

RESUME

Viktória FERENC

Introduction

In 2018 the Research Institute for Hungarian Communities Abroad carried out an overall research on the expected number of Hungarian pre-school age children, the situation of Hungarian-medium kindergartens, and the parental motivations of preschool choice regarding Hungarians beyond the border. As a part of the larger research, in the four main regions (Transylvania, Slovakia, Vojvodina and Transcarpathia) a survey was carried out on parental attitudes. All together 1977 questionnaires were collected at 161 kindergartens of 152 settlements. The respondents, parents of children enrolled in Hungarian-medium kindergartens, were asked about their main motivations of preschool choice, their satisfaction regarding the chosen institutions and their plans on school choice. The following studies analyze the main results of the research according to the four main regions.

János MÁRTON

Hungarian children in Hungarian-medium kindergartens – Transylvanian parents' motivations regarding choice of preschool

During the 2017–2018 academic year in Romania, 32,754 children studied in Hungarian-medium kindergartens. The paper gives an overview of the most important results of a questionnaire based on a sample of 702 parents of the above-mentioned children. The parental attitudes towards kindergarten and school choice are analyzed according to the following aspects: (1) the influencing factors in kindergarten selection, (2) the relation between parents and the kindergarten/its personnel, and (3) the main factors in school choice. One of the most important conclusions of the research is that only 40% of the parents had a real option to choose between at least two institutions. In these cases, where a choice took place, pre-school selection primarily was based on pragmatic aspects, including factors such as the quality of the pedagogic work, infrastructure, location, and equipment.

The survey highlighted that ethnically determined factors have smaller effect on the parental decisions; however they still belong to the very important motivations. Regarding future school choice, parents base their decision on the quality of the pedagogic work and the facilities of the schools. Linguistic factors seem to be less influential; however, the ratio of language switch (a change to Romanian school after Hungarian-medium kindergarten) is low.

Krisztián RÁKÓCZI – Kinga TAMÁS

Slovakian Hungarian pre-school choice based on parental motivation

In this study, we analyze the survey data of the research results of the Carpathian Basin Kindergarten Development Program. In the survey, parents of Hungarian nursery schools across the border were interviewed. The data collection was based on a questionnaire survey, with a sample of 482 people. In the framework of the research, we learned about the socio-demographic background of parents of children attending Hungarian kindergarten, the five most important factors affecting pre-school choices and school choices, the relationship between parents with the kindergarten and kindergarten teachers. We have also learned the factors based on Hungarian parents enroll their children in majority language kindergartens.

Réka ÁGYAS

The situation of pre-school institutions based on a research with Hungarian families in Vojvodina

The kindergartens, as well as most of the minority schools in Vojvodina, are bilingual (Serbian and Hungarian). Education and nursing take place in 136 localities in Vojvodina. The survey presents the situation of Serbian – Hungarian pre-school institutions, based on the opinion of Hungarian parents. In the survey, we examined the motivations of pre-school selection, which can be categorized primarily as subjective factors: the personality and sympathy of the teacher, as well as the quality of the pedagogical work. There were objective factors as well, such as the importance of mother tongue education and nursery, or the good physical condition of the facility in a safe area. The parents formulated some development directions, such as the importance of sports and physical education, and playful acquisition of the official and foreign languages (primarily English). The paper highlighted that in Hungarian families the plan of the majority language education hardly appears.

Viktória FERENC – Anita NÁNÁSI-MOLNÁR**Who choose minority Hungarian kindergartens in Transcarpathia?
Motivations of Ukrainian and Hungarian parents after the Euromaidan**

The paper examines the tendencies of kindergarten and school choice in Transcarpathia in the 2017–2018 academic year. Based on 407 questionnaires, the survey points out that the post Euromaidan political and economic crisis overwrites the actual nationalist discourses in the Ukrainian education and language policy: not only parents of Hungarian homogeneous marriages choose Hungarian kindergartens and schools, but also their counterparts of ethnically heterogeneous and Ukrainian homogeneous marriages follow the same strategy. Generally speaking, the main reasons behind choosing Hungarian kindergartens are the better quality of the pedagogic work and the more sympathetic personnel. However, motivations differ according to the nationality of the parents: Ukrainian families would like that their children learn the Hungarian language, ethnically mixed pairs choose according to inner and outer quality aspects of the kindergarten, while for the Hungarian parents the most important thing is to prepare their children for the Hungarian-medium school. The participants – parents of children in kindergarten – were also asked about the approaching school choice. As the results show, 90% of them will remain in the minority Hungarian education system, but 10% plan to choose Ukrainian-medium schools. Among families with one or two older, school-aged children we noticed a change: these families are less likely to choose Ukrainian-medium school for their younger children than previously.