ABSTRACTS

BOGDÁN, PÉTER: Issues of Roma education in light of interrelations of school theories between 1978 and 1998

This study places emphasis on school theories, particularly on school models developed over the centuries, and investigates the following questions in light of the history of pedagogy: 1. In the conceptual framework of the state as responsible for education, which school types were supported or tolerated in Hungary between 1978 and 1998, according to the literature? 2. What was the image of Roma people in the school models preferred by the state? What framework was provided for the pedagogical and public education professionals who were aiming to find a solution for the problems surrounding Roma education?[3] How and to what extent did the offered or compulsory forms of schooling affect Roma people; were the officially recognized school theories and school types purely privileged, or could any school model that went against the official position also prevail?
There were *educational schools, work-oriented schools, traditional schools, progressive schools, revolutionary schools and market schools* in Hungary between 1978 and 1998. The theories behind the school models (school typologies) that were preferred, supported or tolerated by the government – in the domestic context – did not offer any guidance on solving the problems surrounding the education of Roma people, and thus education- and public education experts were left to argue among themselves on this issue. School theories offered a framework for the education of Roma children as well that was deep-rooted for centuries. The Kádár-regime supported the "socialist idea of man", and thus it neglected to emphasize Roma children's ethnicity. Still, besides the *assimilating traditional school*, the *segregating educational school model based on black pedagogy, which* took ethnicity into consideration practically, also prevailed. Moreover, the concept of integrative education, which is characteristic of *market schools,* also appeared in the public mind. This means that those who thought in strategies and theories of Roma education did not always follow (either in their writings or in practice) the mainstream tendencies set by the administration, but deliberately turned against them.
After the regime change, the integrative education model flourished while segregation still remained, suggesting that although the current state education policy accepts the concept of no segregation, reali to meet expectations under the democratic system just as it did in the socialist era.

KEYWORDS: *school theory, school typology, theory of education, education of Roma children*