

# SUMMARY

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## HUNGARIAN MINORITIES IN EDUCATION

Attila Papp Z.: *Ways of interpreting the school participation of Hungarian minority students.* The article analyses different types of minority education system in the Carpathian Basin, and it principally concentrates on identifying the peculiarities of Hungarian minority education. According to the author, understanding the characteristics of any kind of minority education implies that one knows the national and the ethno-political context of such education. Based on this assumption, the study also looks at the ways that national states and minority politics have an impact on the functioning of minority education. The article provides some statistical data on minority education – though the author does think that there is a lot of untapped possibility for analyses of minority education on the basis of international student assessment tests. For this reason, based on PISA results the article tries, in a new way, to analyze the school competencies of Hungarian minority students from Romania, Slovakia and Serbia.

Tamás Kiss: *Demographic aspects of Hungarian Minority Communities in the Carpathian Basin.* The study examines the demographic processes of the four largest Hungarian populations outside the borders of the Hungarian state: those of Romania (Transylvania), Slovakia, Serbia (Vojvodina) and the Ukraine (Transcarpathia). It focuses primarily on recent demographic manifestations: (1) the natural dynamics of the analyzed populations, (2) international migration, and (3) assimilatory processes affecting Hungarian minority communities. The main aim of the study is making a comparison of these minority communities; yet the author also tries to analyze the demographic processes going on within these communities in socio-economic and political contexts, too, of the societies to which they belong (Romania, Slovakia, Serbia, the Ukraine).

Levente Salat: *Minority-serving universities in some regions of the world.* In the vast literature on the political consequences of ethno-linguistic diversity and means via which to accommodate it, there is relatively limited attention being paid to the participation of ethnic and national minorities in tertiary education; and this has occurred in spite of the fact that several recent sources have raised the issue of the underrepresentation of national minorities in higher education, something which became particularly noticeable within the context of the global expansion of education provided at university level. Post-secondary education, in spite of the various changes it has recently undergone, remains an important area for nation-building – that is, in the educating of properly socialized elites, persons loyal to the dominant way of life of the state. It is thus not surprising that accommodating the needs of national minorities, of people interested in their own cultural survival, is not an easy task. It is no less true, however, that once accepted as a legitimate goal, the cultural reproduction of non-dominant ethno-linguistic communities requires, in the circumstances of today's global culture, properly trained minority elites, too. The paper explores a particular type of institutional arrangement – minority-serving institutions within higher education – which exist today in several regions of the world; and such

institutions have three main common characteristics: education is (in some cases, only partially) provided in the language of the non-dominant community, language re-vitalization being an important outcome; culture-sensitive curricula, allowing for preserving one's special cultural heritage and giving wider social opportunities to members of marginalized groups; and, thirdly, minority control of the respective institutions – which is a particular form of empowerment, leading to positive examples of self-management and community self-realization. The paper will also reflect on several aspects of the overall political set-up which make such arrangements possible.

Viktória Ferenc: *Language rights and language policy in minority higher education*. The continuance of a minority community and the perhaps flamboyant use of their native language is highly determined by the rights a given majority state gives this community. In this paper I will show the situation with and the state of Hungarian minority higher education outside Hungary, while looking into persons' language rights and language in the context of education policy trends. After giving a short introduction to recent developments in the field of Linguistic Human Rights – with a special focus on someone's right to get (higher) education in one's mother tongue – I will illustrate the attitudes of Hungary and of neighbouring countries regarding such a right, both in theory and in practice; this will all be based on an analysis of degrees of ratification and implementation of the European Charter for Regional or Minority Languages in different European states.

János Márton: *Further education for Hungarian language high school graduate students from Romania in 2009 and 2010*. The article is a synthesis of two research projects (ones done in 2009 and 2010) that focus on further education for Hungarian language high school graduate students from Romania. The applied research method can be seen as a unique tool for Romania as the researchers (by using questionnaires) have gathered data from the schools and other relevant sources *directly* (e.g. using Facebook). The aim of these research projects was to identify the main school tracks and further learning paths that might be followed by minority students. The article therefore answers questions like: What can minority students do after their finishing high school in their mother tongue? Do they continue their studies in their mother tongue or in the official (Romanian) language? The article's readers can also gain close insight into the territorial distribution of minority student participation within the Romanian higher education system.

Zoltán Takács: *Regional and Cross-border Cooperation in the Higher Education system of North-Vojvodina*. The higher education system of North Vojvodina's border region is here considered within the framework of the research project "Integrating (Trans-National Migrants in Transition States (TRANSMIG) SCOPES (2009–2012)". This study makes a summary of research results relating to Serbian-Hungarian cross-border mobility – and it analyses the "borderless", transnational and CBC partnerships of institutions with the aim of finding the best solution as regards the development of the marginalized region's higher education system (a lack of institutions in the locality; a high percentage of students considering studying in Hungary, thus the issue of this highly-qualified elite not coming back). Institution leaders/the local-regional elite were interviewed on both sides of the border regarding what possibilities there might be for an innovative way of proceeding concerning higher education that can cross over the (still relevant) borders between Serbia and Hungary (e.g. joint degree programs, branch campuses, off-site training, etc.).