

ECML-EC Colloquium – Strengthening support for regional and minority languages (RML) within a plurilingual context

Minority education regulation in Slovenia with best practices from the bilingual area of Prekmurje

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Graz, 7 November 2023

The purpose of today's presentation is to outline:

- The regulation of minority education in Slovenia through the legal framework of the Republic of Slovenia.
- Bilingual education in the national mixed area of Prekmurje **at all levels of education: kindergarten, primary and upper secondary** education.
- Implementation of bilingual education based on the guidelines for bilingual education in the Prekmurje area: **description of the targeted parallel method, formation of language learning groups, one-person-one-language method, simultaneous literacy model (SL model) and inclusion of additional subjects with national content.**

Legal framework for the protection of national minorities in Slovenia

- *Constitution of the Republic of Slovenia*
- *Organization and Financing of Education Act (language of instruction):*
 - a) **Italian national community** - kindergartens and schools in the language of the national community
 - b) **Hungarian national community** - educational work is carried out in both Slovene and Hungarian language (bilingual kindergartens and schools).
- *Basic School Act* – Regarding Italian national community, the language of instruction in schools is Italian. In bilingual schools, it is Slovene and Hungarian – it is obligatory for both national communities
- *Act on the special rights of the Italian and Hungarian national communities in **the field of education***

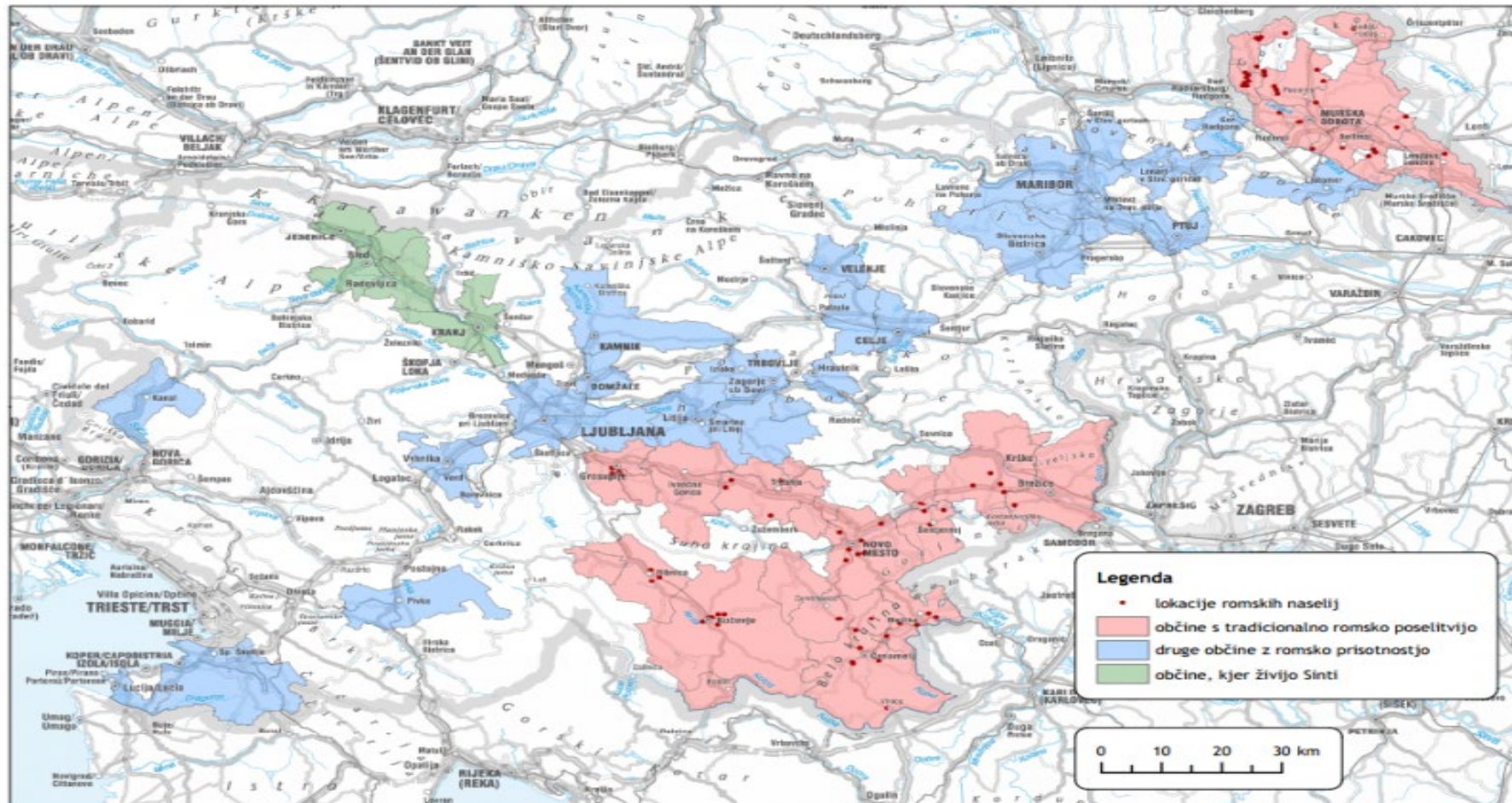
Native national communities in Slovenia



Italian
national
community

Hungarian
national
community

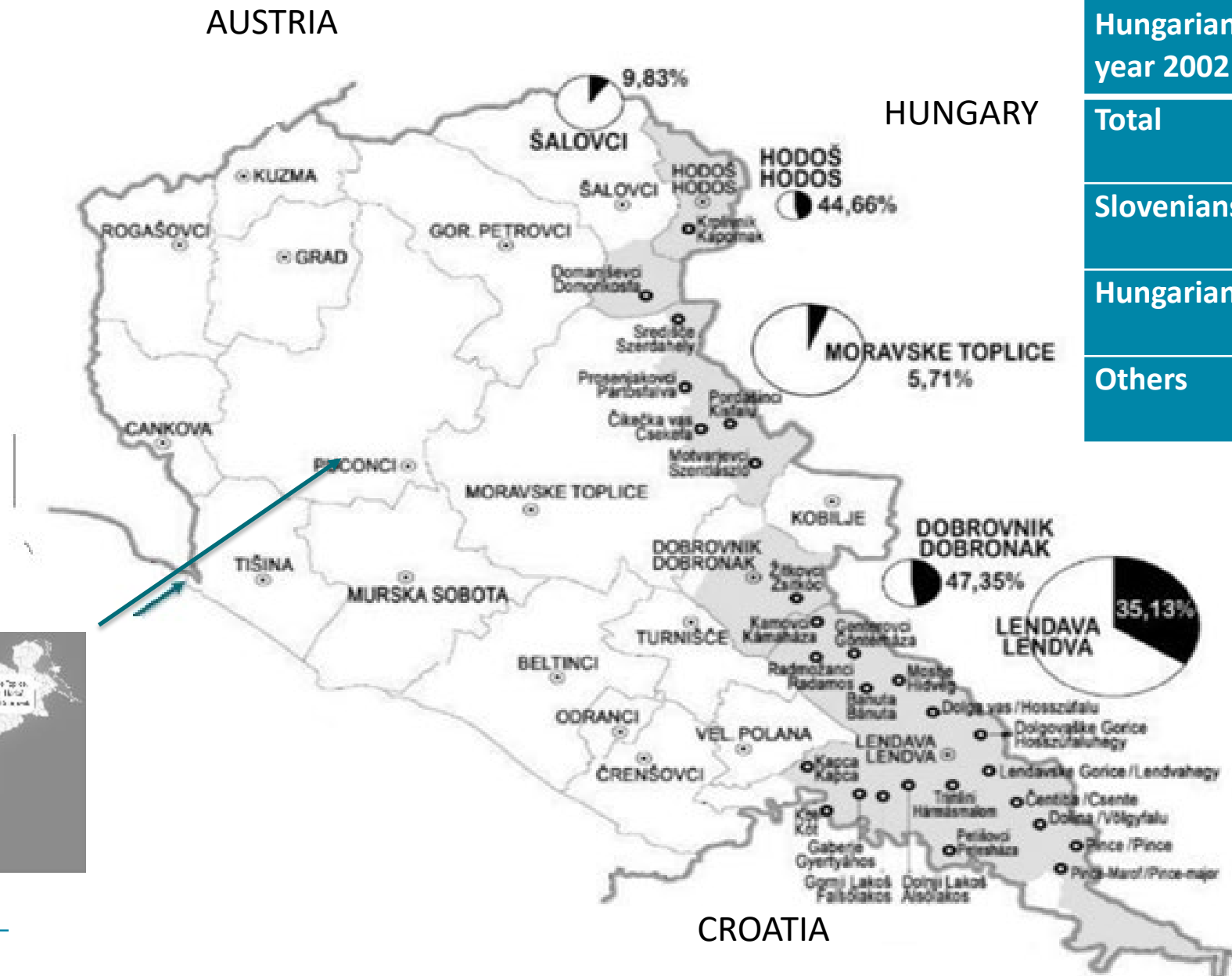
Roma community in Slovenia



Number of Roma population in Slovenia, 2002: **3246**
 Romani as mother tongues, 2002: 3834

BILINGUAL AREA IN PREKMURJE

The native settlement area of the Hungarians in Prekmurje



Population and share of Hungarians and Slovenians at year 2002 in Prekmurje

Total	20.683	13.398
Slovenians	13.398	65%
Hungarians	5.212	25%
Others	2.703	10 %



Demographic structure of the Hungarian national community in Slovenia

občina / municipality		1971	1981	1991	2002
Dobrovnik Dobronak	skup. št. preb.	1.790	1.690	1.561	1.301
	št. Madžarov	1.104	1.019	931	616
	% Madžarov	61,47	60,30	59,64	47,35
Hodoš Hodos	skup. št. preb.	601	495	459	356
	št. Madžarov	479	360	248	159
	% Madžarov	79,70	72,73	54,03	44,66
Lendava Lendva	skup. št. preb.	12.328	12.613	12.322	11.151
	št. Madžarov	6.209	6.026	5.323	3.917
	% Madžarov	50,37	47,78	43,20	35,13
Mor. Toplice	skup. št. preb.	7.709	7.236	6.798	6.151
	št. Madžarov	646	691	514	351
	% Madžarov	8,38	9,55	7,56	5,71
Šalovci	skup. št. preb.	2.877	2.584	2.147	1.718
	št. Madžarov	366	318	244	169
	% Madžarov	12,72	12,30	11,38	9,83

Total population in the municipality

Number of Hungarians in the municipality

Number expressed in percentage

Education in Prekmurje: a brief history

- **Hungarian schools: until 1919** (annexation of Prekmurje to the Kingdom of SCS (Serbs, Croats and Slovenians) and during the World War II
- **1945-1959:** separate Slovenian and Hungarian primary schools
- **From 1959: bilingual primary schools**
- **From 1961: bilingual kindergartens**
- **From 1981/82: bilingual upper secondary education in the town of Lendava**

The essence of the bilingual model: both languages (alternately) are used in all lessons (activities).

Bilingual educational institutions in Prekmurje



- **Kindergartens:** Kindergarten Lendava (approx. 290 children), kindergartens in other 3 primary schools,
- **Bilingual primary schools (5),** 1 school for children with special needs (total of about 900 pupils).
- **Bilingual upper secondary school** (total of about 300 students).



Bilingual Area of Prekmurje

BILINGUAL PRE-SCHOOL EDUCATION

Model of bilingual kindergartens

"One language - one person"

- Children in bilingual kindergartens **learn a second language**
- In bilingual kindergartens, educational work is carried out in two languages according to the "**one language - one person**" model.
- Both teachers have the knowledge of the second language on the level C2 (CEFRL).

Benefits of the bilingual kindergarten model in Prekmurje

- Exposure to two languages at crucial periods for developing competence in both languages.
- Children simply gain the language of the environment (no formal learning).

Two pre-school teachers teach in all classes at the same time **for at least 6 hours a day**.

Supplement to the Curriculum for kindergartens in nationally mixed areas:

- when both teachers teach in tandem, the principle of "one language one person" is strictly applied;
- when there is only one teacher in the team, both languages are used in the educational work.

SPECIFIC FEATURES OF THE MODELS IN THE AREAS OF SLOVENE ISTRIA

- In the coastal municipalities (Koper, Izola, Piran), **the Italian national community** has kindergartens and schools **in their own language**, but children in kindergartens are **obliged** to be familiarised **with the Slovene language**,
- in schools, **Slovenian is a compulsory subject**, while Italian is compulsory in schools with Slovene as the language of instruction



Bilingual Area of Prekmurje

THE BILINGUAL PRIMARY SCHOOL MODEL

Adaptations and special conditions for a bilingual primary school

- adapted and updated curricula,
- adapted and updated curricula for some subjects (LANGUAGE, HISTORY, GEOGRAPHY, LEARNING ABOUT THE ENVIRONMENT, SOCIETY, ART),
- bilingual textbooks and teaching materials,
- additional teaching resources and teaching materials to implement the nationality programme,
- adapted norms and standards,
- adequate training of teaching staff (knowledge of the languages of instruction).

Additional objectives:

- To preserve and develop the Hungarian language and **culture of the Hungarian** national community.
- To develop knowledge of the historical, cultural and natural heritage of the Hungarian national community and of the Hungarian nation of origin.
- To develop awareness of belonging to the Hungarian national community and to preserve and develop one's own cultural traditions.
- To educate for respect and understanding of national and **cultural differences**, for cooperation between the members of the Slovene nation and members of the Hungarian national community.

Subjects with a national content

Additional subjects with national content:

- *Hungarian folk music,*
- *Hungarian folk dance,*
- *ethnology of Hungarians and*
- *optional clubs related to the subject of Hungarian (literature club, school journalism, theatre and drama).*



Status of languages of instruction in bilingual schools

- The status, manner and amount of use of the two languages of instruction are further specified in the Implementing Instructions (IIs) for **each level or programme** of education (4 IIs):
 - 1. IMPLEMENTING INSTRUCTIONS FOR IMPLEMENTATION OF THE BILINGUAL PRIMARY SCHOOL PROGRAMME**
 - 2. IMPLEMENTATION GUIDELINES FOR THE BILINGUAL EDUCATION PROGRAMME IN SLOVENE-HUNGARIAN GRAMMAR SCHOOL**
 - 3. IMPLEMENTATION GUIDELINES FOR BILINGUAL UPPER SECONDARY EDUCATION PROGRAMMES**
 - 4. IMPLEMENTING INSTRUCTIONS FOR THE IMPLEMENTATION OF PERSONALISED SPECIALISED EDUCATION PROGRAMME WITH A LOWER EDUCATIONAL STANDARD FOR BILINGUAL PRIMARY SCHOOL**

Learning Hungarian and Slovene in a bilingual primary school

Hungarian and Slovene **are equal languages of instruction!**

Level 1: **as a mother tongue** (SLOVENIAN 1, HUNGARIAN 1)

Level 2: **as a second language** (SLOVENIAN 2, HUNGARIAN 2).

Slovenian is taught at two levels **only from Grades 1 to 3**, and from Grade 4 onwards at the level of mother tongue. In Grade 4, the school must allow pupils to make a gradual transition from two curricula to a single curriculum.

Challenge in the Future!

Hungarian is taught at two levels from grades 1 to 9 according to the first language curriculum (HUNGARIAN 1) and the second language curriculum (HUNGARIAN 2).

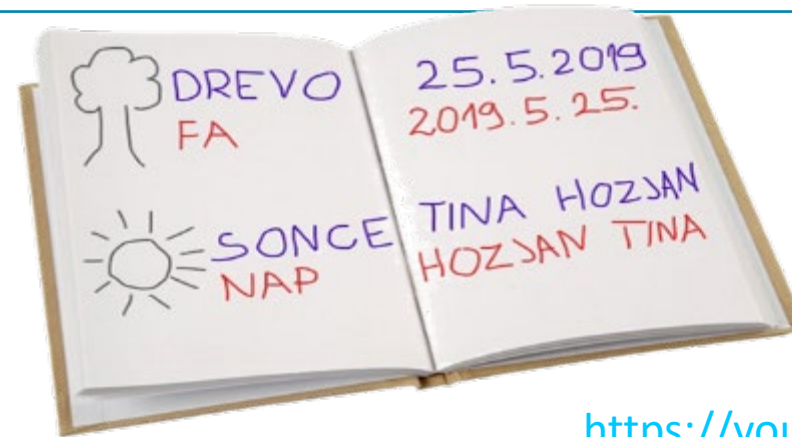
Pupils who learn Hungarian as a second language have the opportunity to switch from Hungarian as a second language to Hungarian as a first language at the beginning of Grade 4.

Adapted curriculum for a bilingual primary school in a national mixed area of Prekmurje

School subject/number of hours per week	1.	2.	3.	4.	5.	6.	7.	8.	9.	Total hours of the subject
Slovenian 1	6	6	6	5	5	5	4	3,5	4,5	1562,5
Slovenian 2	3	4	4	/	/	/	/	/	/	385,0
Slovenian SL model**	5	5,5	5	5	5	5	4	3,5	4,5	1474,0
Hungarian 1	6	6	6	5	5	5	4	3,5	4,5	1561,5
Hungarian 2	3	4	4	5	5	5	4	3,5	4,5	1316,5
Hungarian SL model**	5	5,5	5	5	5	5	4	3,5	4,5	1474,0

A pupil in a bilingual primary school has to attend 2 hours of lessons per week more than in a primary school with Slovene as the language of instruction.

The language of literacy



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- Parents choose the language to be used when enrolling their child.
- Since the introduction of the SL model, pupils have the **opportunity to learn both languages at the level of their mother tongue** from Grade 1, becoming bilingual in a balanced way.
- **The majority of pupils** are now literate in one of the two languages of instruction (mother tongue/second language) **and only a third are literate in both.**

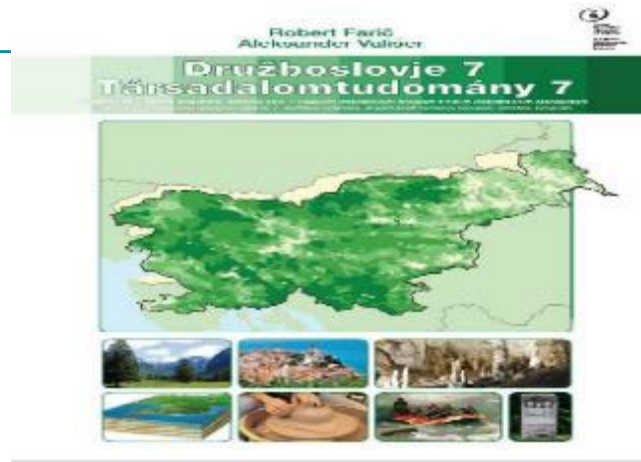
Bilingual teaching is carried out by using the following methods

- **One person – one language (grades 1.-3.):** Bilingual classes are taught by two teachers at the same time.
- **Targeted parallel method (grades 4.-9.):** In the target-parallel method, the topic subject is usually covered in one language, while the deepening, consolidation and summaries with vocabulary notation take place in the other language. The time ratio of the two languages in **the target-switching method is usually 50:50.**
- **Language learning groups (4.-9. grade):** In certain subjects, schools can form smaller groups, where lessons are taught mainly in Hungarian or Slovenian. Linguistically homogeneous groups can be organized: 1 lesson per week in several subjects or 1 subject for all the lessons in the curriculum.

National language teaching outside a mixed-national area

- If pupils from the Italian or Hungarian national community are enrolled in a primary school **outside a nationally mixed area**, the **school organizes Italian or Hungarian language lessons for them as an extra-curricular activity free of charge.**
- 17 % of the Hungarians live outside.

Textbooks and teaching materials



SAMOVREDNOTENJE - ÖNÉRTÉKELÉS

Katera je najpomembnejša stvar, ki si jo želim zapomniti v povezavi z današnjo snovjo? Mi az a legfontosabb dolog, amit a mai tananyaggal kapcsolatban meg szeretnék jegyezni?

Kaj mi je bilo danes pri učni uri všeč? Mi tetszett a tanórán?

Kaj sem danes novega spoznala? Milyen újdonságokat ismertem meg ma?

Kaj mi še ni popolnoma jasno v povezavi z današnjo temo? Mi az, ami még nem teljesen érthető számomra a mai témával kapcsolatban?

- First grade in primary school: Single-language textbooks (pupils are literate in Slovene or Hungarian).
- From grade 2 onwards, bilingual textbooks.
- Translation (by teachers, etc.) and publishing are fully supported and financed by the State.
- Textbooks from Hungary are used in the teaching of Hungarian as a mother tongue (HUNGARIAN 1).
- HUNGARIAN 2 - textbooks are produced in cooperation with the teachers of bilingual primary schools and the National Education System of Slovenia.

National Knowledge Assessment in primary school

- In the National Knowledge Assessment (NPZ) in grades 6 and 9, pupils choose whether to take the mother tongue/first language assessment in Slovene or Hungarian.
- Pupils' knowledge of Hungarian as a second language **is not tested** National Knowledge Assessment.

Bilingual Area of Prekmurje

THE BILINGUAL UPPER SECONDARY SCHOOL MODEL

Lendava Bilingual Upper Secondary School



In 2022/2023:

309 students enrolled in school,
educated in 26 sections and 16 different
programmes.

Half of the students come from bilingual
areas, the rest from a single-language
area.

Student enrolment is steadily increasing,
also thanks to deficit scholarships

Slovenian and Hungarian languages

Slovene is taught **at one level**:

- as a mother tongue,
Hungarian is taught at two levels:
- as a mother tongue - Hungarian I,
- as a second language - Hungarian II.

Students studying Hungarian I, can choose to take either the Slovenian or the Hungarian mother tongue examination at the **general matura (SPLOŠNA MATURA)**, the **vocational (Poklicna matura) matura** or the **final examination**.

At the general matura, students **may also choose Hungarian II** as an optional subject.

In all subjects, except languages, students are assessed on the basis of **their answers in the language of their choice**.

Hungarian II- external differentiation model

- Bilingual education programmes usually enrol students who have completed a bilingual primary school, but can also enrol students who have completed a primary school with Slovenian as the language of instruction.
- The school provides Hungarian as second language classes for students who have completed primary school with Slovene as the language of instruction in all upper secondary education programmes, using **the external differentiation model**.

Goal: to reduce the differences among students in their ability to communicate in Hungarian

Problems and challenges of the bilingual education system

Systems-based:

- Lack of adequate staff due to insufficient or no knowledge of Hungarian and Slovenian or specialized knowledge in Slovenia.
- The declining number of Hungarian-speaking children impacts the quality and quantity of the use of the Hungarian as the language of instruction across the entire vertical.
- Need to redefine and modernize the teaching of **Hungarian and Slovenian as a second language**

Broader/social dimensions:

- Increased use of modern technology (English)
- Due to the fact that more and more pupils come from Hungary, from non-bilingual areas and find it difficult to learn Slovene at such a high level, the implementation of the bilingual model is affected by that.

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Thank you for attention!

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