

# RESUME

**Attila PAPP Z.**

**Socio-Economic Background vs. Language of Instruction?  
The School Competencies Scores of Hungarian Minority Students  
in PISA Assessments (2003–2022)**

The paper focuses on how information on the school performance of minority Hungarian students can be found in a series of surveys (PISA – Programme for International Student Assessment) that have attracted international interest and are considered among the most important educational policy instruments. At the same time, the question is not only what we can learn about the performance of minority Hungarian students in international comparison, but also what interpretations we can offer regarding the measured school competences based on the PISA survey instruments. With the help of linear regression models, we also attempt to give an idea of the effectiveness of mother tongue education, i.e., we try to measure the pure effect of mother tongue education in addition to the family socio-economic background index.

**Laura GYENEY – Zsuzsanna TARPAI**

**The Importance of Providing Education in the Mother Tongue  
for the Exercise of Minority Rights:  
National and International Examples**

Ensuring education in the mother tongue is of paramount importance for the survival of a national minority. For this reason, the legal principles governing this issue are laid down in numerous international documents, which are implemented with varying degrees of effectiveness in the legislation of individual countries. A political approach to the issue of national rights does not generally promote the legislative process towards the full guarantee and observance of the rights of national minorities, as demonstrated by the Ukrainian legislation discussed in this study. A legal analysis from the perspective of the Hungarians in Transcarpathia highlights the inconsistencies in the regulations adopted in recent years on the education and use of the mother tongue of minorities, the resulting problems of legal interpretation, and the current state of their resolution. In this regard, a reversal has created a sense of transience in the area of minority rights in education. Accordingly, members of national minorities whose mother tongue is an official language of the European Union can receive all primary and secondary education in their mother tongue. At the same time, stability and a political change that respects the rights of national minorities in the long term remain only a hope for the Hungarian community in Transcarpathia.

**Fanni KORPICS**

**Catalans in France:  
Who Is Who in the Region of Occitanie?**

This article centres on the issues facing the Catalan regional language community living in France. Starting from the fact that France is one of Europe's most centralised states, the article explores the milestones in French history that have had the greatest influence not only on the Catalans and the Occitans present in the south-west of the country's territory but also on other non-majority groups historically part of the French state. Following that, this paper attempts to give an overview of what France's territorial management looks like, touching upon the specificities of its regionalisation and the characteristics of the territorial government of the state. It addresses how the country is decentralised and deconcentrated at the same time in its public administration. Most importantly, the article discusses the region of Occitanie in depth — not only the circumstances that determined its creation in 2015–2016, but also the effect this has had on the regional communities living there: the Catalans at length, but also the Occitans. The paper concludes that while the population base suitable for language revitalisation in the area is in constant decline, thanks to positive changes in education policy, there seems to remain a shred of hope for the survival of the Catalan language in France, in particular.