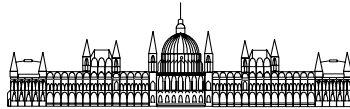
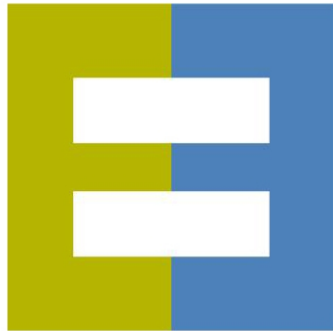




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## Roma EDEM – Promotion of Roma/Traveller Integration and Equal Treatment in Education and Employment

### EDUCATION SEMINAR HUNGARY

Project led by

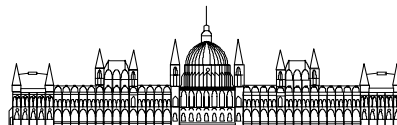


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## HUNGARY

### EDUCATION SEMINAR FINAL REPORT

<b>Title of conference/seminar</b>	Teaching Romani/ Beas languages in Hungary
<b>Date</b>	26 – 27 May, 2005
<b>Venue</b>	Pécs, Hungary
<b>Countries involved</b>	Hungary
<b>Report made by</b>	Éva Heizerné Hegedűs



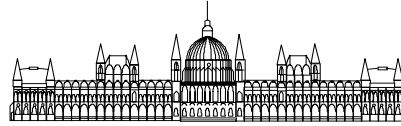
#### BRIEF DESCRIPTION OF THE SEMINAR

The Seminar was held in Pécs, 26-27. May, 2005. and organized by the Office of the Parliamentary Commissioner for the Rights of National and Ethnic Minorities in cooperation with the Gandhi Public Foundation and the Office for National and Ethnic minorities. In the 1,5 days long seminar participated the representatives of the ministries concerned, experts of the two languages, representatives and teachers of schools where Romani or Beas is taught.

The teaching of Romani/ Beas languages is legally possible in Hungary from September 2003. Before there was no Roma language teaching in Hungarian schools, it was meant that Roma children should use Hungarian in education. At



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present there are still very few classes where the language of the education became the Romani or Beas. Teachers have few methodologies on language teaching, and there are no training programmes for them.

In this sense, the main aim of the Seminar was to bring together the specialists and teachers in this field and to learn what kind of experiences was gained by the teachers in the last years. The assistants also had the possibility to participate in class-room presentation of Romani or Beas languages upon their choices in Gandhi Gymnasium or in the primary school in Magyarmecske.



## SEMINAR TEACHING ROMANI/BEAS LANGUAGES

### PROGRAMME

**May 26. 2005**

15:00 Departure from Budapest to Pécs

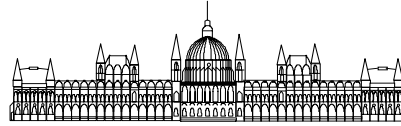
18:00 Arrival to Pécs, accommodation in the Hotel Patria

19:00 Dinner

20:00 Presentation of Professor Marcel Courthiade (Paris) about the Romani and Beás languages and literature in Europe



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## May 27. 2005

7:30 – 8:00 Breakfast

8:30 Welcome speeches of Dr. Kaltenbach Jenő, Minority Ombudsman and Ms. Erika Csovcsecs, Director

8:45 – 9:10 Obligations of Hungary in respect of the European Charter of Regional or Minority Languages with a special view to Romani and Beas Languages . Presentation of Mr. Paulik Antal, Head of Department, Governmental Office of the National and Ethnic Minorities

9:30 – 13:00 Class-presentation in:

- Magyarmecske Basic School 1 class
- Gandhi Gymnasium 2 classes

(Travel by bus)

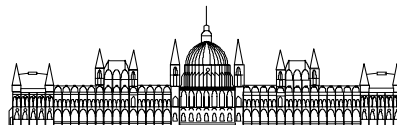
13:30 Lunch in the Gandhi School

14:00 Exchange of experiences, Discussion





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## Background documentation

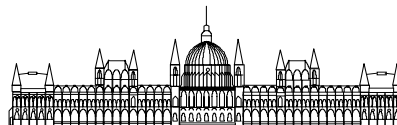
### **Presentation of Prof. Marcel Courthiade:**

#### Abstract

The long-lasting contacts of Romani with various European languages have led to the introduction into its local varieties of several patterns mirroring some of the basic features of the contact languages as, for example, verbal prefixes in areas where Slavic languages prevail. Similarly, Hungarian and Germanic particles have entered local Romani varieties. This presentation attempted to provide an overview of this phenomenon in a wide range of Romani lects as spoken in Hungary and areas of Slavic and Germanic languages, with systematical comparison of the equivalent phenomenon in the surrounding languages. It results of this confrontation that Romani integrates easily this kind of particles along with their tangible semantic value but does not integrate their grammatical function (mainly perfectivization and emphasis). The integration of such particles is not merely a matter of loan translation, since one and the same dialect may behave differently on each side of a border: for example “I washed” is preferably rendered by *isthovzom* among Bulgarian KalajZi and by *thovzom* among Macedonian KalajZi, although the use of the Slavic equivalents does not differ basically in Bulgarian and Macedonian and Roma of both groups are aware of this specificity. A more in-depth exploration of the various backgrounds is needed to explain this kind of local discrepancies. In addition, any attempt of a full account for this complex system will be hampered by the lack of comparative study of this phenomenon in majority languages (Hungarian, Slavic and Germanic).

Migrations are characteristic of mankind throughout history. When people leave their homeland, they always take their language with them, and then they usually encounter other peoples speaking other tongues. Population movements frequently lead to new language contacts, which often have major consequences for the communities concerned. In all cases, the analysis of the relationships between two or more languages depends on the consideration of several criteria, particularly:

- The type of contact (intensity of linguistic intercourse between the communities; dynamic behavior of the diverse groups that are brought together).



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- The nature of linguistic interaction (relations between dominant and dominated languages; maintenance or loss of linguistic boundaries).
- The psychological and ideological aspects of contact between linguistic groups (acceptance or refusal of assimilation; changes in participants' sense of identity resulting from a multilingual environment).

Diasporic communities are particularly interesting for the study of language contacts. However, it should be borne in mind that these dramatic events are but the exacerbation of an innate faculty present in all humans: the ability to adapt their language in response to the way others speak.

***Presentation of Antal Paulik: “Extension of Hungarian obligation in the frame of the Charter of Regional or Minority Languages on Rromani/ Beas Languages”***

**Abstract**

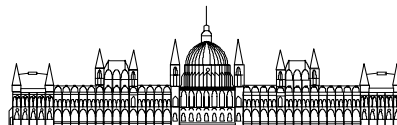
The Romani/Lovari language, used by the Roma of Hungary, has several - dialectally considerably divergent - variants present among the Roma population. This is a considerable handicap where implementation of the linguistic rights of the Roma population is concerned. The predominant majority of Roma speak Hungarian as their native language.

The Republic of Hungary ensures, in the Act on the Rights of National and Ethnic minorities, the language rights of numerically small minorities living in areas hard to delimit geographically. The Government itself endeavors to revive and strengthen the demands of these minorities concerning use of their languages through funding for successful applicants selected in a competitive bidding process. Good examples of this are the regular funding furnished by the Ministry of Education to Sunday Schools teaching minority languages and ethnic studies, and the funding provided for the organization of language camps and for the publication of literary works of art in minority languages by the Public Foundation for the National and Ethnic Minorities of Hungary.

The teaching of Roma studies is a compulsory element of the programme of Roma minority education, with language training as a non-obligatory component. Where at least eight parents so demand, here, too, there is a valid obligation to offer courses in the particular idiom spoken by them (Romani or Beas). Naturally, over the last one-and-a-half` decades, school textbooks, language primers and dictionaries have been



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made in both the Romani and Beas languages (eg. works by József Choli Daróczi, Dr Ervin Karsai, György Rostás Farkas, Imre Vajda, Melinda Rézműves, Sándor Romano Rác, Mihály Máthé centering on the Romani language area, with others by Mrs Anna Orsós-Pálmai, Ilona Varga, Mrs Erzsébet Orsos-Gida dealing with the Beas language area). The works of the above authors are used in Romani and Beas language training in.

Based on the indications of local minority self-governments and research experiences, it is safe to conclude that there is rising interest in school instruction for both languages. Therefore - in the case of both the Romani and the Beas languages, in the interests of creating the conditions that would allow tuition in these languages - the Ministry of Education has commissioned a set of language skill requirements to be drafted. The working material prepared will be adopted after a wide-ranging professional debate. Once the language skill requirements have been adopted, work can start to draft the framework curricula. However, it must be taken into account that, up until very recently, neither the Romani nor the Beas language have possessed any writing systems; the standardization of these languages will be the result of a fairly lengthy process.

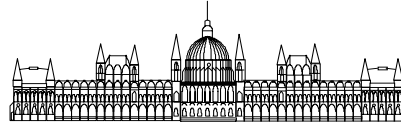
In teacher training, would-be teachers have a wide choice as to the form in which they can study Roma culture (department, department group, special courses, etc.). The Romani or the Beas language is not compulsory in the Roma studies, since instruction in the majority of the institutions is provided in Hungarian.

At present, Romani and Beas language training courses are on offer at the Vilmos Apó Catholic Teacher Training College (Zsámbék), the Teacher Training Faculty of the University of Kaposvár, the John Wesley Pastor Training College, and at the University of Pécs. In addition, people showing an interest for the Romani language (including teachers) can acquire Romani at training courses organized by the National Roma Information and Educational Centre.





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## CONCLUSIONS

1. Further studies should be made in relation to the pace and measures of extension of the obligations in Charter of Regional or Minority Languages to Rromani/ Beas languages
2. The examination of the public and higher education concerning Gipsy languages is crucial. The education of language-specialists should be established, the accreditation of Rromani/ Beas teacher- and translator – education should be made.
3. Additional resources should be made available for the extended obligations.

