



**The „Integrated Education” Dormitory Programme
in Szolnok for the disadvantaged gypsy and
non-gypsy children**

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The proposed project is a regional one, involving mainly Heves, Jász–Nagykun–Szolnok and Pest County, but it is to be implemented in the town called Szolnok.

This project is about to realise an interdisciplinary based programme by means of organisational development and personality development at the “Dr. Hegedűs T. András Foundational Secondary, Vocational and Boarding School of Szolnok”. The programme is to create a secondary school virtual college of talent care that can function as a regional model (1) to close up, to main-stream talented Romany students from Szolnok and other settlements and counties, (2) to eliminate the students’ disadvantages, (3) to evolve their talent, and (4) to develop their personal and social skills. The project would prepare these students to hold their grounds in the labour market and at university level education. The programme includes (1) the target oriented development of the applicant’s existing school organisation, (2) the participating educators’ further training and preparation to realise and manage the virtual college and an environmental relation system (parents, schools, etc.).

The main objective of the project is to work out and implement, as a model also, a special close up and talent care programme with regional efficacy in Szolnok. This requires that the applicant’s existing secondary, vocational and boarding school which is under a developmental process should be made appropriate in its organisational, personnel and technical conditions to carry out the programme, to receive the talented Romany students from the country, and, for longer terms, to pass on its experiences to other similar educational institutions. The programme targets also to promote the talent care school and colleged Romany students’ effective teaching, education, social integration and civilization through the creation of their appropriate motivational basis and through the development of their autonomous, creative personalities. The successful implementation of the programme may base the expansion of the model to the sphere of university Romany students.

Hungary’s biggest ethnic minority is the Gipsy population. This population’s backwardness from the European life quality standards, the cumulatively disadvantageous position of the overwhelming majority of its members are well-known and axiomatic, so these facts do not require any proof or verification. It is also widely accepted that the most important pivot of large-scale rise and social integration for Romany communities and individuals is school education and training.

Most of the Romanies in Hungary are unable to appear with good chance at the labour market, because they cannot satisfy even the minimal requirements of this market. Young Romanies get to colleges or universities only very few in number, thus all the intellectual occupations remain closed in front of them in Hungary for the time being. But how could one attend the university if she or he does not reach even to the maturation exam?

A few Romany students can be found in a small part of those secondary and vocational schools which provide their pupils with (mainly low qualified) professions, but their institutional, overall, at the same time not segregational education and training goes on only at the “Dr. Hegedűs T. András Foundational Secondary, Vocational and Boarding School of Szolnok” having gained international respect and more years of domestic experience, and at one or two other places.

(Romany children’s nursery and elementary school education is not included in our proposed project, so we just shortly indicate for the sake of better understanding the issued problems there: segregation; deadlock training; instead of close up type education, segregated school classes canning backwardness; handling disadvantageously positioned pupils as cases of

mental defectiveness; much higher drop out rate than among the average; far more less elementary school qualifications than among the average; etc.)

Returning to secondary school education, the difficulties in relation with raising Romany students can be summarized by the following statements:

- the systematic, scientifically based identification and selection of Romany students with talent and good abilities is missing;
- the conceptual, organisational and personnel conditions of successful talent care are also missing, despite of all individual and respectable efforts;
- the world-wide known creativity developmental methods and techniques have still not been adapted for Romany student groups;
- there are only very few possibilities for the students' supplementary development, socialization and social integration out of the teaching lessons;
- Romany children's those features (such as self-awareness and self-esteem, individual and social effectiveness, ego-strength and self confidence, knowing and applying sufficient behavioural patterns in social transactions, awareness and practice of social roles, creative skills of problem solving, entrepreneurial attitude, etc.) without which they cannot hold their grounds at the labour market and in the Hungarian society are not dealt with from a developmental aspect;
- those schools mentioned as a few good examples have been functioning according to their own profiles (even that in itself is a rare and great success), but they have not been able yet to form those "virtual colleges" which could step over the institutional, organisational, local and ethnical borders, thus neither they, nor others have been succeeded in establishing a well structured, finely running, real talent care possibility and practice among Romanies;
- even among the most highly qualified, best motivated and strongly committed educators there are only a small number who are equipped with the necessary group dynamical and other knowledge, with the necessary practical skills, and group leading, conflict handling and other experiences to eliminate Romany students' severe backwardness;
- there is no sufficient collaboration between schools, teaching-staves, parents, minority self-governing authorities and students, and the conflict handling, as well as mediational methods and techniques necessary to bring about the requested co-operation are not "at hand".

It is not only the problem of secondary education, but it receives special emphasis here that numerous efforts, locally successful but regionally or country-wide hardly perceived initiations decay, fail for lack of interest or bankrupt for lack of conditions. I. e. the best solutions should be organised into a system, and should be formed sufficient for country-wide presentation and appropriate to pass on and to receive.

The essence of the project can be summarized as follows. Through its implementation, a secondary school virtual college of talent care will be created on the basis of an already existing educational institution that can be found in a developmental process. This institution is the "Dr. Hegedűs T. András Foundational Secondary, Vocational and Boarding School" that has been functioning successfully for the last five years as a place making possible the close up and vocational training for cumulatively disadvantaged young people of Romany and non-Romany of origin. This school has, as well as implements successfully a complex educational strategy and programme. The institution functions as a regional centre, so it has pupils from Heves, Jász-Nagykun-Szolnok and Pest County (and from a few other places).

The applicant and its partners identify the most important tasks of the proposed project as follows:

- to promote the systematic and scientifically based recognition and selection of Romany students with talent and good abilities;
- to create the conceptual, organisational and personnel conditions of a successful talent care;
- to adapt the world-wide known methods and techniques of creativity development for Romany student groups;
- to provide possibilities for the students' supplementary development, socialization and social integration out of the teaching lessons;
- to develop the Romany children's those traits (such as self-awareness and self-esteem, individual and social effectiveness, ego-strength and self confidence, knowing and applying sufficient behavioural patterns in social transactions, awareness and practice of social roles, creative skills of problem solving, entrepreneurial attitude, etc.) without which they will not be able to hold their grounds in the labour and entrepreneurial market and in the H. society;
- to create a "virtual college" (at the applicant school) which can step over the institutional, organisational, local and ethnical borders, thus it can succeed in establishing a well structured, finely running, real talent care possibility and practice among Romanies;
- to equip the highly qualified, strongly motivated and committed educators with the necessary group dynamical and other knowledge, with the necessary practical skills, and group leading, conflict handling and other experiences to eliminate Romany students' severe backwardness;
- to develop sufficient collaboration between schools, teaching-staves, parents, minority self-governing authorities and students, and to give "at hand" the conflict handling, as well as mediational methods and techniques necessary to bring about this requested co-operation.

It also belongs to the essence of the project that it tries to organise the best solutions into a system, and tries to form it sufficient for country-wide presentation and appropriate to pass on and to receive.

The listed tasks will be performed in the course of different concrete processes, activities. These activities can be grouped into the following target fields.

The creation of the material conditions for the talent care secondary school and college

On one hand, the applicant's boarding-house, having been enlarged from other resources, has to be made sufficient to receive cca. 30 new Romany college students judged talented. On the other hand, facilities, equipments of informatics, i. e. a laboratory is needed to be set up that will allow informatical training and work in a wide sense. Thus, in this laboratory, not only computer technics teaching, but computer based foreign language learning, audio-visual artistic, etc. development can also be run.

The overall, conceptual and detailed development of the project by system approach, included the planning of a model-like functioning of the programme

The proposers believe that they will avoid one of the most frequent tumbling reasons of similar programmes if they think in terms of an overall and complete system approach. For

this reason, before starting to elaborate the details and to realise the concrete developmental steps, they outline the strategy of the programme, set up the objectives to be achieved, indicate the ways of reaching the targets, and brief also the future perspectives which may open having finished with the present project. In accordance with this approach, the proposers also have to define the means by which they can produce an effectively functioning model passable and receivable for other regions by September, 2002.

The preparation of the educators, school and college managers, as well as other specialists to be participating in the project

The proposers consider it insufficient to prepare the key persons of the project just by one way communication at an only one occasion. Having developed the detailed concept, the proposers (the representatives of the applicant and its partner organisations) wish to discuss the whole process planned together with the school educators and with all the other specialists in the framework of a workshop. The applicant and its partners intend to assert a two ways communication approach by this method so as to be able to shape the common final programme.

Before the start of the different activities and processes, respectively, concrete preparatory possibilities will be provided in the form of trainings and workshops for the conductors, facilitators of the given activities or processes in each phase of the project.

The proposers also wish to promote the implementers' permanent preparation, self-training, personal and professional development by individual and group counselling, as well as by supervisory discussions.

The systematic and complex development of the organisational system and its human resources

The proposed programme, among other things, differs from the similar ones for similar target groups in that—in a complex way—it is also going to develop the organisation of the “Dr. Hegedűs T. András Foundational Secondary, Vocational and Boarding School giving the basis for the implementation of the programme. Concretely it means to “build”, to fit the talent care virtual college into the applicant's existing organisation. But this is a difficult job to do, as the foreign and Hungarian experiences of more decades show. Exactly that is why organisational developmental and human resource developmental expert activities have been spread so generally among economic (industrial, commercial and other business) firms, because a similar organisational change or restructuring usually goes together with considerable conflicts, as a result of what the efficiency, the effectiveness, the operational level of a given organisation mostly decreases for a longer period. The applicant intends to adapt the experiences, concepts and methods of organisational development available widely in the competitive sphere to its own school and college organisation. The applicant and its partners are clear about that this adaptation requires considerable efforts and a creative way of work unsimilar to routine.

Continuously has to be worked on, dealt with the given organisation's strategy, philosophy, resources handling, managerial subsystem, co-ordination of the roles, the statuses and the functions, as well as with the “maintenance” of the given organisation's interpersonal relationships, etc. by the help receivable from OD and HRD specialists, and by involving all the experts or specialists participating in the project.

A special OD task is to fit the organisation of the talent care virtual college to be newly formed to the organisation of the existing school and college, including the harmonization of the old and the new personal and managerial factors.

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The students' recruitment for the talent care school and college

It has to be fixed as a basic principle that the talent care (virtual) college will be “built” into the physically existing boarding house in this phase. In other words it means that the students to be recruited for the virtual college will become the members of the boarding house and the school, too, at the same time. The accommodation capacity of the boarding house will have been enlarged by the 2001/2002 school year, since the leading institution of the present project has gained support for this purpose from the III/1. budget line of the same PHARE project. The overwhelming majority of the new accommodating capacity is going to be used to ensure preference for talented Romany children when filling up the roominess of the boarding house with residential students. Thus, about thirty talented Romany pupils are intended to be admitted. The possibility to join the talent care process will remain open for non-residential students, too, but since the programmes for, the activities with the children will go on in the building of the boarding house, the residential pupils are expected primarily.

The recruitment process will consist of a preparatory and an implementary phase. A methodological battery has to be elaborated to search for, to identify and to select the talented students in the preparatory phase. This is a complicated task, because the usual talent search methods have to be adapted and used with criticism in the case of the given target group, so as to be able to avoid the realistic danger of applying the culture standards of a majority (especially the standards of the Hungarian middle class) to measure the members of a minority ethnic culture. For this reason, the significant, competent help from the experienced educators, teachers and representatives of the local minority self-governing authority is expected and welcome.

The proposers intend to involve the Gipsy minority self-governing authority of Szolnok and of the concerned counties into the phase of implementing the recruitment, too. The task of searching for and recruiting talented students would be their job in first place. Then may come the talented and future college students' selection by applying the previously elaborated methods and techniques, including both the individual and the group ones.

The elaboration of the student developmental programme of the talent care school and college

The target group of the whole programme is the group of the talent care college students. Everything happens for their sake in this project. For this reason, the greatest attention has to be devoted to the elaboration of the principles and methods of their development. The collegians' developmental process will include the following main educational and training fields:

- cultural and social close up (main-streaming);
- the development of self-awareness and individual effectiveness;
- the development of motivation and assertiveness;
- non-specific creativity development, not connected to school subjects;
- forming the attitude of following the legal rules;
- the development of entrepreneurial attitude;
- the development of the necessary skills for public life careers;
- the development of peer group mediational knowledge and skills;
- the development of team-building and leadership knowledge and skills necessary in peer groups;
- education in Romany folk understanding, in Romany culture over the school subject.

Besides, the members of the talent care college are of course provided with the usual school and boarding house education and training. So they will be educated/trained in public utility subjects, hygienics, vocational skills and knowledge, etc. Thus, the educators and the experts of the organisations participating in the consortium will work out developmental programmes for the above mentioned ten fields.

The connection and relationship between the talent care school and college and its environment

For whatever extent are important the connections between the educational organisation and the local or regional institutions, the proposers do not think of them here. What they do mean is that in the talent care college, Romany children will learn who temporarily will loose contact with their families and communities on one hand, but on the other, the same students will still be bound to the same families and communities by hundreds of attachment strings. This kind of attachment is a well-known feature of Romany cultural traditions. Thus, the students' family backgrounds have to be influenced favourably so as to assert the developmental, educational, teaching and training objectives, so as to develop collaboration between the educators, the school and the families, so as to be able to handle the potential conflicts and frictions, so as to be able to mediate if necessary between individuals or groups.

The work of Gipsy minority self-governing authorities are strongly expected and welcome in maintaining the connections with the Romany environment.

The "maintenance" of the process

The proposers want to keep the long program "alive", and want to maintain the participants' interest in it throughout the whole project. The most important method of doing so is that the external experts will not merely manage and implement different activities, but they will follow up the process as a whole at the same time, they will serve with process consultation also for the school management and the teaching-staff.

A similar purpose is served by the supervisory discussion groups where professional group leader(s) will help the educators and other specialists to elaborate, to process their problems, to discuss their difficulties. The participants of these discussions will certainly gain new energy to carry further the project.

Other inputs and outputs

Since relatively inconsiderable experiences have been gathered only on secondary school Romany talent care for the time being, the project must be open toward different kind of solutions and institutions. Therefore, the proposers intend the developers of partial programmes to get acquainted with solutions of Hungarian and foreign institutes at home, as well as abroad, so as to allow these people capable to make use of the experiences in their work.

As far as the outputs are concerned, the experiences of the eighteen months are intended to be turned into common property of professional spheres. One type of achieving this goal is to process the experiences in the form of publications, articles, educational manuals, and the other is to organise a result presenting final conference allowing reflections, too.

The evaluation of the programme

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An evaluation system, method and technique fitting to the processes will be worked out by the specialists. All these will be utilized regularly throughout the project to analyse the activities. The qualitative data will be processed and built into a final summary evaluation. This may provide an important corrective facilitation for the spread of the forming model and the achievement of the perspective purposes.

Staffing issues of the programme

The professional and effective preparation and implementation, as well as the appropriate staff of the programme are guaranteed by the members of the consortium having been established to realise the project. The overwhelming majority of project management, condition creation, consortium members co-ordination, and the practical implementation will be performed by the chief of the consortium (director of the “Hegedűs” Secondary School), by his deputies and by the community of educators, teachers being familiar with and having more years local experiences in Romany students’ school and college training and education. The sustaining institution of the “Hegedűs” Secondary School, and the local Gipsy rights protection association will take part in the project in accordance with their own profiles by their experienced representatives. The activities of the two partner organisations (a consulting firm and a public utility foundation) accompanied to the former institutions will be based on their professional experiences, within that, on six leading experts’ long term participation, and on other experts’ short term participation.

Methodology

This programme means the preparation of such an institutional system and/or network that realises the segregationless coexistence and the practical evolution of the rights to learn and to live a fine life for Romany, as well as for non-Romany young people from nursery school to university level education. Within secondary school education it provides the possibilities to learn, to step ahead, to get and to preserve self-esteem for the cumulatively disadvantaged Romany and non-Romany young people from the ninth class to maturation exam. The programme means an alternative for young people who experience the institution of school as a series of failures. The programme allows numerous neglected young people’s reintegration into the educational system, while settlement concerns will also have been asserted for the greatest extent. In case of having the sufficient conditions, the programme will be capable to answer not only regional but national and international challenges as well, meant by being different.

The Szolnok Gipsy Minority Rights Protection Association in collaboration with the Gipsy Minority Self-governing Authority will recruit students, will search for those school aged young people who have not been attending at school, will follow up these people’s faith, and will help them to find their jobs. An up to date connection is implied by that the representatives of the two mentioned Romany organisations continuously visit the Hegedűs Secondary School, and actually perform educational activity on Gipsy folk-awareness.

There are several factors that fundamentally define the way of implementing the project. These factors are as follows: the workshop type discussion of the whole concept with the concerned people; the participating educators’, experts’ and minority self-governing authority representatives’ preparation for the project; the minority self-governing authority representatives’ preparation for connection maintenance, for collaboration, for influencing the social and political sphere of talent care. This involves the necessity of preparing these

representatives to be able to follow up the students' family and community backgrounds and the changes in these backgrounds. This preparatory task will be performed by the specialists of Episztémé. and Gipsy Minority Rights Protection together with the specialists of Hegedűs Secondary School. The permanent connection ensures the success of this activity. The programme also will train talented students for future mediator role to fulfil in the traditional summer camps of the school. The preparation of this task will belong to the Hegedűs Secondary School and to the Gipsy Minority Self-governing Authority. In the completion of the prepared task, the experts of Episztémé and of Minority Right Foundation will also participate. The one week summer camp will allow the newly recruited talent care college students' orientation through peer group leadership and through those motivated and committed educators', teachers' participation whom are intended to be employed in the talent care college.

The selected teachers', educators' preparatory training for the talent care college is again a job of special importance. Among the tasks of the period before the first regular talent care school year one can find the elaboration of the organisation developmental programme, the elaboration of the programme to adapt the existing organisation to the requirements of the project, the elaboration of the students' self-awareness, individual effectiveness developmental and social close up programme. These subjects also include the elaboration of the students' motivation, assertiveness, creativity and entrepreneurial attitude developmental programmes that all belong to the experts of Episztémé and GMRP Foundation.

It is also essential to work out the medational, mentorial and public life skills development programme for the future Romany intelligence, i. e. for the students who want and able to act for the people, and prepare for public utility occupations (e.g. teacher, policeman, etc.). This task includes the development of the enlarged curriculum of Gipsy folk-awareness, too. The specialist team of the Hegedűs Secondary School and the Gipsy Minority Self-Governing Authority is expected to help this work. All these are linked tightly to the survey of the mentorial (tutorial) needs for creativity development, to the pedagogical programme elaboration of establishing a creative atmosphere, to the optimisation of the programme implementing educators' working and employment conditions, as well as to the elaboration of the organisational fitting of the school, the boarding house and the talent care college together. This has to be made available by the start of the school year, because the lack of it would threaten the possibility to follow the time table of the planned project.

The completion of the pedagogical and psychological methodology for Romany talent care, the development of the viewpoint system and plan to follow up the talented students, as well as the elaboration of the pedagogical frameworks and means (special courses, mentor system, etc.) for institutional talent care are among the tasks to be finished with by the end of the project. Additionally, creativity development training for educators has to be planned, and the formation of a coherent and overall talent care culture and a fitting organisation have to be outlined.

The next most important expert job is to work out the managerial programme of the organisation established for the implementation of the project. To elaborate the collaborational programme between the main role players (the school and college, the students, the Romany families, the minority self-governing authorities) of the project, to work out the mediational and other conflict handling methods to help to handle the potential conflicts between the major actors, and the edition of those educational and organisation developmental manuals that serve the individual counselling planned for these major actors have to be performed by Episztémé and GMRP Foundation. Additionally, Episztémé and GMRP is expected to develop the viewpoints, the means and the system of programme

evaluation. This job will be supported and promoted by the “Comenius” quality management experiences of the Hegedűs Secondary School.

Data will be collected and analysed continuously by making use of the evaluation system. The regular supervisory meetings will provide their participants with the maintenance of connections, and ad hoc conflict handling. The one week study tours to GB abroad allow the project participants to gather foreign experiences beside the Hungarian ones, and, in case of successful programme implementation, the opportunity to “export” the results. The participation at a professional conference abroad might attract support from the professional public opinion in regard of the programme.

The Hungarian study tours on the other hand also mean exchange of information and experiences. The same purpose will be served by the final camp for the college students, and by the final two days, national level conference, where the final comprehensive evaluation study about the project will be delivered, too. The presentation goals demand of course close connections with official and civil organisations, as well as with the media, so as to be capable to influence the public opinion into positive direction through the objective demonstration of the results. No success can be expected without PR. The formation of the technical bases for the talent care college means an integral part of the project. The Hegedűs Secondary School has a classroom of multimedia. But the facilities and equipments of the boarding house are insufficient. Computer operator training that has been going on successfully for more years and talent care require technical bases of excellent quality. The purchases planned include the necessary computers (two of them with modem to be delivered to the consortium members), printers, copy machine, scanner, overhead projector, digital camera, dictaphones (for deep interviews). The lower quality equipments available at present can be used further for exercising purposes. The computer operator and typist-wordprocessor vocational training involve the need of using multimedia facilities, too, in our days. This purpose is served by the projector, the video and the television set. The provision of the talent care college with vocational training facilities, equipments allows the reinforcement of the knowledge acquired at school lessons, and the acquisition of new information, unavailable for non-college pupils. This latter factor may well make the participation in the programme attractive for the students.

Estimated impact on target group

Those, cumulatively disadvantaged, first of all Romany in origin secondary school (or vocational school) students are considered as target group, who prove to be talented from this or that point of view, and in the flow of a specified selection process, get into the talent care college. The acceptance by the college is independent of the students former place of living and school.

One can consider to be the most general impact that the talented Romany students of the college can absolve secondary school, than as if they had not been the members of the college. This impact expectedly can be extended to the issued students’ university level school attendance, too, but for the time being, they are so small in number at universities that this expected outcome might be perceived statistically only after a longer period.

As a result of the special close up and talent care programme that gives the content of the project, the target group members succeed in improving or getting rid of their disadvantages, and in developing creative features in themselves which may form the basis for them to decrease or eliminate their feeling of being less-valued.

The educational and training activity at the talent care college and the committed educators’ work allow the target group members to be integrated into the society of Hungary

on the basis of the extra knowledge and skills receivable at the college, as well as on the basis of the stable, assertive and matured personality helped to develop there.

The talent care college facilitates the acquisition of a professional knowledge and qualification, having them at hand, improve the former students' chances at labour and entrepreneurial market.

The project forms the motivational basis in the students, by the lack of what they are hindered to make efforts to learn and to attend at the labour and entrepreneurial market.

As a result of personality development, school successes and the community life at the college, the pupils' vision of the future will develop (what can be concretised and objectified in the form of individual action plans). And as a consequence, they will be conscious about their possibilities of the rise of their social status.

The realisation of the project will produce impacts outside the issued target group, too. One of these other effects may be expected in the students' families. The relationship will improve between the school-college teachers, organisation giving a kind of background for the students and the students' families (parents) even in short term. The traditional conflicts between the two parties can be handled more easily as a consequent.

In longer term, the students' wider community's (sisters, brothers, older opinion leaders, peers, etc. – meaning the other kind of background) attitude will change into a favourable direction concerning the institutions and persons involved in the realisation of the project. More over, especially in the case of younger family members, a favourable motivation may develop generally in regard to learning and developmental programmes.

Also an over-targetgroup impact is achieved by the activities to carried out on the participating educators' knowledge, skills and attitudes.

Unfortunately, there are no social statistic or psychometric indicators available for the proposers that can register the impacts of the project on the target group with full objectivity according to the strict rules of social and psychological experiments because of the nature of the whole thing and because of the present state of Romany talent care in Hungary.