



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

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Causes and consequences

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The radical transformation procedure of the decade shook the foundations of the educational institutes and the special schools taking part in trade education (vocational training). Serious burden was put onto the shoulders of the children coming from an environment providing few stimuli for them and who - due to their poor study achievements - had a hopeless starting position. The huge sponge, the network of giant factories, had disappeared and were not able any more to absorb the young people graduating with poor study achievements. The students going into vocational schools generally present a poor performance in the primary school, they experience much failure, because they have to repeat classes or their study achievements are hardly better than 2 (a pass). According to the results of research works, vocational school students are exclusively those, who have been forced into this area by the harsh social determining factors. Their value-orientation/value-selection are greatly influenced by their starting point (family environment). Most of the children admitted to vocational schools come with significant social and educational disadvantage. They come from broken families, where the adults and relatives are unemployed. They are in the net of everyday conflicts from which they are unable to escape. The social-cultural environment which influences their social relations ab ovo degrades their needs. Following their marginal values they often act against their own interests. Neither the society of teachers nor the functioning family-helping service is able to solve these problems. The role played by the family is not positive at all. Their immediate environment often discourages their hesitant escape attempts. The vocational school students status regenerates the disadvantages. The problem is even more serious, because the movement among the social strata has completely disappeared. The individual problems are superimposed to each other with the young ones, who would like to study but live in a settlement of an underprivileged region. Due to social-historical causes, as well as due to the facts that the underprivileged situation is regenerated and there are significant infrastructure differences, the rural areas send fewer children to schools comparing to the size of their population. As a result of the changes, the poor Gypsy and non-Gypsy families can not afford to send their children to vocational schools any more, so the only chance for the children to get out from their environment has now disappeared or dropped to minimum. The vocational schools do not have enough training workshops, therefore they prefer teaching trades which can be acquired through drawing in private entrepreneurs and self-employed craftsmen. Nowadays, self-employed craftsmen hardly employ apprentices, but definitely not a young student who lives poor and underprivileged circumstances. As a consequence, as far as the material prosperity and social status improvement are concerned, the gap is getting wider and wider.

The school as an extremely important venue of the socialisation

Still, the further education is the channel of social mobility. According to the national average, about 85% of a certain age-group wants to take part in further education. A portion of the rest can't be educated, concerning their mental status, they are unable to step forward. Judging by the figures of unemployment, it is doubtful that they will ever be employed anywhere. A significant portion of them is left out even from the essential comprehensive education; they are dropped out and get lost. The practice shows that 15 to 17% of the students admitted to secondary schools drop out. Summarising the figures, it can be seen that - due to various reasons - about one third of the society has low educational level, is unskilled, unqualified, which results in joblessness, lack of income, mobility and promotion problems. The individual problems are superimposed to each other within the population of the economically underprivileged regions. Owing to their family background, origins and low

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motivation levels, some young Gypsy people are unable to complete the study in primary school. Among the others there are some, who graduate from primary school, although they frequently repeat classes, are overaged and burdened with conflicts. A portion of the primary school graduates does not even want to take part in further education, because of their bad experience gained in primary school. A large portion of the ones who try to go on studying sooner or later drop out because of their poor study achievements and the experienced failures. They do not feel fine in the circumstances like this. The young ones living in hard circumstances, in unbearable awful flats, with no chance for independence, are unable to meet the requirements expected from them. The children with pull-back family background and distinction experienced in the primary school are hardly able to meet the requirements the secondary school expects from them. You can hardly find a student of Gypsy origin in an educational institute where the graduates get GCE. On the other hand, now they are almost excluded from vocational training schools owing to the already known reasons. The consequence is that the young one with average talent but outstanding manual skill stays at home too, further going downhill. The young people are getting further and further from the desired material prosperity and social status improvement when they remain without handholds, supports and places of refuge in a society afflicted with inflation and unemployment. Still there is a possibility for you to achieve success with them through serious, definite assistance and support which take into account their points of view and true interests. Since the low educational level regenerates itself. Both the reason and consequence of it is the multiple unprivileged situation. If you want to get out of a situation like this, it is almost impossible over a certain age. These are the young ones, who think that it is hopeless to continue their studies at higher educational institutes. When they appear on the job market, they create additional conflicts. They do not get even odd jobs, since they do not have proper educational levels or qualifications. Finally, they get into the category in which the young members are desperate, depressed, mentally injured right at the beginning and tend to become potential criminals. The likely solution of this problem is that they should be employed and get jobs. To achieve this goal, you shall create a school network, from which they get positive emotional charges and motivations (instead of their families), in which they can study without fear and stress. This is the only chance for them to get out of this hopeless situation.

Major questions of the programme

- Can the underprivileged situation of these young people be eliminated using this unique vocational training programme applying its various teaching means (repertoire) ?
- Will the participating students become more receptive and open-eyed persons through creating communities and group-work?
- Will the secondary citizen feeling be reduced or eliminated through collective work and learning the instruments and methods to be used for promoting personal advancement?
- Will the programme solve the existing conflicts between the young ones, who treat the school as a strange institute and the teachers, who consider the young ones who disapprove of the existence of school if they mutually accept the status of being different?
- Will the special vocational training programme provide enough qualification (knowledge) to give chance for the participants to be competitive on the job market? What do the research works say about it?
- Investigating the professional programmes and comparing the local experiences and solutions can you see any resources which can ease the future steps forward?

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It is a common sense to say that the Hungarian gypsies form such a social group which has got all the characteristic features of social, cultural and political deprivation. Even if there is a narrow stratum within the ethnic group (about some thousand people) who are not very different from the so called middle class that forms most of the society concerning their social, cultural position but most of the eight hundred thousand gypsies live at the periphery of the society. There is no such sign of social outcast and exclusion that could not be found among them. These signs appear in such an undeniable way that the characteristics of this ethnic group raise a panic with reason. 10 years ago almost 70% of the gypsy men were employed but today the proportion is about 5-10% depending on the different geographic situation. It is also a fact that if we consider the non-gypsy population of working age men, 12-13% of them are unemployed but this proportion among the gypsies is 85-90%. The situation is that most of the gypsies were ousted from the labour market of the legal economy and got to a disadvantageous situation from every point of view. More than two third of the working age gypsy population does not have any income and live as a dependent. More than half of the gypsy families used to live on salary or wages but today their determinative income is family allowance and other types of allowance exclusively. If we also take the data on the educational level of the gypsies into consideration, their inclination to deviation, the characteristics of moral and morbidity it can be proved that they are such an ethnic group that has to face the pressure of direct survival day by day.

Today it is not yet known whether the critical situation of the gypsies is going to lead to social explosion but its danger is always "in the air". It is the lack of financial and cultural means first of all that preserves the state of deprivation and disadvantageous situation as well as the restricted possibilities. The situation of living from one day to another consequently causes the feeling of lack in perspective and apathy. They are the consequences of a life-style without work and the restricted chances of life for the gypsies. It became obvious by the change of the regime. The greatest losers of this process are the gypsies and what is paradox about this situation is not the fact that the change caused a an unexpected break but the complete helplessness of the gypsies. It was partly caused by the irrevocable cease of their chances at the labour market and partly by their lacking the knowledge and self-protecting strategies. They got into such an inclusion that it is almost impossible to get rid of it. The economic, social and cultural processes that preserve their inclusion offer them such a social status that need the determinative role of education and training for the long-term elimination of the problems.

It is a fact that the chances of obtaining material and social means have to be established now and here but it is also evident that the strategies of self-protection also need some kind of a minimum level of education. It is necessary to get out of the dependent way of life, and living on allowance. It would be a day-dream to suppose that the gypsies could receive anything from the narrow chances of social re-distribution by a social consent. We can experience every day that the social prejudices are stronger and stronger when the non-gypsy citizens experience the presumed advantage of the gypsies in connection with sharing the allowance. The allowance creates a very paradox situation as it preserves the gypsies among the deprived circumstances of life and the majority of the society consider it as a reason for their prejudices. They consider the gypsies as a population of idlers, parasites.

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Hungary - Szolnok**

If we accept that the situation of the gypsies originates from nothing else but the social fact that they are not able to take part in producing the economic means it is a question whether they can morally be considered idlers. The social superiority concerning the financial and intellectual conditions of the market economy is hopeless for the gypsies, their chances of personal self-assertion are so hopelessly limited that they are forced to withdraw and by a traditional mimicry they accept the unavoidable or find ways and methods that are considered deviant. Nobody is born to be a criminal but there is a chance to become one. If one is unable to live on the minimal legal possibilities, one is forced to make use of other possibilities. If one does not take this fact into consideration one will be the slave of prejudices forever. The fact is that the social integration of the gypsies can only be realised if the social and cultural conditions are given. Any idea that deals with the problem of closing up the gypsies in an ideological way becomes just a political slogan.

The right for the cultural autonomy - which is the medium of the emancipation movement of the gypsies - has to be a practice and the schools have to offer them useful knowledge. The social need for inter-cultural education is valid especially for those institutions that give instrumental knowledge and useful trades. The Dr. Hegedűs T. András (Integrated Education) Foundation School is one like that. The social structure that reproduces inequality should offer chances for the disadvantaged strata instead of allowance. It has to be accepted and recognised since the direct support of those in disadvantaged situation is a good investment in the long run. It is so useful that the stability of the society also depends on it. The tendency saying that the autonomous culture of the gypsies can only be preserved by living separately from the majority is the pretext of their aim that it is not worth helping the deprived situation of the gypsies.

If the latest statement contained any truth it would also be unmaintainable, especially if we consider that there are such kind of demographic changes in the Hungarian society that the number of the inhabitants is decreasing very fast and the society is growing old while the gypsy population is getting younger that has to be taken into consideration. The proportion of children in the whole population is 5%, this number exceeds 13% among the gypsies. Considering these numbers there is a real danger of illiteracy. It is a real danger especially if there are fewer and fewer children going to kindergartens and schools. Nobody is a tabula rasa. Everybody adjusts oneself to the surrounding world, that expresses the ways of social reaction. The more the distortion appears in private life the more deviancy is caused which is an obstacle of integration.

It would be hard to determine how many advantages and how many disadvantages the inherited social and cultural samples could cause but it is true that the whole process of socialisation depends on the system of institutions. Even crime can be explained by the acquired samples of values just like the different ways of self-killing ways of life. The difficulty of intervention and institutional socialisation is how the measure between integration and unintended assimilation can be found. It is such an important factor for the gypsies that cannot be omitted. Even if we supposed that human characteristics are constant by forgetting about the social determinative factors (that is: a gypsy will always remain one) it is just the opposite that is happening. The social integration of the gypsies can be considered such a process that cannot hurt the personal and community integration from any point of view.

**Dr. Hegedűs T. András Foundational Vocational School, Secondary School,
Adult Primary School and Dormitory
Hungary - Szolnok**

We should not forget that the preservation of the identity does not only depend on personal decision but from the majority society that accepts it as a natural need. The more institutions undertake the responsibility of offering convertible vocational knowledge and the preservation of the community's identity, the more the advantages of inter-cultural education will develop. Starting from this: if anybody considers the social integration of the gypsies important one has to accept that there is no chance for it by any philanthropic state or individual aid. Among the conditions of market economy and plural society such kind of gypsy and non-gypsy citizens are needed that do not just want to suffer their lives but can unit the social aid with their own self-assistance and it will give hope for the political emancipation of the gypsies in economical, social and cultural sense as well.

Structure of the education in Hungary, human resources

The central programmes of the prescribed professional subjects should be published (issued) by the competent ministries. Their requirements prescribed for a particular graduation shall be observed and met with the examinations. When the local professional programme is worked out, the requirements and standpoints of the local job market shall be taken into consideration.

The following groups of young people are the targets of the project:

- the young ones who are over 14, but still are obliged to attend school (they may be attending the evening school of workers);
- the young ones who have graduated from primary school but do not want to continue their studies at higher educational institutes;
- the young ones who have dropped out of secondary educational institute;
- juvenile unemployed persons;
- those who have troubles with proper writing, reading and counting; who can hardly be burdened from the point of view of learning.

Among these target groups you can find groups/students which/who are unable to adapt themselves to the average school-system (because they do not know how to behave, or they deliberately want to be in opposition to normal behaviour, or they behave anomalous manner. In this case, the group and the school mutually try to get rid of each other.

Within the project these target groups will obtain comprehensive education and vocational training. When they graduate from the vocational school, with the selected profession/trade they will almost surely be employed. This programme should be applied in and penetrate into regions which are located far from innovation centres. The programme invites the young people, who live in multiple underprivileged circumstances, have dropped out of the traditional education offered by traditional schools and willing to accept this new form of vocational training, because they want to get job. The high unemployment rate among young people is a big problem everywhere, not only in one or two regions. Nevertheless, its special treatment is justified by the fact that there are strata, which are not accustomed to regular employment status. They have never enjoyed the safe situation in which they get their regular monthly incomes. They hardly know anything about how to be farsighted. For the unemployed young people there is a real threat that they can never get out of this awful situation, because they see no perspective for their prosperity, their personal characters fall

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Adult Primary School and Dormitory
Hungary - Szolnok**

apart, they get into a deep moral crisis and start to behave in deviant manner. There is a great need for a school system, which can treat these problems and offers solution for them. According to the survey carried out for the Ministry of Culture and Education, on average, two teachers educate one study group in the present-day Hungarian school system. In this programme similar rate can be expected. This approach is reflected in the prepared curriculum, the numbers of the theoretical and practical classes involved into the timetables.

Material and financial requirements

From the point of view of pedagogical practice, the following issues are extremely important matters: the receiving capacity of the student, what are the chances for him/her to co-operate, how he can process and reduce the outside hindering effects independent from him, how he can stay away from marginalisation. The research works done in Western Europe prove that one of the causes of the low performance in school is the bad social situation of the student, including the unbearable circumstances of the accommodation and their direct consequence: the poor family motivation. The research works done earlier had not dealt with the financial factors as a possible cause of the pedagogical failures. There were exceptions of course, for instance in connection with the American ghettos, where the situation was so bad that it prevented any kind of adaptation. The new investigation indicate that extreme situations are not necessarily needed for the fact that the financial factors become determining, ones. The surveys carried out in several schools of the United States show that the IQ values (measured by tests) of the students coming from families with lower income are lower. The higher the level of the education, the bigger the difference. It is especially true for verbal communication and test results. A comprehensive representative investigation carried out in Great Britain shows that amidst conditions of sinking into relative poverty the process of socialisation hinders the manifestation of intelligence in schools. There is an inverse proportion between the death rates of children, the frequency and seriousness of the illnesses of children and the financial situation of the breadwinner of the family. At the same time, the performance shown in school is directly proportional with the income of the family. The 8 to 10 year old children coming from the middle class, but living in bad accommodation circumstances are able to close up to the average performance level shown by the members of their own social-economical group, while this is not true for those coming from multiple underprivileged environment and bad accommodation circumstances. The social investigations conducted in Germany, France and other regions show the consequence originating from these causes. The consequence is that these children reduce their aspirations, desires and ambitions. The influence of the financial factor is rather big on the study achievements and the standard of education. Basically the school was invented for the middle class. The school amplifies the limiting effects of the various socialisation forms of the various strata. The socialisation processes working within the underprivileged strata are not connected smoothly to the school, its values, learning and performance norms. Therefore, real, comprehensive and effective changes can only be achieved parallel with social changes. As a consequence, you can solve these problems applying regular information/guidance, keeping the aware alive and raising the level of aspiration. Additionally, the educational practices and forms applied within the family and outside the family should be brought closer to each other. It can not be denied that the subcultural experience of the individual person can (on latent level) directly hinder the adaptation to the requirements of the particular educational institute. The multiple underprivileged strata, the national and ethnic minorities, that is the subculture from which the children come are in opposition to the objectives of the institute, or they are neutral

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Adult Primary School and Dormitory
Hungary - Szolnok**

towards them. A subculture which feels that it is subordinate of its physical and social environment can hardly increase the security feeling of an individual person. The parents living in a subculture like this can not understand why their children should get rid of this environment. On latent level there may exist collisions, even if they are not manifested directly on the surface. The only sign is that the child does not continue his/her studies. As a consequence of repeated failures experienced in the primary school gives up his ambition to be admitted to a selective type of the secondary school education, such as a grammar school. When you investigate the vocational training school, this special form of trade education and its European varieties, it is a must for you to clarify who are the people attracted by this form and why.

Education of children of the strata lagging behind

Definition

Under the strata lagging behind, first of all, you mean the unsuccessful groups, which have had poor school performance. Those who have not completed the primary school, who attended special auxiliary schools, who have not continued their studies on secondary educational level, who have dropped out of vocational training and secondary schools, who have learnt a trade/profession the job market does not need. The common characteristic of the above-mentioned groups is that their career has suffered from failures. Behind their failure experienced in secondary school you can trace the poor study achievements and the opposition to the school as institute alike. In school circumstances there are clashes between the student and the teacher, just like at home between the family and the child. Additionally, the choice of profession is not properly founded, which will result in the probability, that they will not be successful on the job market either. This must be true, because - according to a survey - the most of the young ones drop out of school at the half-year examinations or right after them. The closing up of this stratum can be achieved, applying specific programme which takes into account their special points of views, well-equipped vocational trading school system, excellent teachers and special curriculum. This statement must be true, as the international experience supports this idea. The comparative pedagogy shall investigate the theory and practice as well as its principles and consequences alike.

The practice

The fact that the job market is whether the buyer's market or not is the determining factor in that if the companies are willing to employ the multiple underprivileged young people or not. Within this programme the school education contains practical training as well. In this situation there remain two possibilities for the school whether it is located in the East or the West. The first one is that the school reduced the standard of the requirements and determines a more modest goal. In such a way the school adjusts itself to the quality of the study group. The second alternative is to try and find new methods and instruments for the successful training of the students.

The Hegedűs T. András Foundational School

The secondary school system giving GCE are dynamic, although more than one third of the classes think that the only practicable plan is the vocational training. But the economy is

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Hungary - Szolnok**

willing to accept the ones with the best capabilities. For the rest, new, brand new (brand new in the Hungarian practice) methods should be applied. This is the objective of this alternative trade (vocational training) school.

According to the investigation carried out for the Ministry of Education, there are two students for each study group on average in Hungary. As far as this programme is concerned the number of employed teachers are limited by the curriculum and the numbers of the theoretical and practical classes. With the financial support obtained from the Job Centre of Jász-Nagykun-Szolnok County, the school employs four teachers working in full time, one pedagogical assistant and one social worker. Together with the headmaster of the school they direct the operation of the school, maintaining the daily continuous work. They are form-masters, organise the every-day life of the school and prepare the institute for its further tasks. The rest of the classes are provided by teachers working for the school in part time jobs. They belong to the teaching staffs of other schools. They are well-qualified excellent teachers. In this region trials and experiments have been conducted for decades in connection with closing up the multiple underprivileged children, so that they can adapt themselves and be admitted to secondary schools. Therefore, it has not been difficult for this recently-established special training school to find proper teachers for the teaching staff. The pedagogical assistant, the social worker and the executive responsible for the business matters can maintain the undisturbed operation of the school. So, the co-workers of the foundation trade school can properly support this unique initiative.

Material requirements

For the foundation school to be created a school building had to be rented possessed by another school. This meant problems for the progress and the daily work alike. This co-tenancy was the source of several conflicts. This resulted in wasting the energy of the staff. Instead of solving serious problems, you had to solve these petty problems. This school building is located at 2 Bajcsy Zsilinszky street, and the dormitory is in 8/a Lomb Street Szolnok. The building has got ten classrooms from which three ones can actually be used. Together with the teacher's room, the sanitary blocks and the halls used for public gatherings, it would be able to provide undisturbed circumstances for the educational/teaching work. The actual owner of the real estate property is the self-government of the municipality. They should, they could solve the problem.

Instruments

The educational/teaching work can not be effective if you do not have the proper teaching instruments required by the theoretical and practical classes. Among the tasks assigned for the first year, it was a must for you to furnish the classrooms on a state of the art standard. This made the pedagogical activities easier and meant a proper attraction force for the young ones who had considered the school as a hostile institute. If the classrooms are attractive, they can attract brothers, sisters, other members of the families or relatives to the school, which is a very desirable development from the point of view of the success of the school. You shall have the most up-to-date instruments and equipment items, because you have to win these young people over to the education and learning. Their participation in the secondary education greatly depends on these circumstances as well.

**Dr. Hegedűs T. András Foundational Vocational School, Secondary School,
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Financial resources

So that the programme can properly be supported financially, the consortium thinks that it is necessary to attract substantial financial resources to the programme. On the basis of the statements issued by the local municipal government and the relevant ministry, you can have the school approved and acknowledged. To start the programme, it is enough for you to have the normative support from the State, the support from the local Government of the Town Szolnok. Additionally, the Job Centre of the County financially supports a portion of the wages. The rest of the wages is paid by other foundations. The companies giving room for the practical training provide the financial resources required for carrying out the practical training. Further financial support might be obtained from the local municipal government. The financial support obtained from the Ministry of Education is a substantial contribution.

Micro and macro environment

Research works have proved that the society has realised the danger caused by the social and economical underdevelopment, therefore it wants to help those who belong into this category. It supports each initiation which wants to reduce this gap. The educational programmes teaching the young ones living in underprivileged circumstances enjoy a priority on this list. All the projects which want to give real response to these challenges can be sure that they will get theoretical support from the society as well as financial support. In the town of Szolnok a large number of students drop out of the secondary schools, because they are unable to meet the requirements. The same is true for the vocational trading schools, where most of the forced school-leavers have excellent manual skill, but struggle with verbal communicational disturbances. The main reason of their drop out is that they have not got proper motivation from their families. For those who want to get the GCE an alternative secondary grammar school has been functioning for some years. At the beginning the operation of this grammar school was full with troubles, but now their work is appreciated and supported by the aldermen and the public opinion. According to the feed-back gained so far, you can say that the vocational school working on the basis of the project will surely get the same appreciation and confidence. The official and social support can greatly help the establishment of the school and its further functioning and development. According to the valid laws, the profile of the school can be inserted into the Hungarian educational system and it is in harmony with the concept dealing with the development of the education. The initiation is unique, so it is worth getting support. As there is no other school like this, the comparative pedagogy can study the similar schools only, or shall try and find international references.

Specification of the goals

To establish a school which can provide professional knowledge competitive on the job market and form personalities who are receptive for middle class values and open for public matters.

The school is organised to carry out the task of the socialisation of the descendants. Its task is to educate, form the personality and transfer a portion of the knowledge accumulated during the development of mankind. To endow the students with capabilities and skills which are necessary for coping with the problems of life.

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Educational/training strategy

Taking into account the local experience and general observation, it is preferable to arrange the classes in the afternoons. During the preparation of the timetables the Hungarian and international experience has been closely watched. In the first parts of the sessions the theoretical education will be a dominant factor, while in the second parts of them the subjects dealing with development of skill, expertise, self-knowledge and personality will be emphasised. In the first school year the general educational subjects will be in the forefront while in the second one the founding professional subjects can be taught. The curriculum will be prepared in this spirit. The curriculum will provide the required knowledge, will offer exam possibilities and guarantees the issue of diploma certifying the graduation. The subjects will consist of several modules. Changing and replacing them, you can flexibly adjust yourself and the curriculum to the requirements of various trades and professions. In such a way, you can produce graduates, who have better chances to become employed.

Development of the curriculum

Local curriculum can be prepared in three different ways: taking over, adoption, working out a new one (of your own). The first two possibilities can not be applied here, owing to the innovate character of programme. A school model like this has not existed so far, so you can not take over the curriculum from a similar institute, as there is no similar institute. The main road leading to the development of the curriculum is the creation. It means that all the teachers of the institute, certain groups of teachers or the individual teachers shall work out the comprehensive school curriculum, the sectional curriculum, the individual curriculum, the teachers' programmes and the list of instruments and equipment items necessary for the successful education. It is quite clear, that from the intellectual point of view, this solution is the most difficult task. It requires a lot of work, energy and money. This way should be undertaken only when the would-be creators professionally well-qualified and specialised in the theoretical fields of curriculum-making. In fact, the various ways of making curriculum can not rule out their combined application. It is a frequently occurring task for an institute that they have to prepare a completely new curriculum. They prepare it, but in certain fields they take over the ready-made programmes from another curriculum. The basis of this programmes is the National Fundamental Curriculum (NAT), which is still to be introduced later and its supplementary material entitled „The pedagogical programme of the Gypsy intercultural education”. This latter programme has been worked out by the team of the Minority Department of the Ministry of Education together with the teachers of the school. When you work out (develop) a curriculum you have to combine to following parts: principles, conceptions, the curriculum, the system of requirements, the activities of the students and the experience gained in connection with learning. Therefore, the basic conception and the system of requirements shall placed into the forefront. The whole programme of this peculiar school model has been completed in this spirit.

Trade classes

Each profession/trade will be trained according to the system of requirements issued by the competent ministry. In addition to the practical professional knowledge, the subject shall contain other topics, such as safety precautionary measures, characteristics of substances, essential technical drawing and theory of machines. These topics will get into the timetables

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Adult Primary School and Dormitory
Hungary - Szolnok**

according to the requirements of the professional teachers training the students for the various trades. The students can learn the professions/trades from textbooks and workbooks. Illustrating materials will also be available for them. The textbooks and coursebooks necessary for this purpose will be prepared by a team working within the framework of the Pedagogical Department of the Pécs University. (Actually, they will have the books prepared.)

Each student has completed the eight forms of the primary school, therefore the minimum requirements prescribed for the students of the forms **NAT 9.-10.** Shall be applied for them. This standpoint shall be applied for defining the access routes of the modules as well. Applying this background, the students can actively influence their status on the job market and can see the individual and social advantages of a fair business. So, the purpose is to solve the inhibition problem, which prevents these young people from living own successful lives.

Educational strategy

It is the school where the children obtain their first experience in connection with public life. This is the place where they become the members of a large community for the first time and this is the place where they first meet the manifestation of the power of the establishment. . For most of the students their school means the public life and the power. So, the school can fulfil its educational task completely only when the children can be found in the focus of its every activity. The headmaster of the school, the teachers, the educators, the instructors are first of all teachers, and their role when functioning as executives, managers and economists is subordinate only. Therefore, the school can become a real pedagogical workshop only when the child is in the centre of its whole operation.

Teaching strategy

The declared objective of the school is that the students with different abilities, skills and expertise can learn and acquire the knowledge which are necessary for them to significantly improve their chances on the labour market. In order to achieve this goal, most of the students shall successfully acquire the essential message of each subject. This is a precondition of the progress. Special methods shall be applied for achieving a situation, in which most of the students reaches the point where they have already acquired and learned the trunk parts of a subject. Without this partial success you can not continue teaching the subject. To achieve this, the subjects shall be broken down into different segments, the exact requirements in connection with the segments shall be worked out, auxiliary materials, qualifying tests and checking programmes shall be prepared.

SYSTEMS

Information system

The effective flow of information is a fundamental condition from the point of view of the operation of the systems. First of all, it is the task of the advisors to forward the information originating from the environment, while the evaluation and the information emission are the tasks of the staff. A properly planned information of the school and the programme. In this way, the model can spread all over the country, especially in the regions where the problems are very serious. This job could be formed easier if the internal data to be released for the

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public were collected into an information data bank. The spreading of the programme could be achieved through publishing the studies and reports prepared by experts.

Supervisory system

The supervision should be treated as a positive category. Its main purpose is not fault-finding. Its major purpose is to help the execution of the jointly approved ideas. Two things need to be checked. One of them is the execution of the pedagogical programme of the school. The other one is the supervision of the business side of the operation of the school, so that it can be rational and meet the requirements of various legal regulations.

Evaluation system

Whether it is carried out individually or in groups, its main purpose can not be else than to strengthen the positive things and condemn the negative things. The exclusive purpose is to raise the standard of the work done by the school. The person whose work is to be evaluated shall always be invited to be present in the procedure.

Decision-making system

The decisions made shall be in agreement with the intentions of the founders of the consortium. A decision shall be made taking into account the opinion of the advisors and the standpoints of the executives of the decision. The staff shall work out the form of the decision. To have a person responsible for the decision, a decision is always one-man, but it can be effective only when the executive person of the decision is also drawn into the preparatory phase.

Style

The most important thing is to work together in a collective way to achieve the common goals. The students of the school belong into the multiple underprivileged category, who regularly experience failures and do not generally trust in educational institutes. Their closing up procedure, their adjustment to orbit and the improvement of their career chances can be fulfilled only when the teachers, the staff and the advisors concentrate on the child. This atmosphere shall be the prevailing one in the school.

Finding new financial resources

The goal can be achieved of the financial resources planned by the Consortium and the supports obtained form applications are available. But new possibilities shall be found for the continuous operation. The staff and the members of the advisory council are permanently watching the announced competitions and accept the private donations which are not bound to conditions. With the help of the experts, the school is always prepared for extending the school, introducing new trades/professions and flexibly adjusting the school to the actual demand of the market.

Possible ways for progress

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There are several determining factors in connection with the labour market: the level of education, qualification, entrepreneurial willingness and ability, flexibility, capability for adjustment in the new job, etc... When the applicant is professionally not qualified and has a low level of education, he/she will surely get into a hopeless situation. The political, social and economical changes hit mainly the uneducated, unskilled persons, who did not have proper financial background in the family. The No. 1 loser of this economical transition of the country was the Gypsy population, which had very bad parameters concerning the educational level. According to the statistical figures, the total number of students attending secondary schools has decreased. Its direct consequence is that the chances for rise have deteriorated. Now, you can achieve a successful career through raising your educational level and obtaining qualification from general and specific professional fields. The young people of Gypsy origin can hardly manage to graduate from primary school and are unable to be admitted to secondary school. When luckily, still he is admitted to secondary school, he soon has to realise that he has to give up his self-identity to achieve success. The present Hungarian school system is rigid and gives room for those who are willing to and can adopt themselves to the required customs and life-style. If your attitude is different, it will trigger aversion and opposition. In a conflict situation, the secondary school student shall reconcile the two rather different norms and action methods with each other, while the majority of people are unable to forget or understand its dual character (duality). The study achievements produced in primary schools are frequently poor and the chances for them to continue their studies on higher levels are low. Those who still try it shall fight against a dual problem: they have to close up because the standard of their primary school was low and they have to adopt themselves to a foreign (often hostile) world. The chance for this will be higher, if they go to the same school in groups (as good friends or relatives). As far as the study achievements and the human relationships are concerned, the present Hungarian school is the venue of failures for many young people and this fact is irritating for the teachers.

The result is that always the child is the loser of the conflicts. He/she has never been trained for how to treat the problems similar to these one and is helpless in these matters. The situation of the teacher is not better either. In the teachers training colleges the would-be teachers never hear about the possibility that in real life circumstances they will meet children who can not be controlled easily. The training textbooks never make a mention of the probability that with traditional methods you can not handle the children who come from other cultures and have different customs or beliefs. The outcome is not promising: poorly furnished schools, teachers frequently experiencing failures, gathering place for problem children, where you are unable to get out of. The children, who have got into this magic circle can hardly dream of secondary school any more. They learn meaningless subjects; the society of teachers is underpaid, exhausted, not enthusiastic and intolerant. Nowadays, the schools have become uniform mass-produced institutes, in which there is no possibility for appreciating the real individual values. These children suffer from these circumstances the most, as huge life-style differences separate them from the normal average. To solve these problems the role of the school is indispensable. The solution is that specific educational form shall be organised, which suits their requirements and possibilities best. Because from the point of view of their development. There is only one final solution: you have to educate these children.

According to the original concept, the results are multiplied by the fact that the children will have quite different way of looking at things (attitude), view of life and they will search practical solutions for the problems. Although, to achieve this, you have to reach a situation in

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which they consider the cultural programmes and services offered for them real values. The forms and methods of education applied during the teaching process shall be tailored for the individual persons. *This principle shall be valid for the contents and the methods equally.* The participant shall feel that the business is his. A large part of the cultural needs appear in the form of mediated needs, that is they are a function of other needs which have already been fulfilled. It becomes independent from the primary character only when it becomes art for arts sake. Anyway, whether it is contemplated in their consequences or in its own, it is a function of social and interpersonal conditions. Therefore, the bigger the challenge of the environment, the more noticeable the need for culture. Applying effective pedagogical work as well as serious financial and intellectual efforts, you can improve the situation. In fact, the players of this game are not in a real decision-making position. The final result is that these young ones are squeezed out of even the vocational training.

The project shall find appropriate answers for the following questions:

- Will it result in more real conflicts if the underprivileged young people are left out of vocational training?
- Can the alternative secondary trade school be a suitable form for solving crisis situations?
- Will this school increase the chances of the young ones on the labour market?
- Can the local curriculum be adapted to other communities or schools with similar problems?
- Can the programme of this vocational school be spread elsewhere?
- Can the personalised educational form offer a solution for the problems of the „fourth world“?

The investigation will last for seven years. One of the possible answers can be that these young ones can not be changed. The other possible answer is „yes“. Either the „yes“ or the „no“ will be the answer, it will be useful for the society, because they will be a kind of contribution to the further progress. Unfortunately, there can be a third possibility too. If the operation of the consortium becomes impossible and the vocational training school is unable to operate any more, it will mean that the closing up of these children is not essential for the society. This will result in incalculable consequences. If the decision-making factors preparing show off programmes and the competent representatives of the regional communities are completely indifferent in connection with this school experiment, it will mean that we are really in trouble. This will mean that these officials are not interested in the changes and they want to leave these young people as prisoners in their socialcultural environment for ever.

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