

RESUME

Gábor HARRACH

Hungarians in Slovakia:

The Relationship between Population Decline and Electoral Failures

Over the course of more than twenty years, the Hungarian minority in Slovakia has declined by a drastic 19%, while its parliamentary representation has disappeared. The ethnic-oriented SMK (later MKÖ and then Alliance) has failed to enter parliament since 2010, while the multicultural Most–Híd was eliminated in 2020 following a continuous decline in support. Using the base index method, this study analyzes the relationship between demographic decline and support for Hungarian parties between 2010 and 2023. The results show that the ethnic-oriented party's voter base declined in proportion to the decline in the Hungarian population for six years, and for ten years across most Hungarian-populated areas. This trend later reversed as the party partially absorbed voters defecting from Most–Híd. In contrast, the latter party's voter base in southern Slovakia experienced an attrition rate exceeding the rate of Hungarian demographic decline, indicating that demographic change played only a partial role in its erosion. In major cities and northern areas, Híd voters significantly outnumbered local Hungarians due to the party's predominantly Slovak support base, making the relationship between demographic decline and electoral losses impossible to analyze in those areas. Finally, the study examines whether the previously observed correlation—whereby a higher local proportion of Hungarians predicts stronger support for the ethnic-based option over multicultural or Slovak alternatives—remained valid in the 2020 and 2023 elections. The findings show that this correlation not only persisted but became significantly stronger.

László HORVÁTH

**Parliamentary Representation of National Communities
in North Macedonia**

In addition to outlining the historical background, this study aims to present the development of parliamentary representation of national communities in North Macedonia over the past three and a half decades, from the first post-communist democratic elections to the present day. To this end, the paper traces the evolution of the electoral system against the backdrop of the country's key domestic and foreign policy challenges, highlighting how the system consistently lacked preferential mechanisms designed to facilitate the representation of minorities in parliament. Furthermore, it demonstrates how the absence of such supportive measures hindered national minorities from securing representation in the central legislature, while in rare instances the system nevertheless allowed them to do so. This is achieved by examining specific components of the electoral system, including the types of electoral lists, the number of electoral districts and seats, general electoral thresholds, and seat-allocation formulas. In addition to examining the results of minority parties that ran independently and secured seats in previous elections, the study analyzes the performance of organizations that competed independently but failed to meet the required threshold. Finally, the political outcomes of minority parties contesting elections on majority coalition lists are evaluated, given their substantial political weight and continued relevance.

Kristián ÓVÁRI

**Intergenerational Transmission of Ethnicity
and the Choice of Language of Primary Education
among the Hungarian Population in Slovakia**

Intergenerational transmission of ethnicity and parents' choice of the language of primary education for their children within a given ethnic group are two of several key indicators that can be used to examine processes leading to changes in the size of that group. The theoretical part of the paper provides an overview of previous approaches used by various authors to study the intergenerational transmission of Hungarian ethnicity and the extent of assimilation among the Hungarian ethnic minority in Slovakia. Based on data from the 2021 Population and Housing Census, the paper presents several findings, including patterns of intergenerational transmission of Hungarian ethnicity, the impact of the ethnic environment on this transmission, and parents' choice of primary school by language of instruction for children from nationally homogenous and heterogenous families with at least one parent of Hungarian ethnicity.

Krisztina MOLNÁR

**Between Inclusion and Segregation: The Educational Integration
of Roma Students in Hungary and Ukraine**

The study examines the educational integration of Roma students in the context of the practical implementation of inclusive education in Hungary, with a comparative perspective on Ukraine. The research is based on the theoretical assumption that inclusive education should not be interpreted exclusively in relation to students with special educational needs, but more broadly as a framework aimed at reducing educational inequalities, strengthening social inclusion, and developing institutional practices capable of responding to student diversity. The study employs qualitative document analysis and comparative educational policy analysis. Drawing on international and domestic academic literature, educational policy documents, and reports published by international organizations—particularly the European Union, UNESCO, the OECD, UNICEF, and the Council of Europe—the analysis explores the main structural challenges affecting the educational integration of Roma students. The study focuses on educational segregation, institutional selection mechanisms, social and regional inequalities, as well as the limitations of inclusive pedagogical practices. The study argues that, in Hungary, inclusion and segregation function not as mutually exclusive but as parallel educational logics. While inclusive education features prominently as a normative objective in educational policy discourse, the educational situation of Roma students continues to be strongly shaped by selective and segregative institutional mechanisms. The Ukrainian perspective further demonstrates that the structural limitations of inclusive education may manifest themselves in similar ways across different social and political contexts, particularly in relation to social vulnerability, regional inequalities, and unequal access to education. The study argues that the educational integration of Roma students should not be understood merely as a minority or educational policy issue, but rather as one of the most sensitive indicators of the practical functioning and social credibility of inclusive education.