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Romani and Beash

The Romani and Beash
languages in education
in Hungary



* numerically small language communities

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Foreword

background

For several years now, Mercator-Education has made efforts to achieve one of its principal goals: to gather, store and distribute information on minority language education in European regions. Regional or minority languages are languages which differ from the official language of the state where they are spoken and which are traditionally used within a given territory by nationals of that state who form a group numerically smaller than the rest of the population.

The success of this series of regional dossiers has shown a need for documents stating briefly the most essential features of the educational system of regions with an autochthonous lesser used language. With the establishment of regional dossiers we intend to meet this need.

aim

Regional dossiers aim at providing concise descriptive information and basic educational statistics about minority language education in a specific region of the European Union. This kind of information, such as features of the educational system, recent educational policies, division of responsibilities, main actors, legal arrangements, support structures and also quantitative information on the number of schools, teachers, pupils and financial investments, can serve several purposes.

target group

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

link with EURYDICE

In order to link these regional descriptions with those of national educational systems, it was decided to follow the format used by EURYDICE, the European education information network in the European Union. EURYDICE provides information on the administration and structure of education in member states of the European Union. The

information provided in the regional dossiers is focussed on language use at the various levels of education.

contents

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

1

Introduction

language

The Roma in Hungary call themselves both *Roma* and *cigány* (Gypsy). For that reason, the term Roma/Gypsy is used in this dossier to refer to this population group. There have been attempts to introduce another term instead of *cigány* (Gypsy), a term which has acquired many negative connotations. Several hundred Roma minority self-governments and many NGOs in Hungary use the term *cigány* (Gypsy) to denote themselves. The act on minorities (Act on the Rights of National and Ethnic Minorities) uses both *cigány* (Gypsy) and *Roma* (Ligeti, 2002, 7).

Beash

Members of the group speaking Beash (an archaic Romanian dialect) do not consider themselves to be Roma. They insist on the group name *cigány*, because for them Roma are the “Oláh” (Wallahian/Romanian) Gypsies, a group they call Lâkâtar (from the word locksmith) or Kolompár with Romani as their mother tongue. Beash speakers consider it important to determine which of them are “*Muncsán*” (from the mountains) and which “*Argyelán*” (from the woods). The largest group of Beash speakers consists of Argyelán people who call themselves Linguár (spoon makers) or tub makers. Most of them live in the southern counties of Transdanubia: Baranya, Tolna,

Somogy and Zala. Some families live in Veszprém. Muncsán people live in the village of Alsószentmárton in the Southern part of Baranya. Beash groups located in Tiszafüred area are named *Ticsán* (at the River Tisza) (Ligeti, 2002, 7).

Romani

There are two important Romani-speaking Roma communities living in Hungary: the *Lóvári* (*Lovari*) and *Kelderás*. The dialects of these two groups are the most widespread and the most highly developed in Europe. In Hungary, the Lovari dialect is generally accepted: most Romani publications use this dialect (Ligeti, 2002, 7).

Hungarian

Roma people with Hungarian as their mother tongue are called *Romungro* by other Roma. This group usually calls itself Hungarian Roma or musician Roma, although individual speakers may not have anything to do with music. The number of *Sinti* (*Szintó*) people in Hungary is small, and information about them is incomplete and unreliable (Ligeti, 2002, 8).

Summarizing, we could say that the Roma/Gypsy in Hungary speak Hungarian, Romani and Beash languages. According to a report written in 2001 under the supervision of the European Parliament, 48,000 Roma/Gypsy speak Romani as their mother tongue. According to other sources, 150,000 Roma/Gypsy in Hungary speak a variety of Romani as their first language (Minority, 2004, 2p). Based on Hegedűs, the mother tongue of three-quarters (75%) of the Roma/Gypsy is Hungarian (Romungro people), of one-fifth (20%) it is Romani (Oláh people), while a small percentage (a maximum 5%) speak Beash (Beash people) (Hegedűs, 1999, 27). According to yet another source, (Trehan, 104), 8% of the Roma/Gypsy are Beash speakers, and 70% of the Romani children are Hungarian speakers. According to other estimates, the number of people with Romany as their mother tongue amounts to 22,000. An estimated number of 55,000 people use the Romani language, and the mother

tongue of an estimated 28,000 people is Beash. 56,000 people are estimated to use the Beash language (Kemény, 2000, 319).

Number of Roma/Gypsy

Who undertake to use the native language		Who undertake their nationality status		Who are associated with ethnic cultural values and traditions	Who use their own languages in the family and among friends
1990	2001	1990	2001	2001	2001
48 072	48 685	142 683	190 046	129 259	53 323

Table of the 2001 Population Census in Hungary (2004)

Distribution of Roma/Gypsy according to their native language in 1893, 1971, 1993 and 2003 (percentages).

	1893	1971	1993	2003
Hungarian	79.5	71.0	89.5	86.9
Beash	10.0	7.6	5.5	4.6
Romani	4.5	21.2	4.4	7.7
Other	6.0	0.2	0.6	0.8

Source: Kemény-Jánky-Lengyel, 2004, 39 p.

population

The exact number of Roma/Gypsy is not known: estimates (based mostly on the minority government's data) differ from 142,000 to 600,000. According to a study sponsored by the Sociology Institute of the Hungarian Academy of Sciences and research by István Kemény, Gábor Havas and Gábor Kertesi completed in 1994, there are about 550,000 Roma/Gypsy – about 5% of the population in Hungary (Trehan, 1999, 105). According to the 2001 census, 190,046 people identified themselves as Romani – approximately 1.8% of the population (KSH, 2002, 9-10). Estimates put the number of Roma in the range of 550,000- 600,000 – 5.3-5.8% of the population (ERCC, 2003, 25).

language status

Hungary has accepted clear political commitments to protect the languages of the 13 officially recognized minorities (including the Roma/Gypsy minority), both by constitutional measures and by signing and ratifying the Framework

Convention for the Protection of National Minorities (1995) and the European Charter for Regional and Minority Languages (1992, 1995). In addition, an Office for National and Ethnic Minorities has been established, which operates under the authority of the Hungarian government. The prime minister appoints the managing director and the Hungarian Department of Justice supervises the office. Moreover, the Hungarian government has set up a public Foundation for Minorities and a Public Foundation for Hungarian Roma/Gypsy.

Also, in Hungary an Ombudsman is available who is in charge of Minority Affairs and an Office of the Commissioner for Educational Rights, the former dealing with national and ethnic minority problems and abuses, the latter entitled to act in defense of the rights of parents, children, pupils, university students and teachers.

Both Roma/Gypsy languages are officially registered. In public service, these languages are equivalent to other foreign languages (Forray, 2003). In spite of this – for social and historical reasons – the use of the Romani and Beash languages is generally limited to inter-group communication. That is why those languages are characterized by a high degree of orality (Szalay, 1999, 271). Efforts have been made to standardize these languages, especially in the area of writing. The Roma/Gypsy languages have generally been perceived as languages “linguistically under construction”. Nowadays, initiatives are being developed to codify the Roma/Gypsy languages, thus providing a basis for teaching them and possibly using them as a medium of instruction (Forray, 2003, 18).

*status of language
education*

Since 1990, Hungary has established internal legal and institutional frameworks relevant for the protection of minority languages and educational rights, such as the Constitution of the Republic of Hungary, the Act on the Right of National and Ethnic Minorities (1993) and the Act on Public Education (1993). The regulations of the Act on Municipal Governments (1990), of the Act on State

Finances (1992) and the regulations pertaining to the Act of Public Education (Aáry Tamás, 1998, 63) should be mentioned here, too.

The Act on the Rights of National and Ethnic Minorities gives all recognized national and ethnic minorities the right to establish minority self-governments on a local and national level. The main tasks and responsibilities of these self-governments lie in guaranteeing educational and cultural autonomy. Thus, the elected local governments have the right to establish and run cultural and educational institutions. The main task of minority representatives on a national level lies with the professional monitoring of minority culture and education.

It is the task of the state to operate the system of general education. The public educational law also makes it possible for legal and natural persons (for local and national minority self-governments) to run educational institutions. Financial obstacles render it impossible for self-governments to found new institutions as allowed by the educational law. Thus, the regulation may be interpreted as a legal possibility. Minority self-governments influence decisions concerning minority education by practising the right of consent with regard to institutions which are maintained by local municipal governments (Aáry Tamás, 1998, 64). The most recent modifications of the Public Education Act have made it clear that the language of education is either Hungarian or the language of the national or ethnic minority in question. The language of examinations can also be that of the national or ethnic minority, and the final certificates have to be produced in both languages: in Hungarian and that of the national or ethnic minority.

There are three types of minority language schools in Hungary: schools where the language of instruction is the language of the minority; bilingual schools where some subjects are taught in the minority language and other subjects in Hungarian; and schools where a minority language is taught as a subject (Lannert & Halász, 2003,

127). The most widespread form of education for the Roma children is the Roma minority programme, also known as “catching up” programmes. As of the academic year 2000/2001, programmes and financing for Roma/Gypsy minority education have been set up to comply with the rules for the education of other minorities. School programmes for preserving and cultivating Roma/Gypsy culture require at least six classes a week, including Roma/Gypsy ethnography, culture and one of the Roma/Gypsy languages officially recognized in Hungary (Lovari or Beash), although institutions have so far been exempted from obligatory language teaching (Forray, 2002, 24).

**Roma minority education, national data, school years
2003/2004, 2004/2005.**

	Number of educational institutions providing Roma minority education		Number of classes		Number of pupils	
	2003/2004	2004/2005	2003/2004	2004/2005	2003/2004	2004/2005
Elementary Schools	n.a.	n.a.	1597	1870	27414	31980
Vocational training school	n.a.	n.a.	65	57	1303	974
General Secondary School	n.a.	n.a.	36	41	731	1009
Vocational Secondary Schools	n.a.	n.a.	6	n.a.	117	n.a.
Total	198	232	1704	1968	29565	33963

The data are valid only for pre-university education and does not contain the pre-school education.

Source: Statistics, Ministry of Education.

education system

In Hungary, education is compulsory for all children between the ages of 6-7 and 18. A longer basic education phase is followed by a fairly differentiated upper secondary education and training phase. Pre-school education is available from the age of 3 and lasts until a child turns 7. The 2003 amendment of the Public Education Act reinforced the 8+4-year model as opposed to the 6+6-year structure, and adjusted educational cycles according to the former design. Accomplishing basic education is certified: a certificate is issued at the end of the eight years of general school. The certificate issued after the successful completion of the 10th grade entitles students to apply for the basic examination. Secondary education begins in the 9th grade. In vocational secondary education, the 9th and 10th grades are devoted to the mastery of the basics of general knowledge, with the addition of practical skills and vocational orientation elements (Lannert & Halász, 2003, 51). Tertiary education usually lasts for 3 to 5 years. Public

compulsory education is free of charge for all students at all stages.

In 1996, 1999, 2002 and 2003, significant amendments were made to the Public Education Act of 1993. The most important amendment is stated in Article 4 Paragraph (7). It stipulates that all forms of discrimination are prohibited in public education on any basis, especially on grounds of colour, gender, religion, national or ethnic affiliation, political or other opinions, social, ethnic or national minority origin, financial condition, age, birth or any other situation of the child or the child's relatives. This also holds good for the maintainer of the educational institution. Another important amendment was Ministerial Decree 58/2002, which allows the teaching of the Romani and Beash languages in schools – in two hours per week – by holders of an intermediate language (Romani or Beash) certificate. Furthermore, various newly established Acts had a direct effect on the system of public education: regulations on the textbook market; on adult training (Lannert & Halász, 2003, 12), to mention just a few areas.

private and public

The majority of public schools falls under the authority of national and local governments (state). There are two groups of educational institutions that are not maintained by local governments: denominational schools and private or foundational schools. The denominational and private (foundational) schools have the same legal status, but they differ in their establishment, their educational aims, operation, social roots, and background as well as with respect to the support they receive from the state. Private schools are autonomous in their day-to-day operations and have the legal status of an independent institution. The maintainers of private schools are free to decide on the organizational status of the school and the method of institutional control. They may also develop their own educational programme and local curriculum. The central budget and the school maintainer finance private schools. The school maintainer receives the same amount of state contribution as the local government. The local government

or state can decide to provide additional support if the school – on the basis of public educational agreement – takes over responsibilities from the local government or state. Non-governmental education is generally present in secondary and tertiary education (Lannert & Halász, 2003, 69-70). In Hungary, most of the school models for Roma/Gypsy education operate on a foundational basis. In most of the cases they receive governmental support.

bilingual education forms

There are no bilingual primary schools teaching Roma/Gypsy children in Hungary. Only one grammar school – the Gandhi Gymnasium in Pécs – operates on the basis of a bilingual education model, teaching the two dominant forms (dialects) of Roma languages (Lovari and Beash). Here, the children belonging to different ethnic and linguistic groups (95 per cent of them being Roma/Gypsy) become acquainted with the language of the other groups. The Beash children learn their language for three years and then go on to learn a Romani language (Lovari), and vice versa. The courses are also open to non-Roma/Gypsy students. (Forray, 2003, 18). In the school year 1997/1998, 175 Roma/Gypsy children participated in Roma language education (in the Gandhi Gymnasium). (Source: Office for National and Ethnic Minorities).

On the basis of a ministerial decree (signed by Bálint Magyar and published in 2003) on the integration network of schools, there are some general schools in which the Romani (Lovari) or Beash language is taught. In Baranya County, teaching takes place in the Beash language in 4-5 compulsory schools (e.g. Darány, Gilvánfa, Alsószentmárton) and in other 4-5 schools in the country (e.g. Körösnagyharsány, Tatabánya). In the Kalyi Jag secondary school in Budapest, teaching takes place in the Lovari language. There are kindergartens in Budapest and Kecskemét teaching the Lovari language, and some kindergartens in Pécs and Alsószentmárton use the Beash language. It is likely that no central registration of these programmes exists, because the teaching of Roma/Gypsy culture does not require an exclusive use of the language.

administration

Neither the Romani nor the Beash languages are used in public administration. The main legal documents concerning the Roma/Gypsy are available in the Lovari language, too: the Minority Act (No. LXXVII/1993) on the Rights of National and Ethnic Minorities, the Act on Local Government (No. LXV/1990) and its separate chapter on the rules of minority government elections. There are occasional cases in which social administration staff (in family care centres, in health organizations) uses (if people can manage those languages) one of the Roma languages to win the sympathy of the clients. If the minority government is composed of mother tongue speakers, they use one of the Roma languages, unofficially, among themselves. The actual leaders of the National Minority Government formerly used the Romani or Beash language in the office.¹

Public education administration is highly decentralized and the responsibilities are shared between several actors. Horizontally, responsibility at a national level is shared by the Ministry of Education, which assumes direct responsibility for educational matters, and certain other Ministries (Ministry of the Interior, Ministry of Finance, Ministry of Employment and Labour, Ministry of Children, Youth and Sports). The Ministry of Education assumes all responsibility for education, training and is responsible for the supervision of scientific research and technological departments. The Amendment to the Public Education Act allocated a new task to the Ministry of Education, namely the establishment and management of a national counselling service for the support of Roma/Gypsy children (Lannert & Halász, 2003, 25).

Vertically, the administration is shared between the central (national), regional, local and institutional levels. At the regional (county) and local levels, the educational administration is integrated in the general system of public administration, based on the system of local governments. Thus, administration is under the control of politically autonomous, elected bodies. The government cannot issue

direct orders to the local governments (Lannert & Halász, 2003, 23-24). The organization of minority education is the responsibility of local self-governments. Minority kindergarten groups and school classes have to be organized if eight parents of children belonging to the same minority request it. Local self-governments responsible for organizing minority education can jointly execute this task as an association or in the form of an agreement with a maintainer – if the maintainer is not the local self-government (Radó, 1997).

Education content is regulated by the National Core Curriculum (1995) and the frame-curricula (2000), completed by the National Core Programme of Pre-School Education and Guidelines (1997-1998) (Lannert & Halász, 2003, 71). The National Core Curriculum (NCC) considers intercultural education a vital part of a national educational programme, and attaches equal value to the education of Roma students as well as to national minority education from a language and content point of view (the NCC makes it possible to start Roma/Gypsy language teaching as well as bilingual and mother tongue programmes). The NCC makes teaching minority culture compulsory within each of the five minority educational programmes, strengthening the minority character of Roma/Gypsy catch-up programmes. The Minister of Culture and Education regulates the content requirements of minority education in Guidelines connected to the National Core Curriculum. This document defines the content of pre-school education of minority children, among whom Roma/Gypsy children; the aim of Roma/Gypsy catch-up programmes in schools; the obligatory and alternative elements; the general curricular and developmental requirements, and the organization rules for these programmes (Radó, 1997).

inspection

The inspection system in Hungary was abandoned in the mid-1980s. The elaboration of new criteria, procedures and methods for internal and external evaluation is under construction. In recent years, self-evaluation of schools has been enhanced by school educational programme develop-

ment. A pedagogical evaluation of the Roma/Gypsy educational programmes and initiatives is absent.

The task of holding regular external evaluations is the responsibility of the maintainer. The schools and maintainers may choose evaluation specialists from the national expert list, which includes more Roma minority experts than experts on other minorities. Unfortunately, no reliable methods and procedures have been developed yet to ensure and continuously monitor the quality of education in the current decentralized institutional structure. (Lannert & Halász, 2003, 121)

support structure

Ethnic minority nursery instruction and school education is subsidized from the state budget through a special supplementary norm. The operators of institutions receive these subsidies to perform special ethnic minority educational tasks (Forray, 2002, 23). A scholarship system was developed in the early 1990's by drawing on public resources and the Soros Foundation. Public subsidies were gradually extended from primary school pupils with good results to secondary and tertiary students. Today, a division can be seen of duties between several institutions: the Public Foundation for National and Ethnic Minorities provides scholarships for Roma/Gypsy students participating in adult education; the Public Foundation for the Roma in Hungary supports primary schools pupils on the basis of study results; regular students attending secondary and tertiary education may submit applications; the Ministry of Education refunds costs (tuition fees) to be paid by students in tertiary institutions. In 2001, the Open Society Institute launched a tender for scholarships for all Roma students studying in tertiary education. In 2001, the Prime Minister's Office invited Roma students studying in tertiary education to send in applications for the lease of computers (Forray, 2002, 31). In addition to national and local sources, several civil foundations can be found backing the Roma/Gypsy educational initiatives: the Gandhi Public Foundation, the Roma Education Developmental Programme and the Roma Programme of the Soros Foundation.

Number of Roma youth receiving a governmental scholarship in the academic year 2001/2002.

School type	Students number
Primary school (from grade 5)	6,995
Secondary and grammar schools providing school leaving certificates – regular courses	2,838
Secondary schools, skilled worker training – evening and correspondence courses	1,514
Universities, Colleges – regular courses	950
Universities, Colleges – evening and correspondence courses	267
Universities, Colleges – abroad	24
Total	12,588

Source: *Office for National and Ethnic Minorities, 2002.*

Academic year	Number of Roma/Gypsy students receiving scholarship
1996/1997	785
1997/1998	805
1998/1999	1,468
1999/2000	2,881
2000/2001	7,580

Source: *Office for National and Ethnic Minorities, 2002.*

2

Pre-school education

target group

Pre-school education caters for children from the age of 3 until they are physically, mentally and emotionally prepared for schooling (at the age of 7). Pre-school education involves a school-based programme which includes basic skills development, pre-reading, drawing, singing and school preparation. Attendance is not compulsory until the age of 5. From the age of 5, children are obliged to take part in the school preparation programme for four hours a day.

structure

The curriculum rests on social learning processes and the socio-physical development of a child's early years. Kindergarten consists of three phases: the youngest group (3-4

years), the middle group (5-6 years) and the advanced group (6-7 years), where progress is age-dependent. The last year of kindergarten, also called the school-preparatory year, is compulsory. Here, children get acquainted with the basic knowledge needed for school (a little counting, presenting oneself, self-discipline). Earlier, it was a habit of the Roma/Gypsy or of socially disadvantaged families to keep their children in kindergarten for one more year and to let them start school after the age of 7. Nowadays, school-starting ages have become flexible for middle-class families, too, if a child is not considered ready for the next step. In kindergartens that use the Romani/Beash language exercises (songs, tales, poems and counting) are developed in those languages, too. There is no kindergarten that uses only the Romani/Beash language. One of the reasons for this is that parents expect nurseries to teach children how to speak Hungarian properly and how to behave correctly. The Core Curriculum sets up the framework of the Curriculum, but the pedagogical programme is set up independently by every single kindergarten. The responsibility for teaching lies with the kindergarten maintainer, whoever it may be: the self-government, the minority government, the church or a foundation (in the case of private nurseries). In the Hungarian school system, kindergarten is considered to be the most friendly, child-centered institute.²

legislation

The Act on Public Education (1993), the Decree on the Guidelines for Minority Education (1997), the National Core Programme of Pre-School Education (1995), the Governmental Decree on requirements in the training of primary schoolteachers, teacher-conductors and pre-school teachers (1994), the Governmental Decree on the National Guidelines of Pre-school Education (1996), the Ministerial Decree on Guidelines on the pre-school and in-school education of children with special needs (1997) and the Directives for Nursery School Education (1997) regulate different aspects of pre-school education.

The Act on Public Education (1993) stipulates that one year of preparation for school (educational obligation) is to be

completed at nursery level or at school. The implementation and control of local practices remains unclear. The same act (§43 (3)) stipulates that if a request is made by the parents or legal representatives of no less than eight children belonging to the same minority, it is mandatory to launch and operate a separate minority class or study group. This stipulation applies not only to school, because the law guarantees that education of minorities in the mother tongue or learning the mother tongue may take place in minority nursery schools, schools, school classes or study groups as determined by local facilities and requests (§43(4)). The local minority self-government's right of consent and opinion and the institution of co-management also applies in the case of nursery school education for minorities. On the basis of the number of children receiving their education in compliance with a national minority nursery school education programme, local municipal councils are entitled to extra national or ethnic support allowances.

language use

In spite of the above-mentioned legal measures, until 2001 there was a lack of Roma/Gypsy language pedagogical programmes in pre-school education (Radó, 1997). Until 2001, there were no schools or pre-primary institutes where one of the Roma languages was the medium of instruction (Report, 2001, 44) With the support of the Human Resource Development Operative Programme) starting with the school year 2001/2002, some kindergartens in Budapest and Kecskemét started to teach the Lovari language, and some kindergartens in Pécs and Alsószentmárton use the Beash language.

teaching material

Teaching material is under construction and the special nursery teacher training programme is expected to start in 2006. For a couple of years, teaching and learning materials have been available for small children in both (Romani/Beash) languages (tales, poems, toy-books, CDs, video-cassettes).

statistics

The most recent official data about the educational status of Roma children in Hungary have been collected by the

Ministry of Education in the school year 1992/1993. There has been a consistent problem in retrieving up-to-date statistics since data protection legislation came into force in Hungary (1993): official registers of the ethnic affiliation of students in the schools have been eliminated. Thus, statements can only be based on the data from various surveys.

Eleven per cent of Roma/Gypsy children do not go to kindergarten or attend school-preparatory classes, even after the age of 5 (Rigó, 1996). According to an estimation based on funding and the number of children taking part in pre-school programmes for national minorities, approximately 15,000 children participate in Roma/ Gypsy nursery programmes. An estimation of participants in ethnic minority education offered by the local governments operating such institutions shows that in 1998/1999, 42,392 Roma/Gypsy children took part in a Roma minority/ catch-up programme (Forray, 2002, 23).

According to the data of the survey held in 1995 by the District Education Center (DEC), out of a total 838 kindergartens with Roma/Gypsy children, there were exclusively Roma/Gypsy in only 45 of them, and there were 189 kindergartens where at least half the number of children were Roma/Gypsy. 9.5 per cent of the nurseries had a Roma minority education programme or taught the subject of history and tradition of the Roma/Gipsy community (Radó, 1997, 23).

According to the Euromosaic study on Roma/Gypsy in Hungary (2005), roughly 250 kindergartens offer Roma minority education to approximately 25,000 children.

Year	Number of kindergartens with Roma nursery programme	Number of children in Roma nursery programmes
1998/1999		42,392
2002		15,000
2005	250	25,000

Source: Forray, 2002, 23; Euromosaic, 2005.

Kovács Zoltán National Minority Nursery (Budapest) educates about twenty disadvantaged Roma/Gypsy children from a traditional industrial area, emphasizing the promotion of Roma culture and ethnic identity (Orsós – Hegyesi, 2001).

Ocsi mnyo Bea Playhouse (Pécs, Southern Transdanubia) caters for 28 children between 2 and 5 years of age who come from a run-down former mining settlement in the area inhabited by Roma. Extremely close cooperation with the families provided the basis to allow this particularly vulnerable age group to attend the institution regularly (Forray, 2002, 33).

Edelényi Labour School (Edelény, Northern Hungary) was originally an auxiliary school; nowadays it provides schooling for 180 children from the local Roma community. It has a nursery and pre-school programmes, following which children are admitted to regular primary schools. Its attractive new building was constructed with the help of subsidies from the Soros Foundation and from public support (Forray, 2002, 33).

3 Primary education

target group

Children reach school maturity as early as the age of 6, or at the age of 8 at the latest. Primary school education generally lasts from the age of 6 to 14.

structure

Primary school has two stages: first between the age of 6 to 10, with a second level from the age of 10 to 14. According to the Amendment of Public Education Act (2003), in the first three years of primary education, doubling grades requires the consent of the parents.

In primary education (1-8 grades) Roma pupils generally participate in four typical types of education (Radó, 2001, 54):

- Integrated education in normal classes with special minority (or “catch-up” remedial) programmes for Roma children (a certain proportion of “catch-up” programmes is organized for segregated Roma classes),
- Integrated education in normal classes without special minority programmes,
- Special segregated classes for Roma children,
- Special education (classes or schools) for mentally handicapped children (children with learning difficulties).

legislation

The Act on Public Education (1993), the Decree on the Guidelines for Minority Education (1997), the National Core Programme (1995), the Textbook Act (2001), the Government Decree on requirements in the training of primary schoolteachers, teacher-conductors and pre-school teachers (1994), the Guidelines on the pre-school and in-school education of children with special needs (1997), the Ministerial Decree on the introduction and implementation of frame curricula (2000), and the Directives for the School Education of National and Ethnic Minorities (1997) regulate different aspects of primary education.

The chapter on Particular Principles of the Education of National and Ethnic Minorities of the National Base Curriculum (NBC) stipulates that – in the type of minority school of which a special profile is language teaching – the language of instruction is Hungarian and that the teaching of the minority mother tongue is to take place from the first years onwards, following the criteria prescribed for the living foreign languages. For the years 1-6, the NBC stipulates a rate of 32-40% for the educational area of language and literature, but does not distinguish between Hungarian and minority language and literature. The regulation has proved to be problematic because the organization of minority language and literature teaching can be organized and arranged only at the expense of Hungarian or living foreign language and literature teaching. If minority language and literature is organized in optional study classes (but the number of classes is limited by the Education Act), it will cause an extra study burden

for the minority children, whose parents may decide to give up the minority language instruction of their children. The principles related to the education of national and ethnic minorities contain regulations according to which it is possible to diverge from the ratios set for areas of instruction as recommended by the NBC in the curricula for schools working on the basis of a minority programme. Teachers working in such institutions enjoy a great deal of freedom in formulating the minority pedagogical programmes.

A major problem of primary and secondary education is formed by the separation of Roma/Gypsy children in “catch-up” programmes, with the Roma/Gypsy children moving into special needs education. According to the Public Education Act, it is possible to create special educational frameworks to reduce the educational disadvantages of the Roma/Gypsy minority. Accordingly, the “catch-up” programme is not initiated by parents but by schoolteachers. Another procedure is relocation, which entails classification of pupils as slightly mentally handicapped, based on tests administered by several panels of experts (Forray, 2002, 25), and then setting up segregation in special schools and classes (see the table with statistics on Roma pupils in special schools).

language use

There is no primary school functioning as a bilingual school, nor are there schools in which one of the Roma languages is the medium of instruction (Report, 2001, 44). In the case of Roma/Gypsy children, only a small proportion participate in education organized according to a minority programme – and even within that, most of them work according to a “catch-up” programme. The problem here is that very few Roma/Gypsy educational programmes make it their aim to stimulate and promote the finding and retention of identity and the passing on of the Roma/Gypsy language and culture. Some of the reasons for this are related to a lack of internationally recognized standards for the Roma/Gypsy language and culture, to low social prestige of Roma/Gypsy culture and people generally, to assimilation pressure, and to the internal division within the Roma/Gypsy population itself regarding their culture (Aáry-Tamás, 1998, 72).

teaching material

Regulations do not precisely define the required curriculum of the coaching (catch-up) programme. Schools are not provided with curricula or textbooks especially compiled for Gypsy educational programmes, and thus the programme organizers have set a wide range of different objectives and have applied different organizational and curricular solutions (Liskó, 1999, 126). A poor supply of textbooks is a general problem in minority education. The schools of Roma/Gypsy students are typically not among the best equipped when it comes to attracting the best-trained teachers. In those schools with an outstandingly high proportion of Roma/Gypsy students, the proportion of merged classes, temporary classrooms and teachers without degrees is similarly outstandingly high, while the number of classes taught by professional teachers is outstandingly low, (Kertesi, 1996). In schools with increasing numbers of Roma/Gypsy children, 30% of the teachers are unqualified and 60% do not teach the subject in line with their qualification (Liskó, 2001).

statistics

After 1990, the number of Roma/Gypsy completing primary education has increased (70-75%), but the rate entering secondary education has remained low (under 3%) (Aáry-Tamás, 1998, 72). The 1995 District Education Centre's (DEC) survey collected data in 309 primary schools with special curricula. 27,367 children attended these institutions established for disabled students and 11,258 of them were Roma/Gypsy – 41 percent of all students. 11% of the primary schools had a Roma minority education programme or the subject of history/tradition of Roma/Gipsy community. In 7 of the primary schools the history/tradition of Roma/Gipsy community is taught separately, in others integrated in general history/tradition matters (Radó, 1997, 23).

An estimation of participants in ethnic minority education by the local governments operating such institutions in school year according to school type in 1998/1999 shows that 50 435 Roma/Gypsy children took part in a Roma minority/catching up programme (Forray, 2002, 23).

Roma/Gypsy pupils in primary and secondary special school education

Years	Total	Number of Roma pupils included	Proportion of Roma
1974	29 617	7 720	26.1
1977	31 666	9 753	30.8
1981	33 079	12 107	36.6
1985	39 385	15 640	38.7
1992	32 090	13 662	42.5

Source: Forray, 2002, 26.

According to a research in the school year 1998/1999 carried out by Delphoi Consulting, there were 986 primary schools (28.7% of all primary schools in Hungary) in which the number of Roma/Gypsy students was above 8.5%. Roma/Gypsy students constitute the majority of students in remedial special programmes, in almost all types of schools, regardless of the size of the school and the number of Roma/Gypsy children in it, the Roma/Gypsy students comprise more than 50% of all students in remedial special education. In schools where the number of Roma/Gypsy children is more than 25%, the ratio of Roma/ Gypsy students in special education exceeds 77% (ERCC, 2003, 25).

In a study conducted by the Hungarian Institute for Educational Research, 192 elementary schools were examined, where on average 40% of the school population was Roma/Gypsy. In the examined schools researchers found 157 classes with only non-Roma/Gypsy children and 311 classes with only Roma/Gypsy children, which means that 15.7% of the Roma students were attending homogeneous Roma/Gypsy classes. Based on extrapolations from this survey, the researchers estimated that there are approximately 700 homogenous Roma classes in Hungary (Havas, Kemény, Liskó, 2001).

According to the Euromosaic study on Roma/Gypsy in Hungary (2005) roughly 650 primary schools offer Roma/Gypsy minority education for approximately 55 000 children.

Csapi Primary Schools and Halls of Residence (Csapi, Western Transdanubia) is a weekday student hostel and primary school for 210 Roma/Gypsy children living in small villages in the neighborhood. The organization of students residence is exemplary as is its cooperation with the primary school (Forray, 2002, 33).

Pleasant House (Nyírtelek, North-eastern Hungary) is a weekday student hostel for disadvantaged Roma/Gypsy primary school pupils from small villages in the area. Its cooperation with the local primary school is exemplar (Forray, 2002, 33). Beside the above mentioned, the Edelényi Labour School (Edelény, Northern Hungary) and other schools also run primary school programmes for Roma/Gypsy children (Forray, 2002, 33).

4

Secondary education

target group

Admission to secondary education is possible at several stages: at the ages of 10, 12, and 14. The Education Act allows school-heads the right to decide on the admission of students. Many Roma/Gypsy children do not complete primary education, or they complete it with a delay (at the age of 14 or 15). Their number in secondary school is also limited for another reason: most secondary schools recruit their students according to their previous primary school results. Only a fraction of Roma/Gypsy youth actually get to schools that provide a secondary school leaving certificate – and even then their drop-out rates are high (Forray, 2002, 29).

structure

A secondary school can be a general secondary school (4 grades), a 6 or 8 grade secondary school, a vocational secondary school or a vocational training school. A grant system in public education and two types of foundational

alternatives promote the participation of Roma/Gypsy youth in secondary education. One scheme is formed by the secondary schools organized according to the model of national minority grammar schools (for example the Gandhi Grammar School and Kalyi Jag), emphasizing that the Roma/Gypsy population is an ethnic group with an independent cultural image (language). There are also “talent nurturing halls of residence (collegiums)”, which have a similar basis but follow a different schooling practice (for example the Collegium Martineum). The hostels and residences are institutions aiming at socialization and correction of deficiencies of upbringing in the family. In this case, students can study in any secondary school in the region. The other alternative is mostly represented by institutions approaching the intercultural paradigm (for example András Hegedűs T.), aiming at developing cooperation between Roma/Gypsy and the surrounding culture and implementing this in target groups of disadvantaged Roma/Gypsy and non-Roma/Gypsy students (Forray, 2003, 30). Although they receive complementary support from the state budget, educational model institutions are operated as foundations, which indicates that they were established as civil initiatives based on local demand.

legislation

The Act on Public Education (1993), the Textbook Act (1993), the Government Decree on the Exam Code of the secondary school-leaving exam (1997), the Ministerial Decree on the Guidelines of Education in Dual Language Schools (1997), the Ministerial Decree on the introduction and implementation of frame curricula (2000), the Ministerial Decree on the detailed requirements of the secondary school-leaving exam (2002) regulate different aspects of secondary education.

language use

There is only one secondary school operating as a bilingual school for Roma/Gypsy children: the Gandhi Gymnasium in Pécs, where both Roma/Gypsy languages are taught (Lovari and Beash).

teaching materials

A lack of properly trained teaching staff and adequate teaching materials applies to secondary education, too. This

is not the case in the model institutions in which most of the teachers either already possess specialized qualifications or are in the process of obtaining them (World Bank, 2001).

statistics

132 Roma/Gypsy children took part in a Roma/Gypsy minority/catch-up programme in a grammar school (Forray, 2002, 23). This conclusion can be drawn from the estimation of participants in ethnic minority education made by the local governments operating such institutions. The diagram lists school year and school type for 1994 and 1998/1999.

Access to secondary education for Roma/Gypsy population in Hungary 1994, 1998/99.

	Ratio of Roma/Gypsy students entering secondary education	
	1994	1998/99
No further education after completing primary school	48.8	14.9
Vocational training school	9.4	9.4
Apprenticeship training school	31.2	56.5
Vocational secondary school	10.0	15.4
General Secondary School	0.6	3.6

Source: KSH data 1994, Liskó, 2002.

According to the 2005 Euromosaic study, in 1999/2000 118 Roma/Gypsy children received language instruction in their own language in a grammar school (the Gandhi Gymnasium).

The low levels of secondary and vocational school attendance exhibited by Roma/Gypsy children pose a serious problem if the highly significant numbers of Roma/Gypsy students receiving a governmental scholarship in higher education are taken into consideration. This challenges the results of widespread sociological research as to whether the number of young Roma/Gypsy realistically estimated to study in secondary and tertiary institutions is closer to five to six thousand (as reflected by the number of applicants for scholarships) or closer to one to two hundred (as recorded in

sociological surveys). Despite these doubts, the latter appears to be more likely (Forray, 2002, 32).

According to the priorities laid down in the National Development Programme and with the EU co-financing, secondary schools teaching Roma/Gypsy children have received extra support for extra-curricular activities since 2004. The Józsefváros Training School is the model institution for these extra-curricular programmes. Several educational institutions have also adopted this model and organize similar afternoon programmes disseminating Roma/Gypsy culture. They also help the children overcome educational difficulties.

5 Vocational education

target group

Prolonged general education up to the age of 16 – the age to start vocational training – has forced vocational schools to adopt a 2+2 year structure and to increase the duration of apprenticeship training from three to four years. Entering into vocational training may be initiated at several points in the course of an educational career: (1) following the completion of general school, (2) following the age of 16 or the completion of 10 years in education, (3) following the last grade (grade 12) which is designed for the preparation of the secondary school-leaving examination and the acquisition of the secondary school-leaving certificate (Lannert & Halász, 2003, 53).

structure

Vocational education has the widest structure. It includes the vocational training school (apprenticeship training) and the vocational secondary school (for details see the Description of Hungarian Education and Training Programmes according to the ISCED-97 classification). Training is a local affair, although this very fact considerably limits opportunities to prepare people for the labour market, especially in those areas of Hungary that are stricken by economic recession. Training programmes such as security protection/bodyguard courses are extremely popular among

Roma/Gypsy youth. However, being in such high demand, these courses are also subject to school qualifications, mainly a secondary school leaving certificate. Less attractive training courses or courses with a low-label market value do not provide real opportunities on the job market (Forray, 2002, 29).

legislation

The Act on Public Education (1993), the Act on Vocational Training and the National Qualification Register (1993), the Textbook Act (2001) and the Ministerial Decree on the introduction and implementation of frame curricula (2000) regulate vocational training. Vocational training of Roma/Gypsy youth has not been addressed by educational policy, partly because the organization of vocational training is the Labour Ministry's task, and because the elite training of Roma/Gypsy intellectuals has proved to be a more spectacular mission (Forray, 2002, 28).

language use

The language of instruction in vocational education is Hungarian. There is a possibility to learn the Gypsy language and culture in some model educational institutions (listed below).

teaching materials

The economic transformation has brought about important changes both in the institutional system of vocational training and the types of trades included in the national curriculum (Liskó, 1996). Following the regime change in 1989, state-owned industries that employed large numbers of young workers trained in agriculture and industries collapsed. By the mid-1990s, special professional or secondary schools were not meeting the demand of the new market economy because they were too narrowly focused. In 1995, the Hungarian parliament passed an amendment to the Public Act on Education to transform vocational training. Now, vocational training can be offered only in those trades included in the National Qualification Register.

statistics

An estimation of participants in ethnic minority education made by the local governments operating such institutions shows that (in 1998/1999) 124 Roma/Gypsy children attended

an ethnic (Roma/Gypsy) language teaching vocational secondary school, 42 took part in a Roma minority/catch-up vocational secondary school programme, while 94 absolved ethnic/bilingual vocational secondary school educational programmes. 30 Roma/Gypsy children attended an ethnic (Roma/Gypsy) language teaching vocational school, and 90 took part in a Roma minority/catch-up vocational school programme. 257 Roma/Gypsy children attended an ethnic (Roma/Gypsy) language teaching skilled workers' school, and 62 took part in a Roma minority/ catch-up skilled workers' school programme (Forray, 2002, 23).

Student-Teacher Ratios in Secondary School Models for the Education of Roma, 1999.

School	Student/Teacher (%)
Don Bosco	10.4
Martineum	6.7
Roma Chance	12.0
Gandhi	5.6
Kalyi Jag	6.8
Józsefváros	8.7
National Averages	
General Secondary	10.3
Vocational Secondary	13.3
OECD Average (upper secondary)	15.1

Teacher numbers are based upon full-time equivalent, assuming that part-time teachers work half-time (source: World Bank Report, 2001).

In-School Performance, Rates of Courses Failed and Repetition Rates, 1998/1999.

Institution	Total Number of Students	Failures Number	Failure Rates
Don Bosco	442	35	8%
Collegium Martineum	30	2	7%
Roma Chance	102	18	18%
Gandhi	170	46	27%
Kalyi Jag	61	11	18%
Józsefváros School	52	N/a	N/a

Source: World Bank Report, 2001.

Drop Out Rates, 1998/99

Institution	Total Number of Students	Drop-Out Number	Drop-Out Rates
Don Bosco	442	16	4%
Collegium Martineum	30	3	10%
Roma Chance	102	25	25%
Gandhi	170	81	48%
Kalyi Jag	61	5	8%
Józsefváros School	52	n/a	N/a

Source: *World Bank Report, 2001.*

To be more specific: the schools concerned are the Kalyi Jag Roma Nationality and Vocational Training School for Computer Technology (Budapest), the Gandhi Public Foundation Grammar School and House of Residence (Pécs, Southern Transdanubia), the Collegium Martineum (Mánfa, southern Danubia), the Dr. András Hegedűs T. Alternative Foundation Vocational Training School, the Secondary School and Halls of Residence (Szolnok, Northern Great Plan), and finally the Don Bosco Vocational Training and Primary School (Kazincbarcika, Northern Hungary) (Source: Orsós – Hegyesi, 2001).

6

Higher education*structure*

The Higher Education Act (1993) and its modification (2003) regulate the system of Hungarian higher education. The structure of higher education is under reconstruction as Hungary decided to join the European Higher Education system. The structure is changing from a parallel system of universities and colleges to a linear system of Bachelors, Masters and Doctoral degrees. The new structure of colleges and universities includes the college graduate education and post-graduate specialisation programmes, university graduate education, university supplementary (Master) programmes for college graduates, supplementary teacher

training programmes for engineers graduated in college education, and university post-graduate specialisation programmes for university graduates. Universities could also run PhD courses with research work, dissertations and DLA studies (resulting in a, doctoral degree in liberal arts).

No tertiary-level educational institution in Hungary has formulated admittance quotas for Roma/Gypsy students. There are three institutions with zero grades, supposed to prepare Roma/Gypsy students for the entrance examinations to tertiary-level educational institutions. These include the Training College of the Eötvös Lóránd University, the Gusztáv Bárczi Training College for Teaching Handicapped Children and the University of Economics. In addition, higher education departments have been established for Roma/Gypsy Studies offering special courses in the subject. Also, institutes have been set up for Roma teacher training.

language use

In general, the language of tuition – except in the cases listed below – is Hungarian. Efforts are being made to integrate Roma/Gypsy -related information in university curriculum.

teacher training

In 2001, the Ombudsman in Charge of Minority Affairs commissioned a survey among teacher training students. The resulting report stated that 14% of the students – about every seventh student – had inveterate prejudices or were outwardly racist (2.7% were found to be outwardly racist and 11.4 % were strongly prejudiced). Only 7.4% of them were open and tolerant, without prejudices, with the uncertain majority lying between the two extremes. (Report by Minority Ombudsman, 2001, 54-55, 65). The Ombudsman's report raised many a passionate professional and political debate.

statistics

The rate of Roma/Gypsy people entering higher education in the 1981/1982 school year was 0.22% (Aáry-Tamás, 1998, 72). This increased slowly in the next twenty years to 0.6%. According to a survey commissioned by the Ministry of Education, executed in the academic year 2001/2002 by

Katalin Forray within the scope of the Hungarian Institute for Educational Research, there were 912 Roma/Gypsy students receiving a governmental scholarship. It could be argued that their number on the whole coincided with Roma/Gypsy student numbers in higher education. According to the Office for National and Ethnic Minorities (2002), the number of Roma/Gypsy youth receiving a scholarship in the same year (2001/2002) in universities and colleges amounted to 1217 (950 in regular courses and 267 in evening and correspondence courses). According to Forray (2003, 8), in the academic year 2001/2002 most of the Roma/Gypsy boys studied at technical universities (24%), with the girls in pedagogical and teacher training colleges and universities (33.6%). Due to their cultural traditions, the Roma/Gypsy boys are represented in artistic fields (in music), too (9.6%). The number of Roma/Gypsy children is too low in higher education for military and police officer training. This also holds good for medicine and health courses.

In the past decade, some institutions for higher education established departments for Roma/Gypsy Studies and now offer special courses in the subject. Institutes engaged in Roma pedagogical training include the ELTE BTK Division of Training Science in Budapest (Gypsy Division Group), the ELTE BTK Division of Cultural Anthropology in Budapest (programme), the Pécs University of Arts and Sciences BTK Division of Romology in Pécs, the Nyíregyháza College in Nyíregyháza (special college), the Kaposvár University of Kaposvár (postgraduate training in Romology), the Apó Vilmos Catholic Colleges in Zsámbék (Roma Division), the ELTE Teacher Training College Faculty in Budapest (special college), the Miskolc University Comenius Teacher Training College Faculty in Sárospatak (special college), the Miskolc University BTK Division of Cultural Anthropology in Miskolc (special college), the Kölcsey Ferenc Teacher Training Calvinist College in Debrecen (postgraduate training in Romology), the Tessedik Sámuel College, the College Faculty of Pedagogy in Szarvas (special college), the Eötvös József College

in Baja (special college) and the Debrecen University Wargha István College Faculty of Pedagogy in Hajdúböszörmény (special college) (Euromosaic, 2005).

The most famous higher education institute involved not only in teaching but also in research on the Hungarian Roma/Gypsy communities is the Romology Department of Pécs University. The Romology Department's subject structure offers basic social sciences, Roma communities from a social sciences point of view, knowledge of Romology (linguistics, ethnography, arts), Romani and Beash languages (with compulsory language examinations), vocational practice in a Roma community. Since 2004, students who fulfill the requirements for the subjects of Roma/Gypsy culture and one of the two Roma languages have been able to obtain a teacher training degree. In addition, the "Romaversitas" programme of the Roma Civil Rights Foundation organizes an invisible college for Roma/Gypsy students. The programme provides extra scholarships for Roma children with good study results, and guarantees payment for teachers who run the extra classes. The Open Society Institute (OSI) of the Soros Foundation also awards scholarships for all Roma/Gypsy students at all levels of higher education (including Ph.D. studies). The OSI organizes courses in different scientific fields in collaboration with the Central European University (CEU), promoting the use of the English language and the values of democracy and tolerance.

7

Adult education

The Adult Education Act (2001) and its updated version regulate the education of adults. The proportion of adults in formal education, excluding higher education, has decreased over last twenty years, while enrollment in non-school-based training and courses has begun to increase (Lannert & Halász, 2003, 64).

Non-university higher vocational training is one of the most widespread types of adult education. Non-university higher vocational training programmes may be organized in two

types of institutions: higher education institutions (22 institutions) and vocational secondary schools (74 institutions). Its introduction requires the approval of the Hungarian Accreditation Committee. Every graduate student receives an OKJ qualification (Lannert & Halász, 2003, 59).

The Dr. András Hegedűs T. Alternative Foundation Vocational Training School, Secondary School and Halls of Residence (Szolnok, Northern Great Plain) is the only school in the region where adults may finish their primary school studies.

8

Educational research

In 1995, the Association of Roma Academic Researchers was founded to conduct scientific research on the language, culture and traditions of Roma/Gypsy living in Hungary. The Association also participates in the reform of Roma/Gypsy minority education and in the development of new textbooks.

Several research institutions and different organizations (civil organizations, foundations) developed surveys related to Roma/Gypsy minorities' education, the most famous being the Open Society Institute, the two Institutes of the Hungarian Academy of Sciences (the Sociology Institute and the Ethnic and National Minority Research Institute), the Hungarian Institute of Educational Research (today the Institute of Research in Higher Education), the National Institute of Public Education, the Open Society Institute, the World Bank, the Romology Department of Pécs University, and other universities mentioned earlier running Roma education programmes. Most of the sociological research projects on Roma/Gypsy communities have an educational part.

In 1995, the District Education Centre's (DEC) survey collected data in 309 primary schools with special curricula.

In 2001, the Ombudsman in Charge of Minority Affairs commissioned a survey among teacher training students. The resulting report stated the well-known fact that there is a close link between the degree of information – or a lack of information – and the degree of prejudice.

In 2001, Gábor Havas, István Kemény and Ilona Liskó wrote their report on the Gypsy children in primary school. In 2004, they prepared a final research paper on the segregation of Gypsy children in education. Katalin R. Forray also conducted several surveys, most recently in 2002, when she developed a survey on the Roma/Gypsy students in Higher Education.

The National Institute of Public Education conducted a survey founded by the World Bank in 2003 on the Integration and Segregation of Roma in Education.

In 1971 and 1993, the Sociology Institute of the Hungarian Academy of Sciences performed two research projects: the first conducted by István Kemény and the second conducted by István Kemény, Gábor Havas and Gábor Kertesi. A third survey was conducted in 2003 by István Kemény and executed within the scope of the Ethnic and National Minority Research Institute of the Hungarian Academy of Sciences. All three research projects were representative for the whole of the Roma/Gypsy population. The investigations focused on the complex situation of the Roma population, considering the linguistic, social, educational, cultural, labour market and housing factors.

The European Comparative Minority Research Public Foundation carried out a series of reports on the situation of the Hungarian Roma/Gypsy with the financial support of the Foreign Ministry. Katalin Forray and Erzsébet Mohácsy edited one of these reports entitled 'Opportunities and

Limits'. Ernő Kállai and Erika Törzsök edited two other reports entitled *Being Gypsy in Hungary* in 2002 and 2003.

The Research Institute for Linguistics of the Hungarian Academy of Sciences is performing an empirical research project concerning the situation of minority languages in Hungary. This institute is carrying out research in cooperation with the Romology Department of Pécs University, studying developments concerning the languages used by Roma/Gypsy population in Hungary. Andrea Szalai, expert in Applied Linguistics, is involved in the Romani language development projects, while Anna Orsós Pálmáiné is expert in projects concerning the Beash language.

9

Prospects

Every Hungarian government has made efforts to improve the state of education of the Roma/Gypsy community. Significant results have been produced in terms of schooling by increased activation of Roma/Gypsy political groups and NGO's. The increase in the number of students in tertiary education and the strengthening of the potential layer of Roma/Gypsy intellectuals should be considered here. At the same time, the basic problems of the community still include primary school drop-out rates and high participation in special education, which is partly related to inefficient pre-school education. Inter-institutional and intra-institutional forms of ethnic segregation have remained unchanged (Forray, 2002, 38). The consequences of segregation are aggravated by a lack of qualified teachers and textbooks especially compiled for Gypsy educational programmes and an indetermination of the aims and devices of minority programmes.

Approximately three years ago, the government started a programme to work on Part III of the European Charter on Regional or Minority Languages, in which several minority experts are taking part. This programme includes education in Roma languages. The Government Office for National and Ethnic Minorities ordered a monitoring study regarding

this project, but the results of the study have not been published yet.

There is continuous discussion on the prospects. From one perspective, it may be said that a self-awareness raising process can be discerned among Roma in small intellectual and political circles. From another perspective, it could be argued that the Roma population simply struggles for better chances in life and that it is neglecting its own culture, being content to use the Romani/Beash language in family circles only (in this respect, their situation is similar to the Irish). It cannot be predicted which of the two possible tendencies will prevail in the future. European trends will make their particular influence felt, too.

In today's Hungarian education policy, the keywords are integration and intercultural/multicultural education, which means that the emphasis is not on the preservation of identical cultures, but on social integration. Schools are given financial incentives to teach children from different cultural and social backgrounds in one and the same group. In addition to the argument of costs, this is one of the reasons why there is little hope of establishing new, separate schools (such as Gandhi). Another reason is that there is no stakeholder group (lobby group) to support such new initiatives.

The future will probably be similar to the future of other European countries when it comes to politics and practice. For the moment, the heaviest problem of the Roma population concerns poverty, their slowly developing economic situation, the shortage of jobs and labour, the level of discrimination and finally social prejudices.³

Summary statistics

Description of Hungarian education and training programmes according to ISCED-97 classification

Institutional setting of programme	Programme destination	Notes
Pre-school	0	School-based programme for children aged 3-7. Includes basic skills development, pre-reading, drawing, singing and school preparation.
General school	1AG	General school primary level, Grades 1 –4.
	2AG	General school lower secondary level, Grades 5 –8.
Vocational training school (Apprenticeship training)	2BG	Remedial programme for drop-outs and low achievers that provides a second chance for further education
	2CV	Vocational training school programmes preparing qualifications for trades identified in the National Training Register that do not require the completion of 10 years of general education for entry
	3CG	Vocational training school, Grades 9 –10. General subject courses with vocational guidance preparing students for entering into programmes that require 10 years of general education
	3CV	3-year apprenticeship training programmes according to the Education Act of 1985 starting after grade 8 of the general school. 1997/98 was the last year of new enrolments, because the new law does not allow dual-system vocational education before age 16.
	4CV	Post-secondary vocational programmes where the entry requirement is the completion of secondary education
Special vocational training school	2CP	Basic skills and labour market oriented development programme for students with special educational needs
General secondary school	2AG	Grades 5 –8, and 7 –8 of the eight-grade and six-grade general secondary school
	3AG	general secondary education, grades 9 –13 preparing students for secondary school leaving examination
Vocational secondary school	3AP	Vocational secondary school programmes preparing students for secondary school leaving examination with pre-vocational elements, Grades 9 –12 (13).
	3BP	Vocational secondary part-time programmes, Grades 9 –12 (13) preparing for secondary school leaving examination with pre-vocational programme elements
	4AG	General secondary programme preparing for secondary school leaving examination for vocational training school graduates (3CV)
	4CV	Post-secondary vocational programmes where the entry

	5B	requirement is possessing secondary school-leaving certificate Non-university higher vocational training programmes leading to non-graduate vocational qualifications with credit courses acknowledged in higher education
College, university	5A	College graduate education and post-graduate specialisation programmes, University graduate education, University supplementary (Master) programme for college graduates, Supplementary teacher training programme for engineers graduated in college education, University post-graduate specialisation programme for university graduates
University	6	PhD courses, research work and dissertation DLA, doctoral degree in liberal arts

Source: *Statistical Yearbook of Education 2002/2003, OM, 2003.*

Notes: *Destination for which the programmes have been designed to prepare students: A= access to further general education, B= access to further vocational education, C= access to the labour market.*

Orientation category is based on the degree to which content of programme has been specifically designed: G= general, P= pre-vocational, V= vocational.

Estimated number of participants in ethnic minority education by local governments operating such institutions by school type (academic year 1998/1999)

Type of school	Language-teaching programme	Roma/Gypsy minority catch-up programme	Minority or bilingual education
Nursery	32,770	42,392	6,864
Primary school	45,304	50,435	8,458
Primary school for the handicapped	180	7,216	89
Grammar school	696	132	1,429
Vocational secondary school	124	42	94
Vocational school	30	290	-
Skilled workers' school	257	362	-
Day-care facility		20,290	
Student hostel		1,629	

Source: *Report concerning the national and ethnic minorities living in the territory of the Republic of Hungary, 1999.*

Endnotes

1. Based on correspondence with Katalin R. Forray.
2. Based on correspondence with Katalin R. Forray.
3. Based on correspondence with Katalin R. Forray.

References and further reading

Legal provisions concerning education

	No.	Year of last amendment
Acts		
Local Government Act	LXV of 1990	2001
Act on Public Education	LXXIX of 1993	2003
Act on Vocational Training and the National Qualification Register	LXXVI of 1993	2003
Higher Education Act	LXXX of 1993	2003
Textbook Act	XXXVII of 2001	2002
Adult Education Act	CI of 2001	2002
Government decrees		
On requirements in the training of primary school teachers, teacher-conductors and pre-school teachers	158/1994. (XI.17.)	
On the National Guideline of Pre-school Education	137/1996. (VIII.28.)	
On the Exam Code of secondary school-leaving exam	100/1997. (VI.13.)	2002
On in-service teacher training, the post-professional exam and the payments to participants of in-service training and their exemptions	277/1997. (XII.22.)	2002
On the National Public Education Evaluation and Examination Centre	105/1999. (VII.6.)	2000
Ministerial decrees		
On providers of professional services and on the conditions of involvement in the provision of educational service	MKM Decree 10/1994. (V.13.).	2001
Guidelines on the pre-school and in-school education of children with special needs	MKM Decree 23/1997. (VI.4.)	2000
On the Guidelines of Education in Dual Language Schools	MKM Decree 26/1997. (VII.10.)	2001
On the Office of the Commissioner of Educational Rights and its charter	OM Decree 40/1999. (X.8.)	
On the introduction and implementation of frame curricula	OM Decree 28/2000. (IX.21.)	2003
On the detailed requirements of the secondary school-leaving exam	OM Decree 40/2002. (V.24.)	

Source: *Education in Hungary 2003*, 137.

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Addresses

legal protection

European Roma Rights Centre

President: Dimitrina Petrova
H-1072 Budapest, Nyár u. 12.
Phone: (00-36-1)413-2200, (00-36-1)413-2201
E-mail: errc@errc.org
www.errc.org

Legal Protection Office for National and Ethnic Minorities

Director: Dr. Imre Furmann
H-1537 Budapest, 114. Pf.: 453/269.
Phone / fax: (00-36-1) 303-89-73, (00-36-1) 314-49-98
E-mail: neki@mail.datanet.hu

youth organizations

Amrita Association

Chairwoman: Aranka Varga
www.amrita.it

Bronz Club Association

Chairman: Ernő Kadét
H-1076 Budapest, Nyár u. 12.
Phone: (00-36-1) 413-2250 Fax: (00-36-1) 413-2201
E-mail: valeriabodoczky@hotmail.com

National Organization for Roma Youth

President: László Farkas
Office: H-5235 Tiszabura
Ady E. u. 4.
Phone / fax: (00-36-59) 355-259
E-mail: firoszos@freemail.hu

Khetanipe Association

President: Szilvia Labodáné Lakatos
H-7621 Pécs, Béri Balogh Á. u. 3.
Phone: (00-36-72) 510-274
Fax: (00-36-72) 510-273
E-mail: khetanipe@netposta.net

Romaversitas Invisible College

Directors: Ágnes Daróczi; Gábor Havas
H-1078 Budapest, Nefelejcs u. 39.
Phone: (00-36-1) 352-4500
www.romaversitas.hu

*national political
organizations*

Hungarian Roma Parliament

President: Jenő Zsigó
H-1084 Budapest, Tavaszmező u. 6.
Phone: (00-36-1) 313-1887
E-mail: romaparlament@matavnet.hu

National Roma Self-Government

President: Flórián Farkas
Office manager: Dobóvári, Ildikó
H-1145 Budapest, Gyarmat u. 85/B.
Phone: (00-36-1) 222-5285, (00-36-1) 222-5287, fax:
(00-36-1) 222-4792
www.oco.hu

Phralipe Independent Roma Organization

President: Béla Osztojkán
H-1084 Budapest, Tavaszmező u. 6.
Phone: (00-36-1) 334-0560

*organizations
involved in
education*

Collegium Martineum

Director: Péter Heindl
H-7304 Mánfa, Fábrián Béla u. 87.
Phone: (00-36-72) 489-027
www.romacentrum.hu/modell/oktatas/martineum/martineum.html

**Dr. András T. Hegedűs (*Roma Chance*)
Foundation Secondary School, Vocational School and
Halls of Residence**

Director: Béla Csillei
H-5000 Szolnok, Bajcsy-Zsilinszky u. 2.
Phone: (00-36-56) 284 576

Don Bosco Primary and Vocational School

Director: Barna Lukács
H-3700 Kazincbarcika, Illyés Gy. u. 1.
Phone: (00-36-48) 512-729

Józsefváros School

Director: Judit Szőke
H-1085 Budapest, József krt. 50.
Phone: (00-36-1) 333-0153
E-mail: jta@freemail.hu

Kalyi Jag Roma National Minority Vocational School

Principal: Gusztáv Varga; Director: Béla Bogdán
H-1068 Budapest, Felsőerdősor u. 6.
Phone / fax: (00-36-1) 351-6522

Kovács Zoltán National Minority Nursery School

Director: Istvánné Debre
H-1212 Budapest- Csepel, Ady E. u.
Phone: (00-36-1) 278-2612

Department of Romology

Pécs University of Sciences
Faculty of Arts and Humanities
Head of Department: Katalin R. Forray
H-2624 Pécs, Ifjúság útja 6.
Phone: (00-36-72) 327-622/4941
Fax: (00-36-72) 327-622/373
www.btk.pte.hu/tanszekek/romologia

other organizations

Autonomy Foundation

Director: Anna Csongor

H-1137 Budapest, Pozsonyi út 14. II/9.

Phone: (00-36-1) 237-6023

Fax: (00-36-1) 237-6023

E-mail: autonomia@autonomia.hu

www.autonomia.hu

Public Foundation for Roma in Hungary

President: József Varga

Address: H-1091 Budapest, Üllői út 47-49.

Phone / fax: (00-36-1) 455-9030

Public Foundation for National and Ethnic Minorities in Hungary

President of Board of Trustees: János Báthory

Director: Márton Molnár

H-1065 Budapest, Bajcsy-Zsilinszky út 31.

Phone / fax: (00-36-1) 332-7334 (06-1) 302-6713

E-mail: mnekk@axelero.hu

Hungarian Soros Foundation

President of Board of Trustees: Gábor Halmai

Director: Anna Belia

H-1023 Budapest, Bólyai u. 14.

H-1525 Budapest, Pf.: 34.

Phone: (00-36-1)315-0303

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Office for National and Ethnic Minorities

President: Báthory, János

H-1133 Budapest, Pozsonyi út 58.

Phone: (00-36-1)237-4400

www.nekh.hu;

www.magyarorszag.hu/kozigazgatas/intezmenyek/korm/gyism/nekh

Open Society Institute

Director: Katalin Koncz

H-1051 Budapest, Október 6. u. 12.

Phone: (00-36-1) 327-3027

E-mail: romaculture@osi.hu
www.osi.hu

National Employment Foundation

H-1037 Budapest, Bokor u. 9-11.

Phone:(06-1) 388-12-70

E-mail: info@ofa.hu

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- Mercator* **www.mercator-central.org**
General site of the Mercator-project. It will lead you to the three specialized centres:
- Mercator-Education* **www.mercator-education.org**
Homepage of Mercator-Education: European Network for regional or minority languages and education. The site contains the series of regional dossiers, a database with organisations and bibliography and many rated links to minority languages.
- Mercator-Media* **www.aber.ac.uk/~merc/**
Homepage of Mercator-Media. It provides information on media and minority languages in the EU.
- Mercator-Legislation* **www.ciemen.org/mercator**
Homepage of Mercator-Legislation. It provides information on minority languages and legislation in the EU.
- European Union* **<http://europa.eu.int/comm/education/langmin.html>**
At the website of the European Union an explanation is given of its support for regional or minority languages.
- Council of Europe* **<http://conventions.coe.int/>**
European Charter for Regional or Minority Languages. (1992) and *Framework Convention for the Protection of National Minorities* (1995) European Treaty Series/Série des traités européens ETS 148 and 157, Strasbourg.
- Eurydice* **www.eurydice.org**
Eurydice is the information network on education in Europe. The site provides information on all European education systems and education policies.
- EBLUL* **www.eblul.org/**
Homepage of the European Bureau for Lesser Used Languages. This site provides general information on lesser used languages as well as on projects, publications and events.
- Eurolang* **www.eurolang.net**
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Mercator-Education
Box 54
LJAB Ljouwert/Leeuwarden
Netherlands
Tel: +31-58-2131414
Fax: +31-58-2131409
E-mail: mercator@fa.knaw.nl
Website: <http://www.mercator-education.org>

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