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(eds.)

Opportunities for Developing Adult Training within Hungary's Borders and Beyond

Methodological summary and professional recommendation

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I. PURPOSE OF AND INTRODUCTION TO THE METHODOLOGICAL SUMMARY AND PROFESSIONAL RECOMMENDATION

Compiled by: Dr. Márta Takács-Miklósi

The primary goal of project EFOP-5.2.2-17-2017-00066 entitled “*Learning Communities and Social Transformation: Research Findings in Eastern and Central Europe*” is to map the non-formal institutional network, legal background, qualitative and quantitative features and standing of adult training and adult education in the partner countries, namely Romania, Slovakia and Ukraine. When realising the project we concentrated on programmes implementing the training of adults focussing on social mobility, learning about these and introducing them to partner countries, developing adapted variations in all four countries. We examined the non-formal, cultural and communal ways of adult learning, their impact, and the good practices in the field.

The right to learning is defined as a basic right in Hungarian and international legal environments. The project intends to deploy good examples by learning about, comparing, describing and adapting international good practices which promote access to learning for different strata of society, entailing social mobility and contributing to overcoming disadvantages.

The project was created to contribute to developments under transnational cooperation. The Hungarian and foreign professionals researching and thinking together in the project labour in adult education so that they may articulate proposals for the development of professional policy by keeping their knowledge up-to-date and channelling international experience. These NGOs operating in the partner countries and dealing with social inclusion and adult training get involved in cooperation based on exchange, knowledge sharing and research.

Assisted by the involved partners we explore, study and systemise methods, procedures and good practices that target the role of adult training and adult learning in social mobility. We take stock of the fields of adult training and adult learning, examining the match between popular

demands and the supply of adult education organisations, investigating the methodological elements of organisation and evaluation, and taking an overview of the network cooperation practices in the operation of each organisation. We also look into the operating mechanisms of local community networks.

This methodological summary and professional recommendation contributes to transnational collaborative development projects. By channelling international experiences certain developmental recommendations are articulated and communicated to the professional policy-makers. We detail the strengths and areas of development of Hungarian education in each of the countries under survey, propose developmental solutions, take an overview of network cooperation practices in the individual organisations, and examine the operational mechanisms of the internal networks of local communities, thus providing useful departure points for professionals and laymen interested in the topic in Hungary and beyond borders.

Since the project deals with Hungarian education and adult education in the Carpathian Basin, in the next subchapter we detail the standing of Hungarians in the Carpathian Basin and their community life as a minority, discussing the primary terminology to be used.

1.1 Hungarians in the Carpathian Basin

There are usually five distinct conditions of the survival of any minority community: a supposedly complete equality before the law, the appropriate handling of conflicts between the majority and the minority, the minimisation of assimilation and migration losses, education in the native language, and cultural life in the mother tongue, without which the communal life of people of ethnic and national minorities would be impossible (Szarka 2010). In minority situations, when the network of social, educational, cultural, etc. institutions operated by the state relies mostly on the demands of the national majority, the institutionalisation of education in the native language, of culture and public education has a special significance.

For all ethnic and national minorities whose reasons for existence lie in the protection and development of their different native culture, it is of primary importance to develop a separate network of educational and cultural institutions (Szarka 2010).

The Carpathian Basin is the home of Hungarians in spite of the fact that its geographical borders have for long decades contained much more than the Hungarian state as a unit. The standing of the Hungarian nation in the Carpathian Basin, the respect for the collective rights of Hungarians beyond our borders, can only be furthered through cooperation with Romania, Serbia, Croatia, Slovenia, Austria, Slovakia and Ukraine.

When it comes to Hungarians living beyond Hungary's borders, we must distinguish between dispersed communities of Hungarians and the so-called Hungarian blocks, the regions predominantly inhabited by ethnic Hungarian populations.

The most significant terms related to dispersed communities are assimilation and migration, which promote the process of dispersion (Biczó 2005; Tóth 2005). We agree with Ilyés, when he writes, '*the term dispersion has now got a specific culture of use in the Carpathian Basin*' (Ilyés 2005). The criterion most frequently used to delineate dispersed ethnicities statistically is the given ethnic minority's proportion within the greater population on the given administrative level. This is a perfectly justifiable approach, since, as assimilation studies tell us, the greater the proportion of Hungarians in a settlement, the lower the rate of assimilation, so if we couple the term 'dispersion' with 'assimilation', we attribute great relevance to the percentage-based approach (Gyurgyík 2004). 'Dispersed communities' refer to those communities that live beyond our borders, dispersed and mingling with other nations.

The second oft-used key term is 'Hungarian blocks', which refers to people of Hungarian nationality living in greater ethnic blocks, which is best exemplified by Szekler Land (Székelyföld).

The third expression frequently used is 'diaspora', which refers to a community that has been ousted from their native land by external forces, which thus lives in a *dispersed* state in the world. Diaspora is mostly used to refer to Hungarians who have emigrated to western countries. The settlements and regions that have Hungarians as a majority, which is

manifested in the local leadership, the use of language and the culture, are called Hungarian ethnic islands.

In our research we mostly deal with dispersed Hungarians and blocks.

Hungary supports Hungarians beyond borders through several tenders. Bethlen Gábor Alapkezelő Zrt. published a call for the support of the education and culture of Hungarian communities beyond borders (Subcarpathia, Vojvodina, Transylvania), as well as for financing the activities of youth and scouting communities, the Hungarian diaspora and the organisations providing education in Hungarian in the diaspora, as well as programmes by sister settlements and other cooperative programmes. Several cultural and advocacy organisations protect and upkeep the culture, traditions and language of Hungarians beyond borders.

Romanian Hungarians have several hundreds of NGOs with wide-ranging activities, such as the Transylvanian Association for Cultivating the Mother Tongue, the Bólyai Society and the Romanian Hungarian Musical Society. Hungarian theatres can be found in Kolozsvár (Cluj), Marosvásárhely (Targu Mures), Temesvár (Timisoara), Nagyvárad (Oradea), Sepsiszentgyörgy (Sfântu Gheorghe) and Szatmárnémeti (Satu Mare), and in Kolozsvár they have a Hungarian opera company, too (Centre of Hungarians Living Beyond Its Borders 2013).

One such association of **Slovakian** Hungarians is the Association of Slovakian Hungarian Teachers, which is the most important advocate of education in Hungarian. The Ethnic Documentation Centre founded in 1990 collects and orders documents and sources related to Slovakian Hungarians. The Slovakian Hungarian Forum of the Intelligentsia, a nonpartisan organisation, promotes cooperation with Slovakian intellectuals. One of the most renowned Hungarian publishers in Slovakia is Kalligram. Nine percent of students are of Hungarian ethnicity, but only six to eight percent go to Hungarian schools (Centre of Hungarians Living Beyond Its Borders 2013). In 2003 the Rákóczi Association launched its financial support for schooling Hungarians in former Upper Hungary, in order to stop the process of dispersion and preserve Hungarian dispersed communities. This involves providing support for parents enrolling their children in Hungarian educational institutions.

The primary goal of Hungarian NGOs in **Ukraine** is the development of an educational system in Hungarian. The Subcarpathian Community of Hungarian Intelligentsia deems its most important role to unite Subcarpathian Hungarian intellectuals and promote economic, cultural and scientific activity. This community is home to, for instance, the Révész Imre Society of Subcarpathian Hungarian Fine and Industrial Artists, the Society of Subcarpathian Scientists of Hungarian Ethnicity and the Subcarpathian Writers' Group of the Hungarian Association of Writers, too, the latter of which publish the journal *Together* (Centre of Hungarians Living Beyond Its Borders 2013).

The Vojvodian Hungarians have the Szabadkai Folk Club and the Thurzó Lajos Cultural Centre. Their significant cultural events include 'Durindó', a festival presenting Vojvodian folk dance and folk music ensembles.

After a brief description of dispersed Hungarian communities and blocks living beyond the country's borders, in the next subchapter we present the most important field in terms of our subject matter, the terminology and scenes of adult education.

I.2. Education and training and the scenes thereof

In our research we primarily investigate the system of adult training in the partner countries, and a key term in this respect is andragogy. Andragogy concerns itself with the social functions of adult education, the goals and tasks of the institutionalised and informal education of adults, as well as the tools and methods of adult learning. Adult learning is a specific field; therefore, the differentiation between pedagogy and andragogy is justified by several aspects: the heterogeneous age specifics, various ways of motivating learning, previous knowledge and life experience all necessitate taking an approach to adults that is different from that taken to children, who make up a much more homogeneous group (Bajusz and Németh 2011).

At the same time andragogy as a system also sheds light on two significant dimensions of education sciences. On the one hand, it highlights the fact that adult education is tasked with supporting the adult learner in thinking

autonomously, in becoming independent in the learning activity. Andragogy is a scientific system undertaking to examine adults' learning and teaching processes simultaneously, and it relies heavily on the findings and perspectives of psychology, sociology and other sciences alongside pedagogy (Bajusz and Németh 2011).

Andragogy is the goal-oriented, organised development of the personality of mature individuals and adults in keeping with predetermined goals, a totality of formal and non-formal processes (Benedek, Csoma and Harangi 2002, 172.) Andragogy has two major fields: the lesser is institutionalised adult education, which provides an opportunity for adults who at the appropriate age for some reason did not acquire any school qualifications to do so. The greater field of andragogy is adult training, which includes general-purpose, linguistic and professional training courses outside the school. This distinction appears in legal regulation, too, namely in Act No. LXXVII of 2013. In accordance with this, adult education is an educational activity performed in schools, while adult training is performed outside schools.

The second important term is **adult education**. It is a field of andragogy where education is primarily performed via providing and acquiring information. In terms of its didactic terminology, adult education can be institutionalised, course-based or extracurricular, as well as formal and closed or looser and based on completely informal and individual learning. It characteristically combines teaching methods (controlling learning) and individual learning methods: specifically in adult education primary emphasis is placed on adults' individual learning and acquisition processes, and a major part of the teaching process is made up indirectly controlling and assisting the learning process (Benedek, Csoma and Harangi 2002, 17).

Our third key term is **adult training**. It is predominantly a kind of education focussing on moulding the personality's skills and abilities, the complex activities aimed at the goal-oriented and planned development of adults, which is dominated by the cultivation of specific competencies. In a narrower sense adult training is adults' professional training or retraining, which usually offers a kind of officially recognised qualification (Benedek, Csoma and Harangi 2002, 163).

A further important delineation is published in the European Commission's 2000 *Memorandum on Lifelong Learning*, which differentiates between formal, non-formal and informal settings of learning. The *Memorandum* provides the following definitions:

'There are three basic categories of purposeful learning activity. Formal learning takes place in education and training institutions, leading to recognised diplomas and qualifications. Non-formal learning takes place alongside the mainstream systems of education and training and does not typically lead to formalised certificates. Non-formal learning may be provided in the workplace and through the activities of civil society organisations and groups (such as in youth organisations, trades unions and political parties). It can also be provided through organisations or services that have been set up to complement formal systems (such as arts, music and sports classes or private tutoring to prepare for examinations). Informal learning is a natural accompaniment to everyday life. Unlike formal and nonformal learning, informal learning is not necessarily intentional learning, and so may well not be recognised even by individuals themselves as contributing to their knowledge and skills.'¹ (European Commission 2000)

The definition of adult training is complex. In accordance with the law on adult training, it includes general, linguistic and professional training (Zachár 2009). The law differentiates between 4 training types in today's Hungary, which are as follows:

- **Training type "A"**: vocational training as per the NTR
- **Training type "B"**: other licensed vocational training. According to the wording of the Adult Training Act, *other training programmes* are training courses addressing the acquisition of a kind of vocational qualification not accredited by the state, the acquisition or development of competencies necessary for some occupation, job or work, not including any training programmes regulated by the authorities (Act No. LXXVII of 2013, 2.§ 6.)
- **Training type "C"**: licensed language training
- **Training type "D"**: licensed other training. According to the wording of the Adult Training Act *other training programmes* are training courses addressing the increase of general learning, the

development of competencies not related to any definite vocational qualification or linguistic certificate, contributing to the development of adult personality, the creation of equal opportunities and citizen competencies (Act No. LXXVII of 2013, 2.§ 5.)

Note, however, that this distinction, this fourfold scheme only appears in the Hungarian statutory environment, no such specific delineation can be seen in the practice of regions beyond the Hungarian borders.

In our research we mostly deal with examples of formal and non-formal adult training beyond our borders, characteristically in Romania, Slovakia and Ukraine, by presenting specific cases, good practices and the findings of surveys.

II. PROFESSIONAL RECOMMENDATIONS IN FOUR COUNTRIES

II.1. The Hungarian system of education

Compiled by: Dr. Márta Takács-Miklósi

The strengths of Hungarian education:

With respect to the tasks specified in Hungary's Constitution¹ and in order to meet the goals specified in the Law on national public education², in accordance with the principles and regulations under the law, the National Core Curriculum³ (hereinafter Nat⁴) designates the primary tasks of public education⁵ to be the following: bequeathing national learning, preserving the cultures of Hungary's nationalities, transmitting universal culture, as well as intensifying individuals' moral sense and their intellectual and emotional susceptibility. Its tasks, furthermore, include the joint development of abilities, skills, knowledge and attitudes necessary for learning and labour, the promotion of individual and group performance, establishing individuals' desire for the public good and the reinforcement of national and communal interconnectedness and patriotism (National Core Curriculum: Appendix to Government Decree No. 110/2012 (VI. 4.)). It contributes to the next generations' becoming responsible citizens of the nation; developing the mentality of patriotism; acquiring realistic self-

¹ New Hungarian Constitution (25 April 2011). The New Hungarian Constitution was adopted by the Parliament in its 18 April 2011 session.

² Act No. CXC of 2011 on national public education

³ Government Decree No. 110/2012 (VI. 4.) on the publication, implementation and application of the National Core Curriculum

⁴ The first National Core Curriculum was implemented in 1995. It was amended in 2003 (this version did not specify content, only development goals), in 2007 (key competencies were included) and lastly in 2012 (contents were reinstated). (Fekete and Török 2018)

⁵ The currently valid public education law (Act No. CXC of 2011 on national public education) defines NAT thus: 'The uniform contents of school education and the interoperability of schools shall be ensured by the

National Core Curriculum which shall determine the cultural contents to be acquired and lay down mandatory provisions regarding the organisation of education including, particularly the restrictions on the weekly and daily workload of the students. The detailed rules concerning the content requirements of subjects in cultural domains in vocational secondary schools shall be determined by separate legal regulation while observing the NCC.'

knowledge and firm moral judgment as well as finding their place in the family, their narrower and broader communities, and in the world of labour. A basic rule remains that the educational and teaching process must always be in compliance with our Constitution, the rule of law, the principle of respect towards all life and human dignity, as well as the related freedom of conscience and of religion, furthermore, with the international conventions serving the protection of the Earth, humankind, nature and culture.

Nat attributes a key role to overall Hungarian national tradition, the development of an awareness of national identity, including the cultivation of people in Hungary's national minorities. Consequently the major attributes of knowledge contents relevant to nationalities (in line with regional and local specificities) have to appear proportionately on different levels of content regulation and all tiers of education. A priority task is the teaching of Hungarian traditions in the country and its wider environment, the Carpathian Basin, with special emphasis on Hungarian minorities in the neighbouring countries (National Core Curriculum: Appendix to Gov. Decree No. 110/2012 (VI. 4.)).

It is essential that for a country's citizens to understand each other there is a common content of learning available, and awareness of this knowledge is a requirement for all adult citizens. This is the common language that makes possible a dialogue between generations in the spirit of mutual understanding and respect, and this knowledge must be handed down from one generation to the next, which is the responsibility of the system of public education and learning. The areas to improve and certain development goals permeate the entirety of the pedagogical process, and thus they represent common values. In order to achieve the specified goals the pedagogical process must bear the emotional effect of examples alongside the acquisition of information, practice and action.

These areas – in harmony with the skills and abilities providing the bases of the key competencies, the knowledge learnt and the attitudes promoting the acquisition of knowledge – provide uniform traditional values and new social demands for the early 21st century.

Educational goals are realised on different levels of content regulation in the process of public education:

- they are integrated in the developmental requirements and contents of the individual learning areas and subjects;
- they can become subtopics of subjects, or can appear as separate subjects in accordance with the school's local curriculum;
- they delineate subject matters, developmental situations for extracurricular clubs and programmes.

The National Core Curriculum prioritises an awareness of national identity and patriotic education. A basic goal toward this is that students learn about the values and the traditions of their national, folk culture. That they study the lifework of outstanding Hungarian historical figures, scientists, inventors, artists, authors, poets and sportspeople. That they learn the information and practice the individual and communal activities that promote the recognition and acknowledgment of their home, their birthplace, their homeland and its peoples. That they develop a sense of belonging to the community, a sense of patriotism, and the realisation that all citizens must protect Hungary should it become necessary to do so. Europe is the wider homeland of Hungarians, so while preserving their Hungarian identity students should also learn about the history and multifaceted cultures of the continent. They should learn about the achievements and difficulties of universal human civilisation, and the international agreements handling these (National Core Curriculum: Appendix to Gov. Decree No. 110/2012 (VI. 4.))

Deficiencies of Hungarian education:

The institutionalised adherence to educational goals as well as the accomplishing of tasks attributed to them are a benchmark of institutional pedagogical culture and high-standard pedagogical work, an important criterion of pedagogical and professional supervision. When attempting to meeting the above goals problems include overcrowded, non-student-centred curricula and inappropriate pedagogical methods which may decrease young people's motivation, and the critics of education emphasise that it does not necessarily provide young people with knowledge that prepares them for success in their adult life. Children should be taught to live and think for themselves, these critics say, and competency-based education should be an overall goal.

Based on PISA surveys and PIRLS and TIMSS tests, Hungarian children's level of knowledge is middle-ranking in comparison to international data. The purpose of PIRLS is to measure the comprehension skills of 9–10-year-old children, while TIMSS measures the maths and science knowledge in fourth and eighth grades, and PISA examines the competencies of 15-year-olds in four domains (reading comprehension, maths, sciences and collaborative problem-solving). During the tests they intend to answer the questions whether the students will find their place in everyday life, make use of their knowledge, take in new information and use that; therefore, their aim is not to test them on school material (Balázsi et al. 2013). It is perhaps the PISA-test that provides the most information on how well children are prepared for their future. Considering a longer, several-year period, Hungary's results from the PISA tests approximately correspond to averages from the OECD countries or are below those.

Hungarian students deliver below average performance not only in maths, reading comprehension and sciences, but they also do badly at the collaborative problem-solving module. Our indices are worse than ever: according to the results, the performance of Hungarian students is even poorer than at the time of the previous test. The Hungarian school system is knowledge-centred, but subject-based knowledge is to no effect if students cannot utilise it in later life.

Recommendations for improving the field:

In the long run, in place of the current dominance of overly subject-based knowledge, it would be of great significance to ensure that Hungarian students receive competitive learning in schools, one that is valuable in the labour market as well as in life and conveys national culture in an up-to-date fashion. An important step toward the above is that in late 2018 an issues paper was compiled on the draft of the new Nat by Education 2030 Research Group. It is progressive in its concept, takes into account the experience and demands of teachers, takes a modern pedagogical view, and gives free scope to students' individual needs, but at the same time it also relies on the foundation of former traditions (Fekete and Török 2018). Based on the draft, the new national core curriculum plans to implement major changes in the system of public education. It is characterised by an

altered approach, as it realises a reduction of content, so this definite shift feels very timely. Along with content reduction, the curriculum is restructured, too, that is, not only did they omit certain parts, but the entire process of education is viewed from a rather different perspective (Fekete and Török 2018). Another important change is that the draft increases the quota of hours for 'free', non-mandatory learning from 10% to 15-25%. This amount of time facilitates a significant differentiation when preparing curricula and in the case of teaching practice (e.g. inserting contents adjusted to local demands, more projects based on student activities, etc.). The current goal is to reach constructive discourse on the draft, which will yield a mature core curriculum, framework curricula and teaching tools (primarily textbooks) meeting the professional criteria. This is the way to achieve the Research Group's goal, which is to *'catch up with the world's developed educational systems, in a phasing-out system and in a measurable way, within 6-8 years'* (Fekete and Török 2018).

II.2. The educational system of Hungarians living in Romania

Compiled by: Dr. Tünde Barabási

Strengths of the education of Hungarians living in Romania:

In Romania minority education mostly means the education of ethnic Hungarians, with respect to both student numbers and express demands. A study of Romanian education in Hungarian is also intriguing because, approaching the problematic from the old country, we can see that Romania has the greatest population of Hungarians beyond Hungary's borders, so matters of education also have to do with great populations (Barabási 2019).

According to Gergő Barna (2016), the total population of Hungarian students in Romania shows a decreasing trend after the change of regime. This fall is most spectacular in primary education: between 1990 and 2011 the number of children attending Hungarian-language primary or general middle schools fell by 39%. At the same time there is a positive tendency in proportions: the proportion of children participating in Hungarian education for the total population shows continuous increase after the 4.59% slump in 1996 (in 2014 it was 5.11%). Looking at enrolment data per region, we may see that in Székler Land the numbers are relatively stable, and what is also very significant is that the proportion of Hungarians in the nursery- and primary-school-aged population is almost identical to the proportion of students learning in Hungarian. This means that the language of education for the majority of ethnic Hungarians in this region is Hungarian (even though when analysing statistical data we must take into account the fact that it is not only people of Hungarian nationality that may learn in Hungarian).

Hungarian education in Romania includes four school types (Márton and Kapitány 2016):

- Independent Hungarian-language schools
- Independent bilingual or multilingual schools with Hungarian sections or classes
- Hungarian-language affiliated branches of greater schools⁶:
- Bilingual or multilingual affiliated branches with Hungarian sections or classes

Weaknesses of the education of Hungarians living in Romania:

Hungarian-language education is endangered when it comes to isolated Hungarian microcommunities with general middle school sections; island settlements, where demographics show a decreasing trend (e.g. aging settlements, a halt in Hungarian further education paths); ethnically mixed settlements (the majority of children from mixed marriages are enrolled in Romanian sections, or due to the decreasing demographics the

⁶ A branch school is a branch of another institution without independent status. Legally these branches are subordinated to another independent educational institution. They are frequently found in villages. The school at the settlement's centre collects smaller villages' schools as branch institutions.

settlement's Hungarian-language education deteriorates); settlements with dispersed Hungarian communities, where Hungarian education is limited to a single section; in cities, where Hungarian schools are concentrated in a single institution (generally in the town centre) and thus Hungarian sections in housing estates are endangered.

Hungarian-language education in Romania is identical to the majority's Romanian education from a structural perspective, but the language of teaching is Hungarian. This is a significant difference between the two forms. Specific subjects include native language, minority history and traditions, music and the language of the state (as per Minister's Decree No. 5671/2012). These subjects are taught based on particular, Hungarian-language curricula, which are developed by Transylvanian Hungarian professionals. Romanian teachers are only employed to develop the curricula for Romanian language and literature. Specific curricula yield specific textbooks, which are provided to the schools, along with the other textbooks, by the ministry of education. The rest of the subjects (maths, physics, geography, etc.) are taught on the basis of uniform, Romanian-language curricula (Murvai 2017). In this case textbooks can be written in the native language or are translations of Romanian books. At the same time Balázs Kapitány (2016) calls attention to the fact that according to the practice, Transylvanian Hungarian education has relatively great independence with regard to textbooks, further training channels, educational competitions, supervision, educational documentation, which is clearly a strength of minority education.

Attributes of minority education also vary in accordance with the type of educational microregion the educational institution belongs to. There are educational microregions that are dominantly Hungarian (characteristic of the Székler Land), microregions with parallel educational systems and rival educational networks (e.g. the catchment areas of Marosvásárhely, Nagykároly), and regions with dispersed communities (Kapitány 2016). Evidently the first type enjoys the greatest independence.

Another question is which points of Romanian Hungarian education must be paid particular attention to for the sake of 'preservation', and even to promote possible progress and positive change.

While one of the weak points of educational institutions in dominant microregions is the less than sufficient level of teaching of the Romanian language, the main problems of microregions with rival networks and dispersed communities are survival, preventing drop-out and the preservation of Hungarian schools and sections.

There are more and more attempts to renew the methodology of teaching Romanian, and even though the shift in quality is yet to be seen, there is hope in the attention to the problem and the search for the best ways to remedy the problem. (The latest of these was in September 2018 when the policy realised that the solution to a high-standard teaching of Romanian is not the teaching of *communication in Romanian* to general middle school children with the help of Romanian language teachers who probably have a perfect command of the language but are less prepared to handle the specific age preferences, and thus the concept was brushed aside. The attempt to take the measure, however, also marked out – or rather, repeatedly brought home the point of – a task for teachers and teacher training and further training institutions: namely that the teachers' knowledge of content and their subject as well as the methodological knowledge must both be masterful to guarantee quality education.) Beyond this, however, it is essential that attention to education in the native language should not be eclipsed by other educational challenges of the 21st century.

In nursery school education, especially in areas with dispersed Hungarians, it should be ensured that Hungarian children carry on their studies in similar institutions. It would also be important for education in Hungarian-language groups to be realised in Hungarian (so that the language use of teachers is not adapted completely to the language characteristics of the children in the group). In settlements where there is day-nursery in Romanian-language schools, but only nursery schools in Hungarian, the parents' demand for care might present a risk, as the Hungarian network of institutions is not ready to meet that demand. In settlements like this there should be discussion about the possibility of creating such day-care sections.

In general middle education one of the important factors is the establishing of an *'afterschool'* system alongside Hungarian schools and sections (too). There are settlements where this is efficiently operated with the support of NGOs. It would also be advantageous to minimise competition among schools in a given settlement. A school bus system can also be a solution in many cases to the problems appearing in general middle education. This is operated in several institutions successfully, but in the case of mixed schools the bus timetable could be changed to serve the demands of Hungarian children, too. There are cases where objective demographic reasons prevent considering any other option but to keep Hungarian students in Hungarian-language classes by providing high-standard education. Such is the case of simultaneous education, with special emphasis on settlements where only such solutions can be a match for the 'competition' of fully fledged Romanian education. It would be practical to prevent – through appropriate microregional cooperation – the brain drain effect of town schools, which may result in a lack of students in Hungarian general middle schools situated in the vicinity of the given town. One solution to this problem could be increasing the 'visibility' of schools. This is especially important in settlements where the Hungarian community resides in a predominantly Romanian environment, and the reason for choosing a local Romanian school might be a lack of information. The lack of a kind of education ensuring a formal opportunity for further studies is also a significant risk factor. An example of a good practice remedying this is the initiative of Szamosújvár-based Téka Foundation – realised with the support of the Hungarian state – namely, to offer the microregion's lower secondary (ISCED 2) pupils support and an opportunity to carry on studying in Hungarian schools, thus saving several 'deadlocked' general middle schools. There are similar initiatives all over the Transylvanian regions with dispersed communities of Hungarians.

Lower secondary sections and secondary schools should also take account of the problem of supply. It is very difficult to find favourable solutions, even though there are initiatives in vocational institutions which offer boarding to ensure Hungarian vocational studies. At the same time, however, the lack of a path of further studies and the narrow supply of education can also present dire circumstances. There are initiatives for solving the problem where, for example, pupils can choose from two

profiles in the same class. It would be practical to enhance the drain effect: Hungarian institutions should offer pupils completing fourth grade the chance to carry on studying, especially in settlements where general middle schools are municipally isolated from any Hungarian lower secondary sections. On this level, however, it is often the standard of education that is problematic. The quality of education might not be of a high standard in schools where due to low student numbers there are no parallel classes in each grade or where there is simultaneous education. This is not only a specific problem of Hungarian schools, but a general problem with Romanian education, as it means that a teacher teaches not only subjects in line with their qualifications but also those they have no professional certificate for. Of course, in most cases this is counterproductive in terms of the efficiency of education. Remedying these problems often goes beyond the possibilities of educational administration, and actually depends on teachers' dedication, their demand for professional further training and their standard. Thus it belongs to the problematic of teacher training and further training, and enhancing the identity of teachers. The fact that Hungarian teachers, fearing that the number of Hungarian children will continuously decrease and forecasting the termination of Hungarian classes, 'transfer' to the Romanian section sends an indirect message to parents saying that they can direct their children towards these classes. Balázs Kapitány (2016) stresses that the majority of problems (appearing mainly as a risk of drop-out) can be done away with through appropriate cooperation, a local and microregional, global perspective.

Recommendations for developing the field:

In conclusion of and generalising the *solutions* that have been introduced above in analytical correlation to the problem, the following may be emphasised:

- The Romanian practice of teaching subjects in Hungarian could be reinforced by creating well-equipped schools in the settlement centres, by employing productive teachers with high-quality work, as well as by the continuous maintenance of their professional motivation (Murvai 2019).

- The necessity of realising high-standard education is a must to ensure survival on all educational levels. Murvai (ibid.) points out that high quality 'goods' should be delivered to education, as this ensures the future of Transylvanian Hungarian-language education. This begs a lot of questions: firstly, it would be favourable to use curricula and textbooks specially developed for this kind of Hungarian education. This is widely accepted in the subjects of native language, minority history and traditions and music, but advances are continuous (even though rather slow) in other fields, too, e.g. Romanian language and literature. In this area there was a period for special curricula in the seventies, but today it is difficult to ensure that special curricula inform the teaching practice. Actually the educational law of 2011 prescribes the use of special curricula and textbooks in Hungarian schools on all educational levels. Implementation is really slow (in a phasing-out system), but the solution is being delineated and realisation must be persevering. On the other hand, quality is also important in realising education. It would be especially advantageous to deal with an up-to-date methodology of education in dispersed communities and to communicate it to a wide circle of teachers.
- In summer 2018 the educational conference of the Székler Congress, reflecting on the quality of education, agreed that a Hungarian teacher further training centre is the solution. Ödön Szabó (qtd. in Ambrus 2018) believes that such an institution could represent all the Hungarian schools and take over coordinating the training and further training of Hungarian teachers, which would more intensively encourage continuous self-education and further training. Botond Burus-Siklódi, chairman of the Association of Romanian Hungarian Teachers (ibid.), too, cites the same demand, pointing out that it is possible under the law, which would be practical to do. At the same he stresses that creating progressive venues of education would have a motivating effect on pupils, which would then soon be reflected in the productivity of learning.

- A further task is creating vocational educational centres, promoting dual training and popularising it among young people, as well as raising the parents' awareness about the training form (Kiss qtd. in Ambrus).

The above inventory of the specificities of Hungarian public education in Transylvania highlights the strengths of the system but also the elements that need increased attention in the future. It is doubly important to watch the standard of training closely in addition to creating the opportunities to study in Hungarian, as it is a basic goal for Hungarian children to receive good quality education, and consequently to acquire thorough knowledge and skills and abilities that make possible professional productivity and personal success. On the other hand, the high-standard 'services' of Hungarian educational institutions must be established and preserved so that they may be compatible with those of majority schools.

II.3. The educational system of Hungarians living in Slovakia

Compiled by: Rudolf Gábri

Strengths of the education of Hungarians living in Slovakia:

One of the most important elements of the identity of Hungarians living in Slovakia (the former Upper Hungary) is their mother tongue. Perhaps this is why this community is characterised by the great motivation to preserve their native language. Hungarian-language schools have an important role in handing down the Hungarian mother tongue. The advantage of this is that it is not only Hungarian language and literature that is taught in Hungarian but also other subjects – in varying numbers according to types of schools⁷. Institutionalised learning in Hungarian starts in the nursery school and ends with the maturity exam (secondary school-leaving exam). Hungarians in former Upper Hungary have a relatively advanced educational system in their mother tongue.

⁷ In primary schools and some secondary institutions, including grammar schools, all subjects are taught in Hungarian, but there are vocational secondary schools where vocational subjects are taught in Slovakian while general subjects and the humanities in Hungarian.

This is owing to the fact that the Hungarian minority was allowed after 1918 to preserve some of its general middle and higher elementary schools as well as their secondary schools, what is more, they created new educational institutions, too. This educational system they managed to fundamentally preserve up this day. In addition, after the change of regime, a new opportunity was created to establish private and church-funded schools and independent Hungarian-language higher education institutions.

The Komárno-based (Komárom) Selye János University has been the only legally independent institution of higher education with courses in the national minority's native language in Slovakia since 2003, which had a great role in increasing the number of Hungarian young people with tertiary qualifications and the standard of learning of Slovakian Hungarians.

The advantage of a native-language school is, therefore, that these maximise children's knowledge in the children's native language, develop their personality and convey their culture. In addition to that, family background is rather significant, too.

The Slovakian Hungarian educational system is considerably complex. In Slovakia basic education is performed in 9-grade primary schools called base schools. The operation of base schools is regulated by Decree No. 320/2008 of the Schooling Ministry of the Republic of Slovakia. Currently there are 297 Hungarian-language and mixed-language schools in Slovakia, of which the number of completely Hungarian-language ones is 260. The traditional role of grammar schools has been and is to prepare students for their studies at colleges and universities. Current curricula and concepts, too, make possible for grammar schools to provide their students with generalised high-standard development and qualifications that prepare them primarily for further studies in higher educational institutions, without providing any vocational qualification.

In vocational training in Slovakia there are several types of schools and other occupational institutions. These are basically differentiated by the length of courses, and the type, quantity and quality of their training content. These include vocational schools, which prepare students for performing well-delineated activities and work processes. Education here consists of general preparation and vocational training, while vocational practice is dominant. Fields of study follow the system of courses. In accordance with the complexity of individual vocations, the duration of

studies can be two or three years, but if one wishes to acquire a certificate of maturity, too, they have to spend another year in school.

The primary mission of vocational secondary schools is to provide their students with secondary vocational qualifications, prepare them for possible employment in different fields, as well as enrolment in higher education and life-long learning. Vocational secondary schools train experts for different industries as well as other fields of public administration. They also provide vocational training to any interested students after acquiring their school-leaving certificate.

Apprentice schools are a distinct tier in the educational system. Their task is to prepare those pupils that have not completed their base school studies before their school-leaving age, and thus are not able to go on to some secondary school, for various vocations. This type of school is not identical to a vocational school, although it works to a similar standard.

The educational system includes centres of practical training, too, with vocational practice for students who go to vocational schools for theoretical training. These institutions cooperate with vocational schools and perform their activities in accordance with a prescribed curriculum. Private entities (usually private entrepreneurs) can establish a workplace for students to carry out their practice. These typically train their own future employees.

The EU expects its citizens to have the command of at least 3 languages. As native-language schools emphasise the learning of Slovakian, too, and a universal language is taught, children are furnished with appropriate linguistic competencies. The possibility of further education in Hungarian-language tertiary institutions is a given, which promotes and enhances young people's chances in the labour market.

The Association of Slovakian Hungarian Teachers has an important role in the organisation and support of education, which is manifested in, among other things, professional further training and summer schools. With regard to the number of pupils in Hungarian-language schools, in former Upper Hungary children's populations have not decreased since 2010. In several regions there is an obvious increase.

Last but not least, as a result of the old country's support there have been infrastructural investment projects realised to develop Hungarian-tongue nurseries and schools. Of course, schools utilise other resources, too, to ensure high-standard education.

Weaknesses of the education of Hungarians living in Slovakia:

The greatest weakness or problem is perhaps the fact that ‘the legal standing of Slovakian Hungarian education is unregulated, without a legal foundation, as Act No. 245/2008 on public education does not differentiate between Hungarian-language schools, only the languages of education’ (Fodor 2015).

In Slovakia the language of education is Slovakian, but for students belonging to national and ethnic minorities the state makes possible learning the subjects in their mother tongue alongside learning the official language of the state.⁸

In addition, there is no professional strategy for developing the standard of education in Hungarian-language schools or its implementation in order to ensure the success of the individual and the Hungarian community. This would result in productive and efficient education in Hungarian schools which would be comparable to those of the region’s countries, and whose general attributes would be made unique by their Hungarian identity, the mother tongue and the treasures of Hungarian culture.

For quality education it is essential to have textbooks of sufficient quality. In Hungarian-language schools, unfortunately, children mostly learn from textbooks translated from Slovakian, which are in many cases translated inappropriately, not observing the rules of Hungarian language. The situation is even worse for the translation of individual tasks of educational competitions. The solution would be for the law on public education to include the concept of education for minority nationalities. ‘And when that is a given, then that could be paired up with a complex pedagogical institution which, among other things, would be responsible for the specifics of publishing for the Hungarian national minority’ (Horváth Szomolai 2018).

Unfortunately in Hungarian-language primary schools the number of students of Romany descent is on a visible increase. This entails certain problems regarding the teaching and educating of these pupils. Schools lack the appropriate experts, but even if they are present, their numbers

⁸ Zákon č. 245/2008, § 12, ods. 2, 3 Z.z. o výchove a vzdelávaní (Act No. 245/2008 on public education § 12.2, 3)

are low and they cannot meet the educational needs of disadvantaged children with learning disabilities.

Surveying the network of Slovakian Hungarian secondary schools and the statistical data, in comparison with grammar schools the gaining ground of Hungarian-language vocational secondary schools and vocational schools has halted in the past decade. For pupils of Hungarian nationality the access to vocational education is worse than the current Slovakian average. Hungarian-language vocational specialised courses as well as the choice of study fields are poor and have greatly devolved. Also, the number of students has fallen, but this did not go hand in hand with the diminishing of schools and classes, which brings to the fore the problem of economic operation. A precondition of the economic development of the Southern Slovakian region is to develop the human resources meeting the labour market challenges. A tool of this – along with higher education – would be extended vocational education, including, in addition to the network of vocational schools, adult training and retraining programmes and courses. With Slovakia's EU accession serious tender funds are expected in vocational training programmes aimed at the region's economic harmonisation. At the same time, due to the lack of preparation on the part of the institutions and the absence of any cooperation, certain Hungarian funds available for them mostly remain unexploited. The municipalities, as owners of the schools, find it hard to make ends meet, and in many cases are not prepared to develop these institutions, at the same time none of the professional organisations deal with the development of vocational institutions.

Mapping the current situation of Slovakian Hungarian vocational education, also surveying it meticulously from the aspect of the labour market and the development demands, we must face the generally accepted fact that schools teaching students in languages of the national minorities are not an independent unit in the Slovakian system public education, they are part of the network, and display only minimal differences to institutions using the majority language, which differences derive from their inherent specificities. Moreover, in public education it is exactly vocational education that is one of the most neglected sectors on the palette of learning options available to Hungarians in Slovakia.

In the overwhelming majority of cases in many regions there are hardly any institutions where young people or adults from the Hungarian national minority can learn the basics and tricks of a vocational area or trade in their mother tongue.

Recommendations for developing the field:

The following recommendations can be articulated with regard to educational options available to Slovakian Hungarians.

Raising the standard of teacher training should be key at training venues of Hungarian teachers, in Komárom (Komárno), Nyitra (Nitra), Pozsony (Bratislava) and Hungary. There is a need for dialogue and cooperation between public education and higher education (teacher training institutions).

It would be practical to reinforce the role of local pedagogical programmes of schools, it is of key importance to ensure that the framework curricula of schools teaching students in the languages of national minorities can be developed by the schools themselves. Demands, requirements and opportunities should be harmonised, along with ensuring strategic planning and quality development. The practice of teacher further training should be reconsidered.

Evaluation, self-evaluation and quality development are essential. Self-evaluation by schools clarifies the institution's main values and goals, specifies the institution's key processes and reflects on the productivity, efficiency and standard of work.

It is also of key importance to initiate the implementation of a preparatory grade ('grade zero') to assist the great number of disadvantaged children in catching up. The talent management of Romany pupils, the seeking out of talented students, their appreciation in the fields of sports, crafts, music and dance would be important to ensure their subsequent success in school and life.

The renewal of the educational content and methods of teaching the Slovakian language in native-language schools would help with their decision-making those parents who only send their Hungarian children to Slovakian-language schools so that the children can learn the official language of the state and later be successful in the labour market.

II. 4. The educational system of Hungarians living in Ukraine

Compiled by: Béla Gabóda

Strengths in the education of Ukrainian Hungarians:

The workings of educational systems are always crucial for the preservation of minority communities, the maintaining and bequeathing of a national identity. In Ukraine the system of Hungarian-language education in schools⁹ can be considered good, as Hungarian-language schooling is available to Hungarian children from nursery school to higher education.¹⁰ This is only true, however, of the Hungarian blocks inhabiting the plains regions¹¹ of Subcarpathia.¹²

The new law on education passed on 5 September 2017 by the Ukrainian parliament (general framework law) sets the goal of modernising public education with reforms to be implemented from September 2018, such as raising the compulsory duration of elementary, primary and secondary education from 11 to 12 years, and reducing the number of subjects from the current 22 to 9. The law provides schools with significant autonomy and prescribes a pay rise for teachers along with a structural reform: first stage = grades 1-4 (elementary school), second = grades 5-9 (primary and lower secondary), third = grades 10-11 (secondary school) (Fedinec-Csernicskó 2017a, 7-8).

⁹ For a detailed statistical analysis on Ukrainian/Subcarpathian Hungarian educational system see Béla Gabóda (2018), *A kisebbségek anyanyelvű oktatása Ukrajnában/Kárpátalján: Összefoglaló ország tanulmány [Teaching minorities in their mother tongue in Ukraine/Subcarpathia: Country summary]* (Ukraine) under project EFOP-5.2.2-17-2017-00066 entitled 'Learning Communities and Social Transformation: Findings in Eastern and Central Europe'. page 35. (Manuscript)

¹⁰ In Ukraine of the national minorities only the Hungarian and Romanian minority have fully established educational systems from nursery schools to higher education.

¹¹ Ungvár (Uthorod), Beregszász (Berehovo), Munkács (Mukachevo) and Nagyszőlős (Vinokhradiv) townships.

¹² Considering Hungarian-language education and teaching Hungarian there are regional differences: e.g. in the Hungarian dispersion of the Upper Tisza region there is scarcely a way to provide Hungarian-language education or teach Hungarian.

According to the new public educational scheme, nursery school education lasts until six years of age, elementary school will be 4 years in duration (from age 6 to 10), which will have an identical system of requirements. Primary school will start from year five (base school, grammar school), which will last five years. In grades 5–9 the number of subjects will be increased. After completing grade 9 each student will sit for an independent external test. They can proceed to further education based on the results of the external, independent test. Based on the results of the test the law ensures two different paths: 1) proceeding to vocational education, or 2) proceeding to lyceum which yields a school-leaving certificate in grades 10-12, which prepares students for higher education and the entrance exam. The structure of private educational institutions can be different, just like in the past¹³. (Act No. 2145-VIII on education passed on 5 September 2017, entered into force on 28 September 2017; Fedinec-Csernicškó 2017a, 7-8).

One strength of the system is that civil society has a significant impact on education in Subcarpathia. Since Ukraine became independent in 1991 NGOs, the ‘third sector’ has improved extraordinarily, and has hoarded experience. Following the change of regime new solutions and structures became possible and necessary. In 1992 the law on unification of citizens (Закан України «Про громадянство України» - Відомості Верховної Ради України (ВВР), 1991, № 50, ст.701) was passed, then the laws in the mid-nineties further developed the legal framework of NGOs¹⁴. Different organisations were established to meet social, economic and cultural demands. Up to one third of these carry out charitable and humanitarian activity, and 16% deal with children, young people, while 9% deal with health care. Even though the state provides no direct financial support to NGOs, it secures certain tax exemptions. The greater part of the incomes of NGOs derives from the business sector. Foreign funds play an important part in the life of civil society. In 1996 up to 1200 NGOs were registered by the Ukrainian Ministry of Justice, and their number has grown since. (Report on the standing of Hungarians abroad, 2008: 50). In Ukraine there are currently 12 NGOs for each 10 thousand citizens.

¹³ The history of Hungarian-language education in Subcarpathia (<http://kmf.uz.ua/hu/karpataljai-magyar-nyelvu-oktatas-tortenete/>).

¹⁴ The law was amended on several occasions, in its present form it has been in effect since 18 January 2001.

Weaknesses in the education of Ukrainian Hungarians:

According to the new law on education, the language of the educational process in schools is the language of the state. It does, however, differentiate between national minorities and indigenous peoples in connection to the language of education¹⁵.

Section 1 article 7 of the law on education provides that for native people the right to education in their mother tongue is provided in preschool and general middle school levels (section 7 subsection 1 of Act No. 2145-VIII on education passed on 5 September 2017, which entered into force on 28 September 2017; Cserniczkó 2018; Fedinec and Cserniczkó 2017a, 7-8).

However, people of national minorities are only granted the right to education in their native tongue alongside the language of the state in local government-owned institutions. This possibility exists only in preschool and the general middle school levels (1–4th grades). In grades 5–12, in vocational education, as well as in higher education, the native-language education of national minorities is terminated. The minority language can only be taught as a subject, and the legislators concede that one or more subjects can be taught in one or more languages – the language of the state, English, other official languages of the EU¹⁶ (Section 7 subsection 1 of Act No. 2145-VIII on education passed on 5 September 2017, which entered into force on 28 September 2017; Cserniczkó 2018; Fedinec and Cserniczkó 2017a, 8; Cserniczkó 2018; Fedinec and Cserniczkó 2017, 292-293).

¹⁵ In Ukraine, as per the law, the only native people are the Crimean Tartars, Subcarpathian Hungarians are not.

¹⁶ Notes on section 7 of the law: The reasoning of the law, according to which education must be structured as per section 7 because the students of national minorities achieved very bad results in the independent tests, is unjustified.

Section 7 curtails the rights to education in one's native language.

Section 7 threatens obtained rights that have existed for a long time and have great history.

Section 7 is discriminative, dividing Ukraine's citizens in four groups with extremely different rights.

Section 7 has imprecision and ambiguities, thus it creates legal uncertainty.

Section 7 cannot be harmonised with Ukraine's international obligations.

Section 7 is unconstitutional.

Section 7 contradicts several Ukrainian national laws.

Section 7 does not provide any solution to the main problem of the education of the Ukrainian language: the Ukrainian state has still not created the conditions of teaching the Ukrainian language.

The law also terminates the independence of schools teaching in the language of national minorities. The above-defined right can be exercised in separate classes (groups), in institutions using Ukrainian as the language of education. The part of the law on the language of education is a tool for Ukrainianising the country's society, wielded by the powers that be (Milán Constantinovits 2018; Marianna Pallagi 2017; section 7 subsection 1 of Act No. 2145-VIII on education passed on 5 September 2017, which entered into force on 28 September 2017; Fedinec and Csernicsekó 2017a, 8; Csernicsekó 2018; Fedinec and Csernicsekó 2017, 292-293).

According to experts, the gravest problem with the new law on education is not the system about to be established but that it does not deal with the problems of the current structure (Fedinec and Csernicsekó 2017, 293-295). Their opinion is they want to force Ukrainian language onto an educational system which works badly in the entirety of Subcarpathia,¹⁷ as Subcarpathian educational data are among the weakest in the country, which is due to several factors (Fedinec and Csernicsekó 2017, 293-295):

1. Subcarpathia is the only region in Ukraine which practically never had any tertiary training for primary and secondary school teachers, the local higher educational institutions train not teachers but historians, philologists, biologists, physicians, chemists, etc., who in addition acquire a teacher's certificate, too;
2. In Subcarpathia nearly third-fourth of teachers of lower elementary grades – in comparison to the country's other counties – still have practically only qualifications from vocational secondary school; in other regions of the country this kind of teacher training died out by the mid-1990s, and the teachers graduating from teacher training colleges/universities are more experienced, older, more responsible, since they go into education not at 18 years of age but at 22, moreover, they have qualifications from higher education;
3. Of the country's regions/counties Subcarpathia has the highest rate of teachers working as pensioners or without any qualifications;

¹⁷ The educational data from all of Subcarpathia are amongst the worst in the country.

4. Subcarpathia has the highest proportion of people having a school-leaving certificate from village schools, and according to the data school-leavers have better indices in towns than in villages;
5. With regard to student numbers Subcarpathian schools are small, there are several secondary schools which only have one class per year, parallel classes have been terminated in the past decades: based on countrywide data, however, the bigger the school, the more teachers work there, which also aligns with the number of children. Also, the bigger the settlement, the greater the chance of school-leavers having better academic results;
6. Subcarpathia is one of the poorest Ukrainian counties, and social background strongly influences the results (Fedinec and Cserniczkó 2017, 293-295).

The advocacy organisations of Subcarpathian Hungarians, as well as experts on education and language law, clearly argue that article 7 of the law is contrary to several provisions of the Ukrainian Constitution, as well as several Ukrainian laws, furthermore, it is incompatible with the country's international obligations.

The productive teaching of the Ukrainian language is hindered by several factors. The main problems are the following:

- The lack of appropriately trained Ukrainian language teachers (Cserniczkó 2012, 17);
- The lack of appropriate textbooks, teachers' handbooks, methodological auxiliary materials and learners' dictionaries. For a long time after the introduction of the Ukrainian language as a compulsory school subject – actually up to not so long ago – no necessary curricula and textbooks ever appeared. Then when they finally appeared, teachers teaching students in nationality schools criticised them severely. Firstly because the teachers and scholars who compiled them did not know much about the situation, language and culture of the national minorities (Cserniczkó 2012, 18).

- The lack of an appropriate vision and a method based on that.
- The lack of exact and defined goals. In connection to learning Ukrainian no achievable concrete goals are specified for students. Ukrainian educational policy homogenises language learners. The Ukrainian Ministry of Education and Science continually approves universal curricula and textbooks, while the acquisition of Ukrainian by first-grader beginners happens in different linguistic and educational environments in dispersed communities and blocks, in towns and villages (Csernicškó 2012, 20).

In addition to the deficiencies of education the acquisition of Ukrainian is also exacerbated by the fact that, according to the census data, 46% of Subcarpathian Hungarians reside in settlements where their proportion is over 80%, and 62% in settlements where Hungarians are the absolute majority (Molnár and Molnár 2010, 19). The Hungarian community's preferences for languages are clearly dominated by the Hungarian language in these settlements with a Hungarian majority. The sociolinguistic surveys of the past years also shed a light on the fact that the primary language of people's private sphere, reading, and information¹⁸ is primarily or in some cases exclusively Hungarian (Csernicškó 1998; Csernicškó, ed. 2010).

- establishing an adult training system

In Ukraine one of the priority tasks of adult education is to establish the adult training system as well as develop the guidelines and administrative framework. The country's legislative and political environment has hitherto not made it possible to create a system of adult training; currently the Ukrainian higher education sector is disorderly, disorganised, spontaneous and inefficient. The elements of life-long learning are, however, already present in adult training courses appearing in the framework of the public and higher education system, the different courses offered by NGOs, and in-house training courses in the workplace¹⁹ (Ádám 2010).

¹⁸ The printed press, the radio, TV.

¹⁹ II. vszeukrájinszkij zjizd pracivnyikiv oszvití, MONU, Kijiv, 2001, 212. (Pan-Ukrainian Conference of Teachers II).

In Ukraine there is no individual law on adult training, the regulation of adult training is only provided by the law on education itself, under chapter 18 of the act.

Recommendations for developing the field:

The problem of teaching Ukrainian efficiently and productively needs a solution only in schools using the mother tongue, that is, in Hungarian, as the language of education, and, therefore, the solution is not the teaching of subjects in the majority language, as it is recommended and enforced by the state policy, or even dual-language education.

In the following we list the tasks that, according to the professional and advocacy organisations of Subcarpathian Hungarians, are essential for a more efficient teaching of Ukrainian in Subcarpathian Hungarian-language schools (Csernicsekó 2012, 26-28):

1. Different exam requirements should be set for students taking school-leaving exams at Ukrainian-language and non-Ukrainian-language schools at the Ukrainian school-leaving and entrance exams.
2. Based on the fact that in minority schools there are different goals, tasks, foundations and number of hours for teaching Ukrainian as a subject²⁰ it is essential to use different methods when teaching the subject. Consequently, it is necessary to develop special curricula, and based on these new textbooks, workbooks, methodological auxiliary materials, visual aids and learners' dictionaries for schools working in the minority's language (Hungarian), all financed by the Ukrainian state, in order to ensure the successful acquisition of the official language of the state.
3. Subcarpathian Hungarian experts working on educational policy, professionals, NGOs and advocacy organisations must initiate the review and reworking of state standards, framework curricula and documents that specify the goals, tasks and requirements of acquiring the official language as well as the content of education. In these the exact level of students' command of Ukrainian must be specified as a requirement for students of Hungarian-language schools on each

²⁰ Different from those in schools using the majority language (Ukrainian).

- level of education. These requirements cannot be identical to requirements set for native speakers. Accordingly, Ukrainian should be taught as a foreign language in Hungarian-language schools.
4. There should be Ukrainian language and literature teachers who speak Hungarian, too, specially trained for Hungarian-language schools. The professional conditions and financials of such training, already in progress, must be secured from the Ukrainian state budget in the long run.
 5. The already developed and in-progress methodological auxiliary materials must be put through the approval procedure with the competent educational authorities, so these can be officially used in the educational process. This work needs successful collaboration with the Beregszász Branch of the Subcarpathian Teacher Further Training Institute. As the costs of methodological materials, visual aids, etc. are not funded by the Ukrainian state, their printing must be financed from tender funds.
 6. For adults who have already left the Ukrainian educational system but do not speak Ukrainian or speak it poorly, the opportunity must be created to be able to acquire the official language of the state. This necessitates the creation of adult education programmes and specially developed educational materials. The training courses are practical to be launched with tender funding and from contributions to administrative costs (Cserniczkó 2012, 26-28).

Since the 1990s Hungarian linguists, educational professionals, NGOs and advocacy organisations in Subcarpathia have been calling attention to the fact that there are problems with teaching the language of the state in local Hungarian-language schools, as the conditions necessary for productive and efficient teaching are absent, and the matter has been on the agenda since then. These recommendations for solving problems related to the teaching of Ukrainian, however, have not yet been heard by the Ukrainian state.

At the initiative of the Ukrainian Ministry of Education and Science on 13 September 2017 an operative legislative committee was set up 'to serve the development of adult training'. The primary task of the committee was to commence and prepare the compiling of Ukraine's law on adult training.

III. THE ORGANISATIONS PARTICIPATING IN THE RESEARCH

This subchapter presents a detailed description of the Hungarian and foreign (Romanian, Slovakian and Ukrainian) organisations, with emphasis on their mission, goals, activities, human resources, infrastructural opportunities, projects and network of relationships.

III.1. Kiss Árpád Doctoral Candidates' Public Benefit Association

Compiled by: Dr. Márta Takács-Miklósi

The Kiss Árpád Doctoral Candidates' Public Benefit Association has been in operation since 2004.

Their main goals:

The association's priority goal is to be continuously present in scientific circles and thus, via its members, it joins in different Hungarian and international scientific research programmes, collaborating in the publication of scientific periodicals and organising professional conferences.

The organisation bears the name of Árpád Kiss, who, in charge of the Didactics Department of the National Pedagogical Institute, was a definitive figure of education sciences in Hungary in the 1960s and 1970s. Hungary joined in international knowledge assessment surveys (IEA, UNESCO) with Árpád Kiss' professional leadership, and he also played an active part in naturalising up-to-date pedagogical methods in Hungary.

The focus of his multifaceted activity promoting the recognition of education sciences was the interpretation of school learning and the delineation of its content. His most influential work, *Learning and School* (1969), raised its subject matter to a Western European level, contextualising it and making up for several decades of lost time.

Árpád Kiss, along with being an education scientist, researcher, editor, organiser of science, was also a shaper of educational policy: even between 1945 and 1948, at a very young age, he was the managing director of the National Council of Public Education.



Kiss Árpád, eponym of the association

The profile, activities and most important events of the organisation:

It participates in scientific life by organising, managing and realising scientific research programmes.

Its most important biennial event is the Kiss Árpád Memorial Conference, which carries on with the traditions of the 1999 Kiss Árpád Memorial Conference I: it specifies a central problematic, but intends to discuss all emergent problems of current pedagogical thought, research and practice. Conferences organised: in 1999 Interdisciplinary Pedagogy; in 2001 Interdisciplinary Pedagogy and the Knowledge Society; in 2003 Interdisciplinary Pedagogy and the Revolution of Demands; in 2005 Interdisciplinary Pedagogy and the Financing of Education; in 2007 Interdisciplinary Pedagogy and the Barriers to Productivity; in 2009 Interdisciplinary Pedagogy, Teachers and the Intelligentsia; in 2011 Interdisciplinary Pedagogy and the Metamorphoses of Higher Education; in 2013 Interdisciplinary Pedagogy and Sustainable Development; and finally in 2015 Interdisciplinary Pedagogy and the Reshaping of the

Educational System. The never before seen complexity and contradictory nature of popular culture, the leap mutation of educational policy and people's requirements, the appearance of myths (and anti-myths) and new codes of the Internet and of culture ceaselessly redefine the case of education. Former memorial conferences have already dealt with the multifaceted problem of IT in education and have done so at a high standard. By today the use of digital technologies in the process of education has become so common as to be almost invisible, therefore, the ever-broadening use of IT devices is one of the most current problems of the present.

In addition to organising the Kiss Árpád Memorial Conference, the association has participated primarily in Hungarian and international research projects focussing on the study of education and civil society in the past years, for instance, in the research titled 'Learning Regions in Hungary' in 2013, which was realised in collaboration with the Higher Education and Research and Development Centre of the University of Debrecen, and since then it has participated in completing the CHERD-Hungary IESA (Institutional Effects on Students Achievement) research compiling impact assessments and presenting research findings (at a closing conference), as well as publishing them (concluding volume).

In connection to education it organises and co-organises 1 or 2 conferences annually via its volunteers, primarily doctoral candidates. A high priority conference in the past years has been the biennial Kiss Árpád Memorial Conference, which was realised for the tenth time in 2017. In addition, the association regularly undertakes to co-organise the annual HUCER international conference on the research of education as well as the biennial Scientific and Professional Conference Dedicated to the Memory of Durkó Mátyás on education and adult learning. In 2018 it assisted the realisation of the Conference on Education – Informatics – Pedagogy with its volunteers. At conferences its members chair sessions and hold presentations on their research fields. Besides Hungarian conferences, in 2016 the association joined in organising ECER2016 international conference on 'Interdisciplinary cooperation in education' as well the session on 'Research on higher education' and EECERA 2018 international conference. The purpose of participating in conferences is, on the one hand, to establish networks of scientific and research collaboration

in Hungary and abroad, to secure the publicity of research findings, and, on the other hand, to provide the candidates of the Educational Sciences Doctoral Programme at the University of Debrecen with a platform for presenting and discussing their scientific achievements.

The association also publishes findings and presentations in the form of volumes and studies, and thus it regularly publishes conference volumes of the presentations at Kiss Árpád Conferences. Moreover, in 2017 it published a volume on research findings on the educational systems of Hungarians beyond Hungary's borders.

Along with that, assisting the cultural education of doctoral students of the University of Debrecen, the association annually organises cultural courses to reinforce the stratum of cultural intelligentsia and proactive graduates. Such courses have hitherto included the Learning Regions in Hungary research seminar, the Management of Scientific Studies seminar as well as the English-language Comparative Study of Education seminar and the Community Learning in Various Regions of Hungary seminar.

The association's human resource base:

The members include the teachers and doctoral candidates of the University of Debrecen as well as educational and adult educational professionals and research fellows connected to the University.

Through its efforts to ensure equal opportunities the association makes it possible for fresh and future researchers to join the scientific community, as well as for the general public to gain access to research findings on current problems.

The association's network of relationships:

The organisation pays increased attention to cooperating with organisations of a similar research focus: locally it is a prioritised partner of the University of Debrecen and CHERD-H, and nationally of the Institute of Educational Research and Development, but it also has significant relationships in the Partium; it collaborates outstandingly with NGOs operating at the University and the scientific community. The main goal is to assist civil society in achieving their aims, to ensure participation in science through research programmes and conferences. Through its widespread network of relationships it promotes the solidarity of scientific research groups in Hungary and beyond the borders.

III.2. Sylvester Dénes Association for Higher Education in Udvarhelyszék (Dósa 2019)

Compiled by: Dr. Zoltán Dósa

The organisation's mission:

The backbone and focal point of Hungarian-language higher education in Székelyudvarhely (Odorheiu Secuiesc) consists in the Affiliated Branch of the Babeş-Bolyai University, which currently operates a primary and nursery school teacher training department. In Székelyudvarhely the tradition of training teachers goes back several hundreds of years. Schoolmasters were trained from the 17th century at the Reformed College, modern teachers later, from 1928.

According to current educational legislation the training of 'fully fledged' teachers is performed at universities, consequently the Hungarian translation of 'Liceul Pedagogic' as 'Tanárképző (Teacher Training College)' is incorrect, as they cannot issue a valid certificate for teachers. Hungarian-language teacher training in Transylvania and the Partium is exclusively performed at the affiliated branches of the University of Kolozsvár (Cluj).

The Székelyudvarhely branch is the strongest of all the affiliated branches in terms of human resources: Ph.D.s perform the teaching tasks having a complete range of norms (lecturers and assistant professors). It is important for these branches to receive all possible subsidies, as an appropriate level of training is the most important security for educating future generations. We should not forget: they are the people who in the near future will be teaching our children and grandchildren!

The branch, as part of the Babeş-Bolyai University, cannot individually apply for different non-budgetary subsidies. Beyond that, there are several tenders (most of the calls) that are originally designed for organisations. In order that the branch can apply for these funds, that university life in Székelyudvarhely can be rebranded, it was necessary to have an own NGO. Sylvester Dénes Association was registered in March 2012, and it has been legally functional since then.

The main goals of the organisation:

- supporting university education in the region
- writing, submitting and managing applications in order to develop higher education in Udvarhelyszék and improve its operating conditions
- announcing tenders for students and tutors
- tracking tender calls and communicating them to students and tutors
- organising scientific conferences for students and tutors
- supporting participation in scientific conferences
- supporting study trips of students and tutors
- keeping contact with other higher educational institutions and the NGOs operated by them, supporting student and tutor exchange programmes
- publishing and distributing scientific publications, methodological auxiliary materials
- further training for the region's teachers

The profile and main activities of the organisation:

Székelyudvarhely has long-standing traditions of higher education – alone of all the towns of Székler Land (except for Marosvásárhely). The high council of the Reformed Church ('Főkonsistorium') set up a legal chair at the Székelyudvarhely College in 1830, launching the training of lawyers, raising the institution to 'academic' rank, in other words, making it a higher educational institution. Actual tertiary education commenced in 1832, after Dénes Sylvester had returned from his 'peregrinations' in Vienna and Pest and with his plenary in September he took his chair. He was rector of the university between 1833 and 1836, and a law tutor between 1832 and 1851. *Consequently he was the first rector of the first Székelyudvarhely higher education institution.* Even though his private life is less well-known (this is not a problem, several successful NGOs have chosen less bombastic yet fitting names), the name begs us not to forget that the age-old traditions of higher education in Székelyudvarhely justify its existence and the care for it.

Dénes Sylvester was born in 1796 in Komolló, Háromszék. He studied at the Udvarhely College, and became a 'toga-clad student' in 1816. In 1823, 'standing the rigorosum eminently, he was indeed an excellent student'. Later he served the Marosvásárhely royal court, too, with flying colours. In 1830-32 he studied at the Vienna and Pest legal academies, and following this he took his chair in Székelyudvarhely. He served as a teacher of the Székelyudvarhely Reformed College between 1832 and 1851, and as its rector between 1833 and 1836. He was deeply concerned about improving the standard of education. In 1842 he submitted a proposal to the institution's curators on testing the suitability of future 'classispraeceptors' (class teachers). He was a strong-minded but humane teacher in the public eye, who passed away on 27 January 1851.



Dénes Sylvester in a portrait by Miklós Barabás

The association, worthy of its eponym, organises activities, conferences, public roundtable discussions and professional further training primarily with educational purposes, the target audience of which includes the teachers in higher and public education as well as university students and teacher training secondary school students.

The organisations human resource base:

The members of Sylvester Dénes Association include the community of Székelyudvarhely's actual tutors in tertiary teacher training. This currently means a chairman (Zoltán Dósa) and 5 members, all of whom have Ph.D.s. The scientific title is a condition of membership. At events organised by the association, however, we always rely on the help of university students and the selfless volunteering of other fellow teachers.

Sources of revenue of the organisation:

The association realises all of its activities from tender funds or offers. The callers of tenders are all from Romania and Hungary and serve entire communities, thus we apply for funds from Székelyudvarhely's municipal budget as well as the Hungarian Academy of Science's tenders, primarily via the Cluj Academic Committee. Further sources of revenue include 2% of the taxes of Romanian citizens offered to NGOs, therefore, a much smaller amount arrives through the Tax Office. We are also present at charity events, and in many cases some noble cause or participation in sports events makes citizens offer sums to the association.

The most important events of the organisation:

- a. The organisation has an annual scientific event for tutors and students every May, which also invites teachers from all levels of education. This year it is the tenth occasion for organising the conference titled *Competencies and the Transfer of Knowledge in Education*, to which we have invited some eminent representatives of education sciences to hold plenary talks, but we also provide our university students with an opportunity to introduce themselves and their own findings. The goal of the conference is to present the scientific work carried out by BBTE's affiliated branches as well as to discuss the current problems of teacher training. The successful conference, which has up to two hundred students and several dozens of university tutors, offers a high standard of professional knowledge as well as rich and useful presentations.
- b. Our other priority event undertakes to communicate and popularise the findings of psychology and its related disciplines on the Day of Hungarian Science. This is PSZINKRON.

PSZINKRON is a popular scientific event on November 3, the Day of Hungarian Science, and its goal is to have prominent representatives of psychology and related disciplines report on the newest and most exciting achievements in the trade, on what the solutions are and what difficulties they come up against facing scientific problems. The event will be organised for the seventh time this autumn. In general we talk to three invited speakers days apart on intriguing topics related to one's personal and communal life, and accordingly the audience is expressly versatile and populous.

Projects of the organisation:

Currently the Dénes Sylvester Association as collaborating partner participates in realising project no. EFOP-5.2.2-17-2017-00066 entitled Learning Communities and Social Transformation: Research findings in Central and Eastern Europe with the leadership of Nullpont Cultural Association. This involves international networking; processing the findings of a service learned about in an international framework (method, procedure), describing good practices; organising joint professional programmes with the partners; arranging workshops and study trips with collaborating partners and data collection, operating a system of documentation.

The association's network of relationships:

In spite of its small number of members, the Association has an extended network of relationships, which can also be explained by the fact that it includes members active in the scientific community; moreover, their workplace is a branch of a large university network. We keep contact with the representatives of several scientific associations and civil initiatives, since, on the one hand, our goal is to represent science, and, on the other, to bring it closer to people whose interest includes these areas but who themselves do not conduct any scientific research.

III. 3. Nagykapos and Vicinity Association

Compiled by: Rudolf Gáabri

The mission of the organisation

The task of the Association is to reinforce the economy of the Ung region, preserve the culture and traditions, and corroborate Hungarian national identity.

It is the main organiser of the region's most significant publicity events, its involvement in social life in the region is on the increase.



NAGYKAPOS ÉS VIDÉKE TÁRSULÁS
ZDROUŽENIE VEĽKÉ KAPUŠANY A OKOLIE

The main goals of the organisation

Its goals include, mainly, carrying out dedicated work for the intellectual, cultural and economic rise of its narrower home, the Ung region. It does so in the national programme announced (for the reunification of the Hungarian nation regardless of borders) by its own modest means but in a committed way.

The main tasks of the organisation:

1. Assessing the needs of Hungarians inhabiting the area of competence with respect to culture, education and other fields, compiling situational assessment materials
2. Cultivating and researching the folk traditions of Hungarians – organising events
3. Other programmes preserving the identity of Hungarians and nationally significant programmes decisively influencing the future of Hungarians, e.g. nursery school and school admission programmes
4. Realising adult education programmes, developing training programmes

The profile and main activities of the organisation

Nagykapos and Vicinity Association was established in spring 1993 named Nagykapos and Vicinity Foundation. It has been operating under the name

'Nagykapos and Vicinity' in the form of a non-governmental association since 1999.

Its activities are as follows:

1. Networking

Nagykapos and Vicinity Association is one of the founding member organisations of PannonForrás First Carpathian Development and Knowledge Cluster.

In addition, it is also founder of the association 'In Hungarian in Your Homeland' including the network of 25 earmarked funds of towns and their vicinities created by the Rákóczi Association.

2. Publishing the periodical *MAGYARHÁZ*

MAGYARHÁZ is the Ung region's cultural and public quarterly periodical. The first issue was published in December 2013 for the tenth anniversary of the foundation of the Nagykapos Hungarian Community Centre. As a result of positive feedback from readers, they carried on publishing the periodical.

MAGYARHÁZ is a free periodical not available at any shops. Its publication makes the region's cultural values become visible, as well as the work of groups and communities cultivating Hungarian traditions.

3. Operating an e-library hosted by the website of the Association

Books contribute to a better understanding of the history of the Ung region and the Bodroγκöz, and to revealing their cultural historical relics. The topics have to do with the cultural roots of the inhabitants, they present the region's values and enlarge the reader's cultural and local historical knowledge on Hungarian identity.

The books found on the organisation's website were only published in limited numbers, so their content is mostly unknown for many. This little e-library helps the professional material processed in the books become visible and accessible to the greater public, and it proves that even in a part of the former Upper Hungary enclosed in artificial borders there are eminent human works created, which belong in the intellectual treasure trove of all Hungarians.

4. Community building events

The community building and identity preserving programmes organised and co-organised by Nagykapos and Vicinity Association:

- Commemorating our national holidays and great days of Hungarians
- Tompa Mihály Poetry Reciting Competition township round
- Erdélyi János Days
- Traditional Csemadok Day
- Students' Assembly Day in Upper Hungary
- Mécs László Memorial Days
- Presentations, book launches and exhibitions
- Anniversary events (Transylvanian memorial year, Mécs László memorial year, Gulag memorial year, Arany memorial year)

5. Enrolment programmes

The organisation, as an Upper Hungarian Town and Vicinity Earmarked Fund, cooperates with the Rákóczi Association, as well as with Hungarian schools and nursery schools. Since 2004 it has been running the Upper Hungary Enrolment Programme with the purpose of ensuring that as many Hungarian families send their children to Hungarian schools and nursery schools as possible.

Two main elements of the Enrolment Programme are distributing Christmas presents among nursery school children and the regular autumn event of handing out scholarships to first-graders of Hungarian schools.

6. Sunday School Programme

The Ung Region Sunday School Programme is realised to prevent the assimilation of Hungarian children living in peripheral regions who spend most of their time in a Slovakian linguistic environment with respect to their mother tongue and identity, as well as to consolidate and intensify their awareness of their Hungarian identity.

Through the programme these children may discover their Hungarian roots, improve their command of Hungarian, learn about the shared values of the Hungarian nation, its folk traditions, the classics of Hungarian children's literature and can learn to be proud of their Hungarian identity.

7. Gólyahír (stork's news) babies and mummies club

The first Gólyahír babies and mummies club programme was launched in February 2018, realised with the support of the Herczegh Károly Foundation, with professional content from the Cseperedő programme. In the framework of the club there is a Ringató (rock-a-bye) programme on a monthly (currently weekly), and every month mothers can talk to professionals on raising children and early learning, sharing ideas, opinions and their experience under the Parents' School programme.

The organisation's human resources base

The chairman of Nagykapos and Vicinity Association since 2003 has been Rudolf Gabri. Before him, Sándor Fuksz and László Varga held this position.

The Association currently employs 4 permanent staff members, with several affiliated external colleagues assisting the organisation's operation. The permanent staff includes: Kornélia Gabri, financial responsible, Denisza Lakatos, project manager, Lóránt Gabri, assistant.

External colleagues: Edit Vályi, programme organiser, Béla Tomojka Vojtko, visual artist, Tibor Varga, external programme organiser, Katalin Varga, leader of the Sunday School, Krisztina Jakab, leader of the Ringató programme, Mónika Ilko Diószegi, hostess of the Farm Fair.

In addition, until June 2019 Gábor Ádámosy, a teacher of handicapped children on scholarship from the Petőfi Sándor Programme, also assisted the work of the Association.

Also, when organising larger-scale programmes the association is supported by the leaders of local primary schools and nursery schools, church officials, the local grammar school and last but not least there is a really good relationship with the officials of the municipality.

The organisation's infrastructural possibilities

Nagykapos and Vicinity Association has owned real estate since 2003, the **Nagykaposi Hungarian Community Centre**. The community centre is currently home to 11 NGOs.

In 2004 the Mécs László Library was opened, which currently has a stock of approximately 3000 volumes.

The basis of the collection is the nearly 2000 books that an old lady from Sátoraljaújhely donated to the local library on the condition that they would be passed on to some settlement beyond the border. Then, early on, Csaba Skultéty, former journalist at the Free Europe Radio, Géza Herczegh, constitutional lawyer, Lajos Géczy, writer and teacher, and József Fehér, director of the Sátoraljaújhely Kazinczy Ferenc Museum, as well as a Miskolc-based company donated bigger batches to the institute's library and in the meantime Mrs. Herczegh, Melinda Petneházy also regularly donated books. Besides these, several organisations and private individuals also sent their offerings.

The library houses the classics of literature as well as entertaining literature, too. Its significance lies in the rare volumes related to the Ung region and the history of former Ung county.

According to plan, in the future the library will primarily focus on collecting literature on the town and the region. The books, contemporary newspapers, maps, cards, letters and other relics of earlier times will not be available for checking out, but will be accessible for review at the community centre.

In 2007 the Association opened a new cutting edge adult training centre. The ground floor houses a community presentation and event hall seating 60 people. In 2015 we set up a textile workshop in the basement, which holds 20 looms to be used freely by those interested. In the same year we established a student hostel upstairs, with the primary purpose of securing an institution of practice in Nagykapos for vocational secondary school students where they can practice the trade of tourism.

In 2016 the original wing of the building received the Erdélyi János Memorial Museum, in 2017 the '56 Memorial Room. Also, in 2017 the Farm Fair was set up, where small farm producers from the area, the Ung region and the Bodrogek can present their produce.

Sources of revenue of the organisation

Nagykapos and Vicinity Association is supported by the municipality of Nagykapos annually, from which funds they primarily cover the overhead costs of the Hungarian Community Centre. In addition, their activities are realised exclusively from Hungarian and EU tender funds.

The most important events of the organisation

Erdélyi János Days

Ever since 1964 we have had the Erdélyi János Days, on which to commemorate Erdélyi János, the most renowned native of Nagykapos, a great figure of Hungarian literature from the Age of Reform. In 2018 we celebrated the 150th anniversary of Erdélyi János' death.

Mécs László Memorial Days

The Association has been organising Mécs László Memorial Days annually since 2005. In 2015, commemorating the 120th anniversary of the priest-poet's birth, we announced a Mécs László memorial year, in which different programmes were held in Hungary and Slovakia (Nagykapos, Hernádszentistván, Oroszlány, Pannonhalma) for different target groups. In 2018 our programmes commemorated the 40th anniversary of his death. In the past years several outstanding personalities presented talks and programmes on the memorial days.

The projects of the organisation

The Association is maintained exclusively from subsidies from tenders. In order to secure these the organisation applies for tender funds from Hungary and possibly the EU on several occasions each year, as well as collaborating in TÁMOP and EFOP projects.

In the following we only present our successful projects realised under greater cooperative cross-border programmes.

1. Adult Training without Borders

The general goal of the project is to reinforce the occupational level and economic competitiveness of the border regions, thus preserving jobs and creating new ones, promoting the occupation of people living in the border regions, increasing the willingness to venture by creating a uniform space for human resource development.

2. ‘Renewable’ Vocational Training – A mobile training and demonstration centre for presenting energy efficient and small environmental impact technologies as a Hungarian-Slovakian collaborative effort

The general goal of the project is to develop professional know-how necessary for realising sustainable development and efficient energy consumption in the border region, by compiling a unique professional teaching material and methodology as well as setting up a demonstration centre related to the training programmes.

3. Tourism without Borders – Cooperation in vocational training for the promotion of quality tourism across borders

The general goal of the project is to increase the economic competitiveness of the border region by creating a cross-border vocational training collaboration project to promote quality tourism. Two major catalysts of the meeting of cultures are tourism and education, and we wished to develop these two as the joint tools of raising awareness and economic improvement.

4. Competency Centres for Cross-border Cooperation

Under the project we established a trans-regional network of competency centres, which has 4 adult training institutions in 4 partner regions. The goal of the network is to reinforce cooperation between education and the economy in labour market oriented adult training and vocational training.

5. Cross-border network cooperation of stakeholders in herbal industry – HERBALAND

The basic purpose of the project is to map the herbal market of the border region, analyse its situation, and establish a competent cross-border network for professional counselling and training. The general purpose was to promote the local occupation of disadvantaged people in the border region.

The organisation's network of relationships

Nagykapos and Vicinity Association celebrates the 20th anniversary of its establishment this year. The partnership network established in this period is extensive, covering all of the countries of the Carpathian Basin. Prominent partners of the network include:

In former Upper Hungary: In Hungarian in Your Homeland Association, organisations of the Rákóczi Network and the Csemadok.

In Subcarpathia: Rákóczi Ferenc II Subcarpathian Hungarian College and the Association of Subcarpathian Hungarian Teachers in Beregszász.

In the **Partium** the Partium Christian University in Nagyvárad and the Traian Vuia Technical Grammar School in Szatmárnémeti.

In Transylvania:

- Civitas Foundation for Civil Society, Kolozsvár, Székelyudvarhely
- Transylvanian PannonForrás Association, Székelyudvarhely
- Eurocenter Amoeba Centre for Education, Sepsiszentgyörgy
- Kis-Küküllő Regional Association from Balavásár to Szováta, Erdőszentgyörgy
- LAM Foundation, Illyefalva
- Magna Educational Centre, Marosvásárhely
- Sapientia Hungarian University of Transylvania, Kolozsvár, Marosvásárhely, Csíkszereda
- Tabula Educational Centre, Marosvásárhely

In Serbia: the CNESA Educational and Cultural Institution, in Magyarkanizsa, and the Serbian Telehouse Association, in Topolya.

In Hungary: the Rákóczi Association; the Association for Hungarian Memorials all over the World, Budapest; The National Association of Adult Training Professionals, Békéscsaba; the Regional Knowledge Networks Foundation, Békéscsaba; ÉMOR -TISZK Zrt., Gyöngyös, INNTEK Nonprofit Zrt., Eger and the National Strategy Research Institute, Budapest

III. 4. Beregszáz Affiliated Branch of the Subcarpathian Teacher Training Institute (Філія у м. Берегово Закарпатського інституту післядипломної педагогічної освіти) (Gabóda 2019)

Compiled by: Béla Gabóda

The mission of the organisation

Rákóczi Ferenc II Subcarpathian Hungarian College is a non-government-owned higher educational institution of stage-III accreditation, which was established by the Foundation for a Subcarpathian Hungarian College (KMFA). The institution has been functional since 1996 with the license of the Ukrainian Ministry of Education and Science. First it performed teacher training with different pedagogical majors under the moniker Subcarpathian Hungarian Teacher Training College. In 2003 it was named Rákóczi Ferenc II Subcarpathian Hungarian College. Today it issues the certificates 'molodshih specialist', 'bakalavra' (bachelor's) and 'mahistra' in full-time and correspondence courses, and in addition there are accredited training programmes and courses, which are in line with the Ukrainian law on higher education.

The main goals of the organisation:

Professional training and further training are two of the great fields of adult education. The employees of educational institutions have to participate in professional further trainings every 5 years, which are organised by the regional and municipal teacher further training institutes in bigger cities²¹. Teacher further training institutions have stage-III (college) accreditation. The conditions of accreditation are defined by the ministry and the state. All institutions have to have at least 4-5 departments and 5-6 methodological cabinets. Some institutions have the possibility to launch candidate trainings in education,²² if the personnel conditions are given and the training has been accredited. There is a teacher further training institute operating in each Ukrainian county. Their work is harmonised by the Institute of pedagogy and Adult Education operating within the National Science Academy of Education (Інститут педагогічної освіти і освіти

²¹ Primarily in towns with a county rank: e.g. Dnyepropetrovsk, Kiev, Harkov, Odessa, etc.

²² Ph.D. training.

дорослих).²³ The institutions are without exception all state owned as these are the only ones that can organise state-approved teacher further trainings²⁴.

The teachers of primary, general, secondary, special pedagogical schools and nursery schools may apply for the further trainings organised by the institutes, and the further trainings organised by the departments of the institutes may involve the training of college and university tutors holding higher qualifications, too. The validity of the accredited teacher further training course is 5 years.

Teacher further trainings are free of charge, one has to pay only for the issue of the certificate (19 hryvny)²⁵, and for the accommodation (dormitory room). But after the further training the participants are reimbursed for their dormitory fees, the fare (single return ticket) and a minimum daily allowance. The teacher receives full salary for the time of the further training, and the substitute teachers are financed from the state budget²⁶. The three-week courses organised by the teacher further training institutes are included in the process of professional certification (Ádám 2010, 55-58; Beregszászi, Csernicsekó and Orosz 2001, 20-28). The law on education, too, provides for professional certification (Act No. 2145-VIII on education passed on 5 September 2017, entered into force on 28 September 2017. Article 50: On the certification of teachers. Стаття 50. Атестація педагогічних працівників), according to which each teacher has to pass the certification – ‘attestation’ – process after certain predetermined periods²⁷ and as per a predetermined procedure. This means that the teacher’s work is qualified, and they are delegated to certain categories: young professional (fresh graduate), category II teacher, category I teacher, high-standard teacher. Besides the different categories of salary, different titles are granted, too: senior teacher

²³ Also, to a lesser degree, the University of Educational Management, operating within the НПТА (Університет менеджменту освіти) and the College of IT and Educational Technology (Інститут інформаційних технологій і засобів навчання).

The bigger higher educational institutions (universities and national universities) can also operate teacher further training institutes if they have passed accreditation and obtained the necessary operating licences. There are, however, few such courses in Ukrainian universities.

²⁵ 190 HUF.

²⁶ Even though several townships do not cover this.

²⁷ Every 5 years.

(starshiy vchitely), methodician, methodological advisor (vchitely methodist), Ukraine's honorary teacher (zasluzheniy vchitely Ukrayini), which defines the pay, too. As per the effective law, attestation is mandatory every 5 years, but one may request to undergo the certification procedure every 2 years, and young graduates can only request the procedure after spending three years in the profession. Professional certification is performed by a committee set up by the township's educational office, which appoints a committee for each school (the member of the school committee include: the principal and vice principals, senior teachers, representatives of social organisations (chairman of the parents' council, the mayor). The task of the committee is to inspect lessons in the number specified by the regulation, to survey whether the teachers know the given specific subject's methodology, which the teachers report on before the committee. On the basis of the submitted material and personal experiences the committee makes a recommendation for the category, submits it to the township court, which makes the final decision (Orosz 2007, 14-15; Ádám 2010, 55-58; Beregszászi, Csernicsekó and Orosz 2001, 20-28).

There is no possibility to complete the teacher further training courses wholly in Hungarian in all subjects. In the courses organised by the Beregszász Branch of the Subcarpathian Teacher Further Training Institute the majority of lectures and seminars are held in Hungarian, and as of 2016 it has been possible to write and defend hand-in essays and presentations in Hungarian.

The profile and main activities of the organisation

The Beregszász Branch of the Subcarpathian Teacher Training Institute offers day school and correspondence courses on school and nursery school management²⁸, special professional subjects²⁹, inclusive pedagogy for Subcarpathian national minority institutions (Hungarian, Romanian, Slovakian)³⁰ as well as courses for school speech therapists and

²⁸ For school principals, vice principals and nursery school management, primarily in the subject matters of educational management and organisational studies.

²⁹ For teachers and nursery school teachers, practically in all school subjects.

³⁰ For Romanian- and Slovakian-language schools there are only primary teacher training courses. In special subjects, for Romanian national minority schools the Csernovts County

psychologists. The courses are ordered by the township/town's educational departments as needed.

In the academic year 2017-2018 584 teachers, nursery school teachers and school principals took part in the courses offered by the Beregszász Branch.³¹

Table I. Training program of the Beregszász Branch for the academic year 2017-2018

	Courses	Number of groups	Number of participants (persons)
1.	Course on educational management for principals, vice principals and teacher-organisers	1	33
2.	Course for teachers of Hungarian Language and Literature	1	26
3.	Course for teachers of Ukrainian Language and Literature	2	50
4.	Course for teachers of English	1	31
5.	Course for lower primary school teachers	4	92
6.	Course for day care staff	1	25
7.	Course for Maths and IT teachers	1	25
8.	Science course (for Chemistry, Biology, Ecology, Physics teachers)	1	36
9.	Course for History and Geography teachers	1	30
10.	Course for PE teachers	2	44
11.	Course for school librarians	1	32
12.	Course for club leaders	1	17
13.	Work safety	3	85
14.	Nursery school teachers' course	2	58
Total		22	584

Teacher Further Training Institute provides appropriate courses. There are no Slovakian-language secondary schools in Subcarpathia (type 3).

³¹ Based on data from the Beregszász Branch of the Subcarpathian Teacher Further Training Institute.

The sources of revenue of the organisation

The institution does not receive any financing from the Ukrainian state budget. Currently it is its founder, the Foundation for a Subcarpathian Hungarian College (KMFA), that supports the institution. The majority of costs necessary for operation are covered from financing by Hungary to which tender funds are added. Its professional supervisory body is the Ukrainian Ministry of Education and Science. The institution performs education free of tuition on all levels. The College provides all students with a stipend in accordance with their performance, and over 100 students receive social grants, which proves that the institution makes it possible for young people from disadvantaged families to enrol in higher education. The Beregszász Branch of the Subcarpathian Teacher Further Training Institute is a central budgetary body, but the majority of its events are realised from Hungarian tenders, including the funds from Bethlen Gábor Fund as the most significant today.

The most important events of the organisation

The professional work of the Beregszász Branch also includes, in addition to teacher further trainings, the organisation of methodological seminars for Hungarian-language educational institutions and of teachers' conferences. In the past six years (2013-2018) the Branch has organised 44 methodological seminars and 19 conferences, of which 11 were international ones.

The network of relationships of the organisation

The institution is in close relationship with different foreign and Ukrainian higher educational institutions, scientific centres and organisations. The events (seminars, conferences) organised by the Beregszász Branch feature a great number of renowned Hungarian professionals and presenters, primarily from the University of Nyíregyháza, the University of Debrecen, Eötvös József University, Pannon University, the Faculty of Pedagogy of Gál Ferenc College and Apor Vilmos Catholic College. Several presentations and seminars have been held by teachers of the Sellye János University (Komárom) and the colleagues of the Komárom Adult Training Centre.

III. The organisations participating in the research

The branch's professional work is greatly supported by Rákóczi Ferenc II Subcarpathian Hungarian College (providing study rooms and accommodation), as well as the Association of Subcarpathian Hungarian Teachers.

IV. CONCLUSION

This methodological summary and professional recommendation contributes to transnational cooperative development projects. It ensures that through the channelling of international experience certain recommendations for development are communicated to the policy-makers.

In the chapter on good practice we listed all the procedures and methods which can be universally used regardless of individual geographical areas. We presented an overview of the financial background of the programmes, their management, the methodological elements of organisation and assessment as well as the operating mechanisms of the internal networks of local communities.

In a separate chapter we detailed the workings of education for Hungarians beyond borders, in Romania, Slovakia and Ukraine, the major strengths and weaknesses, and the recommendations for development articulated by the professionals.

By presenting the partner countries' educational, training and adult educational situations in the methodological summary and professional recommendation, too, we provide a regional overview of the state of learning communities and learning regions. Through the cooperation of the above institutions a network of research and knowledge sharing collaboration is set up with regard to the subject matters of learning regions and the role of adult training in social inclusion, and these partners will remain to cooperate after the closing of the project.

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Право на вищу освіту; Article 33: The system of higher education institutions - Стаття 33. Структура закладу вищої освіти; Article 60: Postgradual training. Further training of teachers and researchers - Стаття 60. Післядипломна освіта, підвищення кваліфікації та стажування педагогічних і науково-педагогічних працівників)

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