

SCHOOLING OF NATIONAL MINORITIES IN SLOVENIA – TWO APPROACHES

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Abstract. *This paper treats the situation of two "national minorities" or "national communities" in Slovenia, the Italian and the Hungarian, in the field of education. For both of them we analyze two different approaches or models of schooling. In the ethnically mixed territory of the Slovenian-Hungarian border a bidirectional model is used, where both languages are an equivalent medium of communication in education in general. On the other hand, the traditional model is used in the mixed territory with the Italian national community, i.e. in the schools, where the Italian language is the language of instruction. Italian is also the language of the school administration and communication with parents. Slovenian is a compulsory subject, and Italian is a compulsory subject in all Slovenian schools. The different approaches that were developed in bilingual education in Slovenia also represent an important contribution to the didactics of bilingual education in general. Such approaches are especially important, because with their implementation and use, it is possible to preserve the equal status of the language of certain national minority irrespective of size.*

Key words: *national minority, Italian national community, Hungarian national community, Slovenia, bilingual school, ethnically mixed territory, multicultural education, intercultural education*

INTRODUCTION

In many European countries, we can define two types of national minorities: autochthonous (or indigenous) and allochthonous (or introduced). The existence of autochthonous national minorities is mostly the consequence of historical alterations of state borders. The characteristics of autochthonous national minorities are the following:

- that they live autochthonously on a certain territory;
- that they belong to a certain bigger ethnic community (the "mother nation"), which usually has its (national) state, which is most often a neighboring country;

- that they have many links (cultural, economic, social and political) with the state of their "mother nation";
- that the "issue of minorities" is often an important element in the relations between both states. Allochthonous or even immigrant minorities have their origins in migrations related to economic, political and other reasons. For the first group, the use of the expression "ethnic or national minority" is proper (cf. Klemenčič and Klemenčič 2001, p. 276).

In the remainder of the paper, we will analyze the situation of two autochthonous national minorities in Slovenia, that is, the Italian and Hungarian national minorities, in the field of education and present two distinctive approaches to school organization in the ethnically mixed territories of Slovenia.

HISTORICAL DEVELOPMENT

After the end of World War I, the authorities of the newly established states in Eastern and Middle Europe usually sent their office staff and the army, which primarily consisted of members of the majority nation, into the border areas. In the case of the successive industrialization of these territories, members of the majority nation were mostly employed. Because of this policy in the territories inhabited by autochthonous national minorities, the proportion of the population has changed. Simultaneously with the assimilation, nation-states usually strived to barely diminish the number and the share of members of minorities in the nation-states' border territories. The nation-states used many methods to bring this into effect, such as the manipulation of statistical data of the actual number and share of the members of national minorities in the border territories or by the retardation of the economic development of the border areas, which mostly remained undeveloped or very poorly developed. The final consequence was the actual reduction of the number of national minorities. That is why many conflicts arose between certain autochthonous ethnic groups and states during different historical periods, which sometimes ended even with a clash of arms. As an example, we can point out well-known armed conflicts in the newly established Balkan states during the 1990s. The final objectives of those clashes were primarily the alterations of borders in the ethnically mixed territories (*ibid.*).

After the proclamation of the independence of Slovenia in 1991, the situation of the autochthonous Italian and Hungarian national minorities remained almost unchanged. Both national minorities have retained the relatively high level of protection that the Yugoslav Constitution of 1974 gave them. The Italian and Hungarian national minorities preserved all their political and special minority rights (cf. Klemenčič and Klemenčič 2001, p. 276). The legislative protection is an important assistance on which minority communities can rely when the state, of whose constituent part they are, does not exercise lawfully assured national minority rights and protective measures, although the legislation itself does not yet assure the realization of special rights.¹

¹ Concerning the Slovenian national minority, Austria even today does not carry out all the provisions of article 7 of the Austrian State Treaty, related to national minorities and some have even been rejected. A very similar situation occurs with Italy, which not earlier than 2001 adopted a law on the protection of the Slovenian minority in Italy and the realization of which has caused considerable problems.

The fact is that states very unwillingly and reluctantly officially acknowledge the status of national minority of particular national communities. This is as a rule connected with the concept of the (mono)national state, which prevails today in the international community. Official recognition is even more difficult for the allochthonous national minorities. The state is traditionally understood as an instrument for the implementation of the national interests of the majority nation, while the existing or growing ethnic plurality is perceived as a phenomenon that makes difficult or even threatens those interests. It is forgotten that ethnic pluralism is only one of the many forms of pluralism in contemporary societies (cf. Žagar, 2002). Yet, in present-day Europe, the idea that the protection and special tutelage of national minorities are the conditions for a successful democracy in contemporary pluralistic societies has surfaced, even if there are many unresolved questions, including definitions of national minorities (ibid., pp. 79–81).

TERMINOLOGICAL DEFINITIONS OF THE SYNTAGM "NATIONAL MINORITIES"

The legal definition of ethnic and national minorities is politically a very complicated and sensitive question; that is why states have, by no means, reached a consensus on this issue (cf. Žagar, 2002, pp. 78–79). One can see that the greater part of the legislation, which provides for and actually recognizes the special rights of national minorities, is based on the so-called negative concept of the protection of minorities, which means that the state interferes only in cases when the rights of individuals, members of a particular national minority, are violated and that, mostly, at the request of the individual (ibid., p.94). In opposition to this concept, the so-called positive concept of the protection of national minorities was developed, whose main characteristic is the effort to establish national minorities and their members as active and equal subjects in a pluralistic society and in its political system (ibid.). This concept also ensures conditions for their (political) participation and requires an active role by the government in the protection of national minorities and in the implementation of their special minorities' rights.

Compared to other international organizations such as the Organization for the Security and Co-operation in Europe (OSCE) and the Council of Europe (CE), the European Union (EU) is relatively unconcerned with the protection of national minorities and has not adopted provisions for their protection. The main reason is most likely the domestic differences among the member states. As the EU is a supranational institution, whose legislation is only partially enforced in member states, some member states with a restrictive conception of the protection of national minorities are afraid to cede their jurisdiction of this issue to the institutions of the EU (cf. Polzer, 2002). However, in various areas of its domestic and foreign policy, the EU is also concerned with ethnic or national minorities. The Maastricht Treaty of 1992–1993, for example, in paragraph 9 recognizes that no member state is culturally homogenous and invites members to respect their national and regional diversity. In addition, the Amsterdam Treaty from 1997 and 1999 in paragraph 13 provides the legal basis for the introduction of measures against discrimination based on sex, racial or ethnic origin, religion, disability, age or sexual orientation (ibid., p. 121). In the Charter of Fundamental Rights of the European Union from 2000, in article 21, the prohibition of discrimination against national minorities is accentuated (ibid., p. 123).

NATIONAL MINORITIES OR NATIONAL COMMUNITIES IN THE REPUBLIC OF SLOVENIA²

The Republic of Slovenia recognizes that the Italian and Hungarian national community has collective rights based on the positive concept of the protection of national minorities. Their legal regulation is founded on the principle of cultural pluralism and on the idea that minorities, in addition to individual rights, should have some "special rights," which would stimulate the development and preservation of the minorities' national identity (cf. Komac, 2002, p. 27). The legal protection of national communities in Slovenia is based on the concepts of the "ethnically mixed territory" and of the "system of collective rights" that the state grants regardless of the number and proportion of the minority population in the ethnically mixed territory. There is also another important characteristic of the Slovenian approach, that is, the protection of national communities also involves members of the majority nation in an ethnically mixed territory, which means, for example, that they all must have bilingual documents and study the language and culture of the national minority in public schools (cf. Žagar, 2002, pp. 92s).

The protection of the Italian and Hungarian minorities as autochthonous national communities is already defined in the Slovenian Constitution: "In its own territory, the state shall protect human rights and fundamental freedoms. It shall protect and guarantee the rights of the autochthonous Italian and Hungarian national communities" (Constitution 1991, art. 5). The Constitution also defines Italian or Hungarian together with Slovene as the official languages in certain territories, the right to express a person's own national identity and the right to use his/her language and alphabet (ibid., art. 11, 61 and 62). The most detailed and categorical special rights of autochthonous national communities are defined in article 64 of the Constitution: "The autochthonous Italian and Hungarian national communities and their members shall be guaranteed the right to use their national symbols freely and, in order to preserve their national identity, the right to establish organizations and develop economic, cultural, scientific and research activities, as well as activities in the field of public media and publishing. In accordance with laws, these two national communities and their members have the right to education and schooling in their own languages, as well as the right to establish and develop such education and schooling" (ibid., art. 64). The legislation also establishes special territories, where bilingual education is compulsory. The Slovenian electoral law gives both national communities the right to two representatives in the National Assembly (*Državni zbor*) and the right to representatives in the local self-government bodies (ibid.).

To assure the right of both national communities to education in their mother tongue, Slovenia has introduced two approaches to education in ethnically mixed territories. In Prekmurje, where the Hungarian national community lives, the bilingual school system is compulsory. In kindergartens and schools, the Slovenian and Hungarian languages are equally represented and used in the educational and learning process as well as in the school administration, public relations and contact with parents.

For members of the Italian national community in the ethnically mixed territory of Slovenian Istria, the school system in force is monolingual. In the schools, where the

² In the legislation in force in the Republic of Slovenia, the term "national community" replaces the term "national minority" in order to surpass the stigmatic meaning of the term "minority," because of its sociological and historical connotations. Subsequently, we will also use this expression (national community).

Italian language is the language of instruction, Italian is also the language of the school administration and communication with parents. In those schools, Slovene is a compulsory subject, and Italian is a compulsory subject in all Slovenian schools in the ethnically mixed territory of Slovenian Istria. It is important that schools with Italian as the language of instruction are not closed institutions, intended only for children of the Italian national community, but are open to all children (cf. Klemenčič and Klemenčič, 2001, p. 279).

FROM INTERCULTURAL TOWARD MULTICULTURAL EDUCATION

At first glance, the expressions "multicultural" and "intercultural" society are similar, but they are not equivalent. Multicultural societies consist of different cultures, religious groups, ethnic groups etc., who live in the same territory but do not necessarily have contact. In a society where differences mean weakness, this is often the main reason for discrimination. The majority usually passively tolerates minorities, but it neither accepts nor appreciates them (cf. Vsidručič 1998, p. 23).

On the other hand, intercultural societies are represented by citizens of different cultures, ethnic and other groups, who live together in the same territory and establish open relations of mutual interactions, exchanges and all-round acknowledgment, which respect the values and lifestyles of other groups. In intercultural societies, we speak of the active tolerance and of the maintenance of equal relationships, where no citizens are more or less worthy, are not better or worse (ibid.).

The national majority as well as the national minority community should actively participate in the development and strengthening of intercultural education. Without the active support of the school, all efforts to introduce intercultural education are condemned to meager results, or even to failure. Thus, formalized intercultural education is essential, but at the same time, it is also necessary to develop different areas of informal intercultural education. The work of the school is based on the principle of equal rights, but with the introduction of intercultural education, this principle is extended to the recognition of and respect for cultural differences between individuals. The essential component of intercultural education is the comprehension of other cultures, the understanding of realities, which differ from our own (ibid.). As already said, in Slovenia, two approaches exist, which should enable the coexistence of the national majority and both national minorities in the content and organization of education, guarantee the rights of autochthonous national communities and contribute to the development of an intercultural society. The difference between the approaches originates in different historical situations and development. For both approaches, the provisions of the law on special rights of members of the Italian and Hungarian national community in the area of the education are in force (cf. ZPIMVI 2001).

According to this law, education and teaching in kindergartens and schools, where the language of instruction is Italian as well as in bilingual kindergartens and schools in ethnically mixed territories, comprise, in addition to generally prescribed educational objectives, some special objectives, such as the following:

- preservation and development of the Italian or Hungarian language and of Hungarian or Italian culture;
- development of linguistic abilities and skills in the first and second language;

- knowledge of the historical, cultural and natural heritage of the Italian or Hungarian national community and their "mother nations";
- development of own cultural tradition;
- education for respecting and understanding of national and cultural differences, for collaboration between members of the Slovenian national majority and the Italian or Hungarian national communities and developing the ability for life and cohabitation in ethnically and linguistically mixed territories (ibid., art. 3).

A BRIEF DESCRIPTION OF THE ITALIAN AND HUNGARIAN NATIONAL COMMUNITIES IN THE REPUBLIC OF SLOVENIA

In relation to national minorities or communities, the Republic of Slovenia has chosen the autochthonous principle, which means that the members of both national communities who live in Slovenia are not enumerated according to their national determination, but their original right to belong to some other nationality is considered. Consequently, members of each community enjoy all the protection given by the law, and they have been assured all legal rights irrespective of their number. The absence of a numerical clause means that the state recognizes the members' historical value to both national communities (cf. Klemenčič and Zupančič, 2004). It is nevertheless interesting to look at the evolution of the number of members of the Italian and Hungarian communities in Slovenia.

According to the statistics of the 1991 census, 8.000 persons declared themselves of Hungarian nationality, or 0,42% of the total population, and 8.720 persons indicated Hungarian as their mother tongue. In the 2002 census, 6.243 persons identified themselves as members of the Hungarian national community, i.e., 1.757 persons, or 20,01% fewer than in the previous census; their share in the total population diminished from 0,42% to 0,32%. In addition, 7.713 persons indicated Hungarian as their mother tongue, or 1.007 fewer persons (11,5%) than in the 1991 census (cf. Popis, 2003).

According to the statistics of the 1991 census, 2.959 persons declared themselves Italians, who constituted 0,15% of the total population, and 3.882 persons indicated Italian was their mother tongue. In the 2002 census, 2.258 persons declared themselves members of the Italian national community, that is, 701 persons, or 23,7% fewer than in the previous census. In addition, 3.762 persons indicated Italian as their mother tongue, i.e., 120 persons, or 3,1% fewer than the 1991 census. On the national level, members of the Italian nationality represent 0,11% of the population (cf. Popis, 2003).

Thus, the 2002 census compared to the 1991 census shows a significant decline in the number of members of both national communities, which can also be explained by a change in census methodology. For example, in 1991, one adult member of a family could declare the nationality of all the members of his family, but in the 2002 census, every adult person had to do so for himself. The 2002 census did not include expatriates, only those persons who actually lived in the country. This should be an argument for extreme cautiousness in interpreting the results of the census, and it justifies the starting point that the rights of members of the national minorities should not depend on their size (cf. Klemenčič and Zupančič, 2004, p. 165).

ANALYSIS OF TWO MODELS OF EDUCATION IN THE ETHNICALLY MIXED TERRITORIES OF SLOVENIA

1. Education of the Italian national community*Historical development and characteristics*

From a historical perspective, the education of the Italian national community originates in the provisions of the London Memorandum of 1954, which means that contemporary schools in the ethnically mixed territory of Slovenian Istria are successors to those schools (cf. Furlan Pahulje, 1999, p. 156). The school model is monolingual, and it is the result of a specific historical situation.³

The very unstable political situation between 1945 and 1954 led to the emigration of many Italians from Istria (according to estimations, about two thirds). We can find several reasons for the emigration: fear of retaliation by the new communist authorities, especially for those who had been during the period of Fascism a part of the fascist structures, changed economic conditions, strong Italian propaganda, etc (cf. Klemenčič and Zupančič, 2004, p. 167). During this period, political, economic and cultural conditions for living in that territory also changed. After the London Memorandum was signed in 1954, the protection of national minorities became a matter of the Slovenian and Yugoslav constitutional regulation and legislation (cf. Klemenčič and Klemenčič, 2001).

In the ethnically mixed territory of Slovenian Istria, there are schools with Slovene as the language of instruction and schools with Italian as the language of instruction. Thus, for both, the national majority and minority, the content of the subjects of instruction are specific, and the content contributes to the preservation of the cultural and linguistic differences of an ethnically mixed territory. To promote the equal development of the Italian national community and to intensify cohabitation, mutual understanding and knowledge, children of the majority nation learn Italian as early as in kindergarten. Then, in compulsory elementary school (duration of 9 years) and secondary school, they are obliged to learn Italian, and at the same time, they become acquainted with the culture and history of the Italian national community. Correspondingly, children of the Italian national community learn the elements of Slovene as early as at the preschool level. In the elementary and

³The Treaty of Rapallo, signed in 1920 by the Kingdom of Serbs, Croats and Slovenes on one side and by Italy on the other side, ceded most of Istria, including Trieste, to Italy. Italy afterwards put in force a strong policy of assimilation, unimpeded Fascistic oppression of the Slovenian population, systematic denationalization and mass Italianization (cf. Pavliha 2005, p. 188). After the liberation of Istria in May 1945, negotiations on the border between Italy and Yugoslavia began. The dispute over Istria, Trieste and the Slovenian Littoral took on international dimensions. Yugoslavia had to agree to temporarily divide the disputed territory into two parts, the so-called Zone A under Anglo-American administration and Zone B under Yugoslav administration. In 1947, representatives of 21 states signed a peace treaty with Italy in Paris, which led to the establishment of the so-called Free Territory of Trieste, which was also divided into two zones, or territories. The question of the border was afterwards the source of many tensions between Italy and Yugoslavia, which ended in 1954 with the signing of the London Memorandum, according to which Italy obtained nearly all Zone A and Yugoslavia obtained Zone B. Italy and Yugoslavia confirmed the border with tiny corrections in 1975 with the Treaty of Osimo. Both countries at the same time obligated themselves to protect national minorities with the appropriate legislation. After the proclamation of the independence of Slovenia, both states also confirmed the validity of all previous agreements and treaties (cf. Pavliha 2005, pp. 252–253).

secondary level of education, they must learn Slovene as a second language and study Slovenian culture and history (cf. ZPIMVI, 2001).

For children in ethnically mixed territories, it is very important to enter early into contact with another language and culture. The teaching and learning of a second language actually assure equal status for both languages. Pupils should know why they are learning the second language, i.e. the language of their milieu, and they must also know the cultural and socio-historical development of the nation that cohabits with them. This is the only way to develop and accept the principles of multiculturalism (cf. Čok, 1999, p. 72). It can be said that the school of the Italian national community is a kind of sub-system within the school system of Slovenia. Overall, the sub-system is regulated by the same laws as the Slovenian school system in general. The main objectives for the Italian schools are identical to those of the Slovenian schools; however, because of the specific role of schools, where the language of instruction is Italian, there are also some specific objectives, which contribute to the preservation of the cultural and linguistic identity of members of the Italian national community and its development (cf. ZPIMVI, 2001).

Education in kindergartens and schools is conducted in the Italian language, but all students must learn the Slovenian language in elementary school and in secondary schools. All documents issued by schools are bilingual (cf. Zakon o organizaciji vzgoje i zobraževanja 1996; Zakon o vrtcih 1996; Zakon o osnovni školi 1996; Zakon o gimnaziji 1996; Zakon o poklicnem in strokovnem zobraževanju 1996).

The current condition

The fluctuation of the number of members of the Italian national community was reflected in the enrollment in the schools in the Italian national community. If we limit ourselves to the field of compulsory primary education (excluding the pre-school level and secondary schools), we can establish that the enrollment of this national community was, until 1951–1952, parallel to the decrease in the number of members of the Italian national community, which was about 30%. The largest decrease in enrollment in these schools took place in 1954–1955. This year, the number of enrolled children fell by 80%, from 1.200 pupils to 260. In total, during the first post-war decade, the school of the Italian national community was reduced to 10% of its starting size, and enrollment decreased from 2.600 to 260 (cf. Stranj, 1992, p. 236).

Afterwards, a period of political stability followed that also benefited the Italian national community for its enrollment in schools, which, in 14 years of slow growth, increased from 260 to 460. Then, between the school years 1969–1970 and 1981–1982, enrollment decreased again. In the elementary schools of the Italian national community, enrollment dropped by more than 50%, and the level of enrolled children has reached the critical number of 225 pupils for all eight schools in the ethnically mixed territory of Slovenian Istria. We can explain this period of decline in enrollment by the generally declining birth rate in Slovenia. The rate has fundamentally changed from the school year 1981–1982, when we can see an annual growth in the enrollment in elementary schools of the Italian national community of about 15% (cf. Stranj, 1992, pp. 233–236).

In school year 2009–2010, the network of public kindergartens, whose language of instruction was Italian, had three kindergartens, hosting 387 children (that is 123 more than in 2004). In the same year, there were 3 elementary schools with 6 subsidiaries, with a

total of 389 children. In two general secondary schools and the technical secondary school, 155 students in 2009–2010 were enrolled (cf. *Italijanska narodna skupnost*, 2009).

Enrollment in kindergartens with Italian as the language of instruction: The education of the Italian national community is characterized by its dynamics and variability. A general glance at the total enrollment in kindergartens and elementary schools with Italian as the language of instruction shows a decrease in the number of children enrolled from 1995 to 2002; then, enrollment was stabilized and began decreasing slowly, parallel with the movement of the population.

Table 1 The number of children enrolled in kindergartens and schools with Italian as the language of instruction:

School year	Kindergarten	Elementary school	Secondary school	Total
1991–1992	277	515	239	1.031
1994–1995	298	571	267	1.136
1997–1998	182	528	323	1.033
2000–2001	266	468	283	1.017
2003–2004	264	385	291	940
2006–2007	305	372	235	912
2008–2009	365	365	175	905
2009–2010	387	389	155	931

Sources: Peterzol, 2000, pp. 13–14; Klemenčič and Zupančič, 2004, p. 186; Italijanska narodna skupnost 2010.

The number of children enrolled in schools with Italian as the language of instruction has another characteristic: increasing the enrollment of children from mixed marriages or from families of the majority nation. Research conducted in Slovenian and Croatian schools with Italian as the language of instruction has shown that, in these schools, 25% of the students are Italian, 15% to 20% are Slovenian or Croatian in origin and, for the others, statements regarding the nationality and language differ (cf. Komac, 2002, pp. 42–43).

2. The education of the Hungarian national community

Historical development and main characteristics

The Hungarian national community in Slovenia lives predominantly in the region of Prekmurje, in the extreme east of Slovenia. The region was under Hungarian domination from the 10th century to the end of World War I. During World War II, Hungary, an ally of the Third Reich, included this territory again in the Hungarian state, and after World War II, Prekmurje was returned to Yugoslavia.

In the 1948 census, 10,246 Hungarians lived in this territory, which means that the Hungarian population decreased by 20% from that date until the independence of Slovenia in 1991 (cf. Klemenčič and Zupančič, 2004, p. 172). The population in this region was predominantly rural. The process of urbanization and industrialization has affected this part of Slovenia with less intensity than other regions; less development was also due to the proximity of the very closed border with Hungary, which after World War

II lived behind the so-called Iron Curtain, which decreased the possibilities for relations between national minorities and their mother states. This region also produced significant economic migration to other parts of Slovenia and Austria and Germany, which has numerically weakened the Hungarian national community. The trend of economic emigration continued after the independence of Slovenia and, although in this time contacts with the mother state intensified, the number of declared members of the Hungarian national community fell sharply. The number of Hungarians outside Prekmurje at that time increased, but outside small settlements in Prekmurje, Hungarians did not have the opportunity to implement their rights in education (ibid., p. 173).

Unlike the Italian national community, which has monolingual schools, with Italian as the language of instruction, for the whole territory inhabited by the Hungarian national community, the legislation established bilingual schools. This means that all residents of this territory irrespective of their national affiliation are taught in both languages; that is to say, they alternately use both languages in all classes. This approach, which was introduced in 1959, is the consequence of the fact that Hungarian parents preferred to enroll their children in Slovenian schools rather than Hungarian schools. The main reason was that in order to continue education on a secondary or post-secondary level, a good knowledge of Slovene was necessary (cf. Model dvojezičnega, 2009). The main obstacle for the introduction of the model cited was the lack of didactics of bilingual instruction, because at that time specific programs were not developed yet nor enough knowledge about the implementation of a model into praxis acquired. The current state of technical knowledge has significantly increased, but the major problem of the preparation and publication of bilingual textbooks remains.

The current condition of bilingual schools

The number of children in bilingual kindergartens and schools does not say much about the actual number of members of the Hungarian national community; that is why we will not systematically analyze it. One of the biggest advantages of this system is that children and their parents are not obliged to declare their nationality. The only particularity is that the children or their parents should at the beginning of schooling decide in which language they want to be taught reading and writing, in Hungarian or in Slovene. As a rule, this would be in the pupils' mother tongue, and school counselors recommend the alphabetization in the language spoken at home. Later on, pupils can practice both languages equally and treat them as mother tongues. Even when students take national tests of knowledge or the general baccalaureate, they can choose either the Slovenian or Hungarian language. This implies that all exam papers and materials, including baccalaureate exams, are written in both languages.

In 2009–2010, the network of public bilingual Hungarian-Slovenian kindergartens enrolled 281 children. There were 4 bilingual elementary schools and 1 bilingual elementary school with an adapted program. The total number of students in bilingual elementary schools decreased from 1.131 in 1998–1999 to 787 in 2009–2010 (cf. Mađžarska narodna skupnost, 2010). The gradual decline in the number of pupils is proportional to the decreasing number of children in the general population due to a negative demographic trend.

At the secondary level, bilingual education was introduced and started to win recognition much later, not until the school year 1981–1982, when the bilingual pedagogical program

was introduced and, in the following year, the bilingual program for trade and financial management. Currently, there is a bilingual secondary school in Lendava, which enrolls 319 students (cf. Madžarska narodna skupnost, 2010).

CONCLUSION

The bilingual model as developed in the ethnically mixed territory of the Slovenian-Hungarian border is a rarely used bidirectional model of the preservation of both languages. Both languages have equal status, which is achieved within a single unit of instruction (teaching hour) by passing from one language to another in a chronologically prescribed order. Both languages are an equivalent medium of communication in education, which is also reflected in the extra-curricular activities of the school and in all other areas of communication. The accustomed bilingual communication in elementary schools and secondary schools develops particular mental structures that are used afterward outside school, in the family as well as in the broader social and cultural milieu. This approach, unlike the traditional model used in the mixed territory with the Italian national community, is particularly suitable in the case of the lack of connections between the national minority and its mother state, which was typical during the period of the Iron Curtain and when the state wanted to maintain the intercultural character of a certain territory with an active policy.

The different approaches or models that were developed in bilingual education in Slovenia also represent an important contribution to the didactics of bilingual education in general. Such models are especially important, because with their implementation and use, it is possible to preserve the equal status of the language of certain national minority irrespective of size. On the other hand, there are also some objections and reservations about the fact that members of the majority nation in an ethnically mixed territory are in a situation of inequality compared to those who do not live in a bilingual territory. This objection can be taken into consideration; however, the results show that success in subsequent education and achievements of standards of knowledge as a whole are equal and even superior to that of young people who attend monolingual schools.

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ŠKOLOVANJE NACIONALNIH MANJINA U SLOVENIJI – DVA RAZLIČITA PRISTUPA

Tadej Vidmar

U ovom radu bavimo se situacijom u kojoj se dve "nacionalne manjine" ili "nacionalne zajednice" u Sloveniji, italijanska i mađarska nalaze u pogledu obrazovanja. Za obe manjine ćemo analizirati dva različita pristupa ili modela obrazovanja. U etnički izmešanoj teritoriji slovenačko-mađarske granice upotrebljen je model u dva pravca, gde su oba jezika podjednako zastupljeni u komunikaciji vezanoj za obrazovanje u celini. Sa druge strane, tradicionalni model se koristi u izmešanoj teritoriji u kojoj živi italijanska manjina, u školama gde je italijanski jezik jezik na kome se odvija nastava. Italijanski je i jezik školske administracije i komunikacije sa roditeljima. Slovenački je obavezan predmet, ali je italijanski

obavezan predmet u svim slovenačkim školama. Različiti pristupi koji su se razvili u bilingvalnom obrazovanju u Sloveniji takođe predstavljaju bitan doprinos didaktici bilingvalnog obrazovanja uopšte. Takvi pristupi su od naročitog značaja, jer je njihovom primenom i upotrebo, moguće očuvati status jezika neke manjine bez obzira na broj njenih pripadnika.

Ključne reči: *nacionalna manjina, italijanska nacionalna zajednica, mađarska nacionalna zajednica, Slovenija, bilingvalno obrazovanje, etnički izmešana teritorija, multikulturalno obrazovanje, interkulturalno obrazovanje*