



Plan of the regional „Knowledge Centre” for the Gypsies, with Participant of Secondary Schools

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Goal, the creation of a consortium for the foundation of a „Knowledge Centre” with the direction of the Dr. Hegedűs T. András Foundational School for talented roma (and other disadvantaged) youth for the realisation of obtaining a diploma after graduation in four counties of the South and North –Alföld Region (Békés, Borsod-Abaúj-Zemplén, Heves, Szolnok).

General tasks:

- The vertical monitoring of the youth identified in the objective from kindergarten to obtaining a diploma.
- Also the monitoring of those, who for some reason dropped out of the school system (if the children are distancing themselves from the school, the school must be brought closer to them).
- To continue and widen the cooperation that has been established between one of the Teacher Training School and Dr. András T. Hegedűs Foundational School (Szolnok) and as a result of which 20 students are studying at the college faculty in years I - IV.
- Basic education, personality development and socialisation must be emphasized.
- In the above tasks the person of the educator, the teacher is of vital importance, so the program places an emphasis on their preparation in this direction; the central idea of this: the development of the human relationship between the educator and the educated.
- Such a complex task list must be prepared, which plans, controls and by mutual discussion analyzes, then evaluates (in this their own value systems must be considered) every activity of the child and the youth from getting up to going to bed.
- All these tasks can only be realised with the assistance and cooperation of the government and the community and minority local governments.
- Efficiency can only be ensured with scientific thoroughness, so the employment of external experts and the systemisation of prior research are needed.

I. Our immediate tasks:

1. The essence of the program is a professional-educational workshop, the „Knowledge Centre,” to be created to assist the work of educators teaching elementary and middle school students and to enhance the living standards of the talented disadvantaged roma and non-roma youth. This workshop would help them in their studies from kindergarten to graduation or obtaining a skilled worker certificate for a more successful and more productive advancement. A consortium is to be created to realise and operate the „Knowledge Centre,” the managing and gestor institution of which is the schools.
2. The middle level institutions present in Section 1 are obligated to create so-called subconsortiums, the members of which are:
 - the middle schools in every county, which roma youth attend in significant numbers,
 - the elementary schools, from which the above middle schools admit their students,
 - the kindergartens, from which the above elementary school receive their students,
 - the educational institutions and labour centres of the counties,
 - the local governments of the counties, the local governments of the communities and the minority local governments of the communities based on the published tender and with the condition that only those communities may apply, which guarantee a free and comprehensive kindergarten placement for disadvantaged children.

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- institutions and private persons with financial or professional assistance through tendering.
- 3. With the help of the „Knowledge Centre” the program, which operates with the professional assistance of the consortium director and the higher education institution, can provide professional and methodological assistance, further education opportunities and a practice location for potential teachers attending higher education institutions.
- 4. Professional assistance to the elementary schools included in the project, the inclusion of the graduating youth in a talent management program in the last year and providing an opportunity and preparation for a subsequent middle school admission with the aim of further studies at the „Knowledge Centre” are of emphasized importance.
- 5. We request from the roma minority local governments to provide assistance to the program undertakers in furnishing information and in organisation. Preparatory courses for the participating representatives in the specific community.
- 6. The consortium consisting of (a) higher education institution(s), selected regional middle schools, the elementary schools invited, the competent labour centre(s) in the region, the educational institution(s) of the county and the roma minority local governments is to immediately and continuously guarantee the possibility of the program scheme’s publication, implementation and dissemination locally and on an international level. It will make this possible via the publication of professional-methodological material, professional conferences and field trips.

The consortium’s goal, in addition to being awarded local grants, is to enter international programs to develop a direct relationship with the educational institutions of the EU and of the countries wishing to enter.

- 7. The gathering of literature originating from prior research related to the subject. The preparation of a research program by taking the above into consideration.
- 8. To prepare a plan regarding how those dropped out of the school system can be provided with a job in a way that training is brought closer to these youth.
- 9. The possibility of the preparation of level harmonising and distance learning programs must also be examined, as the so-called employment packages related to these would provide a significant help to the youth participating in education and training.
- 10. With our program we wish to be connected to the National Development Plan, in the priority system of which human resources development is present an an operative program. The planned resolution of the Ministry of Education will receive an emphasized role: „Competence and skill development on all educational (and training) levels.”

We consider it our duty to develop basic skills and key competences not only in the school system, but also in the educational framework outside of it. We especially pay attention to the skills demanded by the labour market and the competences vital for a personal lifestyle. The following are to be prepared for the realisation of the above:

- the development plan of basic skills,
- the development plan of social and lifestyle competences,
- a transparent quality assessment system,
- the development plan of the skills and competences required for a vocational qualification
- the possibilities of the creation of a comprehensive school.

II. Short-term and continuous tasks

- 1. We find it necessary to have the elementary and middle school students spend as much time in their school as possible, so that they can be part of the programs taking place there. The preparation of a program offer is required for the efficiency of this.

2. The foundation of such a „Knowledge Centre,” in which it is accentuatedly mirrored that we are thinking in a system adapted to the targeted youth.
3. Free textbooks and the most important tools must be guaranteed to the students and attendees on levels.
4. The selection of students through a knowledge and skill examination from those successfully admitted to various middle schools in the 9th grade, then the direction of the eligible students to the 10th talent management class operating in the „Knowledge Centre” by considering the availability of dormitory space and the region. The youth gain admission to the middle school selected and participating in the program possibly with an annual rotation – or in case of an adequate number of applicants by continuous operation. Here the roma and non-roma youth with multiple disadvantages, but having good skills can participate in a detailed, accredited and personally adjusted talent management program. With this they receive an education on such a level that results in a successful graduation examination and an easier admission examination.
5. In order to strengthen the education of foreign languages need:
 - two-two professional language teachers with a foreign mother tongue,
 - increased hours, modern methods,
 - volunteers with a foreign mother tongue.
6. A self-development training is necessary in the kindergartens involved in the program, for the educators teaching in elementary and middle schools and for the parents interested. Such a content development is to be initiated by which the involved institutions and their students will become competitive. We are also requesting the assisting cooperation of the National Association of Self-development Schools.
For all these we are asking for – by arrangement – the help of an acknowledged expert or consultant.
7. The development of a further education program is necessary (in a mentor program system). Within this framework the teachers have the chance to undertake mentoring duties (3-3 students would belong to 1-1 mentor).
8. It seems necessary to involve small regional and family coordinators. We are claiming the family coordinators to be provided by the Ministry of Education, and we are also making a proposal for starting the development of a small regional coordination system assisting the work of the above.
9. The planning and the continuous development of afternoon community programs are needed. Drama education and sports must receive an emphasized role. The community centres and the sports associations must be included in this program. Based on prior assessments we are requesting the support of the Ministry of Education with sports equipment and toys.
10. In order to reduce (to reveal and to manage) the tensions within the school the educators should receive professional help from the social services staff, social educators and psychologists.

III. Subsequent tasks

1. The youth participating in the talent management program would have an opportunity to acquire the first year material of the accredited school system style higher education curriculum in a facultational framework in the year of graduation. During this the realisation of positive discrimination is unavoidable, as this form of higher education can only be started after graduation under the laws and regulations in force. The material of the second academic year would be acquired following graduation. This material of the second academic year would provide an assistant qualification in the fields of education, special education, social services, culture or computer science/library sciences to those exiting the training, with which

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they would acquire a job. Those wishing to continue their studies in turn – validating the possibility of positive discrimination – would have the chance to go on with their studies with their 60 credits obtained (counting approx. one academic year) all the way to a diploma. The elaboration of these would be the duty of the university and in the first period would mean the social education and the cultural organisation majors. This way they would have a higher education qualification and a diploma by the age of 22.

2. Those participating in the program's preparation think that its success is also greatly dependent on whether we can make kindergarten „obligatory” for roma children in the specific region.
3. An important step is the monitoring program based on the cooperation of the consortium members, during which employment is guaranteed with the help of the regionally competent labour centres and obtaining a second diploma – e.g. in romology major – is assisted based on the opportunities available.
4. There is little chance today for job placement on the labour market without computer skills. Therefore, we find it necessary to supply the schools participating in the program with multimedia computers, and where it is not available, an internet connection.
5. Employment or the minimum wage for 1 year must be guaranteed to college graduates.
6. It would be worthwhile to examine the vocational certificate system and the secondary grammar school system of skilled workers and to contemplate their possible experimental testing in this program.

IV. Required program tasks

1. The essence of the program is a professional-educational workshop, the „Knowledge Centre,” to be created to assist the work of educators teaching elementary and middle school students and to enhance the living standards of the talented disadvantaged roma and non-roma youth. This workshop would help them in their studies from kindergarten to graduation or obtaining a skilled worker certificate for a more successful and more productive advancement.
2. With the help of the „Knowledge Centre” the program, which operates based on accredited programs with the professional assistance of the consortium director and the higher education institution, can provide professional and methodological assistance, further education opportunities and a practice location for potential teachers attending higher education institutions.
3. Professional assistance to the elementary schools included in the project, the inclusion of the graduating youth in a talent management program in the last year and providing an opportunity and preparation for a subsequent middle school admission with the aim of further studies at the „Knowledge Centre” are of emphasized importance. Monitoring, selection, the preparation of elementary schools, the further training of teachers and the preparation of an accredited further education program.
4. The selection of students through a knowledge and skill examination from those successfully admitted to various middle schools in the 9th grade, then the direction of the eligible students to the 10th talent management class operating in the „Knowledge Centre” by considering the availability of dormitory space and the region. The youth gain admission to the middle school selected and participating in the program possibly with an annual rotation – or in case of an adequate number of applicants by continuous operation. Here the roma and non-roma youth with multiple disadvantages, but having good skills can participate in a detailed, accredited and personally adjusted talent management program. With this they receive an education on

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such a level that results in a successful graduation examination and an easier admission examination. The program also makes it possible to be directly admitted to the secondary school of the „Knowledge Centre.”

5. The youth participating in the talent management program would have an opportunity to acquire the first year material of the accredited school system style higher education curriculum in a facultational framework in the year of graduation. During this the realisation of positive discrimination is unavoidable, as this form of higher education can only be started after graduation under the laws and regulations in force. The material of the second academic year would be acquired following graduation. This second academic year would provide an assistant qualification in the fields of education, special education, social services, culture or computer science/library sciences to those exiting the training, with which they would acquire a job. Those wishing to continue their studies in turn – validating the possibility of positive discrimination – would have the chance to go on with their studies with their 60 credits obtained (counting approx. one academic year) all the way to a diploma. The elaboration of these would be the duty of the university and in the first period would mean the social education and the cultural organisation majors. This way they would have a higher education qualification and a diploma by the age of 22.
6. The next step is the monitoring program based on the cooperation of the consortium members, during which employment is guaranteed with the help of the regionally competent labour centres and obtaining a second diploma – e.g. in romology major – is assisted based on the opportunities available.
7. Those participating in the program’s preparation think that its success is also greatly dependent on whether we can make kindergarten „obligatory” and free for roma children in the specific region.
8. The selection of the kindergartens, the preparation of the kindergarten teachers and the development and accreditation of the program are required.
9. We find it necessary to have the elementary and middle school students spend as much time in their school as possible, so that they can be part of the programs taking place there. The preparation of the teachers working at the schools, program development and realisation.
10. We request from the roma local governments to provide assistance to the program undertakers in furnishing information and in organisation.
11. The consortium consisting of (a) higher education institution(s), selected regional middle schools, the elementary schools invited, the competent labour centre(s) in the region, the educational institution(s) of the county and the roma minority local governments is to immediately and continuously guarantee the possibility of the program scheme’s publication, implementation and dissemination locally and on an international level. It will make this possible via the publication of professional-methodological material, professional conferences and field trips. The consortium’s goal, in addition to being awarded local grants, is to enter international programs to develop a direct relationship with the educational institutions of the EU and of the countries wishing to enter.

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The project will begin in the following year. 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 project 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.