

RESUME

Viktória FERENC – Emese VITA

Institutional and Parental Considerations in Kindergarten Choice

Parents play an important role in kindergarten choice, and their decisions are directly affected by attractive institutional services. In a minority context, this decision often means a choice between mother tongue medium education or state language medium education, which in the long run could mean a choice between identity maintenance or assimilation. In the process of elaborating institutional development, maintaining the dialogue between parents and institutions is crucially important. The paper examines how the parental and institutional perspectives differ in the case of kindergarten choice and how the relation between the partners develop afterwards. First, the study is based on an online survey among the leaders of Hungarian kindergartens outside of Hungary (734 questionnaires). Second, 1,977 paper-based questionnaires were completed by parents who had chosen Hungarian kindergartens for their children in the minority context. The comparison of the two databases shows us, among other things, that the quality of the pedagogic work, the personality, and qualifications of the teachers are the most important pull factors in kindergarten choice.

Zoltán BIRÓ A. – Ágnes SÁROSI-BLÁGA

Kindergarten Teachers in a Minority Environment: Interpretations, Behavior and Features Based on the Results of a Survey Conducted in Transylvania

Based on the results of a survey carried out by the Hungarian Association of Teachers in Romania, the paper focuses on two topics: (1) understanding the role of kindergarten teachers in relation to other educational levels, and (2) perceptions about the teachers' professionalism, their social role and the importance of their role by settlement type. The survey was conducted between 2017 and 2018 in the Hungarian teaching community, which includes about 11,000 people in Romania. During the research 6075 teachers

answered the questionnaire, of which 1,196 were kindergarten teachers. The aim of the survey was to provide a general picture of the Hungarian pedagogical community in Romania. Our hypothesis was that, due to the minority situation, the educational system and the teachers have a special role, the practical realization of which depends essentially on the interpretation of this role by the teachers. The survey provided an opportunity to explore the attitudes and interpretation of Hungarian kindergarten teachers in Romania on such key topics as career choices, institutional / national and local functions, societal perceptions, education and self-training, barriers to the professional work of teachers, and attitudes towards teacher training.

József MOLNÁR – Viktória FERENC – István MOLNÁR D.

Expected Evolution of the Number of Hungarian Speaking Preschool Age Groups in Transcarpathia in the Near Future (2018–2022)

Preschool education is the foundation of mother tongue education, and is one of the main pillars of national identity. Effective planning of the kindergarten network requires knowledge of the future development of the number of preschool age groups. The paper presents the results of the projection of the number of Hungarian speaking 3–5 year-olds in Transcarpathia in the 2018–2022 period. This data may determine the demographic basis of the Hungarian kindergarten network in the near future. The number of Hungarians, ethnically mixed Hungarian-Ukrainians, and Hungarian-speaking Gypsy children were counted separately, because the extent and possibilities of inclusion of the three groups in Hungarian kindergarten education differ. The study also includes the categorization of Transcarpathian settlements based on the quantitative and qualitative characteristics of the Hungarian-speaking kindergarten children living there.

Gergő BARNA

Profile on Public Education: The Numerical and Proportional Evolution of Hungarian Medium Education in Romania from 1990 to 2017

The number of students in public education in Romania dropped overall by 39 percent, from 4.1 million students to 2.5 million, from 1990 to 2017. The decline in the number of students enrolled in Hungarian medium education was somewhat more moderate, involving a decrease from 188,000 to 122,000 students (35%). Changes in ratios show partially positive trends. After the share of participants in Hungarian education in the total school aged population in Romania hit a low of 4.6% in 1996, it embarked on a growing trend until the 2010s. A period of stagnation followed, with a 5.1-5.2% share of Hungarian students in the total population of students enrolled in the national education system. The ratio continues to remain short of the 6% share. Regions in Transylvania and various education levels show different dynamics compared to the general picture. The paper describes and analyzes these differences.