

ABSTRACT

Outlook

CONSTANTIN, Sergiu: Italian Law and Practice in the Field of Minority Education 3

This article aims to offer a concise presentation of the Italian asymmetric system of minority protection and to discuss its impact on education. While some of Italy's linguistic minorities are super-protected by special laws, other minority groups are offered only a potential protection which depends on the activation of the various instruments provided by the general framework legislation. A third category is made up of autochthonous minorities that enjoy no protection at all because they are not even recognized by the state. A short historical overview explains how the present context was shaped by a series of internal and international developments starting from the inter-war period. The main part of the analysis focuses on current Italian minority legislation and its effects on the ground. The interrelationship between the main functions of minority education, domestic legal framework and practice shows why the education situation of minorities in Italy can be described simultaneously as „positive” and „negative”.

Hungarian Higher Education in the Carpathian Basin

OROSZ, Ildikó: The Theory and Practice of National and National Minority Education in the Ukraine in the First Two Decades of Independence (1991-2011) 27

This article analyses the changes in the direction of education policy in the Ukraine in the last two decades, from the transitional period right after the end of the Soviet era through the adoption of the new constitution to the clearly stated political aim of joining the Bologna process. Minority education in the Ukraine has also been affected by the struggle for independence, and later the sometimes contradictory legislation on education due to the fight between rival parties for voters. Generally, education policy in the Ukraine in the last two decades resulted in the acceleration of homogenization and assimilation processes. It has proved that education is the most effective tool for restructuring society, a tool belonging to the toolkit of the majority, people wielding power and serving their aims.

MAGYARI, Tivadar: The Debate over a Hungarian University in Romania in the 90s 50

This article provides an overview of the public discourse about the Hungarian higher education in Romania with a historical approach, i.e. it focuses on the „university cause” in the 90s. The existence, importance and development of what is called „independent Hungarian higher education” and „an independent Hungarian University” in public discourse has been a highly politicized topic in the Transylvanian and also in the all-Hungarian public opinion.

The history of the university cause and the ensuing discourse can be divided into two parts. The first ended in 1997 and it was about the plans for establishing a new Hungarian educational institute providing exclusively Hungarian education. The second period began in April 1997. After a whole series of political frustrations, the Hungarian community of the Babeş-Bolyai University, which had undergone considerable development in the meantime, now decided to seek and demand an institutional status within the Romanian-Hungarian university. This was an supplementary request, and only a few people abandoned the original demand for a completely independent Hungarian university.

Over time, the university cause has become more and more technical due to the different attempts and actual results in of institution building with more and more professional, legal, „economic”, „diplomatic” sides, and, in our opinion, the press approached the topic from different angles, sometimes without touching upon the real issues and sometimes keeping on the agenda problems that had already lost their urgency.

TONK, Márton: Options, Models, Challenges in the Minority Higher Education Policy. Hungarian Higher Education in Transylvania and the Sapientia Hungarian University in Transylvania ... 69

This article analyses the current problems and challenges of the Hungarian education policy in Romania in the context of the education policy of the European Union and that of the processes of the European Higher Education. The author first provides a brief overview of the consequences of the Bologna process in Romanian (and especially in the Hungarian minority) higher education, then he takes a closer look at the specific problems of Hungarian university education in Romania. In this second, larger part of the article the author seeks to take into account issues concerning the national policy, demography and minority rights of the Hungarian minority, and also the options and institutional structures of higher education, in particular the characteristic features of the Sapientia Hungarian University in Transylvania. In the concluding part of the article, the author touches upon the topic of the independent Hungarian University, and analyses the dilemmas and approaches relating to this issue.

JÁNOS-SZATMÁRI, Szabolcs - HORVÁTH, Gizella - TOLNAY, István:
A „Private University” Serving the Transylvanian Hungarian
Community - the Partium Christian University of Nagyvárad 83
 The Partium Christian University of Nagyvárad is the first Hungarian language university in Romania that has been officially accredited. In the background of establishing the university, lies the conviction that education in one’s mother tongue is a vital issue for the Transylvanian Hungarian minority. The article presents some aspects of the process of accreditation of the Partium Christian University, the current structure of the institution and its perspectives. The history and current activity of the university clearly illustrates that, apart from providing general higher education, the Partium Christian University also has a special cultural mission for the Transylvanian Hungarian community.

Hungarian Education in Romania

DEMETER, Csanád: Education in Székely Land in 1960–1980 93
 Nicolae Ceaușescu’s rise to power in Romania marked the beginning of a new era that affected the life of the ethnic minorities, as well. The issue of survival for the Hungarian minority depended on its abilities to use its mother tongue and education. The new first secretary of the Communist Party was well aware of this fact, and he resorted to a double tactic; in order to legitimize his power, he first made some concessions to the ethnic minorities in the 60s and the first part of the 70s, then, having secured his total power, he ordered the gradual elimination of Hungarian education. In Székely Land, where ethnic Hungarians are the vast majority, he tried to wear away ethnic minority education by introducing special classes, closing schools and placing Romanian cadres and teachers there.

VERES, Valér: Decentralization, Quality Assurance and Minority
Educational Rights in the New Romanian Act on Education 110
 This article analyses the Romanian Act on Education Law No.1 coming into force in 2011. Its intention is to take a closer look at the changes and operating mechanisms prescribed by the Act, and decide whether its provisions, especially in the fields of decentralization and quality assurance, will be sufficient to enhance educational performance in the light of international experience.

The first part provides a brief overview of the changes introduced by the new law in the fields of public and higher education. Then it describes the way of regulating education in minority languages in order to ensure equal opportunities and fair treatment. Finally, the author investigates the measures and regulations of the new Romanian Act on Education meant to provide quality assurance based on the principles of the McKinsey report.

- BATIZÁN, Emese Emőke: The heroes of Marosvásárhely: György Bernády versus Adrian Păunescu. Qualitative Data Analysis in Connection with Choosing a Name for a School 122**
 This article describes the process of choosing a name for a primary school in the mixed population town of Romania, Marosvásárhely, using qualitative data analyzing techniques for investigating the relevant articles published in the local Hungarian and Romanian press. The article presents the liberal nationalistic context of the story, the melting of civic and political issues, and discusses the aims and relationships of the players (the Democratic Alliance of Hungarians in Romania, the Civil Commitment Movement, the parents of the pupils of the primary school No.2, the Maros District Educational Authority, APDO Lider, a human rights watch organization, the Social Democratic Party, and the Liberal Democratic Party).

Educational Policy at the Edges of Historical Hungary

- REHÓ, Anna: Protection of Little Children in the Historical Sub-Carpathian Region in the 19th and in the Beginning of the 20th Century 141**
 This article unravels the history of kindergarten pedagogy of the North-East of historic Hungary, which is a unique undertaking regarding this region.

The first kindergartens were established in the Sub-Carpathian Region – just like in other region in former Hungary – in the first part of the 19th century, but organized kindergarten education developed only at the end of the century. The author provides an overview of the very beginnings of the development of the Hungarian kindergarten pedagogy, the establishment of national associations, emphasizing their effects on the pedagogical processes currently characterizing the Sub-Carpathian region.

The article also presents the foundation of the different kindergartens, kindergarten-pedagogical institutes in Bereg, Máramaros, Ung and Ugocsa counties. It also portrays the local, Sub-Carpathian leaders of this movement, and describes their links to other national associations.

- VESZTRÓCZY, Zsolt: Modernization and/or Hungarianization: Educational Policy and People's Education in the Upper-Hungarian Slovakian Region, 1867–1918 155**
 In historical Hungary, the establishment of the modern system of general education started after the Compromise in 1867. The majority of general schools belonged to different religious denominations, in the case of the upper-Hungarian, Slovakian Region it meant the Roman Catholic and Lutheran Churches. These schools seldom met the requirements of the modern, bourgeois epoch, but they provided education for the majority Slovakian popula-

tion in their mother tongue. This dual character of the general schools run by the churches was under constant attack. This process had different stages, but, according to the reports prepared by the administrative authorities, no breakthrough was achieved until 1907. The so-called Apponyi Educational Act adopted in that year yielded significant results in the field of modernization of the system of people's education, while many church schools became state schools and started teaching in Hungarian. Despite these advances, less than 10% of the population of the counties having a Slovakian majority learned the official language of the state by the end of the period, while 60-80% were literate. These data clearly illustrate the results of educational efforts and the failure of Hungarianization in general education.

BAUMGARTNER, Bernadette: German Origin, Hungarian Schooling, Romanian Educational Policy. The Catholic Schools

of the Swabian villages in Szatmár Between 1918-1940 173
 Primary schools in the Swabian villages of Szatmár county belonged to the Catholic Church. At the end of the 19th and the beginning of the 20th centuries there was a gradual shift to education in Hungarian language, and the language of preaching also become Hungarian. The Treaty of Trianon awarded this region to Romania. In the beginning of the 1920s, the local German movement with the help of the Swabians of Bánát, Transylvanian Saxons and various organizations in Germany intended to revitalize dormant German national self-awareness, and to re-Germanize the Swabians who had become Hungarians. One of the first demands of the leaders of the German movement was to introduce German language teaching in schools and German preaching in churches, regardless of the degree of Hungarianization of these villages. As a result, an some 20-year-long struggle ensued between the supporters of Hungarian and German language teaching. In this fight, the Romanian state supported German schools with all means available, which achieved significant results and repressed Hungarian language teaching.

Monority Education in Hungary

FARKAS, Anna: On the Education of the Greek Minority in Hungary Regarding the Use of Language 194

One of the most important places for developing one's mother tongue is the school. This is especially true of a language relegated into the background by the dominating language(s) of the given country and used by a minority only in limited situations. That is the case with the Greek minority of Hungary, which has a centuries-old history, and the majority of which lives in Budapest and in the village of Beloiannis. This research project investigated the language use of

the Greek ethnic minority in order find out how the dominance of the Hungarian language affects the still existing Greek-Hungarian bilingualism, and what are the chances for preserving the minority language, with special regard to minority education, which has two bases: the primary school in Beloianis and the 12-Year Complementary Greek-Language School in Budapest. The results show that the language education of the children from Greek origin in Hungary is dominated by the majority language, and the institutional teaching of the mother tongue cannot be sufficient to stop the final exchange of languages. However, a bilingualism dominated by the second language would still be a better option than the complete loss of the mother tongue.

BALOGH, Lídia: Right for Preserving Culture – or Pretext for Segregation? The Education of the Roma Ethnic Minority in Hungary

as a Two-Edged Sword 207

Developing and maintaining the education of the Roma ethnic minority in Hungary involves domestic legal norms and international human rights and minority protection (political and moral) obligations adopted by Hungary. Regulations concerning the education of the Roma ethnic minority take into account the lack of a homogenous community culture and a common language that is different from the majority language. Despite all these, or perhaps due to these factors, the tasks of the education of the Roma ethnic minority have not been sufficiently articulated, which has opened the way to abuse. Indeed, the education of the Roma ethnic minority – originally intended to serve the preservation of cultural identity by providing cultural contents different from the majority culture – can become a tool for segregating and excluding Roma children with a socio-economic handicap.

Reviews

SZŐLÓSI, Nóra: A Promising Start

Fedinec Csilla – Vehes Mikola (főszerk.), Csernicskó István – Oficinszkij Román – Osztapec Jurij – Szarka László – Tokar Marian (szerk.): *Kárpátalja 1919–2009.*

Történelem, politika, kultúra, Argumentum – MTA Etnikai-nemzeti

Kisebbségkutató Intézete, 2010, 640 pages 224

GIDÓ, Attila: Anti-Semitism at Universities in Great Romania

NASTASĂ, Lucian (ed.): *Antisemitismul universitar în România (1919–1939).*

Mărturii documentare, Editura Institutului pentru Studierea Problemelor

Minorităților Naționale – Kriterion, Cluj-Napoca, 2011, 652 pages 230

Exchange

BEREZNAVAY, András: A review of a review 235