

HUNGARIAN

The Hungarian language in education in Slovenia

2nd Edition



Regional Dossier series

The Hungarian language in education
in Slovenia

2nd Edition

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Foreword

background

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

Regional and minority languages are languages traditionally used within a given territory of a state by nationals of that state who form a group numerically smaller than the rest of the state's population; they are different from the official language(s) of that state, and they include neither dialects of the official language(s) of the state nor the languages of migrants.

The Mercator European Research Centre aims to acquire, apply, and circulate knowledge about these regional and minority languages in education. An important means to achieve this goal is the Regional Dossier series: documents that provide the most essential features of the education system of regions with a lesser-used regional or minority language.

aim

The aim of the Regional Dossier series is to provide concise descriptions of minority languages in education, mainly in Europe but also in other parts of the world. Aspects that are addressed include features of the education system, recent educational policies, main actors, legal arrangements, and support structures, as well as quantitative aspects such as the number of schools, teachers, and pupils, and financial investments. Because of this fixed structure, the dossiers in the series are easy to compare.

target group

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

link with Eurydice

The Regional Dossiers follow the format of Eurydice – the information network on education in Europe – in order to link the regional descriptions with those of national education systems. Eurydice provides information on the administration and structure of national education systems in the member states of the European Union.

contents

Every Regional Dossier begins with an introduction about the region in question, followed by six chapters that each deal with a specific level of the education system (e.g. primary education). Chapters 8 and 9 cover the main lines of research into education of the minority language under discussion, and the prospects for the minority language in general and in education in particular, respectively. Chapter 10 provides a summary of statistics. Lists of (legal) references and useful addresses regarding the minority language are given at the end of the dossier.



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Summary

Hungarian and its status in education in Slovenia

The Constitution of the Republic of Slovenia (Article 64) stipulates that in the ethnically mixed area of Prekmurje, Hungarian is recognised as an official language in addition to Slovene. This provision also implies the right to education in Hungarian as a first language (L1), which is provided by bilingual school programmes in kindergartens, and primary and secondary schools. All pupils, regardless of their nationality and L1, are grouped in common classes and lessons are taught in both languages. Slovene and Hungarian are both subjects and languages of instruction in all other subjects. Additionally, Hungarian can be studied at the Universities of Maribor and Ljubljana.

Hungarian in educational research

Research on bilingual education is conducted by the National Education Institute of Slovenia, as well as the Institute for Ethnic Studies in Ljubljana and its branch in Lendava/Lendva, the Institute for Educational Research in Ljubljana, and the Faculties of Arts at the Universities of Maribor and Ljubljana. Research institutes in Hungary often collaborate with Slovenian research institutes to conduct research on the Hungarian language and on other Hungarian ethnic community-related issues. These research projects also cover different aspects of bilingual education, in particular with regard to teacher competencies and the preparation of teaching materials.

Prospects for Hungarian in Slovenia

After more than 60 years of existence, bilingual education is proving its vitality and relevance to the linguistic needs of inhabitants of both nationalities in the ethnically mixed area of Prekmurje. The bilingual school continues to work for the maintenance and development of the Hungarian language and culture, and for the active participation of the two communities in the area and beyond. The further development of Hungarian in Slovenia, however, requires constant attention and support from the state and both communities.

A magyar nyelv a szlovéniai oktatásban

2. kiadás

Albina Nečak Lük

Ljubljana Egyetem

Attila Kovács

Nemzetiségi Kutatóintézet

Összefoglaló

A magyar nyelv és státusza a szlovéniai oktatásban

A Szlovén Köztársaság Alkotmányának 64. cikke előírja, hogy Muravidék nemzetiségileg vegyesen lakta területén a szlovén mellett a magyar is hivatalos nyelv. Az említett rendelkezés teszi lehetővé a magyar nyelv első nyelvként való oktatását (L1), amelyet az óvodai, általános és középiskolai kétnyelvű programok biztosítanak. Függetlenül a nemzetiségi hovatartozástól és a nyelvtől, az összes tanuló közös osztályokban tanul, ahol az oktatás mindkét nyelven egyszerre folyik. Ugyanakkor mindkét nyelv tantárgy és egyben tanítási nyelv más tantárgynál. Felsőoktatási szinten a magyar nyelvet a maribori és a ljubljana egyetemeken oktatják.

A magyar nyelv a pedagógiai kutatásban

Az oktatással kapcsolatos kutatásokat a Szlovén Köztársaság Oktatási Intézete, a ljubljana Nemzetiségi Kutatóintézet és annak lendvai kutatócsoportja, a ljubljana Pedagógiai Intézet, valamint a Maribori és a ljubljana Egyetem Bölcsészettudományi Kara véghez. A magyarországi kutatóintézetek gyakran működnek együtt szlovén kutatóintézetekkel a magyar nyelv és egyéb, a magyar nemzeti közösséget érintő kérdések kutatásában. Ezek a kutatási projektek a kétnyelvű oktatás különböző területeire is kiterjednek, különös tekintettel a tanárok kompetenciáit és a tananyagok elkészítését illetően.

A magyar nyelv perspektívái Szlovéniában

A kétnyelvű oktatási modell 60 év elteltével a Muravidék nemzetiségileg vegyesen lakott régió mindkét nemzetiségű lakosainak nyelvi igényei szempontjából bebizonyította életképességét és relevanciáját. Az időnként felmerülő aggodalmak ellenére a modell eredményesnek bizonyult a magyar nyelv és kultúra megőrzésében és fejlesztésében, valamint a két nemzetiség eredményes együttélésében úgy a nemzetiségileg vegyesen lakta területen, mind azon túl is. Természetesen a magyar nyelv további fejlődése Muravidék nemzetiségileg vegyesen lakta területén és így Szlovéniában az állam és a két nemzeti közösség állandó figyelmét és támogatását igényli.

Madžarski jezik v izobraževanju v Sloveniji

2. izdaja

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Povzetek

Madžarščina in njen status v izobraževanju v Sloveniji

Ustava Republike Slovenije v členu 64 določa, da je na narodno mešanem območju v Prekmurju poleg slovenščine uradni jezik tudi madžarščina. Iz te določbe izhaja tudi pravica do izobraževanja v madžarščini kot prvem jeziku (L1), ki jo zagotavljajo dvojezični programi v vrtcih, osnovnih in srednjih šolah. Vsi učenci, ne glede na svojo narodnost in jezik, so združeni v skupnih oddelkih, pouk pa poteka v obeh jezikih. Ob tem sta slovenščina in madžarščina hkrati učna predmeta in učna jezika pri vseh ostalih predmetih. Na visokošolski ravni ponujata učenje madžarščine univerzi v Mariboru in Ljubljani.

Madžarščina v pedagoškem raziskovanju

Raziskave o dvojezičnem šolstvu prihajajo z Zavoda RS za šolstvo, pa tudi z Inštituta za narodnostna vprašanja v Ljubljani in njegove podružnice v Lendavi/Lendva, s Pedagoškega inštituta v Ljubljani ter s Filozofskih fakultet Univerze v Mariboru in Ljubljani. Raziskovalni inštituti na Madžarskem pogosto sodelujejo s slovenskimi raziskovalnimi inštituti pri izvajanju raziskav o madžarskem jeziku in drugih vprašanjih, povezanih z madžarsko narodno skupnostjo. Ti raziskovalni projekti zajemajo tudi različne vidike dvojezičnega izobraževanja, zlasti glede kompetenc učiteljev in priprave učnih gradiv.

Perspektive madžarščine v Sloveniji

Po več kot 60 letih obstoja model dvojezičnega izobraževanja dokazuje svojo vitalnost in ustreznost jezikovnim potrebam prebivalcev obeh narodnosti narodnostno mešanega območja v Prekmurju. Kljub občasnim pomislekom dvojezična šola še nadalje deluje v prid ohranjanja in razvijanja madžarskega jezika in kulture ter tvornega sobivanja obeh skupnosti na tem območju in širše. Seveda pa nadaljnji razvoj madžarščine na narodnostno mešanem območju v Prekmurju in s tem v Sloveniji zahteva stalno pozornost in podporo države in obeh skupnosti.



List of Abbreviations

BPS	Bilingual primary school (dvojezična osnovna šola)
BSS	Bilingual secondary school (dvojezična srednja šola)
CLIL	Content and Language Integrated Learning
DIFER	Delna zunanja diferenciacija pri madžarščini kot J2 (partial external differentiation with Hungarian as L2)
FL	Foreign language (tuj jezik)
HOP	Hkratno opismenjevanje (concurrent initial literacy instruction)
L1	First language (native language/mother tongue – prvi jezik/materni jezik)
L2	Second language (language of the social environment – drugi jezik/jezik okolja)
NCA	New Concurrent Approach

1 Introduction

language

Hungarian (or Magyar, the ethnonym) belongs to the Finno-Ugric branch of the Uralic language family. Among its typical particularities, the most distinctive are the following: a rich system of vocalisation characterised by vowel harmony; agglutinative inflection where affixes are added in a given order to the stem, each carrying only one grammatical meaning (e.g. time and mood); the absence of grammatical gender with distinction between beings and things expressed only by pronouns; numerals are followed by a singular noun; and adjectives preceding nouns are invariable (Loránd & Samu, 1972).

The earliest Hungarian words are found in Latin documents from the 10th century onwards, while the oldest known text in Hungarian is the *Halotti beszéd* (Funeral Oration) from 1192–95, which contains approximately 300 words. Orthographical and grammatical codification of the Hungarian language, however, goes back to the 16th century. The first Hungarian grammar was printed in 1539, and the Roman alphabet was adapted to the Hungarian peculiarities, such as vowel length and quality. At the beginning of the 19th century, due to language reform movements, a modern Hungarian literary language began to develop. In 1844, Hungarian was established as the official language of legislation and administration. From 1860 onwards, the social and economic transformation of the Hungarian part of the Habsburg Empire was accompanied by intensive language policy activities and a flourishing literature in Hungarian. After World War I, parts of the Hungarian territory were assigned to the neighbouring (newly emerged) states and the Hungarian population experienced different attitudes towards their ethnic identity and their language within these new political contexts (Kiss & Pusztai, 2018).

Today, Hungarian is the official language of the Republic of Hungary and is spoken by approximately 9.5 million people as a national language (Magyarország Központi Statisztikai Hivatal, 2022). It is also spoken as a minority language by approximately 1.8 million people (1,002,151 in Romania – Institutul Național de Statistică, 2021; 456,154 in Slovakia – Horbulák & Demeter, 2023; 184,442 in Serbia – Републички завод за статистику, 2022; 161,618 in Ukraine – Csernicskó, 2019; and the rest in Austria, Croatia, and Slovenia) and as a diaspora language by around 2.35 million people, primarily in the United States (with an estimated 1,563,000 speakers; Papp, 2011).

In the ethnically mixed area of Prekmurje in the Republic of Slovenia, a variety of the Transdanubian Hungarian dialect is spoken, influenced by local, rather archaic elements. Centuries of close contact with Slovene (and also with Croatian as Slavic languages) have left traces in the Prekmurje Hungarian regional variety on practically all linguistic levels, most notably so in the lexicon. The language has evolved differently, especially since 1920, as

reflected in loanwords, borrowings, and interference. The influence of Slovene and neologisms is particularly evident in the language of administration, which differs from standard Hungarian (Bernjak, 2010; Kolláth et al., 2021).

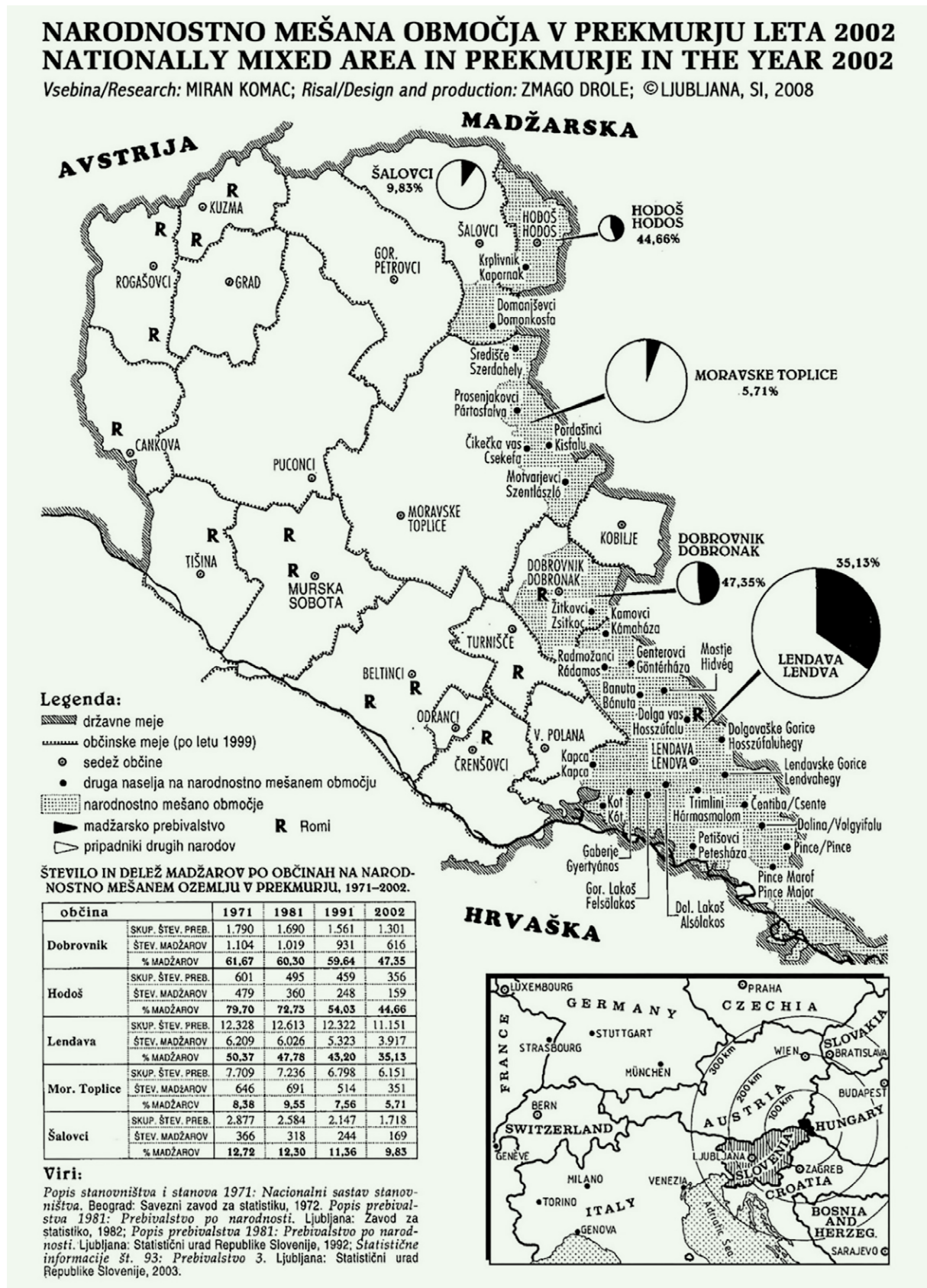
Functional bilingualism is common in the ethnically mixed area of Prekmurje, with, on the one hand, the majority of Slovene native speakers also being proficient in Hungarian at least at the receptive level, and on the other hand, the majority of Hungarian native speakers being bilingual to a substantial degree at both the receptive and productive levels (Nečak Lük, 1995). Due to extensive intermarriage, almost one third of families are ethnically mixed, with their children having good command of both languages. While the main pillar of support for the vitality and development of the Hungarian language is institutional bilingualism, enabled and supported by bilingual education and the media in Hungarian, the Slovene language policy further promotes the Hungarian language by enhancing public use of Hungarian through a visibly bilingual linguistic landscape, and providing financial support for linguistic research and the editing of Hungarian dictionaries and manuals, among others (Resolucija o nacionalnem programu za jezikovno politiko 2021–2025, 2021).

population

The Hungarian population began to settle in the Prekmurje region of Slovenia during the second half of the ninth century, although the area had already been inhabited by Slavic people. For centuries, this area was under the domination of the Hungarian Crown. After World War I, with the Treaty of Trianon (1920), the majority of Prekmurje, owing to its Slovenian majority, belonged to the Kingdom of Serbs, Croats, and Slovenes (later renamed the Kingdom of Yugoslavia in 1928), while the Porabje/Raba region, also inhabited by the Slovenian population, belonged to Hungary. With the exception of the Hungarian occupation during World War II, Hungarians have since been one of the autochthonous national minorities in Slovenia, alongside Italians.

Today, the majority of the Hungarian-speaking population in Slovenia lives in the ethnically mixed area of the Prekmurje region, that is, in 36 settlements in the 5-to-8-km-wide strip of land along the Slovenian-Hungarian border, situated in the municipalities of Lendava/Lendva, Dobrovnik/Dobronak, Hodoš/Hodos, Šalovci, and Moravske Toplice (municipality names are given in Slovene and Hungarian; see Figure 1). Other Hungarian speakers are scattered throughout Slovenia, mostly in larger cities. This part of Prekmurje has the status of a bilingual ethnically mixed area, where both Slovene and Hungarian are recognised as official languages (hereinafter referred to as the “ethnically mixed area”).

Figure 1 Ethnically mixed area of Prekmurje in the year 2002.



Note. Reprinted with permission from Komac (2008).

Translation of table headings: SKUP. ŠTEV. PREB. = Total population; ŠTEV. MADŽAROV = Number of Hungarians; % MADŽAROV = Percentage of Hungarians.

In [Figure 1](#), the grey area along the Slovenian-Hungarian border represents the ethnically mixed area of Prekmurje. Settlements are indicated by small dots, and the seats of municipalities by larger dots. Within the pie charts, the percentage of the Hungarian population in each individual municipality is shaded black, while the percentage of the population of another ethnic background (primarily Slovenian) is shaded white. Areas settled by the Roma population are identified by the letter R. The table in the bottom left corner provides a comparative overview of the population census data from 1971 to 2002 for the mixed municipalities in the Prekmurje region.

The 2002 population census was the last official census to record ethnic affiliation, mother tongue, and language of communication within households or families (for the language of communication, more than one could be registered). Ethnic affiliation was defined as “being a member of a nation or an ethnic group” (Šircelj, 2003, p. 34; authors’ translation). Mother tongue was defined as “... the language that a person learned in their early childhood in the family or in another primary environment, ... If a person learned several languages in their childhood, the mother tongue is the language that the person identifies as their mother tongue. A person’s mother tongue does not necessarily have to be the language of that person’s mother” (Šircelj, 2003, p. 35; authors’ translation).

In 2002, the population of Slovenia totalled 1,964,036 people, with 6,243 declaring themselves as Hungarians (5,350 of whom lived in the ethnically mixed area, while others lived scattered throughout Slovenia; Statistični Urad Republike Slovenije, 2002).

The number of people who declared Hungarian as their mother tongue, or their first language (L1), was 7,713, of whom 6,563 lived in the bilingual region. This number was significantly higher than the number of self-declared Hungarians. This phenomenon can be attributed to an ever-growing number of intermarriages in which children are mostly raised in two languages. The same phenomenon can also account for the growing use of both languages in family communication, which was registered in the 11-year period between the 1991 and the 2002 census. [Table 1](#) displays the language of communication within the family in relation to ethnic affiliation and L1, specifically focusing on Slovene and Hungarian.

Table 1 Language of communication within the family in relation to ethnic affiliation and L1 in Slovenia in 2002.

<i>Ethnic affiliation</i>	Language of communication		
	Slovene	Hungarian	Slovene + Hungarian
Slovenian (1,631,363)	1,606,639	272	1,702
Hungarian (6,243)	919	3,283	1,840
<i>Mother tongue</i>			
Slovene (1,723,443)	1,709,460	150	1,377
Hungarian (7,713)	1,476	3,578	2,434

Note. Data from Statistični Urad Republike Slovenije (2002).

Since 2002, there have been two so called “register” population censuses in Slovenia, one in 2011 and another 2021. These censuses used population registry data for statistical analyses. However, neither the data on a person’s ethnic and linguistic orientation nor on language use were recorded in these censuses. In the absence of relevant official data, approximations on ethnicity related categories come from more or less recent research, the activities of Hungarian societies and organisations, and other unofficial sources.

One official source that provides insight into the number of Hungarian community members is the list of eligible voters (i.e. those aged 18 years or above) for the election of the Hungarian deputy to the Slovenian Parliament. Individuals living in the ethnically mixed area of Prekmurje have the choice to be included in the electoral register of the Hungarian ethnic community. Over time, the number of people registering has decreased. In 2008, there were 7,064 individuals on the list, compared to only 5,485 in 2022 (Republika Slovenija Državna volilna komisija, 2008, 2022). This decline can be attributed to several factors, mainly to the unfavourable demographic indices in Prekmurje as a less developed region of Slovenia, such as a low rate of population growth, migration, and marital mobility, which are particularly prominent within the Hungarian ethnic community.

Research on language competence trends in the bilingual region confirms that two-way bilingualism is a widespread phenomenon. Hungarian native speakers estimate that their L1 proficiency equals or exceeds their proficiency in Slovene (second language – L2). In contrast, Slovenians, who make up the majority population, estimate that their proficiency in Slovene far exceeds their knowledge of Hungarian. Nevertheless, over 50% of them claim to have some, mainly receptive, knowledge of Hungarian (Nečak Lük, 1998, p. 224; Medvešek, 2020a, pp. 148–152). Research on the choice of language of communication in public shows that about 45% of speakers communicate in both Slovene and Hungarian, depending on individual domains (e.g. kindergarten, shop, post office, or church). Communication in Slovene, however, is predominant, while few speakers (up to 5%) speak only Hungarian in public domains (Medvešek, 2020a, pp.142–145).

language status

■ *national level*

Since Slovenia became an independent state in 1991, there have been no substantial changes in the attitudes towards national minorities compared to the situation in the Socialist Federal Republic of Yugoslavia. Article 5 of the Constitution of the Republic of Slovenia (Ustava Republike Slovenije, 1991) prioritises the welfare of the Slovenian nation, Slovenian minorities, and Slovenian diaspora abroad, as well as the protection of the two ethnic communities in Slovenia, namely Italians and Hungarians.

The Constitution (Ustava Republike Slovenije, 1991) grants special territorial collective rights to the Hungarian (and Italian) ethnic communities. It specifies the ethnic communities’ languages as official languages, alongside Slovene, at the regional level. In addi-

tion to the right to use their L1, the Hungarian community is also guaranteed the right to establish autonomous organisations and institutions, to develop its own culture, and to develop mass media in Hungarian. Hungarian community members are entitled to representation in the National Assembly and local authorities, to the free use of national symbols, and to cooperation with their mother nation of Hungary.

To support these rights, umbrella and municipal Hungarian self-managing ethnic communities have been established (Statut Pomurske madžarske samoupravne narodne skupnosti, 2015). They oversee the development of the Hungarian language and culture, regulate the activities of cultural, media, and other institutions in the Hungarian language, and represent the Hungarian national community in the decision-making processes regarding its own ethnic needs through appropriate representation in the National Assembly and local bodies.

The provision of these rights is tied to the right to education in the L1, which ensures the maintenance and spread of the Hungarian language and its functioning in both private and public communication. The use of both languages in public communication is strongly dependent on speakers' communicative competence in both languages, (Hungarian and Slovene), which is developed through bilingual education. The Constitution (Ustava Republike Slovenije, 1991) imposes a special obligation on the Republic of Slovenia to financially and morally support the implementation of all these rights. Laws, regulations, and other general acts regarding the exercise of the constitutionally provided rights and the position of the ethnic communities cannot be adopted without the consent of representatives of these national communities (Art. 64, Ustava Republike Slovenije, 1991).

The National Assembly of the Republic of Slovenia has a special commission for the two ethnic communities (Slovene: Komisija za narodni skupnosti), consisting of one Italian and one Hungarian minority deputy and seven deputies nominated from the rest of the assembly's deputies. The Commission discusses bills and other acts related to the status of the Hungarian (and Italian) community, as well as issues regarding the 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 commission states its opinion and suggestions on issues related to the position of both ethnic communities. It is important to note that the decisions of the commission must be adopted with consent of both communities' deputies, – they have the right to veto in case of disapprobation of the proposed measures – and are discussed directly in the National Assembly meeting.

Within the Slovenian government, the Office for National Minorities (Slovene: Urad za narodnosti) has the task of monitoring the position of the Hungarian, Italian, and Roma communities and preparing suggestions and initiatives for the functioning of its organisations. The main duty of the office is the global supervision of the implementation

of laws related to the ethnic communities, 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 ethnic communities, in coordination with the relevant ministries.

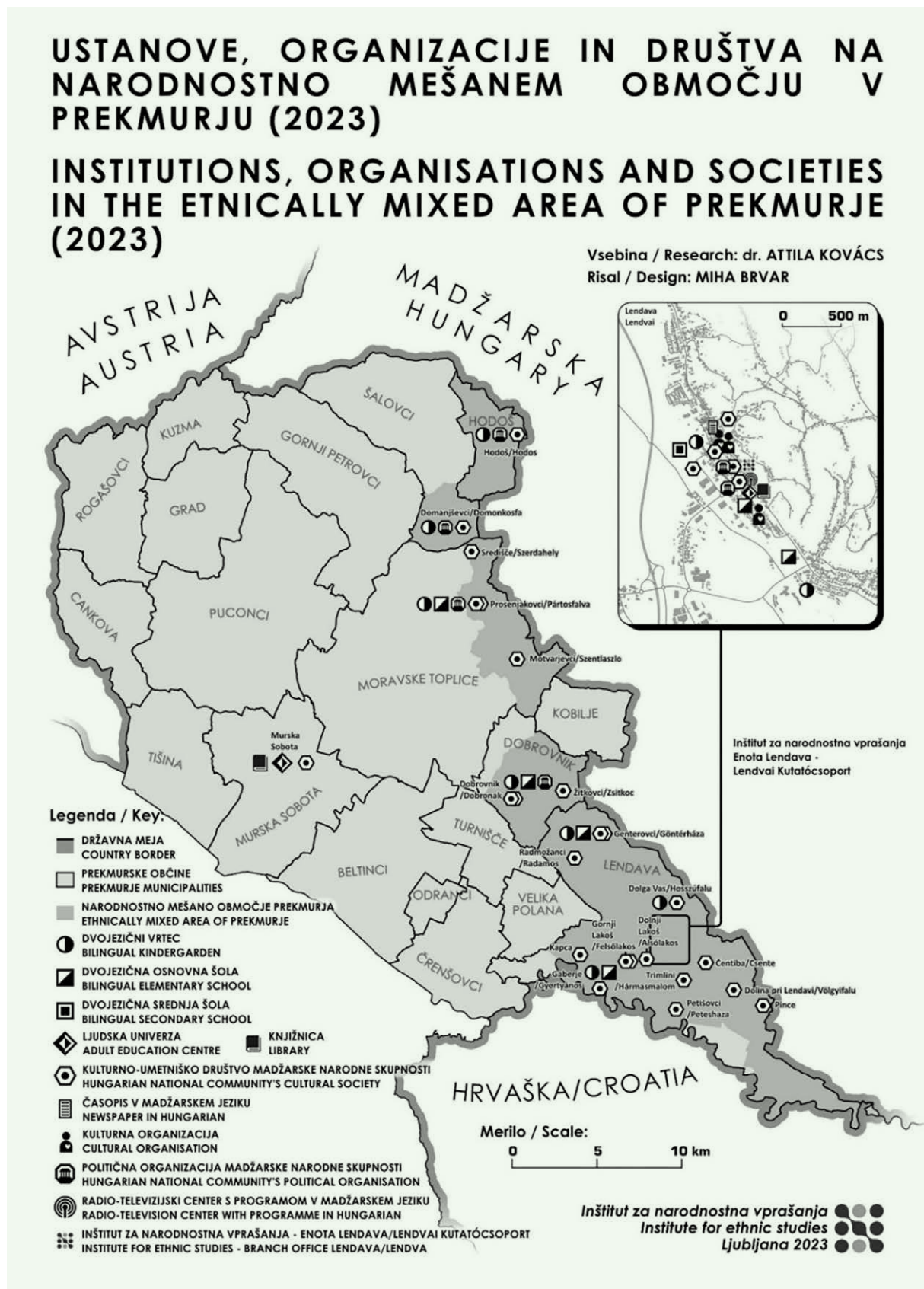
■ *regional/local level*

The unrestricted use of the Hungarian language in public communication, including educational institutions, is supported by institutional bilingualism (Medvešek & Bešter, 2016). In accordance with the statute of the respective commune or 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, Slovene and Hungarian, should be used in the design of topographic signs, street names, firm names, public announcements and warnings, forms, invitations, decrees, regulations, and documents such as identity cards, marriage documents, and passports. In view of linguistic rights and the minority language corpus planning, the stipulation that requires fostering contacts with the mother nation of Hungary is of special importance (Statut Občine Lendava, 2017). To achieve this, cooperation between a municipality and the respective Hungarian self-managing ethnic community is essential (Statut Madžarske samoupravne narodne skupnosti občine Lendava, 2016).

Figure 2 displays the location of institutions, organisations, and societies that are responsible for the development and promotion of the Hungarian language in Prekmurje, both within the ethnically mixed area and beyond. The legend indicates the location of bilingual educational institutions (i.e. bilingual kindergartens, bilingual primary schools with bilingual branches, bilingual secondary schools, and educational institutions offering Hungarian for adults). It also shows the presence of Hungarian media, political organisations representing the Hungarian community, Hungarian cultural and artistic societies, and scientific research and cultural institutions that focus on the Hungarian language and Hungarian community topics.

In practice, the extent to which individuals are able to exercise their right to use their L1 varies across institutions. As a rule, bilingual communication is better provided for in the courts of law and in municipality administration, political assemblies, and public signs, but it is not as 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 Slovene, receive a salary supplement for their work in two languages.

Figure 2 Map of the institutions, organisations, and societies in the ethnically mixed area of Prekmurje as of 2023.



Note. Created for this Regional Dossier by A. Kovács. Designed by M. Brvar (2023).

■ *international level*

Due to the guarantees of the Constitution, which ensures “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” (Art. 14, Ustava Republike Slovenije, 1991), Slovenia was able to join universal and regional documents, including those related to minority rights. In 1992, Slovenia became a full member of the Organization for Security and Co-operation in Europe (OSCE; then the Conference on Security and Co-operation in Europe – CSCE), and the United Nations. It has also 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, 1966), the International Convention on the Elimination of All Forms of Racial Discrimination (United Nations, 1965), and the UNESCO Convention against discrimination in education (UNESCO, 1960).

By becoming a full member of the Council of Europe, Slovenia joined the Framework Convention for the Protection of National Minorities (signed on 1 February 1995, ratified on 25 March 1998, and put into force on 1 July 1998; Zakon o ratifikaciji Okvirne konvencije za varstvo narodnih manjšin, 1998). Along with the ratification document, a special declaration was submitted defining the Hungarian minority as a protected group (Declaration contained in a Note Verbale from the Permanent Representation of Slovenia, dated 23 March 1998, handed to the Secretary General at the time of deposit of the instrument of ratification, Or. Engl., 1998).

In 2000, Slovenia also joined the European Charter for Regional or Minority Languages (ECRML; signed on 3 July 1997, ratified on 4 October 2000, and put into force on 1 January 2001; Council of Europe, 1992). In its most recent evaluation in June 2021, the Committee of Experts recommended that Slovenia should “strengthen the bilingual education system, including by providing adequate teacher training for teaching in Hungarian” (Council of Europe, 2021).

■ *bilateral level*

Based on the Treaty on Friendship and Cooperation between the Republic of Slovenia and the Republic of Hungary (Pogodba o prijateljstvu in sodelovanju med Republiko Slovenijo in Republiko Madžarsko, 1993) and 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 (Zakon o ratifikaciji sporazuma o zagotavljanju posebnih pravic slovenske narodne manjšine v Republiki Madžarski in madžarske narodne skupnosti v Republiki Sloveniji, 1993), several mutual agreements have been signed between the two neighbouring countries. These agreements include provisions for the protection and promotion of both ethnic communities – the Hungarian community in Slovenia’s Prekmurje region and the Slovenian community in Hungary’s Slovenian Porabje/Raba region (which was part of the Prekmurje region before WWI and was

assigned to Hungary by the 1920 Treaty of Trianon). Furthermore, as per the Agreement on Cooperation in the Fields of Culture, Education and Science between the Republic of Slovenia and the Republic of Hungary (Sporazum o sodelovanju na področju kulture, izobraževanja in znanosti med Republiko Slovenijo in Republiko Madžarsko, 1993), a series of programmes on Cooperation in the Fields of Culture, Education and Science between the Slovenian Ministry of Education, Science and Sport and the Hungarian Ministry for Human Resources have been established. The latest programme, covering the period between 2022 and 2025, was signed on 18 May 2022. To monitor the implementation of minority rights provisions, including language maintenance, a bilateral body called the Intergovernmental Mixed Committee (Slovene: Medvladna mešana komisija) was established (Kovács, 2018).

Given that both Prekmurje in Slovenia and Porabje in Hungary are less developed regions, the Agreement between the government of the Republic of Slovenia and the government of Hungary on cooperation in the economic and social development of the ethnically mixed area on both sides of the Slovenian-Hungarian border (Sporazum med vlado Republike Slovenije in vlado Madžarske o sodelovanju pri gospodarskem in družbenem razvoju narodnostno mešanega območja na obeh straneh slovensko-madžarske meje, 2022), signed by the prime ministers of both countries, is also relevant for the promotion of culture- and language-related activities and development (Fehér, 2022). In the field of education, the Act on the Ratification of the Agreement between the Government of the Republic of Slovenia and the Government of the Republic of Hungary on the Mutual Recognition of Certificates and Diplomas (Zakon o ratifikaciji Sporazuma med Vlado Republike Slovenije in Vlado Republike Madžarske o vzajemnem priznavanju spričeval in diplom, 2000) is an important legal instrument for pupils finishing bilingual schools who decide to continue their education in Hungary, as well as for pupils from Hungary who increasingly enrol in bilingual schools in Slovenia, starting at the primary level, as parents appreciate the teaching of an additional language and the high standard of this bilingual education (see *Primary education*).

status of language education


Education in the ethnically mixed area is an essential part of the Slovenian education system. The related provisions are integrated into acts and regulations that govern education throughout the country. Educational work in kindergartens and schools in ethnically mixed areas is performed according to the Constitution (Arts. 5, 11, 64, Ustava Republike Slovenije, 1991) and the laws and regulations regarding primary education, namely two age levels of pre-school education (Arts. 5, 6, 14, 29, 54, Zakon o vrtcih, 1996, 2005) and three cycles of so-called 'basic', or primary, education (Arts. 2, 6, 7, 16, 28, 64, Zakon o osnovni šoli, 1996, 2006), vocational education, secondary professional, and technical education (Zakon o poklicnem in strokovnem izobraževanju, 1996, 2006, 2017, 2019), secondary general education (Zakon o gimnazijah, 1996, 2007) and adult education (Zakon o izobraževanju odraslih, 2018, 2020).

In the aforementioned acts, Hungarian, along with Slovene, is defined as the language of instruction and as a subject in the curriculum for educational institutions in the ethnically mixed area of Prekmurje. Specific issues, however, related to education in the ethnically mixed area are regulated by the Act Implementing Special Rights of the Italian and Hungarian National Communities in Education (Zakon o posebnih pravicah italijanske in madžarske narodne skupnosti na področju vzgoje in izobraževanja, 2001, 2007, 2018). 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 communication with public (parents), the language of school documentation (see Figure 3), and the financing of bilingual public kindergartens and schools. The state covers additional costs for bilingual education, such as 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, and bilingual documentation and administration.

An example of a bilingual certificate issued at the end of bilingual primary education is shown in Figure 3. In addition to the usual information, it also indicates the level of Hungarian attended by the pupil (i.e. L1 or L2). The text above the date of the document states that the pupil attended Hungarian courses at the L1 level: *Obiskovala madžarščino kot materinščino/A Magyar nyelv mint anyanyelv tantárgyat látogatta* (Attended Hungarian at L1 level). This means that they learned both languages, Slovene and Hungarian, at L1 level (see also *bilingual education forms* and Table 2).

It is important to note the legal requirement that defines the role of the ethnic community as a subject in the decision-making process regarding issues critical for the vitality of the Hungarian population and the development of the Hungarian language. Before adopting or assigning modified programmes for bilingual schools, the Council of Experts of Education (see *administration*) is obliged to obtain the opinion of the appropriate agency of the Hungarian or Italian self-governing ethnic community in Slovenia (Art. 7, Zakon o samoupravnih narodnih skupnostih, 1994). The Council of Experts cannot adopt or assign an educational programme without the consensus of the council members representing the Italian or Hungarian national community (Art. 7, Zakon o posebnih pravicah italijanske in madžarske narodne skupnosti na področju vzgoje in izobraževanja, 2001). This requirement is particularly important for maintaining cultural and linguistic pluralism in the ethnically mixed areas of Slovenia.

Figure 3 Example of a bilingual certificate issued at the end of bilingual primary education.



REPUBLIKA SLOVENIJA
SZLOVÉN KÖZTÁRSASÁG

Dvojezična osnovna šola I Lendava/1. Számú Lendvai Kétnyelvű Általános Iskola

Kranjčeva ulica 44/Kranjec utca 44, 9220 Lendava/Lendva
ime in sedež šole / az iskola neve és székhelye

Zaključno spričevalo osnovne šole

Általános iskolai záróbizonyítvány

Kinga Ávila Tátrai Kovács
ime in priimek / utó- és családi név

4. 2. 2008 **Murska Sobota, Slovenija**
datum rojstva / születési ideje kraj in država rojstva / születési helye és országa

X/120 **9. c** **2022/2023**
številka matičnega lista / anyakönyvi lap száma razred, oddelek / osztály, tagozat šolsko leto / tanév

zaključne ocene pri posameznih predmetih / év végi osztályzatok tantárgyanként

slovenščina szlovén nyelv	odlično (5) kitűnő (5)	fizika fizika	odlično (5) kitűnő (5)
madžarščina magyar nyelv	odlično (5) kitűnő (5)	kémia kémia	odlično (5) kitűnő (5)
matematika matematika	odlično (5) kitűnő (5)	biologija biológia	odlično (5) kitűnő (5)
nemščina/német nyelv	odlično (5) kitűnő (5)	šport sport	odlično (5) kitűnő (5)
likovna umetnost képzőművészet	odlično (5) kitűnő (5)	izbrani šport: odbojka/választott sport: röplabda	odlično (5) kitűnő (5)
glasbena umetnost zeneművészet	odlično (5) kitűnő (5)	sodobna priprava hrane/korszerű ételkészítés	odlično (5) kitűnő (5)
geografija földrajz	odlično (5) kitűnő (5)	/	/
zgodovina történelem	odlično (5) kitűnő (5)	/	/

Uspešno končala – končal 9. razred. DA / NE

Eredményesen befejezte a 9. osztályt. IGEN / NEM

Osnovnošolsko obveznost je izpolnila – izpolnil v šolskem letu / Az általános iskolai kötelezettség teljesítésének tanéve

SOK/SZKRR **2**, EOK/EKKR **2** 2022/2023
raven kvalifikacije / képesítési szint

Obiskovala madžarščino kot materinščino./A magyar nyelv mint anyanyelv tantárgyat látogatta.
opombe / megjegyzések

Lendava, 15. 6. 2023/Lendva, 2023. 6. 15.
kraj in datum / helység és dátum

Martina Strelec **Judit Vida Törnár**
razredničarka – razrednik / osztályfőnöknő – osztályfőnök evidenčna številka / nyilvántartási szám

Judit Vida Törnár
ravnateljica – ravnatelj / igazgatónő – igazgató

DZS-27098-XV-23-1,929 m OŠ-ZŠ-mad-16

Note. Created for this Regional Dossier by A. Kovács (2023).

education system

The expert foundations for the development of the education system in Slovenia and the related pedagogical documents are provided by expert studies, published in *Bela knjiga* (White Book; Krek, 1995; Krek & Metljak, 2011). A separate chapter addresses education in the ethnically mixed areas of Slovenia (Novak Lukanovič et al., 2011, pp. 349–367).

A detailed description of the organisation and governance of education can be found in the publication *Education System in the Republic of Slovenia 2018/2019* (Ministry of Education, Science and Sport of the Republic of Slovenia & Eurydice, 2019), which serves as the main source of the information presented in this section.

The primary goal of the education system in Slovenia is to ensure the optimal development of the individual, irrespective of gender, social and cultural background, religion, and racial, ethnic or national origin, and regardless of their physical and mental constitution or physical and mental disability.

The language of instruction is Slovene. The Italian and Hungarian ethnic communities and their members in ethnically mixed areas have the right to education in their respective languages. The Constitution (Ustava Republike Slovenije, 1991) also protects the status of and grants special rights to members of the Roma community residing in Slovenia. The children of migrants have the same right to compulsory primary education as other citizens of the Republic of Slovenia.

The right to free education is guaranteed by the Constitution (Ustava Republike Slovenije, 1991). Compulsory education is publicly funded and applies to children aged 6–15, encompassing integrated primary and lower secondary education. The state is obliged to create opportunities for citizens to receive proper education. Universities and colleges operate autonomously.

The Slovenian education system is structured into the following education levels:

- *Pre-school education (predšolska vzgoja)* is optional and includes centre-based early general pre-school education and care. Children can enrol as early as 11 months old.
- *Primary education (obvezno osnovnošolsko izobraževanje)* is organised in a single-structure 9-year basic school attended by pupils aged 6 to 15 years, divided into three cycles. The third cycle of primary education is also referred to as lower secondary education. All three cycles are publicly funded.
- *Upper secondary education (srednješolsko izobraževanje)* lasts 2 to 5 years (typical age of pupils: 15–19). Educational programmes include vocational, vocational-technical, technical, and general (*gimnazija*) programmes.
- *Tertiary education (terciarno izobraževanje)* includes short-cycle higher vocational education (*višje strokovno izobraževanje*) and higher education (*visokošolsko izobraževanje*) study programmes. First cycle higher education programmes comprise professional and academic study programmes (typical age of students: 19–22). Short-cycle higher

vocational education is provided by higher vocational colleges that offer 2-year vocational education (typical age of students: 19–21). Public or private universities and single higher education institutions offer first, second, and third cycle study programmes.

A schematic overview of the education levels in Slovenia can be found in *Education system in Slovenia*.

Moreover, the education system also includes adult education and modified programmes in ethnically and linguistically mixed regions. These aspects, along with music and dance education and special needs education, form specific parts of the system. Adult education is characterised by a wide range of programme options. Schools and higher education institutions that provide youth education also offer formal education courses for adults, adapting their organisation and programmes to meet their specific needs. Since 2001, candidates attending foreign language (FL) programmes and courses have the opportunity to take external language examinations. The Slovenian Institute for Adult Education is the national institution responsible for development, research and development work, and consultancy, as well as for projects that aim to improve the system of adult and permanent education. The Institute's primary mission is to foster the culture of lifelong learning and education in Slovenia. Pedagogical work, including language courses, is provided by Ljudske univerze (Institutes for Adult Education).

private and public

In the school year 2022/23, pre-school education was provided by 992 kindergartens and their units, of which 869 were public and 123 were private. The vast majority of children attended public kindergartens (94%; Statistični Urad Republike Slovenije, 2023). In the school year 2021/22, out of 771 primary schools, 6 were private (Ministry of Education, Science and Sport of the Republic of Slovenia, 2022). In the school year 2022/23, secondary education was provided by 143 public secondary schools, 6 private institutions, and 6 institutions for adolescents with special needs (Novak, 2022). There are 3 private universities, which provide publicly valid education programmes accredited by the Slovenian Quality Assurance Agency for Higher Education (NAKVIS). The organisation, functioning, and financing of private kindergartens, schools, and universities are regulated by the related legal acts (Zakon o organizaciji in financiranju vzgoje in izobraževanja, 1996).

As of 2023, there were no private educational institutions in the ethnically mixed area of Prekmurje. However, according to the Basic School Act (Zakon o osnovni šoli, 1996, 2006), private schools in ethnically mixed areas are required to offer instruction in the Hungarian and Italian languages, among other subjects.

bilingual education forms

Education for the Italian and Hungarian ethnic communities forms an integral part of the national education system. As such, it follows all the national interventions in upgrading and modifying the Slovenian education system. To achieve parity in the development of ethnic minorities and the Slovenian nation, the organisation of the education programmes in ethnically mixed areas has been modified in the following fields: educational aims, timetables, syllabi, attainment target, examination, and admission requirements, and programme implementation guidelines (Art. 7, *Zakon o posebnih pravicah italijanske in madžarske narodne skupnosti na področju vzgoje in izobraževanja*, 2001). The modifications are summarised in [Table 2](#).

Table 2 Curricular modifications in educational institutions in the ethnically mixed area of Prekmurje.

Bilingual education with Slovene and Hungarian as languages of instruction in the ethnically mixed area of Prekmurje		
Kindergarten	Primary school	Secondary school
Subjects		
Languages	Subjects extended by Hungarian content	
Slovene L1	Introduction to the environment	
Slovene L2	Society	
Slovene L1	History	
Hungarian L2	Geography	
Foreign language 1	Fine arts education	
Foreign language 2	Music education	
(Foreign language 3)	Art education	

Note. Created for this Regional Dossier by A. Nećak Lük (2023).

The amendments to the bilingual primary school (BPS) curriculum result in a partial change to the number of lessons/hours for subjects in the core/national curriculum. These subjects include Slovene as L1, Hungarian as L1, fine arts, musical arts, society, environmental awareness, citizenship education and ethics, natural sciences and technology, home economics, and sport.

Despite the adjusted number of hours, the bilingual school still needs to meet the curriculum objectives. The objectives of the subjects are pursued by cross-curricular links in Slovene and Hungarian language lessons. It is the teachers' responsibility to anticipate the achieve-

ment of these objectives in their daily, weekly, monthly, and yearly preliminary planning.

Modifications to the bilingual primary and secondary school curricula regarding Hungarian history, culture, and language-related content are implemented through the following approaches:

- increased number of classes compared to the national curriculum;
- translanguaging – internal language distribution of classes by the application of the New Concurrent Approach (NCA; see [Table 3](#));
- group work with subjects related to Hungarian content;
- Content and Language Integrated Learning (CLIL);
- internal and flexible differentiation and individualisation;
- facultative choice of individual subject(s); and
- common activities with schools located in the border region of neighbouring Hungary.

Today, the only type of school in the ethnically mixed area of Prekmurje is bilingual schools. This means that all children of both Slovenian and Hungarian origin attend bilingual educational institutions. A two-way bilingual enrichment programme (Skutnabb-Kangas, 1981) is implemented in kindergartens, primary schools (since 1958), and in (upper) secondary schools (since 1980). The characteristics of this programme are presented in [Table 3](#).

From the very beginning, the main goal of bilingual instruction has been to encourage pupils to access and develop their full linguistic repertoires. Gradually, the method has evolved into translanguaging, that is, a pedagogical approach to teaching in which the teacher supports the ability of the pupil to move between their languages (García & Wei, 2014; Hamman, 2018). In kindergarten and during the first 3-year cycle of primary education, the one person-one language approach is applied. In the second and third cycles, a concurrent method of bilingual instruction is practised, where both languages are used for all subjects of the curriculum. This approach, referred to as the New Concurrent Approach (NCA; Jacobson, 1995), is combined with CLIL. Pupils are free to use the language of their choice.

Education in ethnically mixed areas plays a crucial role in fostering equal development among the Hungarian and Italian communities and the Slovenian nation. To achieve this, educational organisations and programmes in these areas have been appropriately adjusted. These adjustments include educational goals, curriculum (see [Table 3](#)), teaching plans, knowledge catalogues, exam catalogues, and terms of enrolment.

Table 3 The Slovene-Hungarian bilingual education model applied in kindergartens and primary and (upper) secondary schools.

Two-way dual language model	Introduced: 1958/59 Revised: 1969/70, 1989/90, 1993/94, 1998/99, ... 2006, 2016
Children attending bilingual schools	All children living in the ethnically mixed area, regardless of their ethnic affiliation (i.e. children from the majority and the minority community), children from outside of the mixed area, and children from Hungary
Classes	Mixed – Hungarian and Slovene native speakers in the same class
Programme	Maintenance + enrichment
Linguistic goal	Two-way bilingualism / functional bilingualism
Social goal	Cultural pluralism, equality, and enrichment
Languages of instruction	Slovene (majority language) + Hungarian (minority language)
Languages as subjects of the curriculum	
<ul style="list-style-type: none"> • Slovene at L1 level + Hungarian at L2 level for pupils dominant in Slovene • Hungarian at L1 level + Slovene at L2 level for pupils dominant in Hungarian (in the 1st cycle of primary school) • Slovene at L1 level and Hungarian at L1 level for pupils with relatively balanced competence in both languages • FL 1 (German and English), elective in the 1st grade, compulsory from the 2nd to 9th grade • FL 2 (English and German) elective from the 7th to 9th grade 	
Literacy instruction	
<ul style="list-style-type: none"> • In the pupil's stronger language (L1), either Slovene or Hungarian, in the 1st grade and in their weaker language (L2) in the 2nd grade • HOP approach – concurrently in both languages for pupils with a relatively balanced proficiency in both languages (H1 and S1 native speakers) from the 1st grade onwards 	
Bilingual methodology	
<i>Teaching through the medium of L1 + L2</i>	
<ul style="list-style-type: none"> • Team teaching – two teachers or teacher and assistant simultaneously in the same lesson/class (in kindergarten and in the first three grades of primary school) • One class teacher, proficient in both languages + up to 3 subject teachers, proficient in both languages (in the 4th, 5th, and 6th grades of primary school) • Teachers of individual subjects, proficient in both languages (in the 7th, 8th, and 9th grades of primary school and in upper secondary school) 	
<i>Teaching predominantly in L1 with L2 terminology added</i>	
<ul style="list-style-type: none"> • Two different teachers, separate learning groups formed according to the language proficiency, selected subjects, for limited/defined periods 	
Method – Translanguaging	
<i>One person – one language</i> with team teaching in kindergarten and the first three grades of primary school	
<ul style="list-style-type: none"> • Use of L1 by each teacher, free choice of language used by pupils 	
<i>Concurrent – New Concurrent Approach (NCA)</i> – i.e. upgraded <i>purposeful parallel</i> method	
<ul style="list-style-type: none"> • Use of both languages alternately (50:50 / 20:80) for different functions (e.g. Hungarian for the presentation of content, Slovene for the metacommunicative function, i.e. for commenting on pupils' performance, appraisal, critique, or for organisational questions, but not for translation of the content presented in Hungarian) • CLIL with all subjects of the curriculum at the primary and secondary levels 	

Note. Created for this Regional Dossier by author A. Nečak Lük (2023).

In addition to educational goals laid out in the education-related national legislation, bilingual schools also incorporate several additional aims. One of the most prominent goals is the development of a complex capacity to live in a linguistically and culturally diverse society. Besides developing communicative competence in both languages, pupils are expected to acquire knowledge about the history, culture, and arts of both communities. Tolerance towards others, understanding and accepting the other community's culture, along with the maintenance of each group's ethnic characteristics, most importantly language, are among the values that the school should transmit to younger generations. These goals, aligned with EU democracy principles, are seen as the foundation for promoting respect, democracy, and human rights in the future (Izvedbena navodila za izvajanje programa dvojezične osnovne šole, 2016).

The bilingual programme performs two functions: it serves as a preservation programme for the Hungarian children (i.e. the minority), whose language has a weaker status, and, at the same time, it serves as a linguistic bath since the L2 (i.e. Slovene, the language of the wider community, which the children need in order to be equally integrated into life anywhere in Slovenia) is also a language of instruction. The Slovenian children (i.e. the majority) experience this programme as a linguistic bath, where communication in the L2, Hungarian, extends beyond just the teacher and pupils to include interactions with pupils from the minority community. At the very least, even a receptive knowledge of this language alone can bring about advantages in integration.

The primary role of bilingual education is to enable the equal integration of pupils into further education through high-quality education while also ensuring equal opportunities for an undisturbed development of the social structure of the ethnic community and the preservation and development of the minority cultures and languages. The principle of teaching both languages as subjects within the curriculum and using them as languages of instruction signifies a framework for the development of bilingualism on a broader social level, known as two-way (functional) bilingualism. Bilingual education is intended to fulfil this task by enabling children from both ethnic communities to achieve optimal communicative competence in the L1 and to ensure adequate proficiency in the L2 for their further communication and educational needs. To this end, the Hungarian language proficiency of teachers in bilingual kindergartens and BPS is regulated by the Rules on Hungarian language proficiency in bilingual kindergartens and schools (Pravilnik o znanju madžarskega jezika v dvojezičnih vrtcih in šolah, 2023).

administration

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

- the Ministry of Education and Sport of the Republic of Slovenia (Ministrstvo za šolstvo in šport);

- local communities (municipalities) in the ethnically mixed area of Prekmurje;
- the Agency of the Hungarian self-managing ethnic community;
- Councils of Experts of the Republic of Slovenia for General Education, appointed by the Government of the Republic of Slovenia. These councils provide advice and make decisions in the field of primary, secondary (general, vocational, and technical), and higher education (university and short-cycle higher vocational education);
- The Office for National Minorities, an independent government office (see *language status – national level*), which, among others, is also responsible for the realisation of the legal provisions on education in the ethnically mixed areas.

The national curriculum for all education levels is developed, implemented, and monitored at the national level, except for higher education. The curriculum is prepared by professionals and must be approved by the Council of Experts of the Republic of Slovenia for General Education. It is monitored by the Zavod Republike Slovenije za šolstvo (National Education Institute of Slovenia; hereinafter referred to as the National Education Institute). The same process applies to special parts of education, including in ethnically mixed areas.

Regarding tertiary education, universities propose curricula, which are validated and monitored by the Slovenian Quality Assurance Agency (Nacionalna agencija za kakovost v visokem šolstvu).

As in other public institutions, administrative agencies, and public services, both Slovene and Hungarian are used in written (documents, announcements, etc.) and oral communication in education by bilingual staff, as prescribed by law.

inspection

School inspections monitor the implementation of laws, regulations, and acts that govern the organisation and implementation of education and training activities carried out by kindergartens, primary schools, music schools, lower and secondary vocational schools, secondary technical and vocational schools, higher vocational schools, institutions for the education and training of children and adolescents with special needs, adult education organisations and private individuals, which provide education according to the valid curricula (Article 2, Zakon o šolski inšpekciji, 2005).

The Inspectorate for Education and Sport (Inšpektorat RS za šolstvo in šport), part of the Ministry of Education and Sport, oversees the implementation of legislation, regulations, and acts governing the organisation, the targeted use of public finances, and the carrying out of educational activities across all educational provisions. This also includes overseeing the quality of bilingual education in the schools in the ethnically mixed area of Prekmurje. Educational experts from individual educational fields, appointed by the appropriate Council of Experts, function as arbiters if a dubious case appears during inspection.

The quality of tertiary education is monitored by the Slovenian Quality Assurance Agency (Nacionalna agencija za kakovost v visokem šolstvu). The Inspectorate for Education and Sport is only involved in supervising pre-enrolment procedures and deadlines to ensure compliance with the relevant laws.

support structure

As for other languages, namely Slovene and Italian, the support structure for the Hungarian language in education includes various professional institutions. These institutions, both public and independent, offer research, development, advisory, and consulting services. Examples of these institutions are 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 plays a key role in providing pedagogical support for teachers in bilingual schools. This includes in-service teacher training and the preparation of teaching materials and textbooks. The National Education Institute's pedagogical consultants, who are supported by experts from universities and research institutes, work in various disciplines. Pedagogical consultants for the Hungarian and Slovene languages offer continuous in-service training for bilingual teachers at all levels. They organise refresher courses, seminars, meetings with Slovene and Hungarian experts on linguistics, applied linguistics and other disciplines, and introduce approaches and teaching techniques that align with new curriculum programmes. Bilingual school teachers working in accordance with the bilateral agreement between Slovenia and Hungary also improve their Hungarian language proficiency by attending courses organised by Hungarian universities and research institutions.

2 Pre-school education

target group

Pre-school education (Slovene: *predšolska vzgoja*) in Slovenia is divided into the following two cycles: the first for 1- to 3-year-olds and the second for 3- to 6-year-olds. In both cycles, playgroups are formed that include both Slovene and Hungarian L1 speakers.

structure

Pre-school education is not compulsory in Slovenia. The national curriculum (Bahovec et al., 1999) with modifications for kindergartens in the ethnically mixed areas (Dodatek h kurikulu za vrtce na narodno mešanih območjih, 2002) is applied to the Hungarian art, society, and language-related topics. The Curriculum for Pre-school Institutions (Kurikulum za vrtce; Bahovec et al., 1999) defines the following six areas of activities: physical exercise, language, art, nature, society, and mathematics. Interdisciplinary activities (e.g. ethics, health care, safety, and traffic education) are incorporated into all those fields.

From the six fields defined in the pre-school curriculum, language, art, and society include goals related to the acquisition of knowledge about both communities (i.e. Slovenian and Hungarian) and about the bilingual reality of the environment. Educators and assistant educators use these goals as a framework for selecting content and activities, under the guidance of the headteacher.

legislation

The language of activities in bilingual kindergartens is regulated by the Kindergartens Act (Zakon o vrtcih, 1996, 2005) and by the Act Implementing Special Rights of the Italian and Hungarian National Communities in Education (Zakon o posebnih pravicah italijanske in madžarske narodne skupnosti na področju vzgoje in izobraževanja, 2001, 2007, 2018). Both acts state that in the ethnically mixed area, educational work in kindergartens is performed in both languages (i.e. Slovene and Hungarian). The Ministry of Education and Sport is responsible for pre-school education, along with other education levels. Staff members must be proficient in both languages; as prescribed by the Organisation and Financing of Education Act (Zakon o organizaciji in financiranju vzgoje in izobraževanja, 1996), they are entitled to a so-called “bilingual allowance”, a supplement to their salary, for their work in two languages.

language use

Children's communicative competence in L1 and L2 is quite diverse, ranging from no competence in one of the languages (either in Slovene or Hungarian) to more or less balanced proficiency in both.

In bilingual kindergartens, the linguistic goal is oriented towards the development of L1 and L2 proficiency of all children regardless of their L1. As mentioned in *legislation*, staff must be proficient in both Hungarian and Slovene. The strategy one person-one language is applied, combined with the strategies of space and time distribution of language use, with languages being exchanged in smaller time and space frames. For instance, one language is used during lunch, and another during outside activities, and one language in a puppet corner, and another in the manual training corner. The language to be used on a particular day depends on the daily plan of activities. Educators and assistant educators prepare the daily distribution of language use in the framework of their daily activities plans. Two bilingual kindergarten teachers, generally one with Slovene as their L1 and the other with Hungarian as their L1, work together in each department; both use their stronger language, in principle their L1, when communicating with the children. Children are encouraged to participate in the language of their choice. They also acquire L2 spontaneously through contact with their peers with 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, for example, storytelling, acting, social plays, riddles, and recitation.

teaching materials

The National Education Institute is also responsible for providing didactic aids and teaching materials for schools in the ethnically mixed areas of Slovenia, prepared either by authors and publishers in Slovenia or imported from Hungary.

There are no prescribed materials for kindergartens. In language related activities, teachers use Slovene and Hungarian children's literature, mainly imported from Hungary or prepared by local Hungarian writers, but also by kindergarten teachers themselves (Horvath et al., 2015). Some bilingual materials are also used. Children learn both languages through listening to everyday conversations, the narration of literary texts, and out-loud reading by adults, as well as storytelling, describing, using the language in fantasy games and dramatic performances, inventing stories and songs, and engaging in various social games, fairy tales, counting games, nursery rhymes, jokes, riddles, and word games. Kindergarten teachers integrate the choice of appropriate aids and teaching materials into their daily planning of activities, taking into account the educational and linguistic goals they plan to achieve.

statistics

In the school year 2022/23, there were 376 children enrolled in either full or half-day activities in nine bilingual units of public kindergartens in the ethnically mixed area of Prekmurje (B. Karakatič, assistant principal, kindergartens Lendava/Lendva, personal communication, June 2023). It is important to note that all kindergartens in this ethnically mixed area are bilingual, so all children attending kindergarten here receive bilingual pre-school education.

3 Primary education

target group

Nine-year compulsory primary education (Slovene: *osnovnošolsko izobraževanje*) is organised for children aged 6 to 15.

structure

As an integral part of the national education system, the BPS structure is the same as in other parts of Slovenia, but with some modifications due to the more demanding task of teaching in two languages and expanded content in certain subjects (see [Table 2](#)).

After pre-school, all children in the bilingual ethnically mixed region are enrolled in a BPS. Pupils from the villages outside the ethnically mixed area (i.e. monolingual Slovene native speakers) are provided with Hungarian language classes and bilingual lessons based on an individual programme.

In addition to children from Slovenia, BPS is also attended by children from neighbouring villages in Hungary, and their numbers have been steadily increasing (see [statistics](#)). These children commute between home and school every day. They receive the same education and have the same obligations as pupils from Slovenia, except for compensation for travel and food expenses, which is only given to pupils residing in Slovenia.

The classes in BPS are ethnically mixed. When forming the mixed (bilingual) class, the L1 of pupils is taken into account, along with other “normalisation criteria” (gender, social status, etc.) to balance the composition of the classes.

Nine-year compulsory primary education is divided into three 3-year cycles, with the first two cycles encompassing primary education, and the last cycle being lower secondary education. In the first cycle, on the class level, the so-called integrated approach is applied. While in the BPS the same teacher and assistant teacher teach the same class throughout the first 3 years, in schools with Slovene as the teaching language, the assistant teacher is present only in the first year of the first cycle. The second and third cycles are course-oriented, with subjects from different fields (humanities, arts, natural sciences, etc.) included in the curriculum.

The primary education curriculum consists of a compulsory part and an extended part. The compulsory curriculum includes the compulsory subjects, elective subjects, and departmental or class community hours. All pupils in primary school must be taught the

Slovene language and either Italian or Hungarian in ethnically mixed areas. Other compulsory subjects include a FL, history, geography, ethics and society, mathematics, chemistry, biology, physics, art education, music education, technical education, and home economics. These subjects can be linked and grouped into subject areas.

The curriculum of BPS is also modified for elective subjects. In the third 3-year cycle, pupils are required to choose two elective subjects, instead of three as prescribed for schools in other regions of Slovenia. One elective subject must be chosen from the social sciences/humanities and another from the natural/technical sciences field. According to the national curriculum proposal, elective subjects are assigned 1 hour per week, with the exception of FLs, which are assigned 2 hours. Elective subjects are taken for either 1, 2, or 3 years. Pupils can change their elective subject each year. Therefore, the same group may have pupils from different classes in the last 3 years.

Bilingual schools have special standards for elective subjects. Each school 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, with lower limits for small and branch schools. Within the elective subjects offered at bilingual schools, there is a special focus on topics and activities related to language and ethnic issues, such as literary clubs, school journalism, theatre clubs, history of art, and artistic expression (e.g. music and dance activities), and data literacy. Hungarian history is an additional elective subject. These elective subjects are taught in either Hungarian or Slovene, depending on ethnic and language specificity. As for the national curriculum, the modified curriculum for the BPS 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 Council of Experts for General Education and monitored by the National Education Institute.

According to norms and standards, each class in the BPS must have no more than 21 pupils, while at the national level, the limit is 28 pupils per class. The lower limit also applies to the grouping of pupils into teaching groups. From the second cycle onwards, lessons in Slovene, Hungarian, FL, and mathematics may be organised in smaller groups for up to one-quarter of the hours allocated to these subjects. In the second and third educational cycles of the BPS, teaching groups for individual subjects, which are taught mainly in Hungarian and Slovene, may also be formed in accordance with the implementation guidelines (Izvedbena navodila za izvajanje programa dvojezične osnovne šole, 2016).

legislation

Primary education in the ethnically mixed area of Prekmurje is regulated by the Basic School Act (Zakon o osnovni šoli, 1996, 2006), which states that Slovene and Hungarian are the languages of instruction, and by the Act Implementing Special Rights of the Italian and Hungarian National Communities in Education (Zakon o posebnih pravicah italijanske in madžarske narodne skupnosti na področju vzgoje in izobraževanja, 2001, 2007, 2018), with detailed provisions on issues of bilingual education. The Organisation and Financing

of Education Act (Zakon o organizaciji in financiranju vzgoje in izobraževanja, 1996, 2007, 2008, 2009, 2011, 2012), together with the Rules on norms and standards for the implementation of the primary school programme in BPS and primary schools with Italian as the language of instruction (Pravilnik o normativih in standardih za izvajanje programa osnovne šole v dvojezičnih osnovnih šolah in osnovnih šolah z italijanskim učnim jezikom, 2022), regulate important issues, such as the teaching obligations of teachers and assistant teachers, the formation of the advisory services, the library, and criteria for formation of classes and teaching groups. The level and field of education of teachers teaching in a BPS are prescribed by the Rules defining the field of education of teachers in nine-year bilingual primary schools and nine-year primary schools with Italian as teaching language (Pravilnik o smeri izobrazbe učiteljev v devetletni dvojezični osnovni šoli in devetletni osnovni šoli z italijanskim učnim jezikom, 2006).

language use

Slovene and Hungarian are taught as subjects and used as the languages of instruction. Translanguaging is practised in all subjects, enabling pupils to acquire the L2 through the content of all other non-linguistic subjects as well.

■ *Hungarian and Slovene as subjects*

Bilingual education is intended to help pupils to develop proficiency in both languages for active communication. Adjusted to the initial level of a child's communicative competence, Slovene and Hungarian are taught at L1 level and/or L2 level. Along with the L1 lessons, all pupils, regardless of their ethnic origin, attend L2 lessons (i.e. Slovene or Hungarian). Both languages are 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 Slovene as subjects.

The L1 and L2 of pupils, namely Slovene and Hungarian, respectively, are taught as subjects of the curriculum. The curriculum therefore contains an additional quota of periods for Hungarian as L1 (equal to the number of classes for Slovene as L1) and for Slovene and Hungarian as the L2s.

The L1 of the pupils – either Slovene or Hungarian – is taught as a subject of the curriculum throughout all grades and levels. After the first 3-year cycle, the curriculum of the BPS provides for the transition of pupils from Slovene as L2 to Slovene as L1, and thus to a single curriculum for Slovene (at L1 level). Therefore, in grade 4, the school must enable pupils to make a gradual transition from two curricula to a single curriculum. To achieve this goal level, group differentiation is designed to consolidate and extend the teaching content of Slovene as L1.

In the first 3-year cycle, more time is allocated to L1 lessons than L2 lessons (6 hours per week for L1 and 3–4 hours for L2). The reason for this difference is the initial literacy

instruction which is, in principle, initiated in the pupil's first and stronger language. Gradually, following a pupil's acquisition of the L2, literacy is also developed in that language. Since 2012, a new approach has been added to the translanguaging practices and pedagogies in two-way dual language classrooms on the basis of the outcomes of an experiment (García & Wei, 2014). Children with approximately balanced proficiency of both languages can choose concurrent initial literacy instruction (HOP – *hkratno opismenjevanje*) in both languages as L1, and subsequently, in the second and third 3-year cycles, they can either continue to learn both languages at L1 level or choose to attend Hungarian lessons at L2 level.

From the fourth year onwards until the ninth year, both languages, Hungarian and Slovene as L1, have an equal number of lessons in the curriculum per week (see Table 4). This way, pupils who achieve a more or less balanced proficiency in both languages can choose to continue to attend lessons for both languages at L1 level.

If a child, or better to say their parents decide that they should receive initial literacy instruction (HOP) at L1 level in both languages, they will receive 5 hours of Slovene (S1) and 5 hours of (H1) in the first and third grade, and 5.5 hours for each in the second grade. From the fourth grade onwards, the pupil can choose to attend H1 and S1 with the same number of hours or opt for the non-HOP variant. The annual number of hours for a pupil who chooses the HOP variant for all nine grades is 2,948.0 (1,474.0 + 1,474.0), which substantially exceeds the number of hours in the non-HOP variant when S1 and H2 are chosen.

Table 4 Number of hours of language lessons per week in bilingual primary education.

Subject	Grade									Annual number of hours
	1st cycle			2nd cycle			3rd cycle			
	1	2	3	4	5	6	7	8	9	
Slovene as L1	6	6	6	5	5	5	4	3.5	4.5	1561.5
Slovene as L2	3	4	4	---	---	---	---	---	---	385.0
Slovene HOP	5	5.5	5	5	5	5	4	3.5	4.5	1,474.0
Hungarian as L1	6	6	6	5	5	5	4	3.5	4.5	1,561.5
Hungarian as L2	3	4	4	5	5	5	4	3.5	4.5	1,316.5
Hungarian HOP	5	5.5	5	5	5	5	4	3.5	4.5	1,474.0
FL		2	2	2	3	4	4	3	3	796.0

Note: Data adapted from syllabus for a BPS in the ethnically mixed area of Prekmurje, in Izvedbena navodila za izvajanje programa dvojezične osnovne šole (2016, p. 7).

■ *Hungarian and Slovene as languages of instruction*

Based on the assumption that only a small percentage of children who start school develop a balanced proficiency in the two languages during pre-school education, the bilingual methodology is applied (see [Table 2](#)). In the second and third cycle, there is a shift towards Slovene being used as the language of instruction more often than Hungarian. Group work in Hungarian can be organised for the in-depth study of Hungarian history, culture, and art.

At the bilingual school for children with special educational needs (Lendava II / Lendva II), an individual approach to language use is practised, with emphasis on the child's stronger language.

The programme of subjects in the fields of humanities, social sciences, and arts (history, geography, and artistic educational subjects) is expanded to include the content of Hungarian history, geography, culture and art, aligning with the goals of education for coexistence. These curricular modifications are shown in [Table 2](#).

In the first cycle of primary education, two teachers (a teacher and a teaching assistant) 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 kindergarten, is continued. In the second and third cycles, following the principle of autonomy, 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 Slovene (between 70% and 80%), while the teacher uses Hungarian for a smaller amount of time (between 30% and 20%). 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 pupils can continue their schooling either in Slovenia or Hungary. This particularly applies to the linguistic goals, where special attention is given to the verbal and written acquisition of Hungarian terminology, and competence in all four linguistic skills in both languages is necessary for pupils to be able to continue their schooling either in Slovenia or Hungary.

Test materials for all subjects, except for languages, are prepared in both Slovene and Hungarian. For all non-linguistic subjects, it is up to the pupil to decide in which language they wish their answers to be assessed. Usually pupils choose their L1 or their stronger language.

teaching materials

The competent Council of Experts of the Republic of Slovenia approves the suitability of textbooks and publishes the catalogue of approved textbooks.

Translations of already approved Slovene textbooks, which are used in the ethnically mixed areas and remain unchanged in content and form, do not require additional approval by the competent Council of Experts. Only the linguistic correctness and appropriateness, as well as the professional suitability of the translation must be proven by an expert. If the translation of a textbook into Hungarian (or Italian) is amended or supplemented with new content, or it is imported from Hungary (or Italy), the same procedure of approval applies as for all other textbooks (Art. 9, Pravilnik o potrjevanju učbenikov, 2015).

In the first cycle, textbooks and other teaching materials are bilingual. Slovene textbooks with summaries in Hungarian were 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 9-year primary 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, Slovene textbooks, and textbooks in Hungarian from Hungary are used in the BPS.

For each school year, the textbooks and workbooks to be used by pupils at a specific bilingual school are selected from the catalogue of approved textbooks by the professional staff of that school and approved by the headteacher and the parent's council (Seznam učbenikov, delovnih zvezkov in učil na DOŠ Lendava/Lendva 1 za šolsko leto 2022/2023, 2022). Textbooks are provided to all pupils from the textbook fund and there is no charge of them. Pupils are also given workbooks at school, which they pay for in the autumn with a deposit. Workbooks for Hungarian as L1 and L2 are paid for from the funds of the municipal Hungarian self-managing ethnic community. Other workbooks (i.e. monolingual Slovene ones) are purchased by parents. (Seznam učbenikov, delovnih zvezkov in učil na DOŠ Dobrovnik 2021/2022 – Tankönyvek, munkafüzetek és taneszközök listája, KÁI Dobronak, 2021).

statistics

There are four primary schools in the ethnically mixed area, all of which provide bilingual education: Lendava I/Lendva I (with a branch in Gaberje/Gyertanos), Dobrovnik/Dobronak, Genterovci/Gonterhaza, and Prosenjakovci/Partosfalva (with two branches: Hodos/Hodos and Domanjševci/Domonkosfa). In the school year 2022/23, there were 60 classes attended by 814 pupils, of whom 281 (34.5%) were enrolled in Hungarian L1 (J. Vida Törnár, principal of BPS Lendava I/Lendva I, personal communication, September 29, October 20, 2022, June 2023; M. Ivanuša, principal of BPS Dobrovnik/Dobronak, personal communication, September 21, 2022, June 2023; Gy. Kranjec, principal of BPS Prosenjakovci/Pärtosfalva] personal communication, September 28, 2022, June 2023; V. Šebjanič, principal of BPS Genterovci/Göntérháza, personal communication, September 20, 2022).

At the bilingual school Lendava II/Lendva II, attended by children with special educational needs, there were 25 pupils in 5 classes in the school year 2022/23 (A. Sep Kranjc, principal of BPS Lendava II/Lendva II, personal communication, October 2 and 18, 2022).

In the school year 2022/23, there were 168 teachers (53 Hungarian L1 and L2 teachers, 42 Slovenian L1 and L2 teachers, and 83 teachers of other subjects) and 70 other staff working at BPS (J. Vida Törnár, personal communication, September, October 2022, June 2023; M. Ivanuša, personal communication, September 2022, June 2023; Gy. Kranjec, personal communication, September 2022, June 2023; V. Šebjanič, personal communication, September 20, 2022).

In the school year 2015/16, the first pupil from neighbouring Hungary enrolled in a BPS. In the school year 2022/23, a total of 77 pupils from Hungary enrolled in bilingual schools in Slovenia, accounting for 9.5% of all pupils attending bilingual schools (Lendava I/Lendva I – 3.5%, Genterovci/Göntérháza – 28.4% and Prosenjakovci/Pártosfalva – 37.1 %) (Gy. Kranjec, personal communication, September 28, 2022, June 2023).

4 Secondary education

target group

Upper secondary education (Slovene: *srednješolsko izobraževanje*) follows lower secondary education (the 3rd cycle of primary school). It takes 2 to 5 years (typical age of pupils: 15–19) and is free of charge.

structure

Upper secondary education programmes include vocational, professional, and general (*gimnazija*) programmes. In the ethnically mixed area of Prekmurje, there is one upper secondary and vocational school: the bilingual secondary school (BSS) Lendava/Lendva. This school offers a general (*gimnazija*) programme, 4-year technical programmes in economics, chemistry, mechanical engineering, and pre-school education, and several vocational programmes with Slovene and Hungarian as the languages of instruction. To accommodate the format of the Regional Dossier series, this chapter will focus only on the *gimnazija* and technical programmes, while the vocational programmes in secondary education will be covered in *Vocational education*.

Both the general and the technical secondary school programmes, as well as the vocational programmes, have certain modifications, with regard to languages as well as other subjects, compared to schools in the rest of Slovenia. The linguistic organisation of education at this level follows the model of the third cycle primary school classes (see [Table 4](#)). Hungarian as L1 and L2 and Slovene are taught as subjects and both languages are languages of instruction in all other subjects of the curriculum. Additionally, the curriculum includes Hungarian history and culture, as well as specific features of the Hungarian ethnic community's history, culture, and language.

The 4-year technical programmes conclude with a vocational baccalaureate, while general upper secondary education (*gimnazija*) ends with the General Baccalaureate in the following five subjects: (1) L1 – Slovene or Hungarian; (2) mathematics; (3) FL – English or German, (4) elective subject; and (5) elective subject.

legislation

The Gimnazija Act (Zakon o gimnazijah, [1996](#), [2007](#)), the Vocational and Technical Education Act (Zakon o poklicnem in strokovnem izobraževanju, [1996](#), [2006](#), [2017](#), [2019](#)), and the Act Implementing Special Rights of the Italian and Hungarian National Communities

in Education (Zakon o posebnih pravicah italijanske in madžarske narodne skupnosti na področju vzgoje in izobraževanja, 2001, 2007, 2018) regulate specific aspects of bilingual Slovene-Hungarian secondary education in the ethnically mixed area of Prekmurje. The Hungarian language is included in the matura (final exams) according to the Matura Examination Act (Zakon o maturi, 2003). Financial and standardisation issues are regulated under the Organisation and Financing of Education Act (Zakon o organizaciji in financiranju vzgoje in izobraževanja, 1996, 2007, 2008, 2009, 2011, 2012; see also *Primary education*).

Due to the limited number of secondary school programmes in the ethnically mixed area of Prekmurje, where there is only one secondary school, continuity in the teaching of Hungarian is also provided by secondary education institutions outside of this region. Pupils and apprentices who finish bilingual primary school and enrol in the secondary technical schools or general (gimnazija) schools outside of the ethnically mixed area have to be offered *jezik narodnosti* (ethnic community language, i.e. Hungarian) lessons as a facultative course organised by themselves or in cooperation with other schools. The teaching of the ethnic community language (i.e. Hungarian) is organised if chosen by at least five pupils or apprentices and is free of charge. The group may also consist of pupils or apprentices who are enrolled in different educational programmes at different schools in the same location (Art. 9, Zakon o posebnih pravicah italijanske in madžarske narodne skupnosti na področju vzgoje in izobraževanja, 2001). Following these regulations, Hungarian is also offered as an elective subject in some schools outside Prekmurje, such as in Ljubljana and Maribor (S. Zorčič, researcher at the Institute for Ethnic Studies, personal communication, September 26, 2022).

language use

■ *Hungarian and Slovene as subjects*

In all programmes of the bilingual upper secondary school, Slovene and Hungarian are equal subjects, with an equal number of classes per year (gimnazija – 560 hours and 4-year technical programme – 487 hours). Pupils can choose either Slovene or Hungarian as their first subject in matura.

Slovene is taught to all pupils and follows the national curriculum of an individual upper secondary programme. Hungarian is taught at two levels, namely Hungarian as L1 (H1) and Hungarian as L2 (H2). Following the outcomes of an experiment named DIFER conducted in 2013/14 (Kovács, 2014), a partial external differentiation is implemented with H2 teaching. In the first and the second grades, pupils who complete primary school with Slovene as the language of instruction (i.e. outside the ethnically mixed area), and enrol in the BSS without any previous knowledge of Hungarian, learn H2 at a lower level (H2(3)) than their peers, who are native speakers of Slovene and completed a BPS in the ethnically mixed area, thus completing the Hungarian L2 primary school programme. Students with weaker Hungarian proficiency are also entitled to additional language training in Hungarian. For example, they can have an additional 2 hours of Hungarian

lessons each week in the first grade, attend Hungarian language courses organised by the school, or participate in summer language camps in Hungary.

■ *Hungarian and Slovene as languages of instruction*

All subjects are taught bilingually, in both Slovene and Hungarian. Pupils have the right to access education in their L1 or stronger language and to participate in other school activities in the language of their choice. Teachers must organise the class in a way that allows pupils to respond and demonstrate their knowledge in their chosen language. In addition, all subjects must provide parallel terminology in both Hungarian and Slovene, and the written presentation of content must be provided in both languages.

In the bilingual upper secondary school programmes, catalogues of knowledge for history, geography, social sciences, and art are expanded to include Hungarian history, geography, culture, and art, which are taught in Hungarian, in accordance with the goals of education for coexistence.

Special attention is paid to topics and activities related to language and ethnic issues, which are also investigated in the framework of obligatory field work in Hungary and Slovenia. The promotion of the Hungarian language and identity is also a specific goal of bilingual education, which is achieved through close collaborations with schools in Hungary. Several expert meetings organised in cooperation with educational institutes in Zalaegerszeg and Szombathely (Hungary) also help to promote these specific educational goals.

teaching materials

As in the third cycle of primary education, Slovene textbooks as well as translations of Slovene teaching materials, with adaptations and additions of ethnic content, are used for non-linguistic subjects, along with the alternative textbooks in Hungarian imported from Hungary. Textbooks for Hungarian as L1 and L2 are also imported from Hungary. All school documents are bilingual, including all materials for the final exam and the general baccalaureate, except for languages (L1 and FL). Translation is provided by the RIC (the National Examinations Centre). The National Education Institute is responsible for ensuring the quality of textbooks, prepared either by authors and publishers in Slovenia or imported from Hungary. The Council of Experts of the Republic of Slovenia for General Education confirms that the proposed textbooks align with the current curriculum. However, there is still a shortage of textbooks in Hungarian for some subjects.

statistics

All general and technical secondary school programmes in the ethnically mixed area of Prekmurje are delivered at the BSS Lendava/Lendva. In the school year 2022/23, there were

14 classes attended by 153 pupils, of whom 25 were enrolled in Hungarian L1 (16.3%) and 128 in Hungarian L2 lessons (83.7%; see Table 5). All pupils were enrolled in Slovene at L1 level (T. Tomšič, assistant principal of BSS Lendava/Lendva, personal communication, September, October, 2022).

In the school year 2006/07, a higher number of pupils enrolled in Hungarian L1 lessons (Nečak Lük, 2012, p. 33). However, it would be simplistic to conclude that interest in Hungarian education is declining. There are several factors to consider. Firstly, the overall negative birth rate in Prekmurje is even more pronounced in the Hungarian community. Secondly, the lack of interest in technical and vocational education, reflected in the lower numbers of pupils attending bilingual secondary programmes, is a typical issue across Slovenia. Thirdly, the proportions have also changed with the introduction of the DIFER approach (H2(3)), which has increased the influx of pupils who finished primary schools outside the ethnically mixed area with Slovene as the language of instruction. Finally, it is important to note that the BSS in Lendava/Lendva offers a limited number of programmes; therefore, pupils who finish a BPS also have the option to choose from the various secondary programmes outside the ethnically mixed area, either in Slovenia or in Hungary. For these reasons, any comparison between current data and data from over 15 years ago would be inappropriate and unreliable.

Table 5 Number of classes and pupils at the bilingual secondary school Lendava/Lendva according to the languages learned (school year 2022/23).

Bilingual Secondary School Lendava/Lendva	No. of classes	No. of pupils learning Hungarian at H1 level	No. of pupils learning Hungarian at H2 level	No. of pupils learning Hungarian at H2(3) level	Total no. of pupils	% of pupils choosing H1
Gimnazija	4	12	23	2	37	32.4%
Upper secondary technical education	10	13	37	66	116	11.2%
Additional course for general matura	---	---	---	---	---	---
Total	14	25	60	68	153	16.3%

Note. Data from T. Tomšič (assistant principal, BSS Lendava/Lendva, personal communication, September and October 2022).

In the school year 2022/23, there were 53 teachers (9 Hungarian L1 and L2 teachers, 5 Slovene teachers, and 39 teachers of other subjects) and 19 other staff working in the bilingual (upper) secondary school programmes. These numbers also include vocational programmes (T. Tomšič, personal communication, September and October 2022).

5 Vocational education

target group

Vocational programmes are offered at upper secondary level as 2-to-5-year programmes for pupils aged 15 to 19 (full-time, free of charge) and at tertiary level for adult (part-time) learners.

structure

Vocational and technical upper secondary education comprises lower vocational education, upper secondary vocational education, and vocational-technical education and vocational courses.

In the ethnically mixed area of Prekmurje, there is one upper secondary school (i.e. the BSS Lendava/Lendva) that also offers vocational programmes with Slovene and Hungarian as languages of instruction, namely a 3-year vocational programme, a subsequent 2-year vocational-technical programme (for pupils who completed the 3-year vocational programme), and a 2-year short vocational programme.

Vocational programmes contain a number of modifications compared to schools in the rest of Slovenia, with regard to languages as well as other subjects. The linguistic organisation of education at this level follows the model of the third cycle primary school classes (see [Table 4](#)). Hungarian as L1 and L2 and Slovene are taught as subjects and both are languages of instruction for all other subjects of the curriculum. Additionally, the curriculum includes Hungarian history and culture, as well as specific features of the Hungarian ethnic community's history, culture, and language.

legislation

The Vocational and Technical Education Act (Zakon o poklicnem in strokovnem izobraževanju, [1996](#), [2006](#), [2017](#), [2019](#)), together with the Act Implementing Special Rights of the Italian and Hungarian National Communities in Education (Zakon o posebnih pravicah italijanske in madžarske narodne skupnosti na področju vzgoje in izobraževanja, [2001](#), [2007](#), [2018](#)) regulate specific aspects of bilingual Slovene-Hungarian vocational education in the ethnically mixed area of Prekmurje. The Hungarian language is included in the matura (final exams) according to the Matura Examination Act (Zakon o maturi, [2003](#)). Financial and standardisation issues are regulated under the Organisation and Financing of Education (Zakon o organizaciji in financiranju vzgoje in izobraževanja, [1996](#), [2007](#), [2008](#), [2009](#), [2011](#), [2012](#)).

Due to the limited number of vocational school programmes in the ethnically mixed area of Prekmurje, vocational schools outside of this region also provide continuity in the teaching of Hungarian. Pupils and apprentices who finish BPS and enrol in (secondary) vocational schools outside of the ethnically mixed area have to be offered *jezik narodnosti* (ethnic community language, i.e. Hungarian) lessons as a facultative course organised by themselves or in cooperation with other schools. The teaching of the ethnic community language (i.e. Hungarian) is organised if chosen by at least five pupils or apprentices and is free of charge. The group may also consist of pupils or apprentices who are enrolled in different educational programmes at different schools in the same location (Art. 9, Zakon o posebnih pravicah italijanske in madžarske narodne skupnosti na področju vzgoje in izobraževanja, 2001).

language use

■ *Hungarian and Slovene as subjects*

In all vocational programmes delivered at the BSS, Slovene and Hungarian are equal subjects, with an equal number of classes per year (the 2-year vocational-technical programme is 213 hours, the 3-year vocational programme 276 hours, and the 2-year short vocational programme 155 hours). Pupils can choose either Slovene or Hungarian as their first subject in the vocational baccalaureate.

Slovene is taught to all pupils and follows the national curriculum of an individual upper secondary programme. Hungarian is taught at two levels, namely Hungarian as L1 (H1) and Hungarian as L2 (H2). Following the outcomes of an experiment named DIFER in 2013/14 (Kovács, 2014), a partial external differentiation is implemented with H2 teaching. In the first and the second grades, pupils who complete primary school with Slovene as the language of instruction (i.e. outside the ethnically mixed area), and enrol in the BSS without any previous knowledge of Hungarian, learn H2 at a lower level (H2(3)) than their peers, who are native speakers of Slovene and completed a BPS in the ethnically mixed area, thus completing the Hungarian L2 primary school programme. Students with a weaker proficiency in Hungarian are also entitled to additional language training in Hungarian. For example, they can have an additional 2 hours of Hungarian lessons each week in the first grade, attend Hungarian language courses organised by the school, or participate in summer language camps in Hungary.

■ *Hungarian and Slovene as languages of instruction*

All subjects are taught bilingually, in both Slovene and Hungarian. Pupils have the right to access education in their L1 or stronger language and to participate in other school activities in the language of their choice. Teachers must organise the class in a way that allows pupils to respond and demonstrate their knowledge in their chosen language. In addition, all subjects must provide parallel terminology in both Hungarian and Slovene, and the written presentation of content must be provided in both languages.

In the bilingual vocational programmes of upper secondary school, catalogues of knowledge for history, geography, social sciences, and art are expanded to include Hungarian history, geography, culture, and art, which are taught in Hungarian, in accordance with the goals of education for coexistence.

Special attention is paid to topics and activities related to language and ethnic issues, which are also investigated in the framework of obligatory field work in Hungary and Slovenia. The promotion of the Hungarian language and identity is also a specific goal of bilingual education, which is achieved through close collaborations with schools in Hungary. Several expert meetings organised in cooperation with educational institutes in Zalaegerszeg and Szombathely (Hungary) also help to promote these specific educational goals.

teaching materials

As in the third cycle of primary education, Slovene textbooks as well as translations of Slovene teaching materials, with adaptations and additions of ethnic content, 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.

All school documents are bilingual, including all materials for the final exam, the vocational final exam, and baccalaureate, except for languages (L1 and FL). Translation is provided by the RIC (the National Examinations Centre). The National Education Institute is responsible for ensuring the quality of textbooks, prepared either by authors and publishers in Slovenia or imported from Hungary. The Council of Experts of the Republic of Slovenia for General Education confirms that the proposed textbooks align with the current curriculum. However, there is still a shortage of textbooks in Hungarian for some subjects.

statistics

All secondary vocational-technical and vocational school programmes in the ethnically mixed area of Prekmurje are delivered at the BSS Lendava/Lendva. In the school year 2022/23, there were 12 classes attended by 126 pupils, of whom 14 were enrolled in Hungarian L1 (11.1%) and 112 in Hungarian L2 lessons (88.8%; see [Table 6](#)).

Table 6 Number of classes and pupils in the vocational programmes of the bilingual secondary school Lendava/Lendva based on the languages learned (school year 2022/2023).

Bilingual Secondary School Lendava/Lendva	No. of classes	No. of pupils learning Hungarian at H1 level	No. of pupils learning Hungarian at H2 level	No. of pupils learning Hungarian at H2(3) level	Total no. of pupils	% of pupils choosing H1
Upper secondary vocational education	8	5	35	52	92	5.4%
Upper secondary vocational-technical education	3	7	12	8	27	25.9%
Short upper secondary vocational education	1	2	3	2	7	28.6%
Additional course for general matura	/	/	/	/	/	
Total	12	14	50	62	126	11.1%

Note. Data from T. Tomšič (assistant principal of BSS Lendava/Lendva, personal communication, September and October 2022).

6 Higher education

structure

According to the Bologna Process, degree study programmes in Slovenia are classified into the following three cycles:

- first cycle academic study programmes (undergraduate level) and professionally-oriented study programmes that last 3 to 4 years (180 to 240 European Credit Transfer and Accumulation System [ECTS] credits);
- second cycle study programmes (graduate level) that lead to a master's degree, with a duration based on the appropriate first-cycle programme (i.e. 3+2 or 4+1 years, worth 60 to 120 ECTS credits);
- third cycle study programmes (graduate level) that lead to the *Doktorat znanosti* (PhD), lasting 3 years and worth 180 ECTS credits.

Higher education is delivered at universities, faculties, professional colleges, and art academies. In Slovenia, there are 4 universities (37 faculties), 3 art academies/professional colleges, and 10 independent higher education institutions (*Samostojni visokošolski zavodi*), which are private institutions.

Public higher education may be attended free of charge by native full-time students and students from EU countries. Tuition fees must be paid by part-time and post-graduate students.

Secondary school graduates from the ethnically mixed area of Prekmurje can continue their education at university level either in Slovenia or Hungary. Universities in Slovenia are obliged to ensure the continuity of Hungarian language education and teacher training for the bilingual region. In Slovenia, it is possible to study the Hungarian language at the Department of Hungarian Language and Literature, Faculty of Arts, of the University of Maribor (Oddelek za madžarski jezik in književnost, Filozofska fakulteta, Univerza v Mariboru). The department has the following two study programmes: a 3-year double-subject BA programme (90 ECTS credits in both streams), and a 2-year double-subject MA programme in education (120 ECTS credits). Courses are offered on, among others, Hungarian language, Hungarian literature, history of the Hungarian language and nation, didactics of the Hungarian language and literature, and research methodology. The department also offers the Hungarian language lectureship, that is, Hungarian language courses for students of other disciplines, mostly those attending pedagogically oriented programmes. Since its establishment in 1981, the department has facilitated the exchange of lecturers and visiting professors with universities in Hungary (at the then Faculty of Education). The department's members, most of whom come from neighbouring Hungary, are actively involved in research projects and the preparation of publications on Hungarian language and literature.

Hungarian can also be studied at the Department of Comparative and General Linguistics of the Faculty of Arts at the University of Ljubljana (Oddelek za primerjalno in splošno jezikoslovje, Filozofska fakulteta, Univerza v Ljubljani) where, in accordance with the Hungarian-Slovenian bilateral agreement (Zakon o ratifikaciji sporazuma o zagotavljanju posebnih pravic slovenske narodne manjšine v Republiki Madžarski in madžarske narodne skupnosti v Republiki Sloveniji, 1993), a lectureship of Hungarian has been established. The certified lecturer comes from Hungary, sent by the Hungarian Ministry of Foreign Affairs and Trade in the frame of its Visiting Lecturers programme (for the selection process, it is mandatory to have a certification in teaching Hungarian as L2); their mandate lasts for two years. The lectureship offers courses at both BA and MA level, which are mainly language classes for Slovene L1 students of the Faculty of Arts, together with a general overview of Hungarian literature, history, and culture, but also L1 courses for students with Hungarian L1, who are studying at the University of Ljubljana. The mission of the lectureship is also to publish teaching materials for Hungarian as L2 for Slovene native speakers, popularise Hungarian culture and language (with publications in Slovene, cultural events, and translation projects), and facilitate the bilateral research projects between Hungarian and Slovenian academic institutions.

In addition, under the provisions of the 1993 bilateral agreement between Slovenia and Hungary, Hungarian students from Slovenia enrol in university programmes in Hungary each year (Zakon o ratifikaciji sporazuma o zagotavljanju posebnih pravic slovenske narodne manjšine v Republiki Madžarski in madžarske narodne skupnosti v Republiki Sloveniji, 1993). The agreement also provides for the mutual recognition of certificates and diplomas.

During the last 10-year period, 25 to 30 students from Slovenia attended universities in Hungary. The majority of these students, up to 80%, have completed their bilingual upper secondary education at Lendava/Lendva (Léphaft-Göncz, K., expert associate of Hungarian Self-Governing National Community of Prekmurje, personal communication, July 2022).

legislation

The status of Hungarian at the university level is regulated by Article 8 of the Higher Education Act (Zakon o visokem šolstvu, 1993, 2004, 2006, 2012), which states that university programmes for FLs can be provided in the relevant FL (Art. 8). The status of the Department of Hungarian Language and Literature (Faculty of Arts, University of Maribor) is registered by the Statute of the University of Maribor (Statut Univerze v Mariboru, 2012).

At the bilateral level, the education of the Hungarian ethnic community members in Slovenia and the Slovenian ethnic community members in Hungary is regulated by the two countries (Zakon o ratifikaciji sporazuma o zagotavljanju posebnih pravic slovenske narodne manjšine v Republiki Madžarski in madžarske narodne skupnosti v Republiki Sloveniji, 1993), as is the mutual recognition of diplomas (Zakon o ratifikaciji sporazuma med Vlado Republike Slovenije in Vlado Republike Madžarske o vzajemnem priznavanju spričeval in diplom, 2000).

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 responses of students are in Hungarian, and so are their seminar and diploma assignments.

The publications of the Department of Hungarian language and literature at the University of Maribor, various project reports, as well as conference contributions are published in Hungarian and in Slovene. Events organised by the department are also bilingual.

The lectureship of Hungarian at the University of Ljubljana focuses more on using the Slovene language, allowing for more publications, language manuals, and other resources on Hungarian in Slovene to be made available.

teacher training

Teacher training programmes are provided by three universities, namely the University of Ljubljana, the University of Maribor, and Primorska University.

■ *pre-school training*

Kindergarten teacher training is provided by pre-school education programmes. These programmes consist of a first cycle, which takes 3 years and awards a diploma as a qualified early childhood educator (180 ECTS credits), and a second cycle, which takes 2 years and awards a master's degree in early childhood education (120 ECTS credits).

■ *primary training*

Primary school teacher training is provided by classroom education programmes. The first cycle of this programme can be completed in either 3 years (180 ECTS credits) or 4 years (240 ECTS credits) and awards a diploma as a professor of classroom education. The second cycle, which takes 2 years (120 ECTS credits) or 1 year (60 ECTS credits), leads to the professional title of master professor of classroom education. Upon completing a 10-month (1 school year) training period, students must pass a state professional examination (state teacher certification examination).

■ *secondary training*

Secondary school teachers are trained at Faculties of Education and some other faculties in 3+2 or 4+1-year academic study programmes (linguistics/languages, maths, physics, chemistry, biology, sport, etc.), including a set number of pedagogical subjects. Teachers who graduate without having taken these subjects are obliged to take a special credential course for teaching, which concludes with an examination. After a 10-month (1 academic year) training period, students must also pass a state professional examination (state teacher certification).

For pre-school, primary, and secondary education, there is no explicit training provided for teachers who teach in bilingual schools with Slovene and Hungarian as languages of instruction, except for the future teachers of Hungarian language and literature.

Students who plan to teach in bilingual educational institutions, however, can take elective Hungarian language courses and tutorials while following pre-school, primary, or secondary schoolteachers' university programmes. These courses are provided within the framework of the accredited programmes of the Department of Hungarian Language and Literature at the Faculty of Arts of the University of Maribor or by the lectureship of Hungarian at the Faculty of Arts of the University of Ljubljana (Pravilnik o smeri izobrazbe učiteljev v devetletni dvojezični osnovni šoli in devetletni osnovni šoli z italijanskim učnim jezikom, 2006).

According to the Rules on testing the knowledge of the teaching language in ethnically mixed areas (Pravilnik o preizkusu znanja učnega jezika na narodno mešanih območjih, 2006, 2023), teachers employed in bilingual educational institutions are obliged to prove their competence in the teaching language(s) by passing a state examination in the Slovene and Hungarian languages.

■ *in-service training*

In-service training for teachers in bilingual schools is provided by the Education Institute's pedagogical consultants in cooperation with university and research institutes' experts from Slovenia and Hungary. Refresher courses and seminars are published annually by the Ministry of Education and Sport. Along with language and other subject courses, new seminars on, among others, the bilingual methodology and e-learning have become more frequently offered. Teacher training courses and lectures in Hungarian are also organised by the Društvo pedagoških delavcev dvojezičnih šol in vrtcev Prekmurja – Muravidéki Pedagógusok Egyesülete (Association of Teachers of Bilingual schools and Kindergartens of Prekmurje). Moreover, it is a long-standing tradition for teachers from bilingual schools to participate in summer university courses on Hungarian language, literature, and culture in Hungary.

The University of Maribor provides in-service training for teachers of bilingual schools on the basis of an agreement with the university in Szombathely/Sombotel in Hungary, where teachers of Slovene as the minority language in the Hungarian region Porabje/Raba are also trained. Along with courses for other subjects, the faculties of the University of Maribor provide in-service training for Slovene, while Hungarian courses are provided by the Department of Hungarian Language and Literature at the University of Maribor and also by lecturers from the university in Szombathely/Sombotel.

statistics

At the Department of Hungarian Language and Literature at the University of Maribor, approximately 25 to 28 students attend Hungarian language and literature lectures per year (J. Rudaš, head of the Department of Hungarian Language and Literature, University of Maribor, personal communication, December 7, 2022).

Interest in learning Hungarian as L2 at the University of Ljubljana is growing. There are usually 10 students per year in beginner courses, but the number decreases in the upper grades. Approximately five students participate in summer schools on Hungarian language and culture in Hungary (Tamás Kruzslicz, Hungarian language teacher at the Department of Comparative and General Linguistics at the University of Ljubljana, personal communication, July 2022).

7 Adult education

structure and language courses

At the national level, the primary responsibility for adult education and training lies with the Ministry of Education and its upper secondary, higher vocational, and adult education directorate.

The main legislation governing this field is the Adult Education Act (Zakon o izobraževanju odraslih, 2018). This act regulates non-formal education and learning for individuals who have completed their basic education and are not considered students. The Resolution on the National Programme of Adult Education in the Republic of Slovenia 2022–2030 (Resolucija o Nacionalnem programu izobraževanja odraslih v Republiki Sloveniji za obdobje 2022–2030, 2022) provides guidance for adult education policy at the national level and helps regulate the field by ensuring stable financing and determining priority areas.

The network of adult education providers includes specialised adult education institutions as well as various organisations that offer adult education as a supplementary activity. Enrolment in publicly funded and recognised programmes aimed at obtaining formal qualifications is only possible on the basis of public calls for applications, which have to be regularly issued by the respective providers. The funding for these programmes is subject to the rule of thirds: one-third of the total cost should be covered by the participants' fees, one-third by the public budgets of the respective municipalities, and one-third from the national budget. There are also programmes that are fully publicly funded, such as basic school education and certain targeted programmes. Providers cannot charge any participation fees for such programmes.

Publicly subsidised adult education organisations must be registered in the Adult Education Programmes Registry at the Ministry of Education. In addition, they must also comply with formal requirements regarding staffing, premises, and equipment. As of March 2023, there were 214 providers listed in the registry.

Units for adult education in basic schools, upper secondary schools, and higher education institutions offer adult education programmes aimed at completing formal levels of education (such as obtaining qualifications for specific vocations or completing the *matura* exam). They also offer courses to enhance language skills and computer literacy, among others.

Moreover, as of March 2023, there were 27 publicly subsidised adult education centres called folk high schools (*ljudske univerze*, roughly translated as popular or people's universities) spread across the country. These schools have a long tradition that predates the country's independence. They offer a variety of programmes, ranging from basic skills and

formal basic and upper secondary education to FL and non-formal education courses.

In the mid-1980s, another type of organisation called third age universities emerged. These universities target retirees, older workers, and workers in the pre-retirement period. As of 2023, there were more than 40 third age universities in operation across the country. They are either organised as independent associations or they operate within institutions such as folk high schools, general libraries, retiree associations, educational and cultural institutions, educational development centres, and private educational organisations. Their aim is to promote active participation among older individuals, including through continued learning. Therefore, they offer non-formal educational programmes for different groups of people in later life, and also aim to educate teachers, mentors, and facilitators in this field.

In December 2021, the catalogue for the school year 2021/22 contained information about 244 providers and 3,437 educational programmes. The providers mainly include upper secondary schools (adult education units), private institutions and schools, as well as adult education centres.

Since 1999, the Ministry of Education has also implemented language programmes that offer the ethnic communities' languages, namely Hungarian and Italian. Language programmes can be organised as comprehensive courses, seminars, modules, individually led learning experiences with mentoring, or distance learning. Each language programme requires 500 to 550 hours of study (300 for the basic level, 200 to 250 for the advanced level).

Learners enrolled in officially recognised FL programmes can have their knowledge assessed. Successful candidates receive official documents. The examinations are designed according to recommendations made by the Council of Europe.

In the bilingual region of Prekmurje, adults can complete their education by attending the following institutions:

- The Ljudska univerza (Institute for Adult Education) in Lendava/Lendva, which offers 400 hours of lectures of Hungarian in an open curriculum.
- The Institute for Adult Education in Murska Sobota (outside the ethnically mixed region), which also organises language courses, including Hungarian. Employees and job applicants in the bilingual region who, according to law, must master both languages (i.e. Slovene and Hungarian) usually enrol in these programmes, which will provide them with a public certificate.

In accordance with Article 7 of the Adult Education Act (amended in 2006; *Zakon o izobraževanju odraslih, 1996, 2006*), the 1984 programme of Hungarian as a public programme for adults has been reformed. The tender for the programme was expanded, offering different courses with varying numbers of classes/hours. The content and methods were updated. In 2005, the Education Council of Experts adopted a new programme called "Hungarian for Adults", which was the result of collaboration between bilingual schools' Hungarian language teachers in Slovenia and the Hungarian language experts from the

Hungarian Language School in Debrecen/Hungary (Pravilnik o izobraževalnem programu Madžarščina za odrasle, 2005). The basis for the programme was the syllabus of Hungarian as L2 in bilingual primary and secondary schools in Prekmurje.

The new Adult Education Act (Zakon o izobraževanju odraslih, 2018, 2020) no longer mentions specific rights of the ethnic communities. Nevertheless, the education programme Hungarian for Adults is still running. Moreover, it has recently been supplemented by the Rules on qualifications of teaching and other education staff in the education programme Hungarian for adults (Pravilnik o izobrazbi učiteljev in drugih strokovnih delavcev v izobraževalnem programu za odrasle Madžarščina za odrasle, 2022).

The Institute for Adult Education in Lendava/Lendva, one of the authorised examination centres of the National Examination Centre, provides certificates of Hungarian language competence based on successfully completed state examination tests. These tests are the basic level test (300-hour course) and the higher-level test (300 + 250-hour course).

Adults can also complete their secondary education through the matura courses offered at the BSS Lendava/Lendva (see *Secondary education*). However, enrolment in these courses has been declining year after year.

The Liszt Institute – Hungarian Cultural Centre Ljubljana also offers Hungarian language courses as a part of its activity in cultural diplomacy, in accordance with the Hungarian legal regulations. The Liszt Institute offers the following language courses:

- group courses for complete beginners (A1);
- group courses for near beginners (A2);
- group courses for intermediate levels (B1, B2);
- group courses for participants arriving from the ethnically mixed region of Prekmurje (C1, C2); and
- individual courses according to participants' needs.

These courses are offered both in-person and online.

The Hungarian language exam for the European Certificate of Attainment in Modern Languages (ECL) can be passed at the Department of Hungarian Language and Literature at the Faculty of Arts, University of Maribor (in partnership with the International Language Centre of the University of Pécs since 2016) and at the Liszt Institute in Ljubljana (since 2021).

language use

The language of instruction used during courses at the Ljudska univerza is Slovene, with the exception of the Hungarian language courses, which are in Hungarian. At the BSS in Lendava/Lendva, both Hungarian and Slovene are used as languages of instruction for matura courses. The textbooks and workbooks imported from Hungary are used in teaching at the Hungarian language courses.

Since 2016, the language of instruction for courses at the Liszt Institute has been Slovene at lower levels and Hungarian at higher levels.

statistics

In the ethnically mixed area, the demand for learning Hungarian among adults is moderately low, with the number of participants ranging from 7 to 66 in individual years. The sharp increase in the number of participants in Hungarian language courses in certain years since 2009 (66 participants in 2019, 39 participants in 2018) is linked to the implementation of two European Social Fund projects executed by the Institute for Adult Education in Lendava/Lendva (see also *Educational research*). As a part of these projects, participants were offered a free Hungarian language course. From 2005 to 2021, 26 participants passed the Hungarian language exam at either the basic or higher level (R. Hojnik Kelenc, director of the Institute for Adult education Lendava/Lendva, personal communication, September 26–27, 2022).

In 2021, there were approximately 45 to 50 people taking Hungarian courses at the Liszt Institute (E. Schwetter, Hungarian language teacher at the Liszt Institute, Ljubljana, personal communication, July 7, 2022).

8 Educational research

In the fields of pre-school, primary, and general secondary education, the National Education Institute of Slovenia is the main national research, development, and consultancy institution. It is also responsible for the development of bilingual education in the ethnically mixed area of Prekmurje. Educational research is also conducted by the Institute for Ethnic Studies in Ljubljana and its branch in Lendava/Lendva, the Institute for Educational Research, and the Faculties of Arts at the Universities of Ljubljana and Maribor. Moreover, some research is carried out by teachers. In collaboration with Slovenian research institutes, research institutions in Hungary often participate in educational research on bilingual schooling. The research is financed by the national agency for science and development (ARRS), with some funding coming from the EU funds. The majority of funding comes from the Ministry of Education, which calls for Targeted Research Projects based on identified research needs in various aspects education, including education in the ethnically mixed areas of Slovenia.

Research projects mainly address the crucial issues of bilingual education, didactics of bilingual instruction, and teachers' competences, among others. In addition to the educational issues, the attitudes of both ethnic groups' members, of pupils and parents in particular, regarding the bilingual school model, and the impact of bilingual schooling on the realisation of institutional bilingualism on the one hand, and on the ethnic and linguistic vitality of Hungarian community on the other, are given continuous scientific attention.

In view of the modernisation of didactic approaches, the results and outcomes of educational research at national level are also applied and disseminated in schools in the ethnically mixed area of Prekmurje. However, due to the sensitive nature of education in mixed environments, it is even more important than elsewhere to constantly verify the effects of education (Nečak Lük, 2009) and of the modernisation of educational procedures. Additionally, gaining insights into the social-psychological implications of the relationship between the two ethnic communities is crucial for monitoring and managing potential language conflicts. Since the introduction of bilingual education in the ethnically mixed area of Prekmurje, the Republic of Slovenia has supported research on both areas. The modifications and renovation of the curriculum and teaching methods were introduced in the bilingual model on the basis of the outcomes of the following 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, in response 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; Nećak Lük, 1989). This project introduced an innovation in the Hungarian and Slovene teaching approach, and also examined the bilingual teaching method of other subjects using the translanguaging approach. It was carried out between 1986 and 1994. On the basis of the project's outcomes, the Council of Experts for General Education confirmed a reformed approach to Hungarian and Slovene language teaching by introducing certain modifications in the bilingual curriculum in 2001 and 2002. Further modifications followed in 2005 and 2016 (Izvedbena navodila za izvajanje programa dvojezične osnovne šole, 2016).

Moreover, within the framework of a longitudinal project called *The Management of Inter-Ethnic Relations in Lendava/Lendva* (Nećak Lük, 1998), which ran between 1992 and 2002, a research team from the Institute for Ethnic Studies in Ljubljana investigated the attitudes and viewpoints of the population involved regarding bilingual education. One of the aspects investigated were the respondents' perceptions of the bilingual model, with a perceived positive point being 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 fosters tolerance and coexistence. Despite the professional and political criteria, most interviewees still viewed the bilingual school model as the most suitable for the ethnically mixed environment. Nevertheless, the most critical remarks and warnings referred to the necessity of the constant modernisation of educational practices, the introduction of contemporary and effective teaching forms and methods, and, in this context, to permanent in-service teacher training.

The consistent attitudes towards the bilingual model in Prekmurje were further confirmed by the results of a targeted research project called "The Role of Bilingual Education in Creating the Foundations for the Implementation of Institutional Bilingualism in the Ethnically Mixed Area of Prekmurje" (Medvešek, 2020a), which was conducted almost 20 years later using a similar methodology. This project was commissioned because of concerns about the constitutionality and effectiveness of this model of bilingual education. Language competence of bilingual school pupils in Hungarian (as well as in Slovene) as L1 and L2 was assessed in a comparative study of the effectiveness of education in the ethnically mixed regions of Slovenia (Čok, 2009; Nećak Lük, 2009). In the framework of this project, research on pupils' proficiency in both languages, the L1 and L2, as well as on the standpoints with regard to both languages of instruction and to the bilingual school model was carried out.

The majority of the research production and publications related to the Hungarian minority, and its language, culture, and history come 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 Maribor.

In the framework of the project *E-kompetence učiteljev v dvojezičnih šolah 2011–2013*, the outcomes of the following two experiments were tested:

- HOP – the concurrent initial literacy instruction in Slovene and Hungarian in the BPS Lendava I/Lendva I (see *Primary education*);

- DIFER (*Delna zunanja diferenciacija pri madžarščini kot J2*) – partial external differentiation with Hungarian as L2, for pupils coming from outside the ethnically mixed area, with no or hardly any knowledge of Hungarian, at the BSS Lendava/Lendva (see *Secondary education*).

Several projects have been designed and conducted in cooperation with research institutions and researchers from Hungary, such as the 2-year (2013–2015) transborder project *Dvig jezikovnih kompetenc pedagoških delavcev v jeziku manjšin v dvojezičnih vzgojno-izobraževalnih zavodih Prekmurja in Porabja* (Raising of the minority language competencies of teacher in bilingual educational institutions of Prekmurje and Porabje/Raba), co-funded by the EU from the European Social Fund and by the Ministry, Science and Sport of the Republic of Slovenia (Kovács, 2015).

From 2016 to 2020, the project continued under the title *Dvig kakovosti narodnostnega šolstva za madžarsko narodno skupnost v Sloveniji ter slovensko narodno skupnost na Madžarskem* (Raising the quality of ethnic education for the Hungarian ethnic community in Slovenia and the Slovenian ethnic community in Hungary) in the framework of the activities of the Pomurska madžarska samoupravna skupnost (Hungarian Self-governing Community of Prekmurje). It should be noted, however, that the title of this project could be misleading since “ethnic education for Hungarian ethnic community in Slovenia” refers to bilingual education attended by both Hungarian and Slovenian children as described in this Regional Dossier – and not, as is the case in a school in Porabje/Raba in Hungary, attended only by the Slovenian minority community children and where Slovene (i.e. the minority language) is also a subject of the curriculum and in some subjects also the language of instruction.

9 Prospects

After 60 years of existence, the bilingual education model has proved its vitality and relevance to the linguistic needs of members of both nationalities of the ethnically mixed area of Prekmurje. Despite occasional concerns, expressed mainly by internal migrants from other Slovenian regions, the model has been effective in maintaining and developing the Hungarian language and culture. The functional bilingualism of the population (i.e. a certain level of proficiency in both languages acquired during bilingual schooling not only by the minority, but also by the majority members) has undoubtedly contributed to the promotion of the Hungarian language in the region and beyond (Nećak Lük, 1995). This is particularly notable when considering the unfavourable political-historical circumstances of the past, as well as the small size of the Hungarian ethnic community and the rather limited communicative reach of the Hungarian language in the Slovenian and European contexts.

With the accession of Slovenia and Hungary to the EU, economic cooperation between them has increased thanks to the open borders, as has the interest in learning Hungarian in central Slovenia. Since Slovenia gained independence, the reciprocal interest of both countries in the fate and well-being of their compatriots across the border has intensified. Regardless of the current ruling nomenclature, cooperation for the benefit of the Hungarian national community in Slovenia and the Slovenian community in Hungary is being strengthened in the economic, cultural, and educational spheres, which is not least confirmed by the bilateral documents that have been adopted.

The bilingual school is credited with preserving Hungarian as a language with a limited communicative reach and preventing a break in the intergenerational transmission of Hungarian. Moreover, the model is particularly suitable for developing the bilingualism of children from intermarriages, which have become more common in recent decades, as it stimulates learning both languages at L1 level. The added value of bilingual education is that children can start systematically learning two languages at an early age, already in kindergarten, and thus benefit from the advantages of early bilingualism for their linguistic and general intellectual development (Nećak Lük, 1995). In primary school, from grade 2 onwards, learning a third language (i.e. a FL), either English or German (of which the latter is preferred in many families due to the proximity of Austria and of which many people have a better command of than English), is compulsory, while it can be learned on an optional basis already from grade 1. In the second cycle, pupils can choose a second FL as an elective subject. This means that children attending bilingual school have the opportunity to learn four languages, thus expanding their linguistic (and cultural) capital, and increasing their job opportunities in Slovenia and beyond (Limon & Novak-Lukanovič, 2017).

However, many parents are unaware of the benefits of bilingual communication in the family and choose Slovene as the language of communication instead of supporting the

bilingual work of the school through family language practice (Medvešek, 2019). Therefore, the bilingual school still has considerable work to do in terms of raising parents' awareness of the benefits of early bilingualism and multilingualism. Stimulating parents to adapt their communication practices in the family, especially in mixed families, would also be beneficial.

The increasing number of pupils from Hungary enrolled in bilingual schools can also be attributed to the wider range of language options available, as well as to the pedagogical qualities of bilingual education. According to teachers, the presence of these pupils stimulates interest in learning Hungarian and also has a positive effect on the quality of Hungarian language acquisition.

The results of bilingual teaching depend directly on the linguistic and pedagogical skills of the teachers. The retirement of a larger number of teachers in the near future poses a challenge for education across Slovenia, including bilingual schools. This will lead to a shortage of teaching staff across the country. For bilingual schools, this brings an additional problem: the departure of both Hungarian teachers and teachers of other subjects in the humanities and sciences who are highly proficient in both languages. It is uncertain who will replace them, as there is also a shortage of young teachers with a high level of communicative competence in both languages.

Hungary does not appear to be a likely destination for young people from Prekmurje to move to. Budapest may evoke some attraction, but not as much as a decade or two ago. Austria is a more promising prospect, as evidenced by the fact that many children in Prekmurje are learning German as their first FL, rather than English.

Unlike Hungarian communities in other countries, the Hungarian ethnic community in Slovenia is in many respects (politics, sports, media, way of thinking, etc.) more oriented towards Slovenia than towards Hungary. This is also one of the reasons why in public domains the use of Slovene is more frequent than Hungarian, which also remains one of the challenges for Slovene language policy and planning in future.

Over the past few decades, there has hardly been any hesitation in Slovenia regarding the positive influence of bilingual schools on the vitality of the Hungarian ethnic community, the maintenance of its language, and the positive social climate in the ethnically mixed region (Nečak Lük, 2019). However, there have been occasional ambivalent attitudes and requests have been launched for an assessment of the constitutional grounds of the bilingual education model. The most recent request to review the constitutionality of certain articles of the Act Implementing Special Rights of the Italian and Hungarian National Communities in Education (Zakon o posebnih pravicah italijanske in madžarske narodne skupnosti na področju vzgoje in izobraževanja, 2001, 2007, 2018) was submitted on the occasion of the bilingual school's 60th anniversary in 2019, citing alleged inequality of pupils and the quality of education in bilingual school. More specifically, the request highlighted the following two concerns: "1) the establishment of exclusively bilingual schools in an ethnically mixed area is considered to cause constitutional inequality, as it prevents children who are not members

of the Hungarian ethnic community from freely choosing to attend school in another school district (Art. 48 of the Basic School Act and Art.11 of the Act Implementing Special Rights), and 2) the educational programmes of bilingual schools, which differ from those of schools outside the ethnically mixed area, do not provide children with the same quality of education as pupils outside the area" (Medvešek, 2020b, p. 582). However, research results indicate that the majority of inhabitants in the ethnically mixed area of Prekmurje, including both Hungarians and Slovenians, view the current bilingual education model as appropriate.

Without the support of the majority (i.e. the Slovenian population in the area), and without their willingness to accept Hungarian as a language of instruction and a subject alongside Slovene, Hungarian might have suffered the fate of several minority languages, which have disappeared from public and gradually also from private communication.

In view of its specific goals and delicate educational and social impact, it is crucial that the development of bilingual education in the ethnically mixed area of Prekmurje as an integral part of the Slovenian education system is closely monitored and cared for by the responsible political and expert institutions. On the one hand, it should tightly follow the development of education at the national level, and on the other hand, permanent attention should be paid to the psychological and pedagogical novelties in translanguaging education (Nečák Lük, 2013). In this regard, constant attention and efforts should be dedicated to achieving the following goals of the bilingual education model in the most optimal way:

- high academic expectations for all children involved, with no differentiation between minority and majority children;
- permanent education of teachers and in-service training, providing for the acquisition of updated methods and didactics of L1 and L2 teaching (through CLIL and the concurrent approach);
- updated bilingual teaching methods and didactics, especially at the kindergarten and first cycle primary level, where two teachers work as a team;
- updated knowledge on the psycholinguistic, sociolinguistic, and social-psychological issues relevant to teaching in a bilingual class;
- maintenance of a high level proficiency in Slovene and Hungarian for language teachers;
- development of bilingual competence (i.e. striving for a balanced competence in Slovene and Hungarian) in teachers teaching the subjects within the humanities, natural, and technical fields (Kovács, 2015);
- permanent professional and personal development of all school staff, also by way of anti-bias programmes 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 pupils' academic achievements;
- regular updating of 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;
- development of e-services and e-content in Hungarian and bilingual formats (manuals, e-textbooks, online classrooms, online dictionaries, etc.);

- exchange of good practices among teachers in bilingual schools;
- exchange of good practices with teachers in schools in other parts of Slovenia and the minority and other schools in Hungary;
- increased continuous parental involvement and cooperation with the school;
- improved integration of bilingual schools with the surrounding environment; and
- further development of cross-border programmes through networks and partnerships with schools and other institutions in Slovenia and Hungary.

Continuously striving for high standards in bilingual education is crucial. These high standards can only be achieved with constant attention to high pedagogical expertise and with the proper care and support of the state and the two national communities. Building on the European principles of linguistic and cultural pluralism, the Slovene national language policy and relevant legislation should further develop, support, and promote the existing bilingual model of education (Nećak Lük, 2013). This model not only provides a basis for the further realisation of the Hungarian community's rights, but also serves as an example of mutual coexistence in the ethnically mixed region and beyond. Bilingual schooling in the ethnically mixed area of Prekmurje could serve as an example of good practices in educating future European citizens, fostering a spirit of linguistic pluralism, mutual cultural consideration, coexistence, and good neighbourliness.

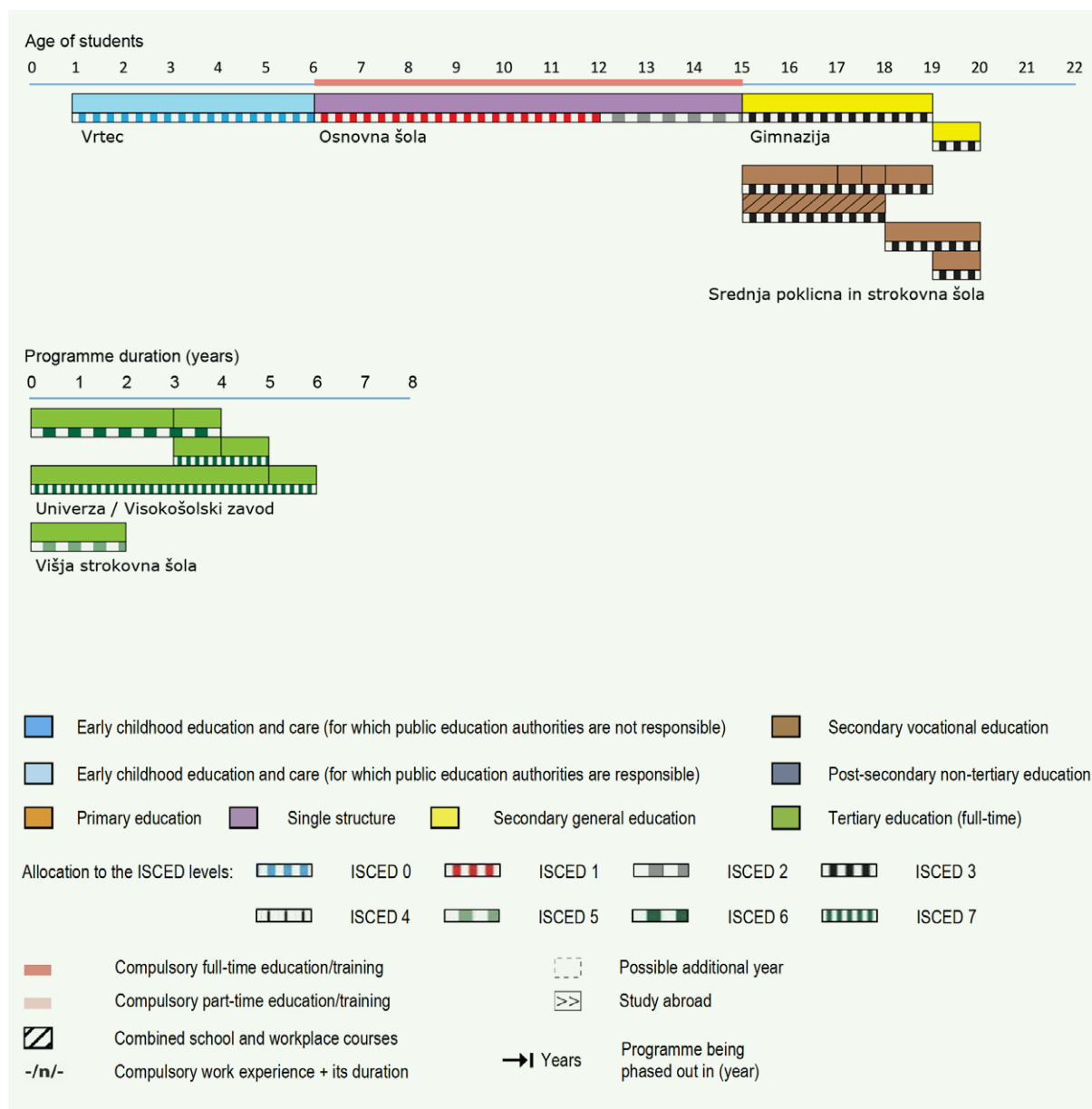
10 Summary of statistics

Table 7 Number of bilingual schools, teachers, and pupils for all educational levels, by school type, in the ethnically mixed area of Prekmurje in the school year 2022/23.

		Schools	Teachers	Pupils	% pupils in bilingual education	% of pupils choosing H1
Pre-school education	Kindergarten	9	64	376	100%	N/A
Primary education	Primary school	5	92	841	100%	34.5%
Secondary and vocational education	<i>Gimnazija (general secondary) + upper secondary technical</i>			153	100%	16.3%
	<i>Upper secondary vocational + upper secondary vocational-technical + short upper secondary vocational</i>			126	100%	11.1%
	Total for secondary and vocational education	1	53	279	100%	14.0%

Note. Data were provided by all the schools' (assistant) principals: B. Karakatič (assistant principal, kindergartens Lendava/Lendva, personal communication, June 2023); V. Šebjanič (principal, BPS Genterovci/Göntérháza, personal communication, September 20, 2022); A. Sep Kranjc (principal, BPS Lendava II/Lendva II, personal communication, October 2 and 18, 2022); T. Tomšič (assistant principal, BSS Lendava/Lendva, personal communication, September and October 2022); J. Vida Törnár (principal, BPS Lendava I/Lendva, personal communication, September 29, October 20, 2022, June 2023).

Education system in Slovenia



Note. Reprinted from European Commission, European Education and Culture Executive Agency, and Eurydice (2023, p. 27).

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E: info@gml.si | galerija.muzejlendava@siol.net

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Knjižnica – Kulturni center Lendava | Lendvai Könyvtár és Kulturális Központ

Library and Cultural Centre Lendava, Slovenija

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Kindergartens Lendava/Lendva

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Vrtec Pikapolonica Dobrovnik / Dobronaki Katicabogár Óvoda

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Kindergartens in municipality of Moravske Toplice

Dvojezična enota Prosenjakovci / Kétnyelvű Óvoda Pártosfalva (Bilingual Branch Dolga vas)

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E: dos-prosenjakovci@guest.arnes.si

W: www.vrtec.dos-prosenjakovci.si/vrtec-domanjsevci/o-vrtcu/

Vrtec Hodoš | Hodosi óvoda

Hodoš/Hodos 53,9205 Hodoš/Hodos, Slovenija

T: +386 2 559 10 32

E: dos-prosenjakovci@guest.arnes.si

W: www.vrtec.dos-prosenjakovci.si/vrtec-hodos/

Dvojezična osnovna šola I Lendava | 1. sz. Lendvai Kétnyelvű Általános Iskola

Bilingual primary school I Lendava

Kranjčeva ulica / Kranjec utca 44, 9220 Lendava/Lendva, Slovenija

T: +386 2 577 28 00

E: dos1.lendava@guest.arnes.si

W: www.dos1-lendava.si

Podružnica Gaberje / Gyertyánosi Tagiskola

Bilingual Branch Gaberje

Glavna ulica / Fő utca 31, 9220 Lendava / Lendva, Slovenija

T: +386 2 576 10 00

E: dos1.lendava@guest.arnes.si

W: www.dos1lendava.splet.arnes.si/hu/podruznica-gaberje-hu

Dvojezična osnovna šola Dobrovnik / Kétnyelvű Általános Iskola, Dobronak

Bilingual primary school Dobrovnik

Dobrovnik/ Dobronak 266 / j, 9223 Dobrovnik/Dobronak, Slovenija

T: +386 2 578 84 30

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 Dobrovnik/Dobronak, Slovenija

T: +386 2 5772 830

E: dos.genterovci@guest.arnes.si

W: www.dosgenterovci.si

Dvojezična osnovna šola Prosenjakovci | Kétnyelvű Általános Iskola Pártosfalva

Bilingual primary school Prosenjakovci

Prosenjakovci/Pártosfalva 97/C, 9207 Prosenjakovci/Pártosfalva, Slovenija

T: +386 2 544 10 30

E: dos-prosenjakovci@guest.arnes.si

W: www.dos-prosenjakovci.si

Dvojezična osnovna šola II Lendava | 2. sz. Lendvai Kétnyelvű Általános Iskola Lendva

Bilingual primary school II Lendava (for pupils with special educational needs)

Ulica heroja Mohorja 1/Hős Mohor utca 1, 9220 Lendava/Lendva, Slovenija

T: +386 2 5788 150

E: info@dos2-lendava.si

W: www.dos2-lendava.si

Dvojezična srednja šola Lendava | Kétnyelvű Középiskola Lendva

Bilingual Secondary School Lendava

Kolodvorska ulica / Vasút utca 2/e, 9220 Lendava/Lendva, Slovenija

T: +386 2 574 25 10

E: tajnistvo-dss.lendava@guest.arnes.si

W: www.dssl.si

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Koroška cesta 160, 2000 Maribor, Slovenija

T: + 386 2 22 93 625

E: ff@um.si

W: www.ff.um.si

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

T: +386 1 241 10 00

W: www.ff.uni-lj.si

Ljudska univerza Lendava

Institute for Adult Education Lendava
Kidričeva ulica / Kidrič utca 1, 9220 Lendava, Slovenija
T: +386 2 578 91 92
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
T: +386 2 536 15 60
E: info@lums.si
W: www.lums.si

government and parliamentary bodies

Državni zbor Republike Slovenije

National Assembly of the Republic of Slovenia
Šubičeva ulica 4, p. p. 636, 1102 Ljubljana, Slovenija
T: +386 1 478 9400
E: gp@dz-rs.si
W: www.dz-rs.si

Ministrstvo za vzgojo in izobraževanje

Ministry of Education
Masarykova 16, 1000 Ljubljana, Slovenija
T: +386 1 400 52 00
E: gp.mvi@gov.si
W: www.gov.si/en/state-authorities/ministries/ministry-of-education/about-us/

Urad vlade za narodnosti

Government Office for National Minorities
Gregorčičeva ulica 27, 1000 Ljubljana, Slovenija
T: +386 1 400 11 80
E: gp.un@gov.si
W: <https://www.gov.si/en/state-authorities/government-offices/government-office-for-national-minorities/about-the-office-of-the-government-for-national-minorities/>

Hungarian minority's political organisations

Madžarska samoupravna narodna skupnost občine Dobrovnik | Dobronak Községi Magyar Önkormányzati Nemzeti Közösség

Hungarian self-governing community of the municipality of Dobrovnik/Dobronak
Dobrovnik/Dobronak 290, 9223 Dobrovnik/Dobronak, Slovenija

T: +386 2 579 9070

E: info@dobronak.si

W: www.dobronak.si

Madžarska samoupravna narodna skupnost občine Hodoš | Hodos Községi Magyar Nemzetiségi Önkormányzati Közösség

Hungarian self-governing community of the municipality of Hodoš/Hodos
Hodoš / Hodos 52, 9205 Hodoš/Hodos, Slovenija

T: +386 2 559 8033

E: madzarska.skup@siol.net

Madžarska samoupravna narodna skupnost občine 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

T: +386 2 577 2720 | +386 2 577 27 22

E: lkmo@siol.net

W: www.lendva.info

Madžarska samoupravna narodna skupnost občine Moravske Toplice | Moravske Toplice Községi Magyar Nemzetiségi Önkormányzati Közösség

Hungarian self-governing community of the municipality of Moravske Toplice
Prosenjakovci / Pártosfalva 70, 9207 Prosenjakovci/ Pártosfalva, Slovenija

T: +386 2 544 12 75

E: info@mtk-mnok.si

W: www.mtk-mnok.si

Madžarska samoupravna narodna skupnost občine Šalovci | Šalovci Községi Magyar Nemzetiségi Önkormányzati Közösség

Hungarian self-governing community of the municipality of Šalovci
Domanjševci/Domonkosfa 67, 9206 Križevci v Prekmurju, Slovenija

T: +386 2 554 1290

E: madzarska.skupnost.domanjsevci@siol.net

W: www.salovci.si

Pomurska madžarska samoupravna narodna skupnost | Muravidéki Magyar

Önkormányzati Nemzeti Közösség

Hungarian self-governing community of Prekmurje

Glavna ulica/Fő utca 124, 9220 Lendava/Lendva, Slovenija

T: +386 2 575 14 49

E: pmsns@muravidek.si

W: www.muravidek.si

research institutions

Inštitut za narodnostna vprašanja: Enota Lendava/Lendvai Kutatócsoport

Institute for Ethnic Studies: Branch Office Lendava/Lendva

Kranjčeva 4, 9220 Lendava/Lendva, Slovenija

T: +386 59725941,

E: attila.kovacs@guest.arnes.si

W: www.inv.si

Zavod Republike Slovenije za šolstvo (ZRSS)

National Education Institute Slovenia

Parmova 33, 1000 Ljubljana, Slovenija

T: +386 (01)3005100

E: info@zrss.si

W: www.zrss.si

Zavod Republike Slovenije za šolstvo: Območna enota Murska Sobota

National Education Institute Slovenia: Regional Branch Murska Sobota

Slomškova ulica 33, 9000 Murska Sobota, Slovenija

T: + 386 (02) 539 11 70

W: www.zrss.si/zavod-rs-za-solstvo/obmocne-enote/murska-sobota/

media

Népújság, a Szloveniai Magyarok hetilapja

Népújság, Weekly of the Hungarians in Slovenia

Glavna ulica / Fő utca 7, 9220 Lendava/Lendva, Slovenija

T: +386 2 577 61 80

E: info@nepujzag.net

W: www.nepujzag.net

Pomurski madžarski radio – Muravidéki magyar rádió

Pomurje Hungarian Radio

Kranjčeva ulica / Kranjec utca 10, 9220 Lendava/Lendva, Slovenija

T: +386 2 429 9700

E: mmr@rtvslo.si

W: www.rtvsl.si/mmr

**Studio madžarskih programov, TV studio Lendava - Magyar Műsorok Stúdiója,
Lendvai Tévésztaúdió**

Studio of the Hungarian Programs, TV Studio Lendava/Lendva
Kranjčeva ulica / Kranjec utca 10, 9220 Lendava/Lendva, Slovenija

T: +386 2 429 9700,

E: hidak.mostovi@rtvslo.si

W: www.rtvsllo.si/hidak

**Zavod za informativno dejavnost madžarske narodnosti | Magyar Nemzetiségi
Tájékoztatósi Intézet**

Hungarian Community Information Institute
Glavna ulica / Fő utca 7, 9220 Lendava/Lendva, Slovenija

T: +386 2 577 61 80

E: info@nepujsag.net

W: www.nepujsag.net



About this Regional Dossier

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Attila Kovács, PhD, is a historian and senior research fellow at the Institute for Ethnic Studies (INV) in Ljubljana, Slovenia. He is also head of the INV Branch in Lendava/Lendva. Kovács' research focuses on ethnic and minority issues. As evidenced by his numerous publications in the scientific press, he is a top expert on Hungarian minority issues, the history of the Prekmurje Hungarians, and the demographic and migration processes in the Slovenian-Hungarian border area in the 19th and 20th centuries.

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Other websites on minority languages

Mercator European Research Centre

www.mercator-research.eu

Homepage of the Mercator European Research Centre on Multilingualism and Language Learning. The website contains the Regional Dossier series, a database of experts, a bibliography, information on current activities, and many links to relevant websites.

Mercator Network

www.mercator-network.eu

General site of the Mercator European Network of Language Diversity Centres. It gives information about the network and leads you to the homepages of the network partners.

European Commission

www.ec.europa.eu/languages

The website of the European Commission gives information about the EU's support for language diversity.

Council of Europe

www.conventions.coe.int

European Charter for Regional or Minority Languages (1992) and *Framework Convention for the Protection of National Minorities* (1995). European Treaty Series 148 and 157, Strasbourg.

Eurydice

www.eacea.ec.europa.eu/education/eurydice

Eurydice is the information network on education in Europe. The site provides information on all European education systems and education policies.

European Parliament Committee – supporting analyses database

www.europarl.europa.eu/committees/en/home

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

NPLD

www.npld.eu

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

FUEN

www.fuen.org

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

ELEN

www.elen.ngo

The European Language Equality Network (ELEN) is a non-governmental organisation that has as its goal the promotion and protection of European lesser-used (i.e. regional, minority, endangered, indigenous, co-official, and smaller national) languages, to work towards linguistic equality for these languages, and multilingualism, under the broader framework of human rights, and to be a voice for the speakers of these languages at all levels.



About the Mercator European Research Centre

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partners

The Mercator European Research Centre is the leading partner of the European Mercator Network, which was initiated by the European Commission in 1987. The Mercator Network partners are the following: Mercator Media, hosted at the University of Wales Trinity Saint David; Mercator Legislation, hosted at the CIEMEN Foundation; Centre de Recerca en Sociolingüística i Comunicació (University of Barcelona); the Institute for Slavic and Baltic languages, Finnish, Dutch and German (Stockholm University); and the Research Institute for Linguistics (Hungarian Academy of Sciences). The Mercator European Research Centre also works closely with a large number of research organisations and universities. This cooperation includes partners in the province of Fryslân and other parts of the Netherlands, as well as partners across Europe and beyond. The main funding body of the Mercator European Research Centre is the provincial government of Fryslân. The EU and regional authorities in Europe also regularly fund projects and activities.

research

The research activities of the Mercator European Research Centre focus on various aspects of bilingual and trilingual education such as language proficiency in different languages, interaction in the multilingual classroom, and teacher qualifications for working in a multilingual classroom. Latest developments look at how educational models for minority languages can also cater for pupils with a migrant background. Whenever possible, research is carried out in a comparative perspective. Results are disseminated through publications and conferences, often in collaboration with the Mercator European Research Centre's partners.

conferences

The Mercator European Research Centre organises conferences and seminars on a regular basis. The main target groups are professionals, researchers, and policymakers from all member states of the Council of Europe and beyond. Themes for the conferences are assessment and best practices, educational models, the development of minimum standards, teacher training, and the application of the Common European Framework of Reference for Languages (CEFR).

contact

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