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HUNGARIAN

The Hungarian language in education in Ukraine

| Regional dossiers series |

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Contact information of the authors of Regional dossiers can be found in the Mercator Database of Experts (www.mercator-research.eu).

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Glossary

RSA	Regional State Administration [Обласна державна адміністрація]
LL2012	Ukraine's Law on the Principles of the State Language Policy [Закон України «Про засади державної мовної політики»]

Foreword

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

“Regional and minority languages are languages traditionally used within a given territory of a state by nationals of that state who form a group numerically smaller than the rest of the state’s population; they are different from the official language(s) of that state, and they include neither dialects of the official language(s) of the state nor the languages of migrants”. The Mercator Research Centre aims at the acquisition, application and circulation of knowledge about these regional and minority languages in education. An important means to achieve this goal is the Regional dossiers series: documents that provide the most essential features of the education system of regions with a lesser used regional or minority language.

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

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

link with Eurydice The format of the Regional dossiers follows the format of Eurydice – the information network on education in Europe – in order

to link the regional descriptions with those of national education systems. Eurydice provides information on the administration and structure of national education systems in the member states of the European Union.

contents

Every Regional dossier begins with an introduction about the region concerned, followed by six sections that each deals with a specific level of the education system (e.g. primary education). Sections eight and nine cover the main lines of research into education of the concerned minority language, the prospects for the minority language in general and for education in particular. The tenth section gives a summary of statistics. Lists of regulations, publications and useful addresses concerning the minority language, are given at the end of the dossier.

1 Introduction

language

The Hungarian language belongs to the Finno-Ugric branch of the Uralic language family. The majority of native Hungarian speakers live in the Carpathian Basin in Hungary and in the neighbouring states. Since all the neighbouring languages belong to the Indo-European language family, Hungarian is very different from these languages, both genetically and typologically. The spoken and written variants of the Hungarian language in Ukraine belong to the dialect region underlying the Standard Hungarian Dialect (in this north-eastern region, in 1590, the first complete Hungarian-language translation of the Bible was produced, and the dialects of this region had played a significant role in standardization and codification of the Hungarian language).

The Hungarian community living on the territory of the present-day Ukraine has been in a minority position since reaching agreements to bring the First World War to an end (except for a short period between 1938 and 1944 (Csernicskó & Ferenc, 2014; Csernicskó & Laihonen, 2016)). The effects of language contact between Hungarian and Ukrainian were visible at all levels of the linguistic system (Csernicskó & Fenyvesi, 2000; Csernicskó & Fenyvesi, 2012). Language contact is manifested primarily in verbal communication and less in written communication. The differences between Standard Hungarian and the Ukrainian-Hungarian variety, however, do not interfere with communication: the Ukrainian Hungarians can easily understand Standard Hungarian. Likewise, for Hungarians living in other countries, it is easy to understand the Ukrainian variants of the Hungarian language. The Standard Hungarian Dialect is used in education institutions with Hungarian as the medium of instruction.

population

The Ukrainian Population Census of 2001 was the first, and last census conducted in Ukraine since the republic gained independence after the collapse of the Soviet Union in 1991 (Kuras & Pirozhkov, 2004). According to this census, ethnic Ukrainians represent the majority and constitute 77.8% of the population. Russians are the biggest ethnic minority (17.3%).

None of the other ethnic groups reach 1% of the total population of Ukraine. The Hungarians (after the aforementioned Russians, Belarussians, Moldovans, Crimean Tatars and Bulgarians), are the sixth largest ethnicity in Ukraine. In 2001, 156,566 people declared themselves to be of Hungarian nationality (0.3%). That same year, the number of Hungarian native speakers was 161,618, making the Hungarian linguistic minority the fourth largest linguistic minority in the country (table 8).

The vast majority of Hungarians live contiguously within a strip of land lying adjacent to the border with Hungary, in Transcarpathia [область] (Figure 1). 96.8% of the people of the Hungarian population in Ukraine live in Transcarpathia and 98.2% of the Hungarian native speakers live in this specific region. After the Ukrainians (80.5%), Hungarian nationals constitute the largest (12.1%) community in this region. The native-speakers of the Hungarian language add up to 158,729 people, which is 12,7% of all people in Transcarpathia (table 9).

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Based on data from the 2001 census, 80% of the adult population claimed to have a good command of (at least) one language other than their mother tongue. 88% of the Ukrainian citizens spoke fluent Ukrainian and 68% of the country's population had a perfect command of Russian (Lozyns'kyi, 2008). Data of the 2001 census also showed that most of the population in Transcarpathia spoke Hungarian and Russian as a second language besides their mother tongue (table 10).

According to the 2001 census, 27% of the Transcarpathian Hungarians are urban dwellers whereas 73% are rural inhabitants (Molnár & Molnár, 2005). Since Hungarians living in Ukraine are mainly concentrated in Transcarpathia, the Hungarian language is only used in education in this region.

language status Pursuant to Article 10 of the Constitution of Ukraine “The state language of Ukraine is the Ukrainian language”. However, the same Article reads as follows “In Ukraine, the free development, use and protection of Russian, and other languages of national minorities of Ukraine, is guaranteed” (Конституція України

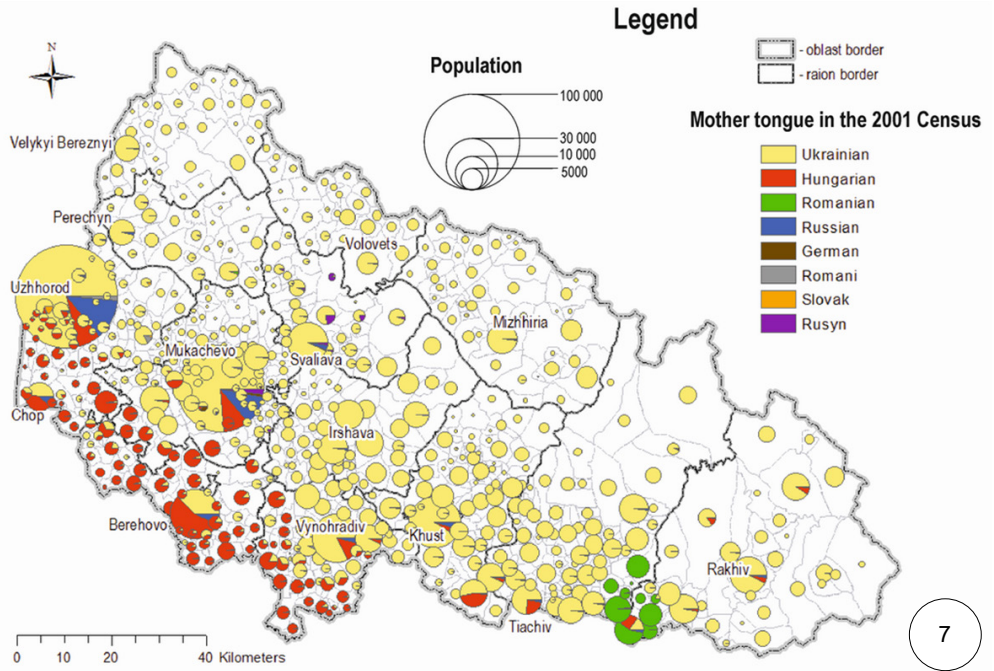


Figure 1. Map of Transcarpathia according to mother tongue distribution in the 2001 census. Adapted from State Statistics Committee of Ukraine, 2003-2004.

[Constitution of Ukraine];1996).

With the establishment of the independent Ukrainian state in 1991, the support, development and extension of functions and use of the Ukrainian language have been considered to be of key significance in Ukraine. The Constitutional Court states that “*The status of Ukrainian as the State language has a similar level to elements of the state constitutional order, including the territory of the state, its capital and state symbols.*” (Decision of the Constitutional Court of Ukraine, 2008)

An earlier 1999 Resolution of the Constitutional Court states that the use of the state language is mandatory in all the public spheres of social life, i.e. by legislative and executive powers, in judiciary, as well as in the office work of other state bodies, regional and local self-governments (Decision of the

Constitutional Court of Ukraine, 1999). However, the above-mentioned Resolution of the Constitutional Court also indicates that in the office work of local self-governments, in addition to the state language, minority languages can be used as prescribed by law.

In 1997 the *Verkhovna Rada* (the Parliament of Ukraine) ratified the Framework Convention for Protection of National Minorities of the Council of Europe (Закон України „Про ратифікацію Рамкової конвенції Ради Європи про захист національних меншин” № 703/97-ВР, 1997). In 1999, Ukraine ratified the European Charter for Regional or Minority Languages as well (Закон України „Про ратифікацію Європейської хартії регіональних мов або мов меншин, 1992 р.” № 1350-XIV, 1999). However, in 2000 the Constitutional Court repealed the Law on the Ratification of the Charter for formal reasons, in its decision *in the case of the constitutional petition of 54 people’s deputies of Ukraine regarding the compliance of the Constitution of Ukraine (constitutionality) with the Law of Ukraine “On the ratification of the European Charter for Regional or Minority Languages in 1992”* (2000). In 2003, Ukraine ratified the Charter again (Закон України „Про ратифікацію Європейської хартії регіональних мов або мов меншин” №802-IV, 2003). Nevertheless, the instrument of ratification was deposited by the Secretary General of the Council of Europe only two years later, on 19 September 2005, and the Charter came into force in Ukraine as of 1 January 2006.

According to the Law on Ratification, Ukraine has undertaken to protect “the languages of 13 national minorities”, namely: Russians, Jews, Belarussians, Moldavians, Romanians, Crimean Tatars, Bulgarians, Poles, Hungarians, Greeks, Germans, Gagauzes and Slovaks.

Still, the implementation of the Charter faces problems in the country (Csernicskó, 2013; Csernicskó & Ferenc, 2016). The Ministry of Justice of Ukraine adopted an official position according to which the Charter’s faulty translation led to legal, political and economic problems in Ukraine (Legal opinion, 2006). In 2004, 46 Members of the Parliament requested that the Law on the Ratification of the Charter be declared

unconstitutional. According to the Members of the Parliament, the ratification of the Charter puts unreasonable financial burdens on Ukraine that were not taken into account at the time of the ratification. The Constitutional Court, however, refused to discuss the representative's petition (Decision of the Constitutional Court of Ukraine, 2004).

In 2012, the government adopted a new language law replacing the previous one from 1989 (Закон України «Про мови в Українській РСР» № 8312-XI, 1989). This new language law is called Ukraine's Law on the Principles of the State Language Policy, hereafter LL2012, and – in concordance with Article 10 of the Constitution of Ukraine – declares Ukrainian as the sole state language of Ukraine (Закон України «Про засади державної мовної політики» № 5029-VI, 2012). LL2012 – unlike both the predecessor of 1989 and Ukraine's Law on National Minorities (Закон України «Про національні меншини в Україні» № 2494-XII, 1992) – focuses on the language rights of citizens regardless of their ethnic identity, rather than protecting languages of national minorities. According to this law, every citizen has the right to freely choose his/her linguistic affiliation and determine which language(s) he/she regards as native language. LL2012 refers to 18 languages as regional or minority languages: Russian, Belarussian, Bulgarian, Armenian, Gagauz, Yiddish, Crimean Tatar, Moldovan, German, Greek, Polish, Romani, Romanian, Slovak, Hungarian, Rusyn, Karaim and Krymchak. Other languages do not have a regional or minority status in the country (Article 7).

According to LL2012, in the administrative units (oblast, raion, town, urban municipality, village) where the proportion of native speakers of one or more of the listed languages is 10% or above, based on the most recent census, the language(s) in question shall receive the status of regional or minority language.

Ukraine is divided into 24 administrative regions (oblasts), one autonomous republic and two cities with special administrative status, Kyiv and Sevastopol. Almost 13% of Transcarpathia's

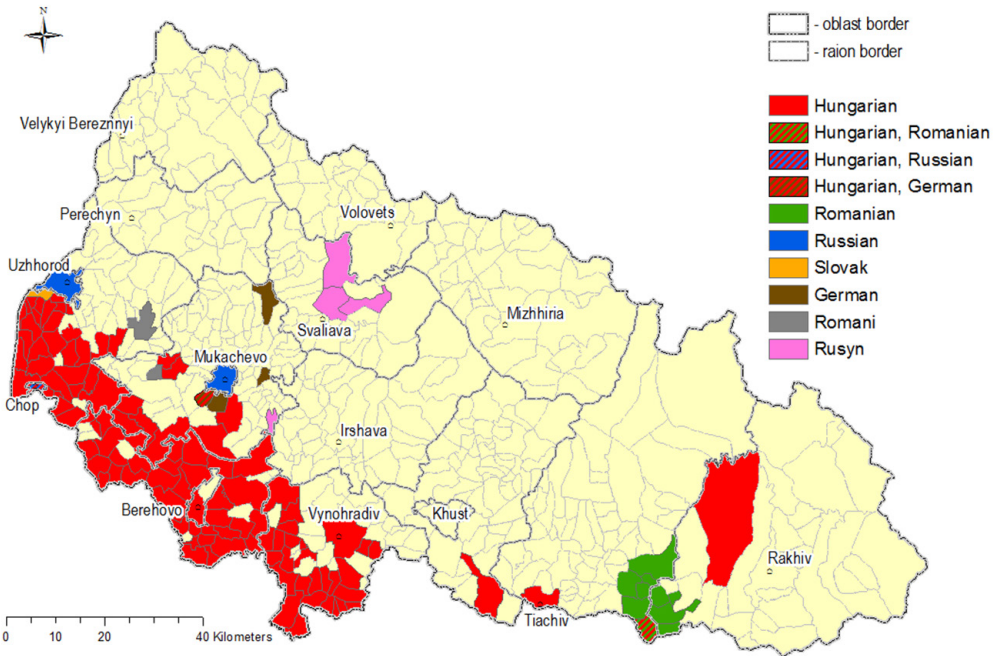


Figure 2. Localities where the proportion of speakers of at least one regional or minority language exceeds the 10% threshold in Transcarpathia, according to the 2001 census. Adapted from State Statistics Committee of Ukraine, 2003-2004.

population are Hungarian native speakers. The ratio of Hungarian native speakers in Transcarpathia is 10% or more in 4 districts (Berehovo, Mukacheve, Vynohradiv, Uzhhorod), in 4 cities (Berehovo, Chop, Vynohradiv, Tyachiv) and in 106 villages. The Hungarian language has the status of regional or minority language in these administrative units (figure 2).

On February 28, 2018, the Constitutional Court of Ukraine declared the LL2012 unconstitutional (Decision of the Constitutional Court of Ukraine, 2018).

status of language education

According to Article 53 of the Constitution of Ukraine, national minorities are guaranteed the right to education in their mother tongue or to study the mother tongue, by declaring that “citizens who belong to national minorities are guaranteed in accordance

with the law the right to receive instruction in their native language, or to study their native language in state and communal educational establishments and through national cultural societies.”

Also, item 2 of Article 14 of the Framework Convention for the Protection of National Minorities states that *“In areas inhabited by persons belonging to national minorities traditionally or in substantial numbers, if there is sufficient demand, the Parties shall endeavour to ensure, as far as possible and within the framework of their education systems, that persons belonging to those minorities have adequate opportunities for being taught the minority language or for receiving instruction in this language”*.

When the Constitutional Court clarified Article 10 of the Constitution On Languages in its decision of 1999, education was also addressed. According to this decision, the language used in kindergarten education, general secondary education, vocational training and higher education, is the state language; pursuant to Article 53 of the Constitution and under other laws of Ukraine, languages of national minorities can be used and taught in state and non-state educational institutions along with the state language.

The rights of minority education are formulated in the same way in the Constitution, in the Law on National Minorities (art. 6) and in art. 19, para. 3 of the Law on the Protection of Childhood (Закон України «Про охорону дитинства» № 2402-III, 2001). Article 53 of the Constitution and the quoted laws, can be interpreted as that the state (pertaining to Article 53 of the Constitution) shall guarantee the right to study both in the mother tongue and to study the mother tongue as a subject, and that citizens may have the choice – according to their needs and opportunities – which option they want to live with. This legal interpretation was also applied in Article 25 of the Language Law of 1989, in force until 2012 (Закон України «Про мови в Українській РСР» № 8312-XI, 1989): *“The free choice of language of instruction is an inalienable right of citizens of Ukrainian SSR.”*

The same interpretation of the law is supported by the LL2012, in which article 20 states that the free choice of language of

instruction is an inalienable right of citizens along with the study of the state language to a degree sufficient enough to integrate into Ukrainian society. Under this law, Ukrainian citizens are guaranteed both the state language and regional or minority language education at all educational levels. However, as said before, this law was declared unconstitutional on February 28, 2018.

On 5 September 2017, the Ukrainian Parliament adopted a new Law on Education (Закон України «Про освіту» № 2145-VIII, 2017). According to this law, the educational language is the state language. The law guarantees the right of persons belonging to national minorities to study – *along with the State language* – in their mother tongue only in communal education institutions at pre-school and primary school level.

According to this law, the language of instruction will be Ukrainian from the 5th grade onwards, and the minority language can only be taught as a subject. The new Law on Education only allows teaching one or some subjects in two or more languages, in particular in the state language, English, or in one of the other official languages of the European Union. This law, however, does not specify the meaning of the word “some” related to the number of subjects.

The organisations of the Hungarian and Romanian national minorities living in Ukraine and several neighbouring states (Hungary, Romania, Poland, Slovakia, Moldova, Greece and Russia) have protested against this law. Representatives of the Hungarian National Minority of Ukraine expressed their disapproval of the Law of Ukraine “On Education” on various scenes (Kárpátaljai Magyar Kulturális Szövetség (2017a; 2017b). As a result of the protests, Ukraine sent the law to the Venice Commission for control. The Venice Commission adopted its opinion on December 11, 2017, and called on the authorities to hold dialogues and consultations with representatives of the national minorities (Council of Europe, 2017).

The Ministry of Education and Science of Ukraine has developed a roadmap for the implementation of Article 7 of this law, which clearly stated that the authorities of Ukraine do not plan

to amend the basic provisions of the Law on Education (Ministry of Education and Science of Ukraine, 2018).

International obligations of Ukraine do not help to preserve education in the native language of national minorities.

Based on passages of the European Charter for Regional or Minority Languages regarding education, it can be illustrated how the Ukrainian state is gradually stepping back from provisions that have initially ensured relatively broad educational rights. Table 1 presents the Recommendations of the Charter Ukraine intends to apply at various levels of education, based on the Charter which Ukraine ratified in 1999, and also the Act which came into force in 2003 (Закон України [The Law of Ukraine]; 2003). The 1999 law contained a much wider set of undertakings than the 2003 law.

Table 1: The Ukrainian ratification of the Bills of The European Charter for Regional or Minority Languages of 1999 and 2000

Educational level	Bill N 1350-XIV, 1999	ECRML/UA, N 802-IV, 2003
a) Pre-school education	a (i), a (ii), a (iii)	a (iii)
b) Primary education	b (i), b (ii), b (iii)	b (iv)
c) Secondary education	c (i), c (ii), c (iii)	c (iv)
d) Technical and vocational education	d (i), d (ii), d (iii)	d (iv)
e) Higher education	e (i), e (ii)	e (iii)
f) Adult and continuing education courses	f (i), f (ii)	f (iii)

Note. Data adapted from Закон України „Про ратифікацію Рамкової конвенції Ради Європи про захист національних меншин” № 703/97-ВР, 1997; Закон України [The Law of Ukraine], 2003.

educational system

When Ukraine became independent in 1991, the country inherited the educational system of the Soviet Union. Since then, the country has tried to reform this system. However, due to the unstable political situation following the first impulse, the initiated reforms got stalled frequently (e.g. the Law on Higher Education, adopted on 1 July 2014, has been amended 21 times during three years, and the Education Framework Law has been corrected 44 times since its adoption in 1991) until power change had resulted in regression. One example of

practical implications of these amendments is that parents whose children aged six and started school in 2000, believed that their children would receive 12 years of primary and secondary education followed by matriculation examinations. However, because of the stalled reform in education in 2010, the government has decided that the 11-year general public education shall remain valid (Kremen [ed.], 2017).

Nowadays, general education is divided into three levels. Primary education (level I) is compulsory for children from 6 years of age and lasts 4 years (forms 1-4). This is followed by secondary education (level II) which lasts 5 years (grades 5-9). Senior secondary education (level III) offers a two-year programme: Grades 10-11. Secondary education (levels II-III) is compulsory in Ukraine.

After finishing the 9th grade (level II) and passing the compulsory final state examinations, students are awarded the Certificate of Basic General Secondary Education. Students can enter education institutions of the first accreditation level, which focuses on teaching skills that are necessary for job market entry (skilled worker / кваліфікований робітник). Educational institutions with accreditation level II accept students who have completed grade 9 or 11. After finishing the 9th grade, the duration of this level of education is usually 3 years, whereas for those who have finished the 11th grade this is usually 1–1.5 year. Higher education institutions with accreditation level III provide basic education at bachelor level degree (BA / BSc). Students who obtained a Certificate of Complete General Secondary Education can apply for admission to higher education institutions of the III accreditation level. This educational level generally lasts 4 years. Education in IV level higher education institutions lasts at least 1.5 years, but it normally takes 2 years to obtain a MA/MSc Degree. This is followed by a 3-4 year Doctoral Training (PhD). The highest academic degree is the “Doctor of Science” (DSc) degree.

The political regime, which came into power in 2014 after the Revolution of Dignity, raised the issue of 12-year public

education again. The Law on Education, adopted on September 5th 2017, provides for this (Закон України «Про освіту» № 2145-VIII, 2017). Education at level III becomes a three-year programme, comprising grades 10, 11 and 12. The system of higher education is also undergoing a transition. The new Law on Higher Education, adopted in 2014, will come into effect gradually (Закон України «Про вищу освіту» № 1556-VII, 2014).

private and public

According to the Law on Education (Закон України «Про освіту» № 2145-VIII, 2017) there are state (державний), communal (комунальний), private (приватний), and corporate (корпоративний) educational institutions. State education institutions are established by the state executive authorities of the central government. Communal institutions are established by region (oblast/область), district (raion/район) or local self-governments. Corporate educational institutions can be based on the principles of public-private partnership. In terms of the form of ownership, these institutions generally have the status of public educational institutions. Other educational institutions – regardless of whether they are established by the church, social organisations, foundations, companies or private persons – are considered to be a private kindergarten, school or university.

Non-governmental (private) educational institutions – even though they also perform state functions – do not receive support from the state in Ukraine. Neither the national government nor the local self-government provides a contribution to develop and maintain the infrastructure of the institutions, or normative funding to support students, teachers' salaries or teaching materials. Nonetheless, private institutions must meet the same academic requirements and conditions for institutional infrastructure as public institutions. They also have little autonomy in determining the educational content and methods.

bilingual education forms

In Ukraine, Hungarian language training is provided at all levels of the education system ranging from kindergartens to universities. Only doctoral studies (PhD and DSc) are not provided in Hungarian.

Following the Orange Revolution in 2004, Minister of Education and Science of Ukraine Ivan Vakarchuk, by his Ministerial Order *on approval of the branch program for the improvement of the study of the Ukrainian language in general education institutions with education in the languages of national minorities for 2008-2011* (2008), introduced a bilingual education model in order to improve the teaching of the Ukrainian language at the public schools where a national minorities' language is used as instruction language (including Hungarian-language schools) (Csernicskó & Ferenc, 2010).

According to this programme, Hungarian is used as a language of instruction in primary education (grades 1-4), besides studying the state language as subject, starting in the 1st grade. Subjects like the history of Ukraine, geography and mathematics are first taught in two languages, and from grades 6 or 7 on, only in Ukrainian. As a result, by the end of the 9th form, the majority of the subjects are being taught in the state language. Similarly, the 10-11th grades of the secondary schools are bilingual, but most of the subjects are taught in the state language. Only the subject Hungarian language and (integrated) literature are taught in the Hungarian, and the rest of the subjects in Ukrainian.

However, it was unclear whether mandatory lessons should be taught in the mother tongue only, or if optional classes should exclusively be taught in Ukrainian, or whether the possibility existed to let two different teachers teach the same subject (Hungarian and Ukrainian). There also were questions about the role of the language in the assessment and examination of students and about bilingual language material.

A detailed methodological description about this programme was published on the Ministry's website a year later, in September 2009. Educational institutions also received a methodological guide in No. 1/9-581 dated 1 August 2009 and signed by P. Polianski, Deputy Minister of Education at that time (Polianski, 2009).

This guide explains how to organise bilingual education in schools where a minority language is used as a language of instruction and was the first ministerial document describing

bilingual education in Ukraine. According to this document, bilingual education is a form of education in which both the mother tongue and the state language are offered in lessons, not only as a subject but also as a medium of instruction.

In this methodological guide, particular attention is paid to the separation of the languages, stating that codeswitching should always be indicated during the lesson. Likewise, a sentence should begin and end in the same language and the teacher is expected to correct the linguistically “mixed” statements. The Ministry has drawn attention to the fact that it is necessary to state the terms both in Ukrainian and the mother tongue for more clarity in the classroom. During an explanation about the mother-tongue, teachers should write a brief summary in Ukrainian (in word constructs, terms used in a given context) both on the board and in the notebooks. Bilingual “terminology glossaries” should also be used (Cserniczkó & Ferenc, 2010).

Even though the model outlined in this guide undoubtedly has many positive elements, it does not provide the necessary conditions for successful and effective implementation. For example, the Ministry of Education did not change anything about teacher education and in-service teacher training at higher education to prepare them for this bilingual education model. Additionally, the state didn't focus on creating bilingual textbooks, which are necessary for this model. Despite the fact that the primary goal for introducing bilingual education was to improve Ukrainian language education amongst national minorities, this model decreases the amount of time spent on learning in the Ukrainian language from 11 years to 4 years, while the Ukrainian language requirements and curriculum stay the same.

The ministry did not offer a solution for the problem of teaching the same amount of subject matter in bilingual schools as in schools with Ukrainian as medium of instruction. For the former, a significant part of the lesson must be spent on teaching the state language.

The primary purpose of this bilingual model seems to achieve

a high level of the state language in national minority bilingual schools, whereas subject knowledge seems to be less important. Also, this model is only introduced in schools of national minorities, while mainstream schools do not address minority languages (Metodychni rekomendatsii, 2016).

In its statement issued on 20 May 2009, the Ministry of Education stated that “Any decision of the local executive authorities restricting the constitutional rights of citizens of Ukraine to acquire qualifications in the state language is illegitimate and shall not be implemented” (Macyuk, 2009).

However, the political party that had come to power in 2010, following the Orange Revolution, suffered electoral defeat and Vakarchuk had neither the possibility nor the time to realise his plans.

The issue of bilingual education has been relaunched in Ukraine after the Revolution of Dignity, when the Ukrainian Minister of Education and Science, S. Kvit, issued Ministerial Order *on carrying out experimental work on the basis of pre-school and general education institutions of the Transcarpathia, Odesa and Chernivtsi regions* of February 8, 2016 (2016a). By this order, he introduced a bilingual education pilot within a research programme in 5 kindergartens and 5 schools in the Odessa region and the Chernivci region in Transcarpathia. This Order was reinforced with minor amendments, by Ministerial Order *on amendments to the application for experimental work on the theme “Formation of Multilingualism of Children and Students: Progressive European Ideas in the Ukrainian Context” on the basis of pre-school and general education institutions of the Transcarpathian, Odesa and Chernivtsi regions* of 13 April 2016 (2016b).

Bilingual education was only introduced in educational institutions that already used a minority language as the language of instruction. Ukrainian-language kindergartens or schools did not participate in the pilot programme.

Article 7 of the new Law on Education of 2017 states that “The language of the educational process in educational institutions

is the state language.” After publishing the opinion of the Venice Commission regarding Article 7 of this law, the Ministry of Education and Science of Ukraine has developed a bilingual education introduction project, proposing three models. In the first model, all subjects would be taught in the minority language from the 1st until the 11th/12th grade, along with the Ukrainian language. In the second model, the number of subjects taught in Ukrainian will be increased proportionally from kindergarten until high school. In the third model, presumably proposed to national minorities belonging to the same language group as Ukrainian, subjects will be taught in the Ukrainian language from the 5th grade onwards (Ministry of Education and Science of Ukraine, 2017).

In the school year 2014/2015, around 393,000 children studied in a language other than Ukrainian in the public education system. Among them, 90.6% studied in Russian, 4.3% in Romanian and 3.9% in Hungarian; the ratio of learners studying in Moldovan, Slovak, Polish, and Bulgarian is less than 1% (table 2).

Table 2: Secondary education pupils studying in a language other than Ukrainian in Ukraine in the school year 2014/2015

Language of instruction	Number and percentage of persons instructed in this language	
	Number	%
Russian	356 262	90.6
Romanian	16 808	4.3
Hungarian	15 172	3.9
Moldavian	2 984	0.8
Polish	1 594	0.4
English	400	0.1
Slovak	134	<0.1
Bulgarian	78	<0.1
Total	393 432	100

Note. Data adapted from Council of Europe, 2016.

administration Ukraine is a republic with a presidential-parliamentary democracy. The Ministry of Education and Science of Ukraine indirectly oversees the professional management through state, regional and district education departments. Transcarpathia is divided into 18 administrative units, of which 5 cities (municipalities) of district rank and 13 districts. The regions (oblast') and districts (raion) each are headed by a head executive, appointed by the president. The education departments of the regions and districts, governed by the head of administration, control educational institutions and teacher training institutes in the region.

The staff of the State Region Education Departments has also been actively involved in the supervision of educational institutions by the Supervisory Bodies. The district education department generally has two structural units: a group of inspectors and a group of methodologists. The former is responsible for the financial and juridical control of institutions and the latter for providing professional counselling, offering solutions to educational problems and controlling the educational process. Heads of the educational institutions are appointed by heads of the district education departments.

Educational institutions with Hungarian language instruction are scattered across Transcarpathia. Kindergartens and schools with Hungarian as a medium of instruction are present in 13 out of 18 administrative units in Transcarpathia (table 3).

According to the latest - and to date the only - census data in the history of an independent Ukraine, there were 153 settlements (cities, town-type settlements, villages) in Transcarpathia in 2001, where the ratio of Hungarian native speakers reached 1%. In 85 of these 153 settlements (55.6%), education is provided in schools and/or classes with Hungarian as the language of instruction.

The network of Hungarian language education institutions, scattered throughout the administrative units, raise a number of problems with regard to the functioning of these institutions. Firstly, the staff and heads of the educational institutions do not receive appropriate methodological assistance in and/or

Table 3: The distribution of bilingual educational institutions according to administrative units in Transcarpathia in school year 2016/2017

Administrative unit	Number of education institutions with Hungarian language instruction	
	Kindergarten	School
Uzhhorod (Ужгород-Ungvár) <i>(county (oblast) subordinated city)</i>	4	2
Mukachevo (Мукачево-Munkács) <i>(county (oblast) subordinated city)</i>	4	3
Berehovo (Берегово-Beregszбsz) <i>(county (oblast) subordinated city)</i>	10	6
Khust (Хуст-Huszt) <i>(county (oblast) subordinated city)</i>	1	1
Chop (Чоп-Csap) <i>(county (oblast) subordinated city)</i>	1	1
Berehovo (Берегово-Beregszász) <i>district (raion)</i>	31	33
Veliky Berezny (Великий Березний- Nagybereszna) <i>district (raion)</i>	-	-
Vynohraduv (Виноградово-Nagyszőlős) <i>district (raion)</i>	17	20
Volovets (Воловець-Volócs) <i>district (raion)</i>	-	-
Irshava (Іршава-Ilosva) <i>district (raion)</i>	-	-
Mizhhiria (Міжгір'я-Ökörmező) <i>district (raion)</i>	-	-
Mukachevo (Мукачево-Munkács) <i>district (raion)</i>	7	7
Perchyn (Перечин-Perecsény) <i>district (raion)</i>	-	-
Rakhiv (Рахів-Rahó) <i>district (raion)</i>	4	1
Svaliava (Свалява-Szolyva) <i>district (raion)</i>	1	1
Tiachiv (Тячів-Técső) <i>district (raion)</i>	3	4
Uzhhorod (Ужгород-Ungvár) <i>district (raion)</i>	17	18
Khust (Хуст-Huszt) <i>district (raion)</i>	1	1
total Transcarpathia	101	98

about the Hungarian language from the central management system in administrative units where there are few educational institutions with Hungarian language instruction. Furthermore, in these administrative units, there are no special advisors or inspectors who speak Hungarian. This issue particularly concerns kindergarten education and elementary school education.

Also, with regard to the professional development of teachers (especially at district level), no mother tongue/professional language development is provided for the staff in schools with Hungarian as the medium of instruction. Some institutions are under dual control in vocational and higher education: in addition to the Ministry of Education, some institutions are also covered by relevant ministries in the field of their specialisation, for instance, medical education and training is also covered by the ministry of health whereas military education institutions are also covered by the ministry of defence, etc.

inspection

The state has the greatest influence on the quality of education. The state determines the content of education and sets the requirements. The state can also influence the quality of work in educational institutions through the employment of education specialists (heads of institutions, teachers).

Educational quality evaluation is carried out by the Ukrainian Center for Educational Quality Assessment. According to the system introduced and implemented in Ukraine under Ministerial Order dated 25/12/2007 on *the external independent assessment of educational achievements of graduates of educational institutions of the general secondary education who have expressed their desire to enter higher educational institutions in 2008* (2007) all 11th-grade graduating secondary school students take final examinations at examination centres independent from school as from the academic year 2007/2008. Ukrainian language and literature and either mathematics or Ukrainian history are mandatory examination subjects. Since a minimum of three final examinations is required for admittance to higher education, those who wish to continue their studies must choose one of the following subjects: foreign language (English, German, French, Spanish), biology, chemistry, physics, or geography.

This qualification and assessment system disadvantages students who study in the Hungarian language at secondary education institutions. Since elective subjects do not comprise national minority languages such as the Hungarian language, the message this system conveys is that those languages are less valuable than the state language.

Second, the unified final examination within the system of External Independent Testing (EIT) in Ukrainian language and literature is obligatory for all graduate secondary school leavers. Students from Ukrainian language schools take examinations in their mother tongue and national literature, whereas students leaving schools with Hungarian as language of instruction, take the matriculation exam in Ukrainian language and literature, which is a language other than their mother tongue.

The Ministry of Education and science deals with this by approving different curricula and textbooks for Ukrainian language and literature at both types of schools. However, the unified examination requirements for Ukrainian language and literature stay the same for all graduate students. Accordingly, it should be highlighted that even during the 25 years of independence, the Ukrainian state has not created the necessary personell, methodological and material conditions for the Ukrainian language to be acquired at the appropriate level in Hungarian-medium schools (Bárány & Cserniczkó 2013, Beregszászi & Cserniczkó 2005, 2012, Cserniczkó 2009, 2012, 2015).

The department of education and science of the Regional State Administration (hereafter; RSA) of raions exercises control over the educational institutions. Within the educational department of the RSA, there are structural sections in charge of pre-school, school education and out-of-school education. The performance of the Hungarian-language institutions is qualified every 5 years, either by experts without Hungarian language knowledge, or by the staff of the neighbouring educational institutions. Teacher certification is also qualified every 5 years, by experts without Hungarian language knowledge. Teachers can be promoted on the basis of such qualification.

**support
structure**

The Transcarpathian educational institutions with Hungarian as language of instruction receive professional support from the methodological experts working at the Transcarpathian Institute of Postgraduate Pedagogical Education, as well as from experts of the city and district education and science departments. For example, the Berehovo Branch of the Transcarpathian institute of postgraduate pedagogical education operates in the Beregszász district (raion), where - based on the 2001 census data - 80.2% of the population were Hungarian native speakers. In 1991, the Transcarpathian association of Hungarian pedagogues was established as a non-governmental organisation. This association organises training courses for staff members of Hungarian language education institutions, publishes methodological publications and educational material, organises subject-related competitions for students and summer camps for children, etc. The association does not receive budget support from the Ukrainian state.

2 Pre-school education

target group According to the Pre-school Education Law of Ukraine (Закон України «Про дошкільну освіту» № 2628-III, 2001), various stages of pre-school education meet the needs of children aged between 2 months and 6/7 years old. Since 2010, item 5 of Article 9 of this law provides for one-year compulsory pre-school education from 5 years of age (Kremen [ed.], 2017).

structure Pre-school education is a compulsory component of the Ukrainian education system. According to item 4 of Article 4 of the Law on Pre-school Education, the stages of pre-school education institutions include: nurseries (from 2 months to 3 years), nursery-kindergartens (from 2 months to 6 years), kindergartens (from 3 to 6 years) and school-kindergartens (where kindergarten and primary school form a single educational institution).

In Transcarpathia, 53% of kindergarten-aged children are enrolled in kindergartens. In urban areas, this ratio accounts for 69%, and in rural areas 45% (Kremen [ed.], 2017).

Due to the growing interest in the Hungarian language, an increasing number of settlements have started Hungarian-language kindergarten groups.

However, due to economic difficulties, the vast majority of the kindergartens and kindergarten groups with Hungarian as instruction language, have groups with mixed ages (children from 2.5 to 6 years) differing in size from 12 to 30 children per group. The age difference in kindergarten groups is challenging the ability to teach in an age-corresponding way for the whole group. Another challenge for the teachers is that a lot of children do not speak Hungarian, especially in the cities.

legislation The Law on Pre-school Education of 2001 regulates pre-school education. Pre-school education is managed and supervised by the Ministry of Education and Science.

In compliance with Article 10 of the Law on Pre-school Education, the language used in pre-school education in Ukraine is regulated by Article 20 of the LL2012 (which was

deemed invalid on February 28, 2018). Paragraph 2 of this Article extends the right to choose the language of instruction in pre-school education, declaring that the state is obliged to create the conditions for pre-school education in the Hungarian language. The state may fulfil this obligation by establishing state and communal kindergartens or kindergarten groups (Tóth & Csernicskó, 2013). Pursuant to paragraph 3 of Article 20 (and also paragraph 1 of Article 18 of the Law on Education), pre-school education in a regional or minority language is organised according to the applications submitted by the parents to the state or municipal education institutions. It is important to note that, at present, the Ukrainian legislation does not specify a minimum number of applications that would be sufficient to establish regional or minority language instruction groups in state and communal maintained schools.

According to paragraph 6 of Article 20 of the LL2012, private kindergartens could choose the language of instruction. Paragraph 7, however, requires mandatory state (Ukrainian) language education in all education institutions (Tóth & Csernicskó, 2013).

Article 7 of the new Education Law of September 2017 (Закон України «Про освіту» № 2145-VIII, 2017) allows pre-school education in national minority languages. However, it does not allow creating kindergartens in which the education is conducted in the language of the national minority. According to the law, such national minority groups can be created in already existing Ukrainian-speaking kindergartens.

language use

In the former Soviet Union, there were no kindergartens with Hungarian as a medium of instruction. Russian or Ukrainian were the only languages spoken at kindergartens. Even kindergartens in Transcarpathian villages, where the majority of the population was Hungarian and the educational staff used Hungarian as medium of instruction, were not officially Hungarian. In the early years of independent Ukraine, part of the kindergartens shut down because of economic difficulties and numerous settlements faced a lack of kindergartens. When the new Pre-school Education Act made pre-school education

mandatory from the age of 5, the kindergarten network slowly began to develop again (Kremen [ed.], 2017). In 2015, only 55% of all pre-school-aged children had the opportunity to attend pre-school education institutions in Ukraine (64% of kindergarten-aged children living in urban areas and only 40% of the kindergarten-aged children in rural areas). Nonetheless, kindergartens, have been overcrowded. The number of children per 100 kindergarten places amounts to 117 according to the national average, being 127 in urban areas and 93 in rural areas (Kremen [ed.], 2017).

Currently, different forms of education are offered through the medium of Hungarian in kindergartens:

Type 1: Kindergartens with Hungarian as the language of instruction. In addition, Ukrainian language teaching is required.

Type 2: Kindergartens with Ukrainian language groups and groups with Hungarian as the language of instruction, within one institution. In the latter groups, Ukrainian language teaching is also mandatory.

Type 3: Kindergartens with Ukrainian as the language of instruction, where Hungarian language teaching sessions are held.

**teaching
material**

The content of kindergarten education has been defined by a centralized document issued in 2012. This document was made mandatory under Ministerial Order dated 22/05/12 *on approval of the basic component of pre-school education (new edition)* (2012), for all kindergartens in the country, regardless of their form.

The Ukrainian state does not provide Hungarian literature, manuals, teaching materials, curricula, and syllabus for kindergartens with Hungarian as the language of instruction. Likewise, the state does not provide visual aids in Hungarian for kindergartens.

statistics

In total Ukraine, there are 14,906 kindergartens attended by 1,303,378 children. In the school year 2016/2017, a total of

47,958 children between the ages of three and five (78% of the age group) were enrolled in kindergartens in Transcarpathia. According to data of the Department of Education and Science of the RSA of Transcarpathia, there were 76 Type 1 kindergartens (where 5,503 children received education in Hungarian, see tables 11 and 12) and 25 Type 2 kindergartens in the school year 2016/2017. There is no data available on the number of Ukrainian kindergartens that teach Hungarian as a foreign language (Type 3).

According to the data of the Hungarian Pedagogical Association of Transcarpathia, in the 2016/2017 school year, 483 kindergarten teachers worked in Hungarian nursery schools or in Hungarian groups in nurseries.

3 Primary education

- target group** Primary education is compulsory and accessible for all children in Ukraine. Primary education lasts four years and starts when children are 6 (or 7) years old.
- structure** Primary education (початкова загальна освіта) in Ukraine is the first compulsory stage of a three-stage public education model. Primary education covers a period of four years (grades 1 to 4).
 Within the Ukrainian educational structure, there are stage I primary schools (загальноосвітні школи I ступеня) that only offer education from grade 1-4. There are, however, only a few of such institutions. Most of the public education institutions encompass both stages I and II (grades 1-9) or stages I to III (grades 1-11). In these schools, children are taught, ideally, by one single teacher in all four elementary grades (1-4). Grade 5 then can be continued in the same setting, often in the same building, making the transition to a new educational level, where there is one teacher per subject, much easier.
- legislation** The Law on Education (Закон України «Про освіту» № 2145-VIII, 2017), and the Law on General Secondary Education (Закон України «Про загальну середню освіту» № 651-XIV, 1999) regulate primary education.
 Accordingly, the Ministry of Education and Science of Ukraine is the central supervising body.
 Pursuant to Article 7 of the Law on General Secondary Education, the language of instruction in Ukraine was stipulated by Article 20 of the LL2012. Item 4 of Article 18 of the Framework Law on Education confirmed the right to choose the language of instruction. Both paragraph 1 and 2 of Article 20 of the LL2012 emphasised the free choice of the language of instruction in primary education as an inalienable right of citizens of Ukraine. Just as it is the case in pre-school education, Ukrainian legislation does not specify a minimum number of applications that would be sufficient to establish regional or minority language instruction groups in state and communal maintained schools.

Article 7 of the new Education Law of September 2017 only authorises national minority language education at pre-school and primary school level. According to the law, classes with a minority language as instruction language can be created within Ukrainian schools. Therefore, separate minority schools lose their autonomy.

language use

Different forms of primary education are offered through the medium of Hungarian in Ukraine nowadays. At the first type of schools, the language of instruction is Hungarian, the state (Ukrainian) language is taught as a compulsory subject, and one foreign language (English, German, French, etc.) shall be taught as a mandatory subject. At the second type of schools, there are both classes with Ukrainian as instruction language and classes with Hungarian as instruction language. At the third type of schools, Hungarian is taught as a compulsory subject while Ukrainian is the instruction language. Finally, there are schools where Hungarian is an optional subject.

At primary schools with Hungarian language instruction, the Ukrainian language and foreign languages are taught by a teacher holding a degree in Ukrainian or English Philology.

**teaching
material**

The National Curriculum Framework for Elementary Education (Державний стандарт [State standard]; 2011b) is available for teachers exclusively in Ukrainian. Curricula for the individual subjects are also prepared in the State language.

The Hungarian textbooks are translations of the original Ukrainian textbooks. Original Hungarian-language textbooks have been prepared only for Hungarian grammar and reading. Only educational material (e.g. textbooks, reference books, workbooks) that are approved by the Ministry of Education and Science may be used in schools. Therefore, teaching material from Hungary may not be used in schools with Hungarian as the medium of instruction in Transcarpathia.

In addition, the Ukrainian state does not finance the development and publication of Hungarian teaching manuals and

teaching material. The Transcarpathian Association of Hungarian Pedagogues, therefore, develops and publishes Hungarian teaching material (e.g. writing patterns, task collections, etc.) mainly with the support of Hungary.

statistics

Over the past 20 years, the number of first-grade children has declined steadily in Transcarpathia. However, with the expansion of the Hungarian language education system, the number of first-graders with Hungarian-language education has increased slightly (figure 3).

The Ministry of Education and Science of Ukraine and the regional authorities consider the entire general secondary education as a single structural unit, therefore, statistical data have not been provided for the separate educational stages. For that reason, a summary of statistical data on primary education is provided at the end of the paragraph on secondary education.

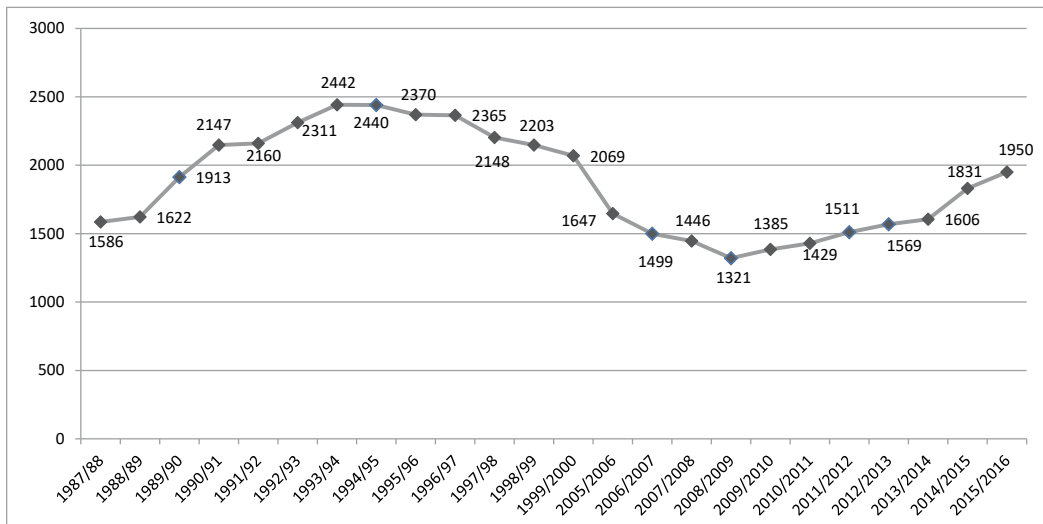


Figure 3. The number of children enrolled in classes with Hungarian language instruction in Transcarpathia from the school year 1987/1988 to 2015/2016. Data from Transcarpathian Hungarian Cultural Association.

4 Secondary education

target group

Secondary education in Ukraine is compulsory and provided for children from the ages of 10/11 to 17. Secondary education is often defined as stage II and III of general education. Stage II lasts 5 years (grades 5-9) and is provided by basic secondary schools.

Stage III of general basic education lasts two years (grades 10-11). Usually, pupils finish stage III at the age of 17 or 18. According to the new Law of Ukraine on Education, for children starting school in 2018, full secondary education will last 12 years.

structure

In Ukraine, there are schools that offer both stage I and II, schools that offer stages I to III, schools that offer stages II and III (grammar schools/gymnasiums) and schools that only offer stage III (lyceums). Schools with Hungarian as medium of instruction can be found among each of these types of schools. There are, however, no state institutions educating children with special needs or disabled children in minority languages. A non-governmental organisation, The Good Samaritan Children's Home in Nagydobrony, operating largely due to donations and income from its farming activities, accepts children in need from 2 years up to under 12 years of age. It is a private school for children with special needs that uses Hungarian as a language of instruction and that operates without the support of the Ukrainian State.

legislation

This area of education is regulated by the Law on Education (Закон України «Про освіту» № 2145-VIII, 2017) and the Law on General Secondary Education (Закон України «Про загальну середню освіту» № 651-XIV, 1999).

Secondary education is overseen by the Ministry of Education and Science of Ukraine.

Article 7 of the new education law of September 2017 only authorises education in the languages of the national minorities at elementary school level. The only concession is that one or more subjects can be taught in two or more languages: in the state language, in English or in one of the official languages of the European Union. But if this law comes into force, this would

mean in practice that only primary education can be offered in a national minority language. While the Ministry of Education and Sciences promised that private schools may choose the language of instruction, paragraph 7 of the new educational law requires mandatory education of the state language in all educational establishments.

language use Hungarian as language is offered in different ways in secondary education. For a more specific description of these school types, see the *language use* section in chapter 3 on primary education.

teaching material Just as it is the case in primary education, the National Framework Curriculum of general secondary education (Державний стандарт [State standard]; 2011a) is available to teachers exclusively in Ukrainian.

The textbooks used in Hungarian secondary education, are Hungarian translations of the original Ukrainian textbooks. Original Hungarian textbooks are only prepared for the Hungarian language as a subject and for the integrated literature subject (Hungarian and World Literature combined). Since 1945, Hungarian translations of the Ukrainian textbooks and Hungarian language and literature textbooks have been published by the Hungarian editorial office of the textbook publishing house in Uzhhorod. In 2017, however, the Ukrainian authorities intend to eliminate this office (Rehó, 2017).

There is a lack of Hungarian teaching material for secondary education. The translations of Ukrainian textbooks are regularly not completed before the beginning of the school year. Also, not all of the subjects have textbooks which have been translated into Hungarian.

statistics The territory of modern Transcarpathia was part of the Czechoslovak Republic after the First World War (from 1919 to 1938). During this period, children were taught in Hungarian in 118 schools in this region (Cserniczkó & Fedinec, 2014). After the Second World War, the region became part of the Soviet Union. At the end of this period, in the 1990/1991 academic year, 59 schools taught in Hungarian in Transcarpathia, and 27 schools

taught in Hungarian and Ukrainian or Russian (Orosz & Cserniczkó, 1999, p. 46).

In Ukraine (beyond areas not controlled by Kyiv, of the occupied Crimea Peninsula, Donetsk and Luhansk regions) 68 of the 17,090 (primary and secondary) state schools used Hungarian as the language of instruction in the school year 2014/2015. In addition, 27 state schools provided education in separate Hungarian-language classes. Altogether 15,172 children were enrolled in schools/classes with Hungarian language instruction in state schools (Council of Europe, 2016).

In the school year 2015/2016, this number was 15,036, which was 9,7% of the total students in Transcarpathia. In addition, 609 pupils in schools with Ukrainian as a language of instruction studied Hungarian as a subject. Another 703 children studied Hungarian as an elective subject, and 430 students learned Hungarian as a second foreign language (Source: Informational letter of the Department of Education and Science of the RSA of Transcarpathia from 30 December 2015).

In the school year 2016/2017, a total of 16,275 children studied in the Hungarian language in Transcarpathia, making 10,3% of the total students in Transcarpathia (table 4). Of the 655 schools in Transcarpathia, 71 used the Hungarian language as instruction language (of which 66 state and 5 private). In 27 schools, there were classes with Hungarian as the language of instruction. Thus in the school year 2016/2017, Hungarian language instruction was provided in 98 schools in Transcarpathia.

Table 4: *Distribution of pupils with Hungarian language instruction by type of school in Transcarpathia in the school year 2016/2017*

	State schools		Private schools		Total	
	Pupils	%	Pupils	%	Pupils	%
Schools with Hungarian language instruction	12 056	95.8	523	4.2	12 579	77.3
Classes with Hungarian language instruction in schools with classes of instruction in languages other than Hungarian	3 696	100	0	0	3 696	22.7
Total	15 752	96.8	523	3.2	16 275	100

Note. Data from Informational letter of the Department of Education and Science of the RSA of Transcarpathia from 17 July 2017.

In the school year 2017/2018, in Ukraine (beyond areas not controlled by Kyiv, of the occupied Crimea Peninsula, Donetsk and Luhansk regions) 72 (of which 67 state and 5 private) of the 15,700 (primary and secondary) schools used Hungarian as the language of instruction (table 5). In addition, 26 schools provided education in separate Hungarian-language classes. Altogether 16,450 children were enrolled in schools/classes with Hungarian language instruction in primary and secondary schools (Council of Europe, 2018).

For more detailed statistics about the numbers of pupils learning with Hungarian as language of instruction in the cities and districts, see table 14.

Table 5: Data on educational languages in general educational establishments in the 2017/2018 school year in Ukraine

Educational language	Number of establishments in this language	%	Number of pupils studying in this language	%
Ukrainian	14 414	91.8	3 462 894	90.0
Russian	471	3.0	347 867	9.0
Romanian	72	0.5	15 985	0.4
Hungarian	72	0.5	16 450	0.4
Crimean Tatar*	–	–	11	0.0
Moldavian	3	<0.1	2 652	0.1
Polish	5	<0.1	1 844	0.1
English*	–	–	401	<0.1
Slovak*	–	–	148	<0.1
Bulgarian*	–	–	70	<0.1
Establishments with several languages of education**	663	4.2	–	–
Total	15 700	100	3 848 322	100

Note. Data from Council of Europe, 2018.

* There are no Crimean Tatar, English, Slovak or Bulgarian schools. These languages are used as a language of education in different groups.

** Of these, there are grades with Hungarian and Ukrainian languages of instruction in 25 schools, in 1 school instruction is provided both in Hungarian and Russian.

The number of pupils enrolled in the Hungarian-language schools/classes has significantly increased because of ethnic Roma children. According to the 2001 census, 62.4% of the Transcarpathian Roma population consider themselves native speakers of Hungarian (Braun, Cserniczkó, & Molnár, 2010). Therefore, it is not surprising that the majority of Romani children (about 45% of school-age children) attend schools with Hungarian as the language of instruction. In the school year 2008/2009, 17.13% of the pupils in schools/classes with Hungarian as the language of instruction was Roma (2,872 students) in Transcarpathia; in the 2015/2016 school year, this ratio has increased to 28.21% (Molnár, Cserniczkó & Braun, 2016).

5 Vocational education

target group This level of education corresponds to the first level of higher education institutions organised according to the four accreditation levels in Ukraine. Pupils are usually enrolled here at the age of 14 after finishing the 9th grade i.e. having finished basic general secondary education (базова загальна середня освіта).

structure Vocational education lasts 3 years, after which students can obtain their skilled worker qualification (кваліфікований робітник).

This educational level is regulated by the Law on Education and the Law On Vocational Education and Training (Закон України «Про професійно-технічну освіту» № 103/98-ВР. 1998).

Accordingly, the Ministry of Education and Science of Ukraine supervises vocational education. Part of the RSA framework responsible for vocational education is the Department of Higher Education, Vocational and Technical Education and Science.

In compliance with Article 7 of the new Law on Education (Закон України «Про освіту» № 2145-VIII, 2017), the language of instruction in Ukraine is Ukrainian. The Law On Vocational Education and Training does not specifically address the language of instruction in vocational education institutions.

During the ratification process of the European Charter for Regional or Minority Languages, Ukraine committed itself only to providing the opportunity for technical and vocational education in the mother tongue language to those “who wish so in a number considered sufficient” (Закон України „Про ратифікацію Європейської хартії регіональних мов або мов меншин” №802-IV, 2003). However, the Ukrainian legislation does not specify the minimum number of requests that would be sufficient to establish classes in vocational education institutions with the language of instruction of a regional or minority language. The organisation of Hungarian-language vocational education has been complicated by this subjective circumstance.

language use	In vocational educational institutions, the educational language is Ukrainian. Students study one foreign language as a subject. The Hungarian language is not offered as language of instruction in the vocational education system in Ukraine.
teaching material	There is no Hungarian teaching material available in this level of education.
statistics	In the school year 2017/2018, 269,356 students attended a total of 756 vocational and technical educational institutions in Ukraine; All education was provided in the Ukrainian language (Council of Europe, 2018).

6 Higher education

structure In Ukraine, higher education institutions offer programmes in four accreditation levels. The first level is basic vocational education, described in the previous chapter. The second is higher level vocational training. Programmes at the third accreditation level offer training for a BA/BSc Degree. Master's degree programmes are provided at education institutions of the fourth level of accreditation. This is followed by 3-4 years of doctoral education (PhD). The highest obtainable scientific degree is the "Doctor of Science" degree.

legislation Higher education is regulated by the Law on Higher Education (Закон України «Про вищу освіту» № 1556-VII, 2014) and supervised by the Department of Higher Education of the Ministry of Education and Science of Ukraine.

Part 1 of Article 48 of the Law On Higher Education states that "The language of instruction in higher education institutions is the state language". Under part 2, universities and colleges have the right to adopt a decision about instructing one or several courses in English, ensuring at the same time that learners also have knowledge of the corresponding course in the state language.

Pursuant to part 3 of this law, higher education institutions or their structural divisions established on the territory of Ukraine by foreign states and private higher education institutions in Ukraine have the right to freely choose their languages of instruction. If the language of instruction is not the state language, these institutions must ensure that persons enrolled in such institutions study the state language as a separate course.

Part 4 provides that, if higher education students wish so, universities should create opportunities for representatives of national minorities to learn their mother tongue as a subject to the extent that would allow them to carry out professional activity in their chosen field using this language.

The new educational law of September 2017 allows students of national minorities to study their language at higher education institutions if they wish so.

language use Higher education with Hungarian as language of instruction has no great traditions in Transcarpathia. During the Soviet Union period, education at the Department of Hungarian Studies (established in 1963 at Uzhhorod (Ungvár) State University for the training of specialists in the Hungarian language and literature) was only partly offered in the Hungarian language. Hungarian Philology was taught in Hungarian, while subjects of general knowledge, pedagogical and psychological disciplines were taught in Russian, and to a lesser extent in Ukrainian.

In 1996, a non-governmental institution, the Transcarpathian Hungarian Teacher Training College, was established in Berehovo / Beregszász. This institution currently operates under the name of Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. The language of instruction in this institution is Hungarian.

Hungarian language instruction is provided in 7 study programmes in 4 institutions in Ukraine. This concerns the studies social work, accounting and auditing, applied mathematics, and tourism at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education, the study international relations at the Uzhhorod National University, the study nursing at the Berehovo Medical College, and the study choreographer at the Uzhhorod College of Art and Culture.

These study programmes have been accredited by the Ministry of Education and Science of Ukraine. After graduation, students receive diplomas recognized by the Ukrainian state.

In addition, Hungarian higher education institutions offer non-accredited distance training opportunities in Ukraine at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. Students enrolled here are Hungarian university students who, at the end of their study, are awarded diplomas of the Hungarian institution, which – if they want to work in Ukraine - requires recognition certified by the Ministry of Education and Science of Ukraine. The advantage of this programme is that the Transcarpathian Hungarians can obtain

high-quality higher education in Hungarian. 83 students were enrolled in courses provided by Hungary, in Transcarpathia. in the academic year 2016/2017 (Orosz, 2017).

The number of courses offered has expanded by the academic year 2017/2018; instead of the 5 training courses in the past, 11 study programmes are offered by Hungarian higher education institutions in Transcarpathia. These studies are offered at the University of Nyíregyháza (business administration and marketing), the University of Debrecen (social pedagogy, computer science engineering, business informatics and nursing and patient care), the Szent István University (agricultural engineering, horticultural engineering and food engineering), the Károli Gáspár University of the Reformed Church in Hungary (Hungarian as a foreign language), the Reformed Theological Academy of Sárospatak (reformed church catechist), and the St. Athanasius Greek Catholic Theological Institute (pastoral assistant, and Greek catholic catechist).

teacher training Most of the Hungarian language teachers – from pre-school training to secondary school training - are trained at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education.

pre-school training

Kindergarten teachers in the Hungarian language can only be trained at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education (at accreditation level II and III). The College of Mukachevo (Munkács) State University also offers kindergarten teacher training programmes in Transcarpathia, but there has not been a Hungarian-language group for years.

primary training

The previously named institutions, provide training programmes in the Hungarian language for primary school teachers in Transcarpathia as well.

Based on 2017 admissions data, there was no Hungarian-language group for primary teacher training in Mukachevo (Munkács) in the academic year 2017/2018.

secondary training

In Ukraine, Hungarian-language teacher training for secondary education is provided according to seven study programmes at two higher education institutions. Students that wish to teach Hungarian language and literature, mathematics, or history can study both at Uzhhorod National University and at Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. Additionally, the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education also offers Hungarian secondary teacher training courses for teaching the subjects geography, biology and chemistry, while the Uzhhorod National University offers a Hungarian secondary teacher training course in physics.

in-service training

Each teacher in Ukraine is obliged to attend training courses once every five years. The Transcarpathian Institute of Postgraduate Pedagogical Education deals with the professional development of pedagogical staff in Transcarpathia. Likewise, professional development for teachers of Hungarian-language education institutions has been organised by the Berehovo Branch of the Institute.

The Transcarpathian Association of Hungarian Pedagogues (KMPSZ) organises summer training courses under the name Kölcsey Summer Pedagogical Academy of Transcarpathia. As stated by the agreement concluded between both the Transcarpathian Association of Hungarian Pedagogues and Transcarpathian Institute of Postgraduate Pedagogical Education, this one-week training is considered to be part of the compulsory state postgraduate education of teachers.

Teachers at schools with Hungarian as language of instruction can, during their summer holidays, participate in postgraduate education organised in Hungary, Romania or Slovakia. However, the Ukrainian educational authorities do not recognize these programmes as postgraduate education.

statistics

According to data from the Hungarian Pedagogical Association of Transcarpathia, a total of 2275 teachers taught in schools

and classes with Hungarian as language of instruction in the 2016/2017 academic year.

Ever since the adoption of the new Law on Higher Education in 2014, the network of higher education institutions in Ukraine has been in a state of transition. As a result, and also due to Russia's annexation of Crimea, the outbreak of the armed conflict in the eastern part of Ukraine and the loss of control over certain areas in the regions of Donetsk and Luhansk, the number of students in tertiary education has decreased significantly. By the beginning of the academic year 2014/2015, the number of students enrolled in tertiary education had decreased by nearly 150,000 in higher education institutions of accreditation levels I-II and almost by 1 million in higher education institutions of accreditation levels III-IV compared to the academic year 2008/2009; this drop in numbers was mostly due to the decrease of the number of students studying in Russian, whereas the number of students studying in the Hungarian language has changed to a lesser extent (tables 6 and 7)

Table 6: *Languages of education of students of higher educational establishments of I-II and III-IV levels of accreditation at the beginning of the 2008/2009 academic year in Ukraine*

	I-II accreditation levels		III-IV accreditation levels	
	People	%	People	%
Ukrainian	353258	88.5	2081260	88.0
Russian	45907	11.5	280767	11.9
Hungarian	75	<0.1	1052	<0.1
Romanian	92	<0.1		
English			1438	0.1
Other			24	<0.1
Total	399332	100	2364541	100

Note. Data from Council of Europe, 2009.

Table 7: Languages of education of students of higher educational establishments of I-II and III-IV levels of accreditation at the beginning of the 2014/2015 academic year in Ukraine

	I-II accreditation Levels		III-IV accreditation Levels	
	People	%	People	%
Ukrainian	246921	98.3	1389152	96.8
Russian	4194	1.7	45530	3.2
Hungarian	76	<0.1	695	0.1
Romanian	80	<0.1		
Total	251271	100	1435377	100

Note. Data from Council of Europe, 2016.

In the academic year 2015/2016, education was (partly) conducted in the Hungarian language in 5 higher education institutions in Transcarpathia. Three of these were institutions of accreditation levels I-II with a total of 133 students educated in Hungarian.

In two Institutions of III-IV accreditation levels (at the department with Hungarian as the medium of instruction of the National University of Uzhhorod and at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education in Beregovo), a total of 1295 students studied in Hungarian. Thus, according to data from the Transcarpathian State Administration, a total of 1,428 students studied in Hungarian in the academic year 2015/2016 in higher education in Transcarpathia.

In addition to Transcarpathia, the Kyiv National Linguistic University offers one study programme in the Hungarian-language: Hungarian Philology.

7 Adult education

structure and language courses The Law of Ukraine On Extracurricular Education (Закон України «Про позашкільну освіту» № 1841-III, 2000) concerns the issue of adult education.

In the Hungarian community of Transcarpathia, most of the training for active participants in the labour market has been organised by the Adult Education Centre (established in 2004) at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. At this Adult Education Centre, language courses are offered, amongst other courses, several times a year. Examinations can be taken in Hungarian at levels A2, B1, B2 and C1.

These training programmes are not supported in any form by the Ukrainian state.

language use In the language courses, the Hungarian language is used as the language of instruction.

statistics Between May 2016 and December 2017, almost 13,000 people attended courses to learn the Hungarian language in almost 50 locations. In the first quarter of 2018, there were about 4,000 new applicants for these courses.

8 Educational research

The National Academy of Sciences of Ukraine is divided into 14 research Departments and an extensive institutional network (Csernicsekó and Fedinec 2016b). One of these departments is the National Academy of Educational Sciences of Ukraine (ukr. Національна академія педагогічних наук України), which works closely together with the Ministry of Education and Science of Ukraine. At this department, both basic and applied research is carried out.

Minority language education, however, is almost never covered as a research subject.

The Ministry of Education and Science of Ukraine regularly monitors the country's education and also organises and supports a number of research programmes, of which one regards national minorities living in Ukraine (Council of Europe, 2009). However, these monitoring studies do not fall into the category of modern educational research.

Because Ukraine did not participate in international education quality surveys such as the Programme for International Student Assessment (PISA), which provides educational rankings, there are no data on the effectiveness of the country's education system. Ukraine will take part in the PISA for the first time in 2018.

Minority education in Ukraine has not been considered a priority research topic for several reasons. One of the main reasons is that the country spends little on research in general: only 0.2% of GDP is spent on research (Csernicsekó and Fedinec, 2016b). With this amount of money, minority language education (making less than 10% of the education system) is not considered to be a major research topic. Another reason is that Hungarians account for only 0.3% of the population of Ukraine and only 0.4% of the schoolchildren study in the Hungarian language; people of Hungarian ethnicity account for 12.1% of the population of Transcarpathia with only 10.3% of schoolchildren studying in Hungarian. Thus, due to their low number and proportion, pupils studying in Hungarian are hardly ever dealt with in national scientific studies.

The strategic issues of Hungarian language education, its institutional system, efficiency, and numbers of students have been addressed mainly by research institutes in Transcarpathia. One of them is the Tivadar Lehoczky Social Research Institute and the Antal Hodinka Language Institute, both operating at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. These research institutions conduct their research about Hungarian education in Ukraine without governmental support. Current research is done on the possibility of educational autonomy of the Hungarian speaking educational system, on the conditions and results of education in the Hungarian language, etc.. The results of this research are published in monographs and scientific articles.

9 Prospects

Over the last few years, the prestige of the Hungarian language has significantly increased in Ukraine and in Transcarpathia in particular. The example of thousands of Ukrainians enrolled in intensive Hungarian language courses in Transcarpathia is illustrative; Hundreds of Ukrainian parents in the cities of Uzhhorod/Ungvár, Mukachevo/Munkács, Berehovo/Beregszász, Vynohradiv/Nagyszőlős, Khust/Huszt and Chop/Csap send their children to Hungarian kindergartens.

A number of documents – including the Constitution and the Language Law – have created favourable conditions for minority language education. Nonetheless, only the Romanian and Hungarian communities have an extensive network of schools, along with Russians who speak a language genetically and typologically close to the Ukrainian language and who had been in a privileged position during the Soviet Union. The wide-ranging, well-established mother tongue education system that had existed when present-day Transcarpathia, which belonged to Czechoslovakia (1919-1939) and to the Soviet Union (1945-1991), is threatened in Ukraine that has chosen its path toward European integration. After the Revolution of Dignity (2014), Ukraine attempts to change the still favourable legal conditions and aims to shrink the mother tongue education system of minorities. Under such circumstances, the future of Hungarian is uncertain in Ukraine's education system.

Due to the insecurity arising from a political, economic and military crisis, many Hungarian parents in Transcarpathia have decided to further educate their children in Hungary. Many have been enrolled in Hungary not only in higher education but also at secondary school level. During the 2015/2016 school year, 167 students from Transcarpathian schools with Hungarian as the language of instruction left to go to Hungary to study there (Mérlegen, 2016).

Since the onset of the 2014 armed conflict, numerous teachers have left Transcarpathian Hungarian educational institutions and have started to work abroad. During the school year 2015/2016,

approximately 200 Transcarpathian Hungarian teachers stopped teaching. As a result, there were more than 100 vacant teaching positions in schools with Hungarian as language of instruction at the beginning of the school year 2016/2017 (Mérlegen, 2016).

Another factor that influences the number of Hungarian teachers is the salary. The starting net monthly salary of Ukrainian beginning teachers is about 100 Euros. The net salary of teachers in the top rating category does not exceed 200 Euros per month. In Hungary, the minimum gross salary for those holding a degree is about 300 Euros. Though low salaries obviously not only concern those teaching in Hungarian. For the Hungarian teachers in Transcarpathia it is much easier to find a teaching job in Hungary with salaries exceeding the national ones.

These factors have strongly jeopardised the long-term sustainability and further development of the Hungarian educational system in Transcarpathia.

The biggest groups of national minority mother tongue speakers have a school network where they can be taught in the mother tongue (Russians, Romanians, and Hungarians). In the case of national minorities studying in a language different from their mother tongue (or if they may only partly study in their own language), the number of people whose mother language is different from their ethnic identity, is significantly higher (Gypsies, Belarussians, Germans, and Slovaks) (Cserniczkó and Ferenc, 2010; Cserniczkó & Ferenc, 2016).

Figure 4 shows that, of the people belonging to the Ukrainian ethnicity, only 85% considered Ukrainian to be their mother tongue. A high percentage of the Crimean Tatars consider their ethnic language to be their mother tongue. This is due to the fact that until 2014 (before Russia annexed the Crimean Peninsula), the Crimean Tatars also had a number of schools where Crimean Tatar was the language of instruction (Melnyk & Cserniczkó, 2010).

EDUCATION AND LESSER USED LANGUAGES

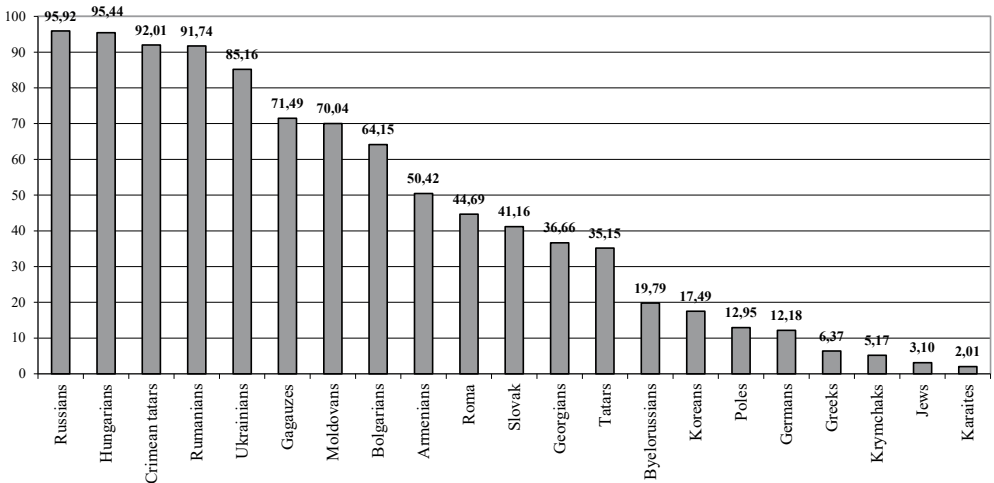


Figure 4: Percentage of those considering the language of their ethnicity as their first language (native language) in Ukraine. Data from State Statistics Committee of Ukraine, 2003-2004.

This case of the Crimean Tatars shows that language retention and maintenance is typical of communities in Ukraine that have an advanced education system with the mother tongue as the medium of instruction. And vice versa: language shift, linguistic assimilation is typical of communities that do not have a network of schools providing instruction in the mother tongue. Regarding the Hungarian language and the educational structure in Ukraine, it is possible to state that if the Ministry of Education and Science of Ukraine intends to shrink Hungarian language education, which is a threat to the preservation and long-term sustainability of the Hungarian language in Ukraine.

10 Summary statistics

All census data information from the State Statistics Committee of Ukraine can be found at <http://2001.ukrcensus.gov.ua/eng/> and also at http://database.ukrcensus.gov.ua/MULT/Database/Census/databasetree_en.asp.

Table 8: *The population of Ukraine by ethnicity and first language (native language)*

	Ethnicity		Native language	
	n	%	n	%
Ukrainian*	37 541 693	77.8	32 577 468	67.5
Russian	8 334 141	17.3	14 273 670	29.6
Belarussian	275 763	0.6	56 249	0.1
Moldavian	258 619	0.5	185 032	0.4
Crimean Tatar	248 193	0.5	231 382	0.5
Bulgarian	204 574	0.4	134 396	0.3
Hungarian	156 566	0.3	161 618	0.3
Romanian	150 989	0.3	142 671	0.3
Polish	144 130	0.3	19 195	<0.1
Jewish (Yiddish)	103 591	0.2	3 307	<0.1
Armenian	99 894	0.2	51 847	0.1
Greek	91 548	0.2	6 029	<0.1
Gipsy	47 587	0.1	22 603	<0.1
German	33 302	0.1	4 206	<0.1
Gagauz	31 923	0.1	23 765	<0.1
Slovak	6 397	<0.1	2 768	<0.1
Karaim	1196	<0.1	96	<0.01
Krymchak	406	<0.1	21	<0.01
Other	511 992	1.1	143 142	0.3
No response	–	–	201 437	0.4
Total	48 240 902	100	48 240 902	100

Note. Data adapted from the 2001 census (2003-2004).

Table 9: The population of Transcarpathia by ethnicity and first language (native language)

	Ethnicity		Native language	
	n	%	n	%
Ukrainian*	1 010 127	80.5	1 016 268	81.0
Hungarian	151 516	12.1	158 729	12.7
Russian	30 993	2.5	36 412	2.9
Romanian	32 152	2.6	32 224	2.6
Gipsy	14 004	1.1	2 990	0.2
Slovak	5 695	0.5	2 575	0.2
German	3 582	0.3	1 850	0.2
Belarussian	1 540	0.1	597	0.1
Jewish (Yiddish)	565	0.1	85	<0.1
Other	4 154	0.3	2 590	0.2
No response	286	<0.1	294	<0.1
Total	1 254 614	100	1 254 614	100

Note. Data adapted from the 2001 census (2003-2004).

* Rusyns were regarded as Ukrainians. By ethnicity, the number of Ruthenians was 10 090; 6 724 people claimed Rusyn as their mother tongue.

Table 10: Language proficiency of the population of Transcarpathia in number of persons

Languages	Mother tongue		Second language		Total		Unable to speak	
	1989	2001	1989	2001	1989	2001	1989	2001
Ukrainian	97 2827	1 016 268	48 106	19 699	1 020 933	1 035 967	224 685	218 647
Hungarian	166 700	158 729	12 500	38 694	179 200	197 423	1 066 418	1 057 191
Russian	62 150	36 412	670 046	32 877	732 196	69 289	513 422	1 185 325

Note. Data from the 1989 and 2001 censuses (2003-2004)

Table 11: Data on the number of pre-school education establishments and distribution of their pupils by languages of studying as of 1-1-2018

Educational language	Establishments		Children educated in the language	
	n	%	n	%
Ukrainian	14,027	94.10	1,241,677	95.27
Rossian	264	1.77	51,018	3.91
Hungarian	76	0.51	5,503	0.42
Romanian	61	0.41	3,577	0.27
Moldavian	16	0.11	1,284	0.10
Polish	2	0.01	129	0.01
Crimean Tatar*			49	0.00
German*			24	0.00
Slovak*			117	0.01
Establishments with several languages of education	460	3.09		
Total	14,906	100.00	1,303,378	100.00

Note. Data from Council of Europe (2018)

* There are no Crimean Tatar, German, Slovak language kindergartens. These languages are used as a language of education in some kindergartens groups.

EDUCATION AND LESSER USED LANGUAGES

Table 12: The number of kindergartens by educational language in the school year 2016/2017 in Transcarpathia

2016/2017 school year	Educational language					Total pre-school education institutions
	Ukrainian	Russian	Hungarian	Romanian	Several languages	
City of Uzhhorod (Ужгород-Ungvár)	25				5	30
City of Mukachevo (Мукачево-Munkács)	20				4	25
City of Khust (Хуст-Huszt)	7				1	8
City of Berehovo (Берегово-Beregszász)	3		5		6	14
City of Chop (Чоп-Csap)					1	1
Berehovo district (raion) (Берегівський-Beregszászi)	5		30		1	36
Velikiy Bereznyi district (raion) (Великий Березний- Nagybereszna)	16					16
Vynohraduv district (raion) (Виноградово-Nagyszőlős)	38		16		1	55
Volovets district (raion) (Воловець-Volóc)	26					26
Irshava district (raion) (Іршава-Ilosva)	59					59
Mizhhiria district (raion) (Міжгір'я-Ökörmező)	38					38
Mukachevo district (raion) (Мукачево-Munkács)	60		5		2	67
Perchyn district (raion) (Перечин-Perecsény)	18					18
Rakhiv district (raion) (Рахів-Rahó)	28		2	2	2	34
Svaliava district (raion) (Свалява-Szolyva)	29				1	30
Tiachiv district (raion) (Тячів-Tácsx)	46		2	1	1	50
Uzhhorod district (raion) (Ужгород-Ungvár)	28		15		3	46
Khust district (raion) (Хуст-Huszt)	28				1	29
Total	474	0	76	3	29	582

Note. Data from informational letter of the Department of Education and Science of the RSA of Transcarpathia from 17 July 2017.

THE HUNGARIAN LANGUAGE IN EDUCATION IN UKRAINE

Table 13: The number of children enrolled in kindergartens by educational language in the 2016/2017 school year in Transcarpathia

2016/2017 school year	Educational language							Total
	Ukrainian	Russian	Hungarian	Romanian	Slovak	German	English	
City of Uzhhorod (Ужгород-Ungvár)	5346	38	112		115			5611
City of Mukachevo (Мукачево-Munkács)	3733	50	303			28	31	4145
City of Khust (Хуст-Huszt)	1618		77					1695
City of Berehovo (Берегово-Beregszász)	598		567					1165
City of Chop (Чоп-Csap)	248		55					303
Berehovo district (raion) (Берегово-Beregszász)	243		1516					1759
Veliky Berezhnyi district (raion) (Великий Березний- Nagybereszna)	698							698
Vynohradyv district (raion) (Виноградово-Nagyszőlős)	4231		1005					5236
Volovets district (raion) (Воловець-Volóc)	900							900
Irshava district (raion) (Іршава-Ilosva)	4305							4305
Mizhhiria district (raion) (Міжгір'я-Ökörmező)	1985							1985
Mukachevo district (raion) (Мукачево-Munkács)	3239		332					3571
Perchyn district (raion) (Перечин-Perecsény)	1113							1113
Rakhiv district (raion) (Рахів-Rahó)	2340		191	190				2721
Svaliava district (raion) (Свалява-Szolyva)	2098		30					2128
Tiachiv district (raion) (Тячів-Técső)	5623		128	84				5835
Uzhhorod district (raion) (Ужгород-Ungvár)	1157		855					2012
Khust district (raion) (Хуст-Huszt)	2715		61					2776
Total	42190	88	5232	274	115	28	31	47958

Note. Data from informational letter of the Department of Education and Science of the RSA of Transcarpathia from 17 July 2017

* Of these, 26 schools offer grades with Hungarian and Ukrainian languages of instruction, at 1 school instruction is provided both in Hungarian and Russian.

EDUCATION AND LESSER USED LANGUAGES

Table 14: Number of pupils in Transcarpathia in the school year 2016/2017 by the language of instruction and school form

	Total state schools pupils	Number of pupils in schools with one language of instruction				Number of pupils in schools with classes of instruction both in Ukrainian and Hungarian	Private schools		Total number of pupils
		Ukrainian	Russian	Hungarian	Romanian		Ukrainian	Hungarian	
City of Uzhhorod (Ужгород-Ungvár)	15488	13800	634	691		363			15488
City of Mukachevo (Мукачево-Munkács)	10568	8375		1340		853	32	57	10657
City of Khust (Хуст-Huszt)	4486	4381		105					4486
City of Berehovo (Берегово-Beregszász)	3422	1661		1223		538			3422
City of Chop (Чоп-Csap)	1036	660		376					1036
Berehovo district (raion) (Берегово-Beregszász)	5478	748		2816		1914		122	5600
Velikiy Bereznii district (В.Березний- Nagyberezna)	2924	2924							2924
Vynohradiv district (raion) (Виноградово-Nagyszőlős)	15586	12230		1685		1671		235	15821
Volovets district (raion) (Воловець-Volóc)	2861	2861							2861
Irshava district (raion) (Іршава-Ilosva)	12904	12904							12904
Mizhhiria district (raion) (Міжгір'я-Ökörmező)	6187	6187							6187
Mukachevo district (raion) (Мукачево-Munkács)	11443	9722		1251		470			11443
Perchyn district (raion) (Перечин-Perecsény)	4085	4085							4085
Rakhiv district (raion) (Рахів-Rahó)	12835	10336			648	1851			12835
Svaliava district (raion) (Свалява-Szolyva)	6314	6259		55					6314
Tiachiv district (raion) (Тячів-Técső)	22768	18954		503	1559	1752			22768
Uzhhorod district (raion) (Ужгород-Ungvár)	6840	3969		1653		1218		109	6949
Khust district (raion) (Хуст-Huszt)	11634	11276		358					11634
Total	156859	131332	634	12056	2207	10630	32	523	157414

Note. Data from informational letter of the Department of Education and Science of the RSA of Transcarpathia from 17 July 2017

Table 15: Classes in public (state) schools by language of instruction in the school year 2015/2016, in Transcarpathia

Language of instruction	Number of classes		Number of pupils	
	n	%	n	%
Ukrainian	7 141	85.6	135 416	87.5
Hungarian	969	11.6	15 036	9.7
Russian	68	0.8	1 493	1.0
Romanian	161	1.9	2 711	1.8
Slovak	4	0.1	143	0.1
Total	8 343	100	154 799	100

Note. Data from informational letter of the Department of Education and Science of the RSA of Transcarpathia from 30 December 2015

Table 16: The number of pupils who, along with schools/classes with Hungarian/Russian/Romanian/ and Slovak language of instruction, study these languages as a subject in Transcarpathia in the school year 2015/2013

	Hungarian	Russian	Romanian	Slovak
studied the mother tongue as a subject	609	12 593	10	218
studied as an elective subject	703	4 561	–	705
studied as a second foreign language	430	3 213	–	–

Note. Data from informational letter of the Department of Education and Science of the RSA of Transcarpathia from 30 December 2015

Education system in Ukraine

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Other websites on minority languages

Mercator www.mercator-research.eu

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

Mercator www.mercator-network.eu

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

European <http://ec.europa.eu/languages>

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

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Council of <http://conventions.coe.int>

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

Eurydice <http://eacea.ec.europa.eu/education/eurydice>

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

European Parliament Committee – supporting analyses database

<http://www.europarl.europa.eu/committees/en/supporting-analyses-search.html>.

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

NPLD

<http://www.npld.eu/>

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

FUEN

<https://www.fuen.org/>

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

ELEN

<https://elen.ngo/>

The European Language Equality Network (ELEN) is a non-governmental organisation that has as its goal to promote and protect European lesser-used languages, (RMLs), to work towards linguistic equality for these languages, and multilingualism, under the broader framework of human rights, and to be a voice for the speakers of these languages at all levels

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