has a weaker status, and, at the same time, it works as a linguistic bath since the second language (the language of the wider community, which the children need in order to be equally incorporated in life anywhere in Slovenia) is also a medium of instruction. The children of the majority experience this programme as a linguistic bath, too, where the communication in the second language does not only involve teacher and pupils, but is also expanded to the relations with the pupils of the minority. At the very least, receptive knowledge of this language results in integrative advantages.

The fundamental role of bilingual education is to enable equal incorporation of the pupils into further education through high-quality education and thus to ensure equal opportunities for an undisturbed development of the social structure of the national community, while at the same time preserving and developing its culture and languages. The principle that the mother tongues of the pupils are all taught as a subject within the curriculum and used as languages of instruction, signifies a scheme for the development of bilingualism on a wider social level, the so-called two-way (functional) bilingualism. Bilingual education is supposed to fulfil this task also by enabling the children of both ethnic communities to achieve optimal communicative competence in the first language (mother tongue) and to ensure appropriate proficiency in the second language (language of the environment), too, for their further communication and educational needs.



administration

The following bodies are responsible for the development and implementation of the Hungarian language in the educational system of Slovenia:

- the Ministrstvo za šolstvo in šport (the Ministry of Education and Sport) of the Republic of Slovenia;
- the local communities (municipalities) in the ethnically mixed region of Prekmurje;
- the Agency of the Hungarian self-managing ethnic community, Expert Councils of Education, appointed by the Government of the Republic of Slovenia. They are established to provide advice as well as decision-making in the field of general, vocational, higher, and university education;
- the Office for Nationalities is responsible for global supervision of the realisation of the provisions of the law on the protection of nationalities, monitoring the practical effects, drawing attention to problem areas, preparing suggestions and initiatives for the Government and other state bodies, and preparing analyses and reports on the wider issues of the protection of nationalities including the field of education.

The national curriculum for all educational levels of education is conceived, implemented, and monitored at the national level with the only exception of higher education. Once it has been prepared by professionals, it must be approved by the Expert Council for General Education and monitored by the Zavod Republike Slovenije za šolstvo/ Szlovén Köztársaság Oktatási Intézetét (National Education Institute of Slovenia; hereafter: National Education Institute). The municipality monitors the standards of pre-school services.

As in other public institutions, administrative agencies, and public services, also in education written (documents, announcements, etc.) and oral communication is provided for in both languages, Slovenian and Hungarian (by bilingual staff) as prescribed by law.

inspection

The Inšpektorat RS za šolstvo in šport (Inspectorate for Education and Sport), part of the Ministry of Education and Sport, oversees the implementation of legislation, other regulations and acts governing the organisation, the targeted use of public finances, and the carrying out of educational activities in all kinds of educational provisions. Educational experts from individual educational fields, appointed by the appropriate Council of Experts, function as arbiters if a dubious case appears during inspection.

support structure

As for other languages (Slovenian and Italian), the support structure for the Hungarian language in education consists of professional institutions (both public and independent) providing research, development, advisory, and consulting services, such as the National Education Institute, Center za poklicno izobraževanje (Centre for Vocational Education), Andragoški center Republike Slovenije (Adult Education Centre), and the Državni izpitni center (National Examination Centre).

The National Education Institute is responsible for pedagogical support for teachers at bilingual schools, in-service teacher training, and preparation of teaching material and textbooks.

Supported by university and research institute experts, the National Education Institute's pedagogical consultants operate in individual disciplines. Pedagogical consultants for the Hungarian and the Slovenian language provide permanent in-service training of bilingual teachers at all levels. They organise refresher courses, seminars, meetings with Slovenian and Hungarian experts on linguistics, applied linguistics and other disciplines, and introduce approaches and teaching techniques congruent to new curriculum programmes. In concordance with the bilateral agreement between Slovenia and Hungary, bilingual school teachers improve their Hungarian language proficiency also by attending courses organised by the Hungarian universities and research institutions.

2 Pre-school education

target group	Pre-school education in Slovenia consists of two cycles: the first for 1 to 3-year-olds and the second for 3 to 6-year-olds. In both cycles Slovenian and Hungarian native speakers are merged in the mixed playgroups. Communicative competence in L1 (first language) and L2 (second language) is quite diverse, ranging from no competence in one of the languages (either in Slovenian or Hungarian) to more or less balanced proficiency in both.
structure	Pre-school education is not compulsory. The national curriculum (Ministrstvo za šolstvo in šport, 1999) with modifications for pre-schools in the ethnically mixed regions is applied (Ministrstvo za šolstvo in šport, 2002). From the six areas defined in the pre-school curriculum (see p.13) language, art, and society include goals related to the acquisition of knowledge about the bilingual reality of the environment. The goals set forward in individual fields offer the framework for the selection of contents and activities by educators and assistant educators, guided by and responsible to the headmaster.
legislation	The language of activities in bilingual kindergartens is regulated by the Pre-school Institutions Act (1996, 2005) and by the Act Implementing Special Rights (2001). Both acts state that in the bilingual, ethnically mixed region educational work in pre-schools is performed in both languages, i.e. in Slovenian and Hungarian. Together with other educational levels, pre-school education is under the responsibility of the Ministry of Education and Sport. The staff must be proficient in both languages.
language use	As mentioned above, staff must be proficient in both Hungarian and Slovenian. At the bilingual school in Prekmurje content integrated language learning is practised with all activities being carried out in both languages. The linguistic goal is the development of L1 and L2 proficiency in all children regardless of their first language. The strategy one person-one language is applied, combined with the strategies of space and time distribution of language use ²¹ . Two bilingual teachers work in each

department; both use their stronger language, generally L1, when communicating with the children. Children are motivated to participate in the language they choose. They also acquire L2 spontaneously through the contact with their peers of a different L1. At the same time, goal-oriented speech development activities in either L1 or L2 are carried out for short periods (up to 20 minutes) in the form of storytelling, acting, social plays, riddles, recitation, etc.

teaching material

The National Education Institute is responsible for the teaching material, prepared either by authors and publishers in Slovenia or imported from Hungary.

statistics

In October 2007, 299 children were enrolled in either all- or half day activities in 11 bilingual units of public kindergartens in the ethnically mixed area of Prekmurje (Hodoš/Hodos, Domanjševci/Domonkosfa, Prosenjakovci/Partosfalva, Lendava I/Lendva I, Lendava II/Lendva II, Dolina/Volgyifalu, Petišovci/Peteshaza, Gaberje/Gyertanos, Genterovci/Gonterhaza, Dobrovnik/Dobronak, Dolga vas/Hosszufalu). Of those children, 201 had Slovenian and 98 Hungarian as their mother tongue²².

3 Primary education

target group For children from the age of six, education is compulsory. Primary education is for children aged six to twelve. After pre-school, all children in the bilingual ethnically mixed region are enrolled in a bilingual primary school. The classes are then ethnically mixed; the L1 of pupils is taken into account as one of the normalisation criteria when forming the departments in elementary school²³.

structure Compared to the other regions in Slovenia the programme of the elementary school in the bilingually mixed regions contains a number of modifications regarding language and subjects:

language

The first language (mother tongue of the pupils) and second language (language of the environment) are taught as subjects of the curriculum in all classes at all levels. The curriculum therefore contains an additional quota of periods for Hungarian as the first language (equal to the number of classes for Slovenian as L1) and for Slovenian and Hungarian as the second languages (languages of the environment). In the first three years, the L1 lessons are allocated more time than the L2 ones (six hours per week for L1 and three to four hours for L2). The reason for this difference is the initial literacy instruction which is initiated in the pupil's first and stronger language. Gradually, following a pupil's acquisition of the L2, literacy also is developed in that language. From the fourth year onwards (until the ninth year), both languages have an equal share of lessons in the curriculum per week (see table 3). This way, pupils who achieve a balanced competence in both languages can choose to attend lessons of both languages at the L1 level.

subject	class									annual number of hours
	1	2	3	4	5	6	7	8	9	
Slovenian as L1	6	6	6	5	5	5	4	3,5	4,5	1561,5
Slovenian as L2	3	4	4							385,0
Hungarian as L1	6	6	6	5	5	5	4	3,5	4,5	1561,5
Hungarian as L2	3	4	4	5	5	5	4	3,5	4,5	1316,5
Foreign language				2	3	4	4	3	3	656

Table 3. Number of hours of language lessons per week in bilingual primary education (Source: *Strokovni svet RS za splošno izobraževanje, 2004*).

subjects

In bilingual schools with Slovenian and Hungarian as a medium of instruction, the programme of the subjects in the field of humanities, social sciences, and arts (history, geography, and artistic (educational) subjects) is expanded to include the contents of Hungarian history, culture and art, in accordance with the goals of education for coexistence.

The curriculum modifications described above are depicted in table 4.

Prekmurje Bilingual schools with Slovenian and Hungarian as languages of instruction

School levels:
pre-school, primary school*, general secondary education, technical secondary education, and vocational education

subject		Hungarian history, geography etc. incorporated.
languages	humanities, arts etc.	
Slovenian L1 + Hungarian L2	environment	
Hungarian L1 + Slovenian L2	society	
foreign languages I, II, (+III)	history	
	geography	
	arts	
	music	

* Primary school programmes for children with special needs and for adults who have not completed primary school are also modified.

Table 4. Curriculum modifications in educational institutions in the ethnically mixed region of Prekmurje (Source: *Nečak Lük, 2003*).

In the first three years (the first cycle (cf. p.14, basic education)) of primary education, two teachers in the classroom are responsible for an equal time share of both languages. Both are bilingual and use their dominant language in communication with pupils. The one person-one language strategy, which the children know from pre-school, is continued. In the second and third cycles, in accordance with the autonomy principle, the time share of each language of instruction varies following the ratio of native speakers of each language in the department. Generally, a larger part of instruction is performed in Slovenian (between 70 and 80 percent), and the teacher uses Hungarian for a smaller amount of time (between 30 and 20 percent). Regardless of the modified curriculum, the schools in the bilingual region have to enforce the prescribed goals of the national curriculum in such a way that the pupils can continue their schooling (secondary, high-school, or college) either in Slovenia or in Hungary. This pertains to the linguistic goals in particular: special attention is given to the verbal and written acquisition of Hungarian terms; competence of all four linguistic skills in both languages is necessary for pupils to be able to continue their schooling either in Slovenia or in Hungary.

The curriculum of bilingual basic (and secondary) schools is also modified with regard to the elective subjects. Pupils must choose two elective subjects (instead of three as prescribed for schools in other regions of Slovenia): one from the social science/humanities and another from the natural/technical sciences. According to the national curriculum proposal, elective subjects are assigned one hour per week, with the exception of foreign languages, which are assigned two hours. Elective subjects are taken for either one, two, or three years. The pupil can change the elective subject each year. Therefore, the same group can contain pupils from different classes of the last three years.

Special standards are used for elective subjects in bilingual schools. Each school, even a school with one department, must offer at least four elective subjects (compared to six in other regions). An elective subject is taught if at least 15

pupils are enrolled. This limit is lower for small schools and branch schools²⁴. Within the elective subjects offered at bilingual schools, special attention is paid to topics and activities related to language and ethnic issues, such as literary club, school journalism, theatre club, history of art, artistic, music and dance activities, informatics, literacy etc. Hungarian history is as an additional elective subject. In accordance with ethnic and language specificity, these elective subjects are taught either in Hungarian or in Slovenian. As the national curriculum, the modified curriculum for bilingual primary school is prepared by professionals from different disciplines, members of different faculties and institutes, in the framework of the expert groups appointed by the Ministry of Education. It is approved by the Expert Council for General Education and monitored by the National Education Institute of Slovenia.



legislation

Primary education in the bilingual region of Prekmurje is regulated by the Elementary School Act (1996, 2005), stating Slovenian and Hungarian as the languages of instruction, and by the Act Implementing Special Rights (2001), with detailed provisions on issues of bilingual education. Zakon o organizaciji in financiranju vzgoje in izobraževanja (1996; The Organisation and Financing of Education Act) regulates important issues such as the normatives (i.e. the prescribed maximum of pupils per class, which is lower in the bilingual educational institutions than elsewhere in Slovenia), the salary supplement for bilingual teachers and bilingual staff, etc.

language use

Slovenian and Hungarian are taught as a subject and used as the medium of instruction. The pupils thus acquire the second language also through the content of all other non-linguistic subjects.

Hungarian as a subject

Bilingual education is supposed to help pupils to develop proficiency for active communication in both languages. Adjusted to the communicative competence of the pupils, Slovenian and Hungarian are taught as L1 and/or L2. Along with the mother

tongue lessons, all pupils, regardless of their ethnic origin, attend lessons of the second language, Slovenian or Hungarian respectively. Both languages figure as subjects of the curriculum. External differentiation (grouping of pupils according to their stronger (L1) and weaker (L2) language respectively) is applied for the teaching of both Hungarian and Slovenian as a subject.

Hungarian as a medium of instruction

According to the assumption that only a small part of children who start school develop a balanced proficiency in two languages during preschool, a bilingual methodology is applied, as described in the section on structure on p.25. In the second and third cycle there is a movement towards Slovenian being used as the language of instruction more often than Hungarian. Group work in Hungarian can be organised for in-depth study of the Hungarian history, culture and art.

In the school for children with special needs (Lendava II / Lendva II), an individual approach of language use is practiced, a child's stronger language being in the forefront.

teaching material

At class level, textbooks and other teaching materials are bilingual. Slovenian textbooks with summaries in Hungarian language had been prepared for some subjects of the second and third cycle. However, they did not assure a good foundation for the acquisition of Hungarian. Therefore, in the nine-year elementary bilingual school, alternative textbooks are imported from Hungary, not only for the teaching of Hungarian as L1 and L2, but also for other courses. Today, bilingual textbooks, Slovenian textbooks, and textbooks in Hungarian from Hungary are used in the bilingual elementary school. While the National Education Institute attends to the teaching material, prepared either by authors and publishers in Slovenia or imported from Hungary, the Expert Council of Education of the Republic of Slovenia grants that the proposed textbooks are in accordance with the valid curriculum. In Appendix I (p.69) an overview is given of schoolbooks and handbooks for Hungarian as L1 and L2.

statistics

There are four bilingual elementary schools in the ethnically mixed region: Lendava I/Lendva I (with a branch in Gaberje/Gyertanos), Dobrovník/Dobronak, Genterovci/Gonterhaza, and Prosenjakovci/Partosfalva (with two branches: Hodos/Hodos and Domanjševci/Domonkosfa).

The tables below show the number of departments and pupils in the bilingual schools (table 5) and the number of teaching and advisory staff (table 6).

bilingual primary school	number of departments/ classes	number of pupils with Hungarian as L1	number of pupils with Slovenian as L1	total number of pupils
Lendava/Lendva	35	176	418	594
Genterovci/Gönterháza	11	33	52	85
Dobrovník/Dobronak	11	35	34	69
Prosenjakovci/Pártosfalva	10	30	58	88
total	67	274	562	836

Table 5. Numbers of departments and pupils in the four bilingual primary schools, specified by the pupils' first language (school year 2006/2007) (Source: school statistics provided by the bilingual schools' principals).

bilingual primary school	number of teachers of Hungarian as L1 and L2	number of teachers of Slovenian as L1 and L2	number of teachers of other subjects	advisory staff (psychologists, social workers, educationalists)	total number of staff
Lendava/Lendva	13	7	65	3	88
Genterovci/Gönterháza	4	2	14	2*	22
Dobrovník/Dobronak	1	1	16	1*	19
Prosenjakovci/Pártosfalva	5	2	17	1	25
Total	23	12	112	7	154

*part time work (20-50 %)

Table 6. Numbers of teaching and advisory staff in the four bilingual primary schools (school year 2006/2007) (Source: school statistics provided by the bilingual schools' principals).

4 Secondary education

target group Bilingual secondary and vocational programmes (for fifteen to nineteen-year-olds) are usually chosen by pupils who have either Slovenian or Hungarian as their native language and who have finished a bilingual primary school.

structure There is one secondary and vocational school in the bilingual region of Prekmurje: Lendava/Lendva. It offers a bilingual grammar school programme with Slovenian and Hungarian as medium of instruction, as well as three vocational programmes: a four-year economic-commercial technical programme, a three-year commercial programme, and a four-year mechanic engineering programme.

The general, technical, and vocational secondary-school programmes contain a number of modifications in the language as well as subject field. The linguistic organisation of education at this level follows the model of the higher primary school classes (see table 3, above). Hungarian and Slovenian as L1 and L2 are taught as a subject and both languages are teaching languages with other subjects of the curriculum. Likewise, the curriculum at this level requires additional content in the field of history and culture of the Hungarian ethnic community and its mother-nation in Hungary.

legislation Zakon o gimnazijah (1996, 2007; Gimnazije Act), Zakon o poklicnem in strokovnem izobraževanju (1996; Vocational and Technical Education Act), together with the Act Implementing Special Rights (2001) regulate specific aspects of the bilingual, Slovenian-Hungarian secondary and vocational education in the ethnically mixed region of Prekmurje. The Hungarian language is among the subjects in the matura in the Matura Examination Act (2003, 2006). Within the Organisation and Financing of Education Act (1996) relevant financial and standard issues are regulated (c.f. chapter 3, primary education).

Due to the limited number of secondary-school programmes in the bilingual region of Prekmurje – there is only one school for secondary and vocational education – secondary and vocational education outside of this region also provides continuity in the teaching of Hungarian: “Pupils and apprentices who finish ... bilingual elementary school and enrol in the vocational schools, secondary technical schools or secondary vocational schools, or grammar schools outside of the ethnically mixed region, have to be offered jezik narodnosti (nationality language, i.e. Hungarian) lessons as a facultative course by the above-mentioned schools themselves or in cooperation with other schools. The teaching of the nationality language (i.e. Hungarian) is organised if chosen by at least five pupils or apprentices and is free of charge. The group of pupils or apprentices can also be formed from the pupils or apprentices who are enrolled at different educational programmes in different schools in the same location” (Act Implementing Special Rights (2001), Article 9).



language use

Hungarian as a subject

Hungarian and Slovenian as L2 are subjects of the curriculum in all classes at all levels. The pupils' communicative competence in each language is taken into account, and Hungarian language and literature are offered at two levels. At the lower level the L2 method is applied; at the more demanding level the L1 method is used. Native speakers of Slovenian usually join the Hungarian L2 level group.

Hungarian as a medium of instruction

In bilingual schools, programmes of history, geography, and artistic (educational) subjects are expanded to include Hungarian history, culture and art, which are taught in Hungarian, in accordance with the goals of education for coexistence. With other subjects, Slovenian as medium of instruction is predominant, with parallel terminology provided in Hungarian. Written presentation of course content in both languages is obligatory.

Special attention is paid to topics and activities related to language and ethnic issues, which are investigated also in the

framework of obligatory field work in Hungary and Slovenia. Specific goals of bilingual education, i.e. the promotion of the Hungarian language and identity, are also pursued by intensive contacts with several schools in Hungary. Several expert meetings organised in cooperation with Education Institutes in Zalaegerszeg and Szombathely (Hungary) also help to promote the above-mentioned specific goals.

teaching material As in the higher cycles of primary education, Slovenian textbooks are used for non-linguistic subjects along with the alternative textbooks in Hungarian, imported from Hungary. Textbooks for Hungarian as L1 and L2 are imported from Hungary. The National Education Institute attends to the textbooks, prepared either by authors and publishers in Slovenia or imported from Hungary, while the Expert Council of Education of the Republic of Slovenia grants that the proposed textbooks are in concordance with the valid curriculum. However, there is still shortage of textbooks for some subjects in Hungarian.

statistics All secondary and vocational school programmes are executed in the secondary school of Lendava/Lendva. Below, table 7 shows the number of pupils according to L1 enrolled in the different programmes of the secondary school Lendava/Lendva as well as the number of departments; table 8 shows the number of staff.

secondary school Lendava/Lendva	number of departments	number of students with Hungarian as L1	number of students with Slovenian as L1	total number of students
general programme	8	52	98	150
technical programme	6	32	59	91
vocational programme	6	30	51	81
preparatory matura course	1	-	14	14
total	21	114	222	336

Table 7. Number of departments and students of the bilingual secondary school Lendava/Lendva according to the pupils' first language (school year 2006/2007). (Source: school statistics provided by the bilingual schools' principals).

secondary school Lendava/ Lendva	number of teachers of Hungarian as L1 and L2	number of teachers of Slovenian as L1 and L2	number of teachers of other subjects of the bilingual curriculum	number of advisory staff (psychologists, social workers, educationalists)	<i>total</i>
	5	4	43	2	54

Table 8: Numbers of teaching and advisory staff of the secondary bilingual school Lendava/Lendva (school year 2006/2007) (Source: school statistics provided by the bilingual schools' principals).

5 Vocational education

Bilingual vocational education in Prekmurje is provided by one school, in Lendava/Lendva. This school provides both vocational and secondary education. The description of the vocational programme has been included in the previous chapter, chapter 4, on secondary education.

6 Higher education

structure

Secondary school graduates from the bilingual region of Prekmurje can continue their education at university level either in Slovenia or in Hungary. The universities in Slovenia are obliged to provide for continuity of Hungarian language education and teacher training for the bilingual region. In Slovenia, it is possible to continue the study of the Hungarian language at the Filozofska fakulteta, Univerza v Mariboru (Faculty of Arts of the University of Maribor), at the Oddelek za madžarski jezik in književnost (Department of Hungarian Language and Literature) (established in 1981 at the then Pedagogical Faculty of the University of Maribor). The department consists of two units. First, there is the Chair of Hungarian Language and Literature, where, within the framework of the first cycle of the undergraduate programme with 90 ECTS, courses are offered on Hungarian language, Hungarian literature, history of the Hungarian language and nation, didactics of the Hungarian language and literature, research methodology, etc. Second, there is the Hungarian language lectureship which offers Hungarian language courses for students of other disciplines, mostly those attending pedagogically oriented programmes. The practice of the exchange of lecturers and visiting professors from universities from Hungary has been established since the foundation of the department in 1981. The department members – most of them are university teachers from Hungary – are also engaged in research projects and preparation of publications on Hungarian language and literature.

Hungarian can also be studied at the Oddelek za primerjalno in splošno jezikoslovje (Department of Comparative and General Linguistics) of the Filozofska fakulteta (Faculty of Arts) of the Univerza v Ljubljani (University of Ljubljana) where, according to the bilateral agreement Act Ratifying the Agreement (1993), a lectureship of Hungarian has been established. The lecturer comes from Hungary; his/her mandate lasts for two years. Hungarian L1 and L2 courses are provided together with a general overview of Hungarian literature, history, and culture.

Apart from this, each year, around fifty Hungarian students attend university studies in Hungary in concordance with the provisions of the 1993 bilateral agreement (Act Ratifying the Agreement, 1993) between Slovenia and Hungary.

legislation The status of Hungarian at the university level is regulated by Article 8 of the Zakon o visokem šolstvu (1993, 2004, 2006) (Higher Education Act), which states that university programmes of foreign languages can be provided in the relevant foreign language. The status of the Department for Hungarian language and Literature at the Faculty of Arts of the University of Maribor is registered by the Statut Univerze v Mariboru (2010) (Statutes of the University of Maribor)²⁵. At the bilateral level, education of Hungarian ethnic community members in Hungary is regulated by the 1993 bilateral agreement (Act Ratifying the Agreement, 1993) between the two countries.

language use All lectures of the study of Hungarian language and literature at the University of Maribor and of Hungarian language at the University of Ljubljana are given in Hungarian. The verbal and written response of students is in Hungarian, and so are their seminar and diploma works.

The publications of the Department of Hungarian language and literature in Maribor, different project reports as well as conference contributions are published in Hungarian. So are different events organised by the Department.

teacher training No explicit training is provided for teachers at bilingual schools. Within the framework of the pre-school, elementary, and secondary school teacher training, courses of Hungarian (language and literature) are provided by the Department of Hungarian language and literature at the Faculty of Arts of the University of Maribor. According to the Pravilnik o preizkusu znanja učnega jezika na narodno mešanih območjih (2006) (Ordinance on the examination of the teaching language competence in the ethnically mixed regions), teachers employed in bilingual educational institutions are obliged to prove their competence in

the teaching language(s) by passing a state examination of the Slovenian and Hungarian language.

In-service training for teachers in the bilingual schools is provided by the Education Institute's pedagogical consultants in cooperation with experts of the Slovenian and Hungarian universities and research institutes. Refresher courses and seminars are published annually by the Ministry of Education and Sport. Along with language and other subject courses, new seminars on the bilingual methodology are recently more frequent. Participation of the bilingual schools' teachers in courses of Hungarian language, literature, and culture, organised as summer university courses in Hungary, is a tradition that has been going on for decades.

statistics

Since the foundation of the Department of Hungarian language and literature at the University of Maribor in 1981, thirty students have graduated. The annual matriculation is low: eight students per year.



7 Adult education

structure and language courses

In the bilingual region of Prekmurje adults can complete their education by attending the Ljudska univerza (Institute for Adult Education) in Lendava/Lendva or Murska Sobota, which also organise language courses, Hungarian among them. Employees and applicants for jobs in the bilingual region who, according to law, must master both languages, usually enrol in these programmes that will provide them with a public certificate.

In accordance with Article 7 of the Zakon o izobraževanju odraslih (1996, 2006) (Adult Education Act), the programme of Hungarian as a public programme for adults of 1984 has been reformed²⁶: the tender was broadened, with different courses being offered, varying as to the number of classes (hours). The contents and methods were updated. New programmes were introduced in the school year 2003/2004. The State Examination Centre provides a certificate of Hungarian language competence on the basis of a successfully performed state examination test.

Adults can also complete their education within the framework of matura courses at the bilingual secondary school in Lendava/Lendva (see chapter 4, Secondary education, p.31).

language use

The language of instruction at the courses of the Ljudska univerza is Slovenian, with the exception of the Hungarian language courses which are in Hungarian. At the matura courses both languages, Hungarian and Slovenian, are used as a medium of instruction.

statistics

The demand in the bilingual region is rather moderate. In 2005/2006, seventeen students attended accredited language programmes of Hungarian and thirty-seven non-accredited programmes (Statistični Urad Republike Slovenije, 2007). In the school year 2006/2007 fourteen adult students attended the bilingual matura course.

8 Educational research

The results and outcomes of educational research at national level are also applied and disseminated in schools in the ethnically mixed region of Prekmurje, in view of the modernisation of didactic approaches. However, due to the sensitive nature of education in mixed environments, it is even more important than elsewhere to provide constant verification of the effects of education and of modernisation of educational procedures. Likewise, for the monitoring and management of the potential language conflict, an insight into the social-psychological implications of the relationship between the two ethnic communities in contact is also of crucial importance. Since the introduction of bilingual education in the ethnically mixed region of Prekmurje, the Republic of Slovenia has supported research into both areas. Modifications and renovation of curriculum and teaching methods were introduced in the bilingual model on the basis of the outcomes of two major research projects:

- A study of the effectiveness of the bilingual education model. This first complex investigation into the effectiveness of the bilingual education model was carried out in the late 1960s (Novak, 1970), when the Constitutional Court of the Republic of Slovenia, responding to the initiative of a group of parents who disputed the model, had to judge the compliance of the model with the constitution.
- A longitudinal action research project called "Vzgoja in izobraževanje v večjezičnih okoljih: motivacija za učenje maternega in drugega jezika v dvojezični osnovni šoli v Prekmurju" (Education in a Multilingual Environment: Motivation for Learning the Mother Tongue and the Second Language in a Bilingual School in Prekmurje) (Nečak Lük, 1989). This project introduced an innovation into the Hungarian and Slovenian teaching approach, and also looked at the bilingual teaching method of other subjects. It was carried out between 1986-1994. On the basis of the project outcomes the Expert Council for General Education confirmed a reformed approach to Hungarian and Slovenian language teaching by introducing some modifications into the bilingual curriculum.

Furthermore, attitudes and standpoints of the population involved, with regard to bilingual education were investigated by a research team of the Inštitut za Narodnostna Vprašanja (Institute for Ethnic Studies) in Ljubljana in the framework of a longitudinal project (1992-2002) called "The Management of Inter-Ethnic Relations in Lendava/Lendva" (Nečak Lük & Jesih, 2000). One of the aspects investigated were the respondents' perceptions of the bilingual model.

One of the perceived positive points was the fact that the pupils of different language and ethnic backgrounds are taught in mixed classes. This view was supported by claims that, in such a way, the school educates for tolerance and coexistence. The majority of the interviewees find the current bilingual school model still the most appropriate with regard to the characteristics and communicational needs of the ethnically mixed environment, despite the demanding professional and political criteria. Nevertheless, most critical remarks and warnings refer to the necessity of constant modernisation of educational work, the introduction of contemporary and effective forms and methods of work, and, in this context, to the permanent in-service teacher training.

Among other projects investigating different aspects of education in the bilingual mixed regions of Slovenia there are the COMENIUS-2.1 project: *Promotion of Minority Languages in Multilingual Areas with regard to Teacher Training (2003-2006)* (dealing with aspects of teaching strategies and strategies of learning, teaching a minority language without prejudices, politics in teaching minority languages) and COMENIUS-2.1 project: *Identifying training models in multilingual areas* (INFO), 2004-2007.

Language competence of the bilingual school pupils in Hungarian (as well as in Slovenian) as L1 and L2 has been assessed in a comparative study of the effectiveness of education in the ethnically mixed regions of Slovenia (Čok, 2009; Nečak Lük 2009). In the framework of this project, research into the pupils' standpoints with regard to both languages of instruction as well as to the bilingual school model has been carried out.

Most of the scientific production and publications related to the Hungarian minority, its language, culture and history comes from the Institute for Ethnic Studies in Ljubljana and its branch in Lendava/Lendva, from the Institute for Educational Research and from the Faculty of Arts at the University of Ljubljana. Many projects are designed and executed in cooperation with research institutions and researchers from Hungary. For decades, for instance, the University of Maribor has provided training for teachers and research on the basis of an agreement with the University in Szombathely, Hungary, where teachers of Slovenian as in minority language in the Hungarian region Porabje are also being trained.

9 Prospects

The bilingual model, which operates in Prekmurje, is appropriate particularly for the environments that enable mixed classes, that is to say the environments where the social climate and socio-political decisions support the joint education of children of different mother tongues with the consideration and respect of their cultural and linguistic characteristics.

Since the introduction of bilingual education in 1958/1959, the model has performed at least three important functions, relevant also for the EU policy of pluri- and multilingualism:

- maintenance of the Hungarian language and its functioning in public and private domains along with the majority language, Slovenian;
- development of the social structure of the Hungarian minority and its social mobility through its own language by enabling pupils with Hungarian as L1 to continue their education in their first language either in Slovenia or in Hungary;
- development of two-way bilingualism and cultural pluralism, providing for an atmosphere of mutual confidence and creativity regardless of language and ethnic adherence of the population. In this regard, a statement of the special rapporteur of the European Council from 1996 is worth mentioning: "The Slovenian system of education in the ethnically mixed area is unique. It is of great interest not only because it enables total implementation of special minority rights in accordance with international standards, but also because of the manner in which these rights are implemented. Its guideline is interculturalism, stressing true coexistence and the dual cultural identity of the children who attend bilingual schools" (Nečak Lük, 1996).

However, in accordance with the reform principles of the Slovenian education system, the following aspects of the bilingual education in Prekmurje demand special attention:

- High academic expectation for all children involved, with no differentiation between minority and majority children;

- permanent education of teachers, in-service training, providing for the acquisition of the updated methods and didactics of L1 and L2 teaching (through content language learning and the contractive approach);
- permanent education of teachers, in-service training, providing for the acquisition of the updated bilingual teaching methods and didactics, especially at kindergarten and the first cycle elementary level, where two teachers work as a team;
- permanent education of teachers, in-service training, providing for the acquisition of updated knowledge on the psycholinguistic, sociolinguistic, and social-psychological issues, relevant for teaching in a bilingual class;
- the development of bilingual competence, i.e. striving for a balanced competence in Slovenian and Hungarian, of teachers teaching the subjects within the humanistic, natural, and technical field;
- permanent professional and personal development of all school staff, also by way of anti-bias programmes in order to assure the attainment of specific educational goals;
- on-going professional support for and monitoring of the application of bilingual instruction approaches and methods;
- on-going mentoring and monitoring of the pupils' and students' academic achievements;
- permanent updating of the textbooks and other bilingual and Hungarian teaching materials, especially for secondary and vocational education;
- further consistent translation of teaching plans, knowledge, and exam catalogues into Hungarian;
- continuous parents' involvement and cooperation with school;
- further development of networks and partnerships with schools and other institutions in Slovenia and in Hungary.

10 Summary statistics

	language of communication		
ethnic affiliation	Slovenian	Hungarian	Slovenian + Hungarian
Slovenian (1,631,363)	1,606,639	272	1,702
Hungarian (6,243)	919	3,283	1,840
mother tongue			
Slovenian (1,723,443)	1,709,460	150	1,377
Hungarian (7,713)	1,476	3,578	2,434

Table 9. Language of communication within the family with regard to ethnic affiliation and mother tongue in Slovenia²⁷ (Source: Statistični Urad Republike Slovenije, 2002).

two-way dual language model	introduced: 1958/1959 revised: 1969/1970, 1989/1990, 1993/1994, 1998/1999
languages of instruction	Slovenian (majority language) + Hungarian (minority language)
languages as subjects of curriculum	Slovenian as L1 and L2 + Hungarian as L1 and L2
bilingual methodology	teaching through the medium of L1 + L2 + teaching of L1 and L2 as subjects in L1- and L2-medium classes
method	concurrent – New Concurrent Approach (NCA) ²⁸
children attending bilingual school	all children living in the ethnically mixed area regardless of their ethnic affiliation (i.e. children from the majority and the minority group)
classes	mixed
programme	maintenance + enrichment
social goal	cultural pluralism, equality, enrichment
linguistic goal	two-way bilingualism, functional bilingualism

Table 10. The Slovenian-Hungarian bilingual school model (Source: Nečak Lük, 2003).

subject	class									annual number of hours
	1	2	3	4	5	6	7	8	9	
Slovenian as L1	6	6	6	5	5	5	4	3,5	4,5	1561,5
Slovenian as L2	3	4	4							385,0
Hungarian as L1	6	6	6	5	5	5	4	3,5	4,5	1561,5
Hungarian as L2	3	4	4	5	5	5	4	3,5	4,5	1316,5
Foreign language				2	3	4	4	3	3	656

Table 11. Number of hours of language lessons per week in bilingual primary education (Source: Strokovni svet RS za splošno izobraževanje, 2004).

Prekmurje
Bilingual schools with Slovenian and Hungarian as languages of instruction

School levels:
 pre-school, primary school*, general secondary education, technical secondary education, and vocational education

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subject			Hungarian history, geography etc. incorporated.
languages		humanities, arts etc.	
Slovenian L1 + Hungarian L2		environment	
Hungarian L1 + Slovenian L2		society	
foreign languages I, II, (+III)		history	
		geography	
		arts	
		music	

* primary school programmes for children with special needs and for adults who have not completed primary school are also modified.

Table 12. Curriculum modifications in educational institutions in the ethnically mixed region of Prekmurje (Source: Nečak Lük, 2003).

bilingual primary school	number of departments/ classes	number of pupils with Hungarian as L1	number of pupils with Slovenian as L1	total number of pupils
Lendava/Lendva	35	176	418	594
Genterovci/Gönterháza	11	33	52	85
Dobrovnik/Dobronak	11	35	34	69
Prosenjakovci/Pártosfalva	10	30	58	88
total	67	274	562	836

Table 13. Numbers of departments and pupils in the four bilingual primary schools, specified by the pupils' first language (school year 2006/2007) (Source: school statistics provided by the bilingual schools' principals).

bilingual primary school	number of teachers of Hungarian as L1 and L2	number of teachers of Slovenian as L1 and L2	number of teachers of other subjects	advisory staff (psychologists, social workers, educationalists)	total number of staff
Lendava/Lendva	13	7	65	3	88
Genterovci/Gönterháza	4	2	14	2*	22
Dobrovnik/Dobronak	1	1	16	1*	19
Prosenjakovci/Pártosfalva	5	2	17	1	25
total	23	12	112	7	154

*part time work (20-50 %)

Table 14. Numbers of teaching and advisory staff in the four bilingual primary schools (school year 2006/2007) (Source: school statistics provided by the bilingual schools' principals).

secondary school Lendava/Lendva	number of departments	number of students with Hungarian as L1	number of students with Slovenian as L1	<i>total number of students</i>
general programme	8	52	98	150
technical programme	6	32	59	91
vocational programme	6	30	51	81
preparatory matura course	1	-	14	14
<i>total</i>	21	114	222	336

Table 15. Number of departments and students of the bilingual secondary school Lendava/Lendva according to the pupils' first language (school year 2006/2007) (Source: school statistics provided by the bilingual schools' principals).

secondary school Lendava/ Lendva	number of teachers of Hungarian as L1 and L2	number of teachers of Slovenian as L1 and L2	number of teachers of other subjects of the bilingual curriculum	number of advisory staff (psychologists, social workers, educationalists)	<i>total</i>
	5	4	43	2	54

Table 16. Numbers of teaching and advisory staff of the secondary bilingual school Lendava/Lendva (school year 2006/2007) (Source: school statistics provided by the bilingual schools' principals).

Endnotes

- 1 Pagan Avarian (Hungarian) tribes, coming from the East started to invade the area.
- 2 At the 2002 population census *ethnic affiliation* was defined as follows: "Ethnic affiliation is being a member of a nation or an ethnic group. In accordance with the constitutional principles of equality of nations and ethnic groups, a person has the right to declare his or her ethnic affiliation" (Skupščina Republike Slovenije, 1991, Article 61).
- 3 At the 2002 population census *mother tongue* was defined as follows: "Mother tongue is the language that a person learned in his or her early childhood in the family or in another primary environment, if the child lived with relatives, in institutions, etc. If a person learned several languages in his or her childhood, the mother tongue is the language that the person identifies as his or her mother tongue."
- 4 According to the 2002 population census *language of communication* is the language that a person most frequently uses in communication, either oral or written, with his/her family members. One, two, or more languages can be used in family communication. When a person declared the use of more than two languages in communication with his/her family members, it was up to her/him to identify the two most frequently used.
- 5 Languages (e.g. Croatian, Romani) and ethnic affiliations other than Slovenian and Hungarian are not presented in this table.
- 6 Two-way bilingualism: individual proficiency in two languages in contact, proper not only to the minority but also to the majority members.
- 7 Article 5 of the constitution: "In its own territory, the state shall protect human rights and fundamental freedoms. It shall protect and guarantee the rights of the autochthonous Italian and Hungarian national communities." (Skupščina Republike Slovenije, 1991)

- 8 "It shall maintain concern for autochthonous Slovenian national minorities in neighbouring countries and for Slovenian emigrants and workers abroad and shall foster their contacts with the homeland." (ibidem, article 5).
- 9 "The official language in Slovenia is Slovenian. In those municipalities where Italian or Hungarian national communities reside, Italian or Hungarian shall also be official languages." (ibidem, article 11).
- 10 "The autochthonous Italian and Hungarian national communities and their members shall be guaranteed the right to use their national symbols freely and, in order to preserve their national identity, the right to establish organisations and develop economic, cultural, scientific and research activities, as well as activities in the field of public media and publishing. In accordance with the law, these two national communities and their members have the right to education and schooling in their own languages, as well as the right to establish and develop such education and schooling. The geographic areas in which bilingual schools are compulsory shall be established by law. These national communities and their members shall be guaranteed the right to foster relations with their nations of origin and their respective countries. The state shall provide material and moral support for the exercise of these rights. In order to exercise their rights, the members of these communities shall establish their own self-governing communities in the geographic areas where they live. On the proposal of these self-governing national communities, the state may authorise them to perform certain functions under national jurisdiction, and shall provide funds for the performing of such functions. The two national communities shall be directly represented in representative bodies of local self-government and in the National Assembly. The position of the Italian and Hungarian national communities and the manner in which their rights are exercised in the geographic areas where they live, the obligations of the self-governing local communities for

the exercise of these rights, and those rights which the members of these national communities exercise also outside these areas, shall all be regulated by law. The rights of both national communities and their members shall be guaranteed irrespective of the number of members of these communities.

Laws, regulations and other general acts that concern the exercise of the constitutionally provided rights and the position of the national communities exclusively, may not be adopted without the consent of representatives of these national communities.” (ibidem, article 64).

- 11 The Commission discusses the bills and other acts regulating the status of the Hungarian (and Italian) minority; questions related to development of education, cultural and economic activities, and media and editing activities; and questions related to the contacts of both communities with their mother-nations. Its duty is to propose measures and provisions for the realisation of the rights of both communities. The representatives have the right to veto in case of disapprobation of the proposed measures.
- 12 The Office for Nationalities (www.uvn.gov.si/en) is an independent professional service within the Government of the Republic of Slovenia. “The main duty of the Office for Nationalities is global supervision of the realization of the provisions of the law on the protection of nationalities, monitoring the practical effects, drawing attention to problem areas, preparing suggestions and initiatives for the Government and other state bodies and preparing analyses and reports on the wider issues of the protection of nationalities, together with the relevant ministries.” (www.uvn.gov.si/en/areas_of_work [Accessed 9 September 2011])
- 13 Full name: “Slovensko-madžarska mešana komisija za spremljanje Sporazuma o zagotavljanju posebnih pravic slovenske narodne manjšine v Republiki Madžarski in madžarske narodne skupnosti v Sloveniji” which translates as “Slovenian-Hungarian mixed commission for monitoring the Agreement on Guaranteeing Special Rights to the

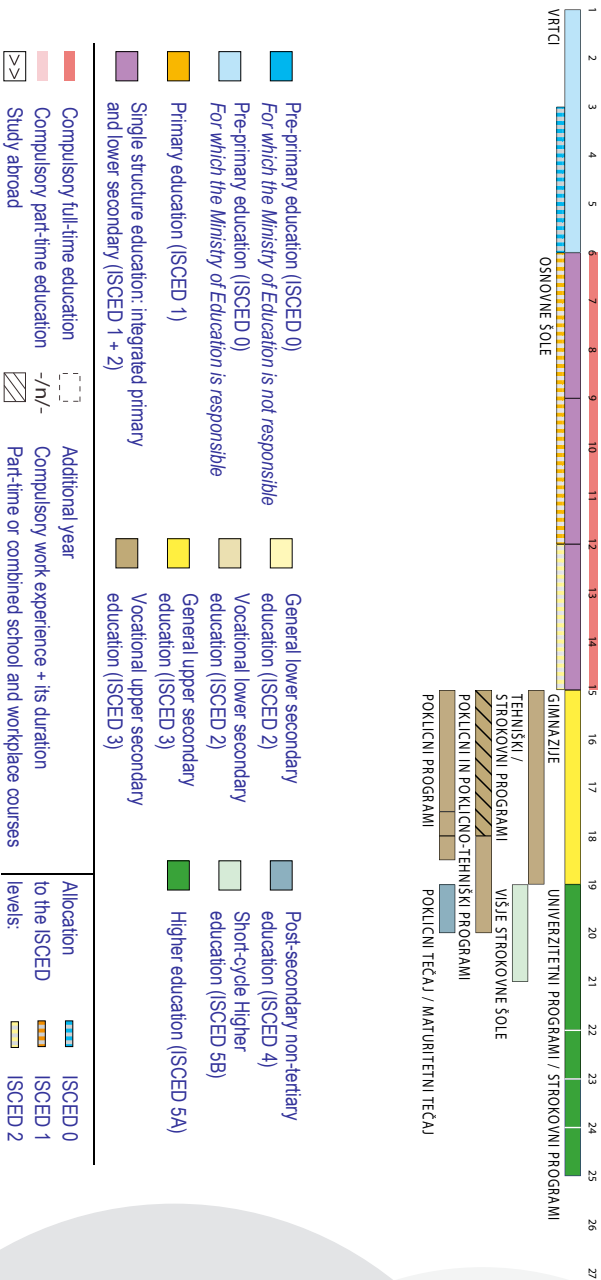
- Slovenian Minority living in the Republic of Hungary and the Hungarian National Community in the Republic of Slovenia.”
- 14 Zakon o organizaciji in financiranju vzgoje in izobraževanja (Organisation and Financing of Education Act, 1996), articles: 2, 3, 44, 69, 81, 84, 92, 121, 122, 137, ... ; Zakon o vrtcih (Pre-school Institutions Act, 1996 and 2005), articles: 5, 6, 14, 29, 54; Zakon o osnovni šoli (Elementary School Act, 1996 and 2005), articles 2, 6, 7, 16, 28, 64, ... ; Zakon o gimnazijah (Gimnazije Act, 1996, 2007), articles 2, 8; Zakon o maturi (Matura Examination Act, 2003 and 2006); Zakon o poklicnem in strokovnem izobraževanju (Vocational and Technical Education Act, 1996), articles 2, 8; Zakon o izobraževanju odraslih (Adult Education Act, 1996 and 2006), article 7.
 - 15 the modified school programmes for bilingual regions.
 - 16 See *administration* p.20.
 - 17 See also www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/vrtci/pdf/vrtci_kur.pdf and www.mss.gov.si/en/areas_of_work/pre_school_education_in_slovenia
 - 18 This is the so-called ‘course-based level’: the content is studied in the framework of individual subjects and taught by specialist teachers (e.g. biology).
 - 19 Zakon o visokem šolstvu (Higher Education Act) (1993)
 - 20 NCA = New Concurrent Approach. A highly structured approach to code switching. “... the dual language use is consciously incorporated in the lesson ... there is no intra-sentential code-switching, the alternation is not random but purposeful, the use of both languages is fully balanced and the structure of the lesson does not encourage the child to switch out whilst his/her weaker language is spoken.” (Jacobson, 1995 p. 168). The dual language use is planned along with other constituents of a lesson.
 - 21 The space and time distribution in the bilingual kindergarten of Prekmurje is executed in small “portions”. Languages are exchanged in smaller time and space frames, for instance: one language during lunch, another during outside activities, etc.; one language in a puppet corner, another in the

manual training corner, etc. It depends on the daily plan of activities when and where each language shall be used on a particular day, i.e. educators and assistant educators prepare the daily distribution of language use in the framework of their daily activities plan.

- 22 Unofficial statistics provided by the bilingual kindergartens' principals.
- 23 Among the normalisation criteria – i.e. those related to the approximately balanced share of pupils with regard to sex, social status, and other characteristics – native tongue (L1) of pupils is taken as a criterion in the formation of a mixed (bilingual) department/class.
- 24 A branch school is an 'expozitura' (local school, branch) of a central school (i.e. full 9-year school); a local school building where children can spend the first years of their schooling, usually the first 3-year cycle, in the local environment. Later, they continue in the main school building (usually travelling there by bus). Thus, the first few years of primary education are performed in the local environment in branch schools instead of in the main school building. The number of branch schools depends on the size of a school district.
- 25 www.ff.uni-mb.si/o-fakulteti/statut-in-pravilniki.dot
- 26 Pravilnik o izobraževalnem programu Madžarščina za odrasle (2005) (Ordinance on the Educational Programme Hungarian for Adults), Pravilnik o smeri izobrazbe učiteljev in drugih strokovnih delavcev v izobraževalnem programu Madžarščina za odrasle (2005) (Ordinance on the Education of Teachers and Other Expert Staff in the Educational programme Hungarian for Adults), Izobraževalni program Madžarscina za odrasle s katalogi znanja in izpitov (2003) (Educational Programme Hungarian for Adults with Knowledge and Exam Catalogues).
- 27 Cf. footnote 5.
- 28 Cf. footnote 20.

Education system in Slovenia

Organisation of the education system in Slovenia, 2011/2012



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Addresses

See Appendix II for a map of the societies and institutions of the Hungarian national minority in the nationally mixed area in Prekmurje.

political
organisations

Pomurska madžarska samoupravna narodna skupnost / Muravidéki Magyar Önkormányzati Nemzeti Közösség (Hungarian self-governing community of the municipality of Pomurje)
Glavna ulica / Fő utca 124, 9220 Lendava / Lendva, Slovenija / Szlovénia

T +386 2 575 14 49

F +386 2 575 14 19

E pmsns@muravidek.si

W www.muravidek.si

Madžarska samoupravna narodna skupnost občine Dobrovnik / Dobronak Községi Magyar Önkormányzati Nemzeti Közösség (Hungarian self-governing Community of the municipality of Dobrovnik/Dobronak)

Dobrovnik / Dobronak 297, 9223 Dobrovnik / Dobronak, Slovenija / Szlovénia

T +386 2 579 9070

E info@dobronak.si

W www.dobronak.si

Madžarska samoupravna narodna skupnost občine Hodoš / Hodos Községi Magyar Nemzetiségi Öngazgatási Közösség (Hungarian Self-governing Community of the municipality of Hodoš / Hodos)

Hodoš / Hodos 52, 9205 Hodoš / Hodos, Slovenija / Szlovénia

T +386 2 559 8033

F +386 2 559 8034

Madžarska samoupravna narodna skupnost občine Lendava/Lendva / Lendava/Lendva Községi Magyar Nemzeti Önkormányzati Közösség (Hungarian self-governing community of the municipality of Lendava/Lendva)

Mlinska ulica /Malom utca 6A, 9220 Lendava / Lendva, Slovenija / Szlovénia

T +386 2 577 2720 / +386 2 577 27 22 / +386 2 577 27 24

F + 386 2 577 27 29

E lkmo@siol.net

W www.lendva.info

Madžarska samoupravna narodna skupnost občine Moravske Toplice / Moravske Toplice Községi Magyar Nemzetiségi Önigazgatási Közösség (Hungarian Self-governing Community of the municipality of Moravske Toplice)

Kranjčeva ulica 3, 9226 Moravske Toplice, Slovenija / Szlovénia

T +386 2 538 15 00

F +386 2 538 15 02

E obcina@moravske-toplice.si

W www.moravske-toplice.si

Madžarska samoupravna narodna skupnost občine Šalovci / Šalovci község magyar Nemzetiségi öngazgatási közösség (Hungarian Self-governing Community of the municipality of Šalovci)

Domanjševci/Domonkosfa 67, 9206 Križevci v Prekmurju, Slovenija / Szlovénia

T +386 2 554 1290

F +386 2 559 1290

E madzarska.skupnost.domanjsevci@siol.net

W www.salovci.si

government and parliamentary bodies **Državni zbor Republike Slovenije** (National Assembly of the Republic of Slovenia)

Šubičeva ulica 4, p. p. 636, 1102 Ljubljana, Slovenia

T +386 1 478 9400

F +386 1 478 9845

E gp@dz-rs.si

W www.dz-rs.si

Ministrstvo za šolstvo in šport (Ministry of Education and Sport)

Masarykova 16, 1000 Ljubljana, Slovenia

T +386 1 400 5400

F +386 1 400 5329

E gp.mss@gov.si

W www.mss.gov.si

Ministrstvo za visoko šolstvo, znanost in tehnologijo (Ministry of Higher Education, Science and Technology)

Kotnikova 38, 1000 Ljubljana, Slovenia

T +386 1 478 4600

F +386 1 478 4719

E gp.mvzt@gov.si

W www.mvzt.gov.si

Urad za narodnosti (Office for Nationalities)

Erjavčeva 15, 1000 Ljubljana, Slovenia

T +386 1 478 1365

F +386 1 478 1366

E gp.un@gov.si

W www.uvn.gov.si

**cultural
organisations**

Galerija – Muzej Lendava / Galéria – Múzeum Lendva (Gallery-museum Lendava)

Banfijev trg / Bánffy tér 1, 9220 Lendava / Lendva, Slovenija / Szlovénia

T +386 2 578 92 60

F +386 2 578 92 61

E info@gml.si / galerija.muzejlendava@siol.net

W www.gml.si

Magyar Nemzetiségi Művelődési Intézet / Zavod za kulturo madžarske narodnosti (The Hungarian Community Culture Institute)

Glavna ulica / Fő utca 32, 9220 Lendava / Lendva, Slovenija / Szlovénia

T +386 2 577 6660 (secretariat) / + 386 2 577 6676 (Bánffy
Centre assistant director)
F +386 2 577 6668
E MNMI: info@mnmi-zkmn.si / Bánffy Centre banffy@mnmi-
zkmn.si
W www.mnmi-zkmn.si

**Pokrajinska in študijska knjižnica Murska Sobota / Területi
és Tanulmányi Könyvtár, Múraszombat** (Regional and Study
Library Murska Sobota)
Zvezna ulica 10, 9000 Murska Sobota, Slovenija / Szlovénia
T +386 2 530 81 10
F +386 2 530 81 30
E info@ms.sik.si
W www.ms.sik.si



**educational
institutions**

**Dvojezična osnovna šola Dobrovnik / Kétnyelvű Általános
Iskola, Dobronak** (Bilingual primary school Dobrovnik)
Dobrovnik/ Dobronak 266 / j, 9223 Dobrovnik/Dobronak, Slo-
venija / Szlovénia
T +386 2 578 8430
F +386 2 578 8431
E o-dobrovnik.ms@guest.arnes.si
W www.dosdobrovnik.si

**Dvojezična osnovna šola Genterovci / Kétnyelvű Általános
Iskola Göntérháza** (Bilingual primary school Genterovci)
Genterovci / Göntérháza, Šolska ulica/Iskola utca 2, 9223 Do-
brovnik / Dobronak, Slovenija / Szlovénia
T +386 2 577 2830
F +386 2 577 2831
E dos.genterovci@guest.arnes.si
W www.dosgenterovci.si

**Dvojezična osnovna šola I Lendava / I. sz. Lendvai Kétnyelvű
Általános Iskola** (Bilingual primary school Lendava I)
Kranjčeva ulica / Kranjec utca 44, 9220 Lendava / Lendva,
Slovenija / Szlovénia

T +386 2 577 2800 (registry) / +386 2 5772 804 (director)
W www.dos1-lendava.com

Dvojezična osnovna šola II Lendava / II. sz. Lendvai Kétnyelvű Általános Iskola Lendva (Bilingual primary school Lendava II (pupils with special needs))

Ulica Sv. Štefana 21, 9220 Lendava / Lendva, Slovenija / Szlovénia
T +386 2 578 81 50
F +386 2 578 81 51
E dosmslen@guest.arnes.si
W www2.arnes.si/~dosmslen

Dvojezična srednja šola Lendava / Kétnyelvű Középiskola Lendva (Bilingual Secondary School Lendava)

Kolodvorska ulica / Vasút utca 2/e, 9220 Lendava / Lendva, Slovenija / Szlovénia
T +386 2574 2510
F +386 2 574 2520
E tajnistvo-dss.lendava@guest.arnes.si
W www.dssl.si

Dvojezična osnovna šola Prosenjakovci / Kétnyelvű Általános Iskola Pártosfalva (Bilingual primary school Prosenjakovci)

Prosenjakovci/Pártosfalva 97/C, 9207 Prosenjakovci/Pártosfalva, Slovenija / Szlovénia
T +386 2 544 1030
F +386 2 544 1030
E group1.osmspro@guest.arnes.si
W www.dos-prosenjakovci.si

Ljudska univerza Lendava (Institute for Adult Education Lendava)

Kidričeva ulica 1, 9220 Lendava, Slovenija / Szlovénia
T +386 2 578 919F +386 2 578 9196
E izobrazevanje@lulendava.si
W www.lulendava.si

Ljudska univerza Murska Sobota (Institute for Adult Education Murska Sobota)

Slomškova ulica 33, 9000 Murska Sobota, Slovenija / Szlovénia

T +386 2 536 1560

F +386 2 532 1624

E info@lums.si

W www.lums.si

Oddelek za madžarski jezik in književnost, Filozofska fakulteta Univerze v Mariboru (Department of Hungarian Language and Literature, Faculty of Arts, University of Maribor)

Koroška cesta 160, 2000 Maribor, Slovenija / Szlovénia

T + 386 2 22 93 629

F + 386 2/22 93 625

E ff@uni-mb.si

W www.ff.uni-mb.si/oddelki/madzarski-jezik-in-knjizevnost

Oddelek za primerjalno in splošno jezikoslovje, Filozofska fakulteta Univerze v Ljubljani (Department of Comparative and General Linguistics, Faculty of Arts, University of Ljubljana)

Aškerčeva 2, 1000 Ljubljana, Slovenija / Szlovénia

T +386 1 241 1000/241 1010

F +386 1 425 9337

W www.ff.uni-lj.si

Vrtec Lendava / Lendvai Óvoda (Pre-school Lendava/Lendva)

Ulica Heroja Mohorja/Mohor utca 1, 9220 Lendava / Lendva, Slovenija / Szlovénia

T +386 2 578 86 70

F +386 2 578 86 71

E vrtec.lendava@guest.arnes.si

W www.vrtec-lendava.si

Appendices

Appendix I: Schoolbooks and handbooks for Hungarian as L1 and L2

Hungarian as L1

first grade

Abc-Ház, Ábécéskönyv 1. o., Hernádiné Hámorszky Zs., Mozaik Kiadó Szeged

Beszéd, Olvasás, Írás 1. o. – Álló írás, Hernádiné Hámorszky Zs., Mozaik Kiadó Szeged

Lexi Iskolas Lesz, mesetankönyv, Csabay K., Nemzeti Tankönyvkiadó Budapest

second grade

Az Én Ábécém, olvasókönyv az 1. osztály számára, Esztergályosné Földesi K., Apáczai Kiadó

Első Olvasókönyvem, olvasókönyv az 1. osztály számára, Esztergályos J., Apáczai Kiadó

Olvasásfüzet, irodalmi munkafüzet az 1. osztály számára, Németh Lászlóné, Seregély Istvánné, Apáczai Kiadó

Szövegértést Fejlesztő Gyakorlatok 1. o., Esztergályosné Földesi K., Apáczai Kiadó

third grade

Hétszínvarázs, olvasókönyv a 2. osztály számára, Nyíri I., Apáczai Kiadó

Hétszínvarázs, munkafüzet a 2. osztály számára, Nyíri I., Apáczai Kiadó

Nyelvtan – Helyesírás Munkatankönyv 2., Fülöp M., Szilágyi I., Apáczai Kiadó

Szövegértést Fejlesztő Gyakorlatok 2. o., Nyíri Istvánné, Apáczai Kiadó

fourth grade

Hétszínvirág, olvasókönyv a 3. osztály számára, Burai L., Faragó A., Apáczai Kiadó

Hétszínvirág, munkafüzet a 3. osztály számára, Burai L., Faragó A., Apáczai Kiadó

Nyelvtan – Helyesírás Munkatankönyv 3, Fülöp M., Szilágyi I., Apáczai Kiadó
Fogalmazás Munkafüzet 3, Fülöp M., Szilágyi I., Apáczai Kiadó
Szövegértést Fejlesztő Gyakorlatok 3. o., Burai Lászlóné-Faragó Attiláné, Apáczai Kiadó

fifth grade

Hétszínvilág, olvasókönyv a 4. osztály számára, Báthori A. Zs., Apáczai Kiadó
Hétszínvilág, munkafüzet a 4. osztály számára, Apáczai Kiadó
Nyelvtan – Helyesírási Munkatankönyv 4, Fülöp M., Szilágyi I., Apáczai Kiadó
Fogalmazás Munkafüzet 4. o., Fülöp M., Szilágyi I., Apáczai Kiadó
Szövegértést Fejlesztő Gyakorlatok 4. o., Nyíri Istvánné, Apáczai Kiadó

sixth grade

Irodalom az általános iskola 5. osztálya számára, Szabó G., Virág Gy., Apáczai Kiadó
Nyelvtan – Helyesírás Munka-tankönyv 5. o., Széplaki E., Apáczai Kiadó
Fogalmazás Feladatgyűjtemény 5. osztály, Széplaki E., Apáczai Kiadó

seventh grade

Irodalom az általános iskola 6. osztálya számára, Szabó G., Virág Gy., Apáczai Kiadó
Nyelvtan – Helyesírás Munka-tankönyv 6. o., Széplaki E., Apáczai Kiadó
Fogalmazás Feladatgyűjtemény 6. osztály, Széplaki E., Apáczai Kiadó

eighth grade

Irodalom az általános iskola 7. osztálya számára, Szabó G., Virág Gy., Apáczai Kiadó
Anyanyelvi Munkatankönyv 7. o., Széplaki E., Apáczai Kiadó
Fogalmazás Feladatgyűjtemény 7. osztály, Balogh J., Apáczai Kiadó

**Hungarian
as L2**

first grade

Én Is Tudok Beszélni 1, munkatankönyv, Bittera T., Juhász Á., Nemzeti Tankönyvkiadó Budapest
Beszédfejlesztés És Környezetismeret I., Ammerné N. E., Balázsne F.I., Nemzeti Tankönyvkiadó Budapest
Beszédfejlesztés És Környezetismeret I., Feladatlapok, Ammerné N. E., Balázsne F.I., Nemzeti Tankönyvkiadó Budapest

second grade

Beszédfejlesztés És Környezetismeret I., Ammerné N. E., Balázsne F.I., Nemzeti Tankönyvkiadó Budapest
Írunk És Olvasunk, munkatankönyv, Feher M., ZRSŠ, átdolgozott kiadás

third grade

Írunk És Olvasunk, önálló munkafüzet, Feher M., ZRSŠ, átdolgozott kiadás

fourth grade

Csön, Csön Gyűrű, önálló munkafüzet, Aldea Miklósné, et. al., ZRSŠ, átdolgozott kiadás

fifth grade

Kerek Perec, önálló munkafüzet, Aldea Miklósné, et. al., ZRSŠ, átdolgozott kiadás

sixth grade

Barangoló, önálló munkafüzet, Aldea Miklósné, et. al., ZRSŠ, átdolgozott kiadás

seventh grade

Regélő, önálló munkafüzet, Aldea Miklósné, et. al., ZRSŠ

eighth grade

Ablaknyitogató, önálló munkafüzet, Aldea Miklósné, et. al., ZRSŠ

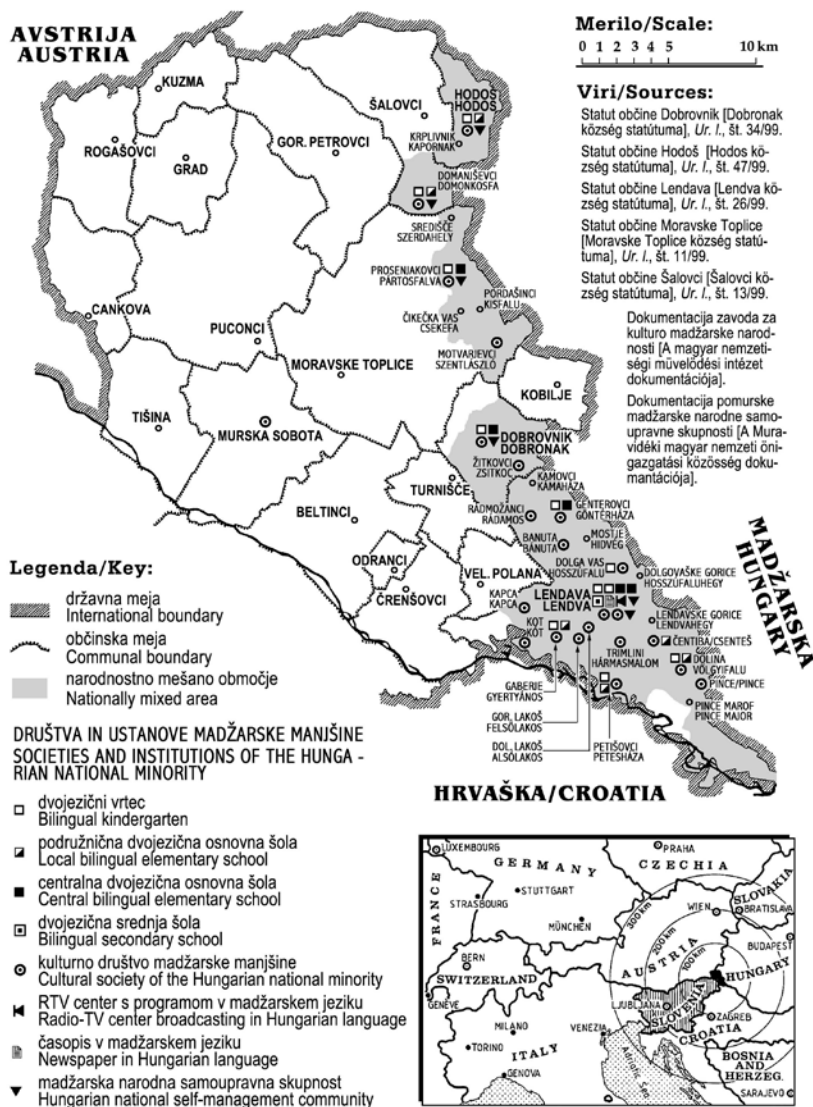
ninth grade

Kitekintő, tankönyv, Aldea Miklósné, et. al., ZRSŠ, 2004
Kitekintő, munkafüzet, Aldea Miklósné, et. al., ZRSŠ, 2004

Appendix II Map of the societies and institutions of the Hungarian national minority in the nationally mixed area in Prekmurje (1999)

DRUŠTVA IN USTANOVE MADŽARSKE MANJŠINE NA NARODNOSTNO MEŠANEM OBMOČJU V PREKMURJU (1999) SOCIETIES AND INSTITUTIONS OF THE HUNGARIAN NATIONAL MINORITY IN THE NATIONALLY MIXED AREA IN PREKMURJE (1999)

Vsečina/Research: MIRAN KOMAC; Risal/Design and production: ZMAGO DROLE; © LJUBLJANA, SI, 2008



Other websites on minority languages

Mercator Network	<p>www.mercator-network.eu</p> <p>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.</p>
Mercator Research Centre	<p>www.mercator-research.eu</p> <p>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.</p>
Mercator-Media	<p>www.aber.ac.uk/~merwww</p> <p>Homepage of Mercator-Media. It provides information on media and minority languages in the EU.</p>
Mercator-Legislation	<p>www.ciemen.org/mercator</p> <p>Homepage of Mercator-Legislation. It provides information on minority languages and legislation in the EU.</p>
European Commission	<p>http://ec.europa.eu/education/languages/languages-of-europe/doc139_en.htm</p> <p>The website of the European Commission gives information about the EU's support for regional or minority languages.</p>
Council of Europe	<p>http://conventions.coe.int</p> <p><i>European Charter for Regional or Minority Languages</i> (1992) and <i>Framework Convention for the Protection of National Minorities</i> (1995). European Treaty Series 148 and 157, Strasbourg.</p>
Eurydice	<p>http://eacea.ec.europa.eu/education/eurydice/index_en.php</p> <p>Eurydice is the information network on education in Europe. The sites provides information on all European education systems and education policies.</p>

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partners

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

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Slovene; the Slovene language in education in Italy (2nd ed.)
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Võro; the Võro language in education in Estonia
Welsh; the Welsh language in education in the UK



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