



Best Practices in Hungary

2012



Table of contents

Dr. Gábor Zongor: Let's learn from each other or let's measure the incomparably	3
Best Practice of Uszka Village.....	21
Best Practise of Hódmezővásárhely City with County Rank.....	26
Best Practise of Berhida City	72
Best Practise of Mohács City	78



Let's learn from each other or let's measure the incomparably

Written by Dr. Gábor Zongor

Slogen:

“The clever people learn from others mistake”

Hungarian proverb

Everybody would like better one

The economy is in forehead in modernization of work-organization and in HR policy against the public sphere because its stock producing nature. The narrow understanding public administration development mainly follows the solutions, processes and sometimes the trends. The latest document of the domestic public administration development, the Magyar Program 1.) considers the organization, tasks, processes and staff as intervention area. The governmental program, which figured out the vision of Good State, is focusing on state administration, as the centre of organization development however they understand under the state administration the municipal administration as well. 2.)

Increasing the efficiency of the public services is both the state and local government interests. The government appointed a government commissioner for coordination the implementation of Good State development concept. 3). On the other hand regarding the local government administration and public services we cannot speak from this degree of government attention and dedication.

From the essence of the local governance the organization and human resources system of public services fulfilled by the local governments is more complex, than the state sectoral construction organization system. Realization of each tasks ruled by sectoral law is implementing by complex way during the local governance. At the same time both the state and the municipal administration should comply with the conditions of establishment the



European Administrative Space and the main principles and aspects of European public administration law. 4.)

It is an important difference, that the Mayor, who represents primarily the local government, should not have any pre-qualification, only electoral rights, while he/she must perform the tasks without appropriate apparatus. There was not any kind of criteria of readiness for elected representatives either, 5) and this regards to the members of Parliament too. So that the institution of the democracy became suitable for decision-making but there is no institution for empowerment of decision makers.

Certainly regarding the staff of the local government offices there are professional and practical preconditions. Thus the existence of the apparatus of the offices guarantees the effective local public administration. Given, that excepting the cities only the municipalities with larger population or with higher local tax revenues have significant technical apparatus, so that different municipalities by public task is highly dependent on the ability, attitudes of the Mayor, and on the relationship between the Mayor and her/him professional local team.

It is particular important challenge in case of those municipalities, who have not permanent operational office and the Mayor provides the mandate of social responsibility, not in fulltime job; however theoretically the public services should be provided at the same quality-level in all municipalities. The situation is therefore quite diverse and varied. A big city (city with county rank or centre of township), a small city or an independently operation municipality, a common official centre and an associated municipality operates very differently. (Certainly above the differences derived from number of inhabitants, and organization culture there are several other factors which influences the discrepancies.) Despite the differences, the local inhabitants rightly expect the same level of service.

Another problem is that the minimum conditions laid down in sectoral legislation are often not met primarily financial reasons, but more than once the rules are unrealistic, either. The in 1990 created local government system the major problem just lies in the fact that the quality level of public services provided by different local governments are dramatically differ from



each other. A citizen living in disadvantaged municipality in disadvantaged area receives much worse public service than other citizens living in more affluent settlements. The local government system has become more and more unjust, while the availability of public funds declined steadily. In addition to different local conditions it could be observed significant differences on the basis, which kind of Mayor and elected body was elected by the local community and how stable local leadership was managed chosen. The change of the local government system has become inevitable for years, but only in the current governmental period was succeeded to reach the two-third majority which is necessary for decisions of the reform. The only question is that the decided reform in how extent will support the Good Local Governance, that is how will be ensured the effective local public administration and public services in Hungary.

A part of authority tasks of public administration in the competence of the Notaries will be transferred from 1th of January 2013 into the competence of the newly creating township offices. For these tasks need to have mainly special professional knowledge. The authority tasks of public administration, which will remain in the competence of local governments, seems to have enough professional and effective implementation by the local government offices, because of the partly integration of these offices. (Another question what should be examined, that in the current situation regarding the e-governance, how will be ensured for the customers not to have to travel in order to manage the administration.) The standardization and the management of the authority administration is in governmental responsibility, in fact this is not a local governmental issue, so that I will deal furthermore here only with the provision of local public services.

Measure the incommensurable?

In the versatile system of municipal public services there are very significant differences from numerous reasons regarding the quantity and quality of the services. The differences are natural and appropriate as far as the local government provides public services with higher quality consideration the relevant period of time, conditions and the own strategy and



available sources. However in so far as the local government public service does not reach steadily the quality level, which could be rightly expected in the XXI century in the civil democracy, than it is impossible to look at this as the internal affair of the relevant community, and it is necessary to intervene based on the principle of the subsidiarity, in favour of the concerned citizens. (The question became more difficult because of the steadily insufficient finance or rather the indebtedness of the local government sphere.)

On account of the fact, that the last two decades the legislators and the governments did not scrutinized in all details the local governments capacity in fulfilling their tasks, in this way there was not developed the measurement of the minimum level of the public services and the measurement of the necessary public services either.

While in the system of the economic organizations there are in even wider range analysis of the rivals, making comparison with the best and research the best practices for attaining the better performance namely they are applying benchmarking, 6.) until than regarding the local governments this kind of attitudes and practices have not been applied yet.

With applying benchmarking as part of this the companies are seeking the best practices as well. Searching, analyses and consideration of best practices became universal in the development and increasing the competitiveness of the business organizations.

Best practice programs and awards

In the last decade with varying intensity and from many kinds of reasons appeared the demand of searching the best practices regarding the local governments. In this process the Council of Europe had significant important role, because the Centre of Expertise for Local Government Reform created many initiatives and offered methodological solutions by means of them the good governance could be strengthen as well the incomparable things could be compare. One of the significant event of the development process was the Conference of European Ministers responsible for Local and Regional Government was held in Valencia in



2007, where there was accepted the Strategy for Innovation and Good Governance (the text of the Strategy is attached here in Appendix 1.)

Collection of domestic best practices was encouraged by initiatives of the European Union, different interventions and call for applications. As a consequence of projects supported by the European Union could experience different kind of collection of best practices. According to the experiences we can say that the opportunity for participation at international competition explicitly stimulate the local governments.

Among the public services is particularly active the system of best practices in the area of public education, which is supported by the government as well 8.) respectively, there was partly created the database of the best practices too. 9.)

Local governmental best practices

Following I will try to narrow down the range of the research to the local government, namely to that best practices which focus on the participation of the local government and not on their institutions. In this regard there are different types of grouping as well.

The different program aiming to collect best practices could be group in one respect regarding who collect the best practices, the legal status of the program managing organization (state, civic, business organization, scientific researcher), on the other hand the form of the collection: in the frame of a conference, presentation at an event, based on application procedure, or data collection.

At the same time it can be laid down as a fact, that the classification and collection system of the best practices depend on the decision of the organizers and mainly the benchmarking is not built in the process. The other problem what can be found, and what caused many failed initiatives that the organizers were not able to find suitable sponsors for sustain their program or the program was completed most often supported by the EU and the money run out.



1. By the state organizations organized or with their participation implemented best practices collection:

- The Hungarian State Audit Office started in autumn 2010 its best practices program, within the frame of this program the local governments present their best practices at thematic conferences. 10.) This program is not linked with competition and award.
- The Ministry of Public Administration and Justice, State Secretariat for Social Inclusion organized the Roma Coordination Council (ROK-T) presented best practices in order to support the successful implementation of National Social Inclusion Strategy. 11.) This program is not linked with competition and award.
- The very popular “For Flowering Hungary” program is the domestic semifinal of the Entente Floral Europe international competition. In the organization work participates stressed the Hungarian Tourism Ltd. and professional civil organizations. 12.) The Hungarian winners can take part at the European competition.
- Similarly based on European convention pursues the collection of best practices the Nature Protection State Secretariat of Ministry of Rural Development. At the Landscape Award of the Council of Europe can start the Hungarian local government who earned before the Hungarian Landscape Award. 14.)
- With support of the European Union is organizing the Hungarian National Rural Network with support of the Ministry of Rural Development the collection of best practices from the applications with connections to rural development. 15/ To this program is not attached competition or award.
- Tempus Public Foundation is a background institution of the Ministry of Human Resources (EMMI) and collects best practices from project implemented with support of EU Funds and the best ones are recognized with Award of Excellence. 16/
- Similarly VÁTI Non-profit Ltd. is a background institution of a Ministry and collected with scientific soundness solutions what could inspire new methods and best practices in the topic of local economical development. They published them in the Regional Development methodological booklet. 17/ To this program is not attached competition or award.



- Ministries adopted a regulation – the 58/2004. (VI. 12.) ESZCSM-BM common order – with the aim of creation the Senior Friendly Local Government Award. The local government could apply for it with presentation of their best practises. The Award possesses high level popularity among the local governments as the Award Ceremony will be held traditionally in the building of the Parliament. 18/. At the same time the applications from the past years could not be found at the website of the Ministry.
- Likewise Ministries – Ministry of Interior and Ministry of Rural Development announce the Hungarian Village Renewal Award, which winner will participate in the European Village Renewal Award competition. With Hungarian Award there is no direct monetary benefit, but the winners may be preferred in some rural application procedures. 19/
- Balaton Development Council published a call for application for Award with name of “Capital of the Biodiversity” in the frame of a project supported by European Union in cooperation with more member states (France, Germany, Slovakia and Spain). The applicants had to fill out a detailed questionnaire based on it the professional jury decided which local government deserves the Award from the aspects of biodiversity and could take part at the competition of the European level. 20./

2. By the non-governmental institutions organized or with their participation implemented best practices collection

- Covenant of Mayors: The Covenant of Mayors is the mainstream European movement involving local and regional authorities, voluntarily committing to increasing energy efficiency and use of renewable energy sources on their territories. By their commitment, Covenant signatories aim to meet these objectives. The Covenant collects the best practises in European comparison. 21./ To this program is not attached competition or award.
- With the same aim was established the Association of Climate-Friendly Municipalities. The members of this association accepted the Climate-Friendly



Proclamation and they publish their own best practises and support each other in the planning processes. 22./ To this program is not attached a competition or Award.

- The Energy Club deals with domestication of the new environment protection attitude in last two decade. The Club joined to the RES Champions League (European Renewable Energy Competition between European cities and towns) which is a competition between municipalities in using solar energy. The Hungarian competition so called “Solar Corona” encourages and measures the using of solar energy. 23./ In addition the collect the best practices as well. The Hungarian winners could take part at the European level competition. (Behind the program there could be explored of course the companies interested in utilization of solar energy.)
- Concerned companies in waste management called the Golden Ant Waste Management Award into life. 24/ Aim of the competition is to award the local governments, association of local governments and students acting excellence on the area of waste management.
- The Association of Humus, which was established in 1995 by a number of local green organisations, had an aim also to promote environmentally conscious behaviour and they collect and publish best practices. 25/. To this program is not attached competition or award.
-
- The National Association of Regional Source Centres (RFOE) shouldered in the frame of Professional Network-development Centres to collect the best practises presenting



the high level cooperation between the local governments and civil organizations at the social care. 26/ To this program is not attached competition or award.

- The National Association of Large Families (NOE) issued for the first time on 11th of July 2006 the “Family Friend Local Government Award” on the Population World-Day in order to strengthen the positive examples. This is an application procedure and they use 16 award criteria in the assessment. 27./
- Having with great past Hungarian Red Cross calls for application the local governments too, to enable them to obtain the Humanitarian Municipality Award. The winning municipalities from the competition created the Forum of Humanitarian Municipalities 28./, what is a platform for sharing the experiences as well.
- The Hungarian National Association of Local Authorities (TÖOSZ) adapted in 2008 the method of the Council of Europe called Best Practices program and gave another sub-title “Sharing the experiences practices application”. Collection of best practices fulfilled the expectations and is very successful among the local governments in Hungary. At the same time it was necessary to making it aware that this application is not about the best practices but is about the methods which are applicable somewhere else. 29./
- The previous developed system in 2012 expanded by the Steering Committee of the program with a new theme of Public Employment program. The new topic was announced at the Award Ceremony after the competition of best practices.

3. By economic actors organized best practices collection



The businesses advertise tenders for local governments mainly for business purposes, and carry out comparative studies, which resulted in donations of best prizes. For example, such program is the City Image Toplist, where the Observer Media Watch Budapest and the Image Factory create a list and image-ranking from press releases of local governments at national level among the cities with more than 10,000 inhabitants in Hungary – without Budapest. 30 /. Another solution is when the economic actors stand behind the civil society organizations and support the competition in a topic where they have business interests. Third method belongs to consulting companies, when they raise the awareness regarding to a best practice and they offer their professional support for its application.

The “Best” Awards

By and large competitions of best practices among local governments are available for municipalities with many options. There is for example Accessible City Award, Golden Ant Award for Waste Management, Family-Friendly Local Government Award, Friends of the Elderly Municipality Award, Best Municipal Practices Award Hungary, Village Renewal Award, Hungarian Rural Award, and Sun Corona Award. Local governments may be awarded under the Capital of Biodiversity, Humanitarian settlement, the Most Liveable Hungarian City title, as well as Floral Hungary title. There are local governments that have been eligible for E-GO Awards founded by TÖÖSZ for the best the municipal website's owners. Of course, there is a proper marketing value of a noble ranking in City Image Toplist as well.

It is also essentially marketing significance of “Mayor of the Year”, “Deputy-Mayor of the Year” and “Clerk of the Year” Awards which is organized by Szféra Ltd in the frame of “Rendezvous of City Mayors”. These titles “are received by city leaders who earned mostly the public appreciation on the basis of votes of the inhabitants”. 31./

Before proceeding further



After more than two decade experiences, practices success and failures of the local government system it is rightly expected that in the sphere of local government shall appear consciously the application of benchmarks too, and be better organized and more extensively the collection of best practices and good examples. The new system of local government which is based on tasks-finance makes particularly justified the publishing the monitoring results and measured results regarding the different achievement of public services. That is a matter of course that such a measure and assessment procedure is only possible with common work and cooperation of government actors, local government actors and experts from the science; in which the local government associations could play a coordination and catalyser role. The results of the comparison could be used by government, the individual local government, the association of local governments and the science.

Without the revelation, measurement and assessment of real processes remain the central and sectoral regulation and mostly the financial system accidental. The continuous decreasing of the available public funds (state subsidy or own income of the local governments) makes it totally unavoidable that the local governments and the central governments as well face the reality and appraise the resources which are durably available and allowance for them they define the quantity and degree of public services. In this process it is worthwhile to application of the benchmarks from the beginning, for which could provide suitably considered professional support the Strategy for Innovation and Good Governance at Local Level of the Council of Europe mentioned before.

The application of the Strategy is supported by the European Label of Governance Excellence, which is a general labelling of quality and what could be awarded by local governments if they carried out the 12 principles of Good Governance 32/. The Label is certifying that the local government who obtained this Label performed a higher level of its operation.

Launching the Label is based on the cooperation of Council of Europe and national Partners (government and association of local governments) because the national Partners who would like to launch the Label should sign an agreement with the Council of Europe. The agreement



includes the rules regarding the awarding the Label and could be part of the Action Plan as well (Remark: the countries are preparing an Action Plan in order to be able to join the Label).

The evaluation of applying local governments to the Label is carried out by national committees composed from independent experts. The committees use during this work the Good Governance matrix as the basis of the evaluation. The European Label of Governance Excellence is a prize established by Council of Europe, which is award to local governments achieved the best practices taking into account the national results and criteria of the Label. Hungary – for the sake of lack of governmental commitment – have not yet concluded an agreement with the Council of Europe, but accordingly my expectations this would be realized within a reasonable time.

Dr. Gábor Zongor

Notes:

1/ Magyar Zoltán Development Program for Development of the Public Administration (MP 11.0) – „For the benefit of the country and in the service of the Public” – document proposed by Ministry of Public Administration and Justice and approved by Government on 10th of June 2011.

2/ Magyar Program 2.2.3 Definition of Public Administration:

The *public administration* is an activity with the aim of assertion of public interests in possession of the power of state.

With the words of Zoltán Magyar „*the administration of the state*”, namely “*the organisation of the state, for successful fulfilment of public services with appropriate method in accordance with its characteristics in the frame of law and order*”.

The public administration, as all kind of administration activity is destined for coordination of all kind of activities with the aim of achieving the objectives of the state which was created by



the community. The communities which is recognized by the state as self-governing and regulated or rather their organizations created for this purpose could define self-governing tasks for themselves. As a result of the acknowledgement by the state and the regulated abandonment the tasks of local government is qualified as public tasks, and the local governmental administration is part of the public administration because they aim to implement them.

3/ See: A 1406/2011. (XI. 29.) Government Resolution about appointment of dr. András Levente Gál, the government commissioner responsible for implementation and coordination of Good State development concept. The Government Resolution appointed the government commissioner for the time period from 1st of December 2011 until 30th of November 2013. During that time the government commissioner resigned his charge from 1st of September 2012, which was accepted by the Prime Minister.

4/ See: Gábor Zongor: The European Public Administration Space and Hungary – Comitatus 2009. 4. page 29-38.

5/ There will be a change because of the Act CLXXXIX. 2011 section 32. § j) after the local election in 2014, according to it: The member of the elected body of the local government should take part at the training organised by the Government Office within 3 month after his/her election.

6/ „The benchmarking as a method means the appraisal of organisation behaviour, features of production, direction and service provider and the sharing information between the organisations and departments of organisations with the aim of definition the best practices and understanding the fundamental conditions and reproduction them adapted to the structure of the relevant company.” see in more details: <http://miau.gau.hu/mediawiki/index.php/Benchmarking>

7/ See: <http://www.bestpractice.hu/>



- 8/ See: http://www.coe.int/t/dgap/localdemocracy/strategy_innovation/default_en.asp
- 9/ See: <http://hirmagazin.sulinet.hu/hu/hirek/jo-gyakorlatok-borzeje>
- 10/ See: http://www.sulinovadatbank.hu/index.php?akt_menu=146
- 11/ See: <http://www.asz.hu/legjobb-gyakorlatok>
- 12/ See: <http://romagov.kormany.hu/jo-gyakorlatok-bizonyitekon-alapulo-szakpolitikak-jelentosege-a-tarsadalmi-felzarkozas-teruleten>
- 13/ See: <http://www.viragosmagyarorszag.hu>
- 14/ See: <http://www.termeszetvedelem.hu/tajegyezmeny>
- 15/ See: <http://www.mnvh.eu/jogy>
- 16/ See: http://www.tpf.hu/pages/content/index.php?page_id=981
- 17/ See: http://www.rtop.hu/helyigazdasag_jopeldak.htm
- 18/ See: <http://www.kormany.hu/hu/dok?page=11&source=8&type=206#!DocumentBrowse>
- 19/ See: <http://www.kormany.hu/hu/belugyminiszterium/teruletrendezeesi-es-epitesugyi-helyettes-allamtitkarsag/hirek/magyarorszagi-falumegujitasi-dij-dijatado-unnepseg>
- 20/ See: http://www.balatonregion.hu/biodiverzitas_dij
- 21/ See: http://www.polgarmesterekszoetsege.eu/actions/benchmarks-of-excellence_hu.html
- 22/ See: <http://klimabarat.hu/cimlap>
- 23/ See: <http://napkoronabajnoksag.hu/oldal/napkorona-bajnoksag>
- 24/ See: <http://www.aranyhangya.hu/index.htm>



25/ See: <http://humusz.hu/nullahulladek/civilek/ki-mit-tehet-hulladekcsokkentestert/4626>

26/ See: <http://www.rfoe.hu/index.php?pageid=8>

27/ See: <http://www.noe.hu/index.php?oldal=89>

28/ See: <http://www.voroskereszt.hu/hireink/124-2011-evi-hirek/1110-humanitarius-telepuelesek-i-orszagos-talalkozoja-szajolban.html>

29/ See:

<http://toosz.hu/digitalcity/homepage.jsp?dom=AAA AZJWX&p rt=AAAAYFAP&f mn=AAAAYFAX&men=AAAAYFAQ&bem=AAABEQAZ>

30/ See: <http://www.imagefactory.hu/index.php/varosimazs-toplista>

31/ See: <http://www.szfera.hu/>

32/ 12 principles of Good Governance:

1. **Fair Conduct of Elections, Representation and Participation:** Local elections are conducted freely and fairly, according to international standards and national legislation, and without any fraud. Citizens are at the centre of public activity and they are involved in clearly defined ways in public life at local level. All men and women can have a voice in decision-making, either directly or through legitimate intermediate bodies that represent their interests. Such broad participation is built on the freedoms of expression, assembly and association. All voices, including those of the less privileged and most vulnerable, are heard and taken into account in decision-making, including over the allocation of resources. There is always an honest attempt to mediate between various legitimate interests and to reach a broad consensus on what is in the best interest of the whole community and on how this can be achieved. Decisions are taken according to the will of the many, while the rights and legitimate interests of the few are respected.



2. **Responsiveness:** Objectives, rules, structures, and procedures are adapted to the legitimate expectations and needs of citizens. Public services are delivered, and requests and complaints are responded to within a reasonable timeframe.
3. **Efficiency and Effectiveness:** Results meet the agreed objectives. Best possible use is made of the resources available. Performance management systems make it possible to evaluate and enhance the efficiency and effectiveness of services. Audits are carried out at regular intervals to assess and improve performance.
4. **Openness and Transparency:** Decisions are taken and enforced in accordance with rules and regulations. There is public access to all information which is not classified for well-specified reasons as provided for by law (such as the protection of privacy or ensuring the fairness of procurement procedures). Information on decisions, implementation of policies and results is made available to the public in such a way as to enable it to effectively follow and contribute to the work of the local authority.
5. **Rule of Law:** The local authorities abide by the law and judicial decisions. Rules and regulations are adopted in accordance with procedures provided for by law and are enforced impartially.
6. **Ethical Conduct:** The public good is placed before individual interests. There are effective measures to prevent and combat all forms of corruption. Conflicts of interest are declared in a timely manner and persons involved must abstain from taking part in relevant decisions.
7. **Competence and Capacity:** The professional skills of those who deliver governance are continuously maintained and strengthened in order to improve their output and



impact. Public officials are motivated to continuously improve their performance. Practical methods and procedures are created and used in order to transform skills into capacity and to produce better results.

8. **Innovation and Openness to Change:** New and efficient solutions to problems are sought and advantage is taken of modern methods of service provision. There is readiness to pilot and experiment new programmes and to learn from the experience of others. A climate favourable to change is created in the interest of achieving better results.
9. **Sustainability and Long-term Orientation:** The needs of future generations are taken into account in current policies. The sustainability of the community is constantly taken into account. Decisions strive to internalise all costs and not to transfer problems and tensions, be they environmental, structural, financial, economic or social, to future generations. There is a broad and long-term perspective on the future of the local community along with a sense of what is needed for such development. There is an understanding of the historical, cultural and social complexities in which this perspective is grounded.
10. **Sound Financial Management:** Charges do not exceed the cost of services provided and do not reduce demand excessively, particularly in the case of important public services. Prudence is observed in financial management, including in the contracting and use of loans, in the estimation of resources, revenues and reserves, and in the use of exceptional revenue. Multi-annual budget plans are prepared, with consultation of the public. Risks are properly estimated and managed, including by the publication of consolidated accounts and, in the case of public-private partnerships, by sharing the risks realistically. The local authority takes part in arrangements for inter-municipal solidarity, fair sharing of burdens and benefits and reduction of risks (equalisation systems, inter-municipal co-operation, mutualisation of risks...).



11. Human rights, Cultural Diversity and Social Cohesion: Within the local authority's sphere of influence, human rights are respected, protected and implemented, and discrimination on any grounds is combated. Cultural diversity is treated as an asset, and continuous efforts are made to ensure that all have a stake in the local community, identify with it and do not feel excluded. Social cohesion and the integration of disadvantaged areas are promoted. Access to essential services is preserved, in particular for the most disadvantaged sections of the population.

12. Accountability: All decision-makers, collective and individual, take responsibility for their decisions. Decisions are reported on, explained and can be sanctioned. There are effective remedies against maladministration and against actions of local authorities which infringe civil rights.

This document has been produced with the financial assistance of the Council of Europe.

The views expressed herein can in no way be taken to reflect the official opinion of the Council of Europe.



Best Practice of Uszka Village

Written by Dr. István Sértő-Radics Mayor

Name of the Mayor: Dr. István Sértő-Radics (since 1994 continuously, currently this is the 5. election period of him)

Context (local socio-economic situation, in particular of Roma population):

Uszka village is situated in the North-Eastern corner of Hungary along the Ukrainian border. The border line is the Batár-stream. In the Middle Ages it was a flourishing village, the number of inhabitants reached the number of 700. Today the permanent population is 412 inhabitants. The 80% of the population declare themselves as members of Roma ethnic group. During the more recent history Uszka experienced three times turns of fortune. The treaty of peace after the I. World War Uszka became a frontier village, and it was separated from the natural geographical-economical environment. At the time end of the II. World War the Jewish population was deported, than the Hungarian men were carried off by changing, rotating authorities. Only a fraction of the both ethnic groups have survived the abduction and returned home. The third trial of history was at the beginning of '70years the so called "zoning", when Uszka lost the status of independent public administration unit, its institutions were closed, thus its school was closed either. When this local government was elected in 1994, in the village only the churches and the pub worked.

Currently Uszka maintain its institutions together with the neighbouring municipalities.

The kindergarteners go to Magosliget and the primary school children go to the similarly neighbouring Tiszabecs. 50% of the active population are unemployed. In the village two churches operate: The Christian Reformed Church and the Free Christian Congregation. The Roma population exercise mainly Free Christian religion.

At the time of transition the main part of the Roma inhabitants worked in different large cities (Ózd, Székesfehérvár, Tatabánya) and commuted every day in order to sustain the family. The Roma women had no job without any care. The Roma men were the first unemployed in the village, because the mines and factories were closed owing to the privatisation and the people lost their job. They were overlooked during the repartition of land either. In 1994 the village had got 272 inhabitants, but only 5 people were employed continuously; 100% of the Roma population was unemployed, and in practice they did not received any kind of social care.



Title of the Roma inclusion measure or programme and short description (1 paragraph):

„The integration of Roma inhabitants in Uszka Village from the democratic transformation until now”

Based on democratic principles a brand new type of local governmental policy on ethnic minorities was introduced in Uszka in 1994. Since then its results proved the accuracy of such a policy. There have been significant positive changes in the living standards of the population in terms of employment, housing and education. The collective responsibility and cooperation have led to the peaceful coexistence of different ethnic groups.

Scope of the measure or programme: education, employment, health, housing and public utilities:

There were needed to consider three main points of views:

- possibility of employment
- housing
- education.

We built our Municipal Integration Policy in our village on these three pillars.

It is necessary to provide housing, the aim is that everyone should have at least the general level of education, and more people have final examination, and there is absolutely no illiteracy, no one in the village to be unemployed or socially underserved.

Detailed description of the measure or programme (origins, decision process, concrete measures, funding, etc.)

The necessary interventions were initiated by the inhabitants of the village and the local government promoted them. The local government was supported by the Roma Minority Government and the local churches.

The integration policy of Uszka local government was built on three main pillars from 1994:

- *conscious support for the socially disadvantaged people with positive actions*
- *highest tolerance towards diversity*



- *zero tolerance towards anti-social behaviour*

A.) EMPLOYMENT:

The Local Government will do its utmost in order nobody in the village become unemployed or socially unprovided. In 1994 when Dr. István Sértő-Radics became the Mayor, the local elected representatives decided upon nobody will remain without any help in the village. They have used every chance for correction of the employment rate.

Beyond this from 1994 there is a “Social Land Program” in the municipality. They support continuously the inhabitants in producing vegetables, help the cucumber production with chemicals and seed-corns. They work together in the intensive cucumber production in groups, helping each other. They use the public employment program on equal way in order to help all unemployed people in the village. By today we can say proudly that there is no one without any care or help in the village.

Our local government exploits all kind of possibilities of different applications; nowadays 40 people are participating at START program. In the frame of agriculture project we sowed potatoes on 4 hectares area and maize on 2 hectares area.

B.) HOUSING

Our local government are using permanently all kind of application possibilities. We provided building sites for families. We have built 10 tenement flats of local government, what are used mainly by Roma families in nice, clear and sound environment. In a case of private building operations we provided building sites with all public services and building materials and assisted them in the administrative processes on the greatest possible way.

The local government created a new street, where the disadvantaged inhabitants can have building sites – not at market prices.

In 2006 we implemented a housing model-program, what allowed us to renovate and make fully equipped 67 houses of disadvantaged people.

We saved the owners of real estate with high mortgages from eviction with local governmental program to handle the debts.



The environment of the Roma people lived in the village is exemplary. The whole village show a great overall picture. There is no segregation. The people live together in peace and loving kindness.

C.) :EDUCATION

The Mayor participated at a study visit to the USA in 2001-2002, which allowed him to bring home several well functioning solution's ideas. One of them is establishing the Training Centre; in Hungarian Tanoda. This was implemented in Uszka in 2005 as a pillar of the model-program. Based on American example as well, here are Roma teacher assistants employed. Since there 37 adults finished the 7-8 grades of primary school. The main task of the tanoda is to organize practicing in after school-hours 3 times per week for mainly Roma children. On Monday and Wednesday there are coaching and teaching with help of subject teachers, on every Friday there is drama-pedagogy and the teaching of the disappearing Gypsy music, history and dance culture.

We provide possibilities for all children in order to spend their free time useful.

It is important, that in the XXI. century there is no way for achieving the goals without learning and we encourage all children to learn and learn suited to their ability and capacity. As a result of this the school achievement of children from Uszka increased with 30%.

These programs were implemented by the Mayor together in cooperation with the Local Roma Minority Government. The President of the Local Roma Minority Government is Vice-Mayor in the Uszka Local Government; one other representative is the President of the Steering Committee of the Uszka Local Government as an elected municipal representative.

We applied for support in New Hungary Rural Development Programme (UMVP) in order to renovate the so called Fischer House, and in 2010 we succeeded to have new, modern and nice environment for the office of local government, Tanoda and the civil programs. In the surrounding of the building we created a public park with using EU Fund (UMVP 135/2008(X.18) FVM order about European Agriculture and Rural Development Fund – 12.930.419 HUF for village renewing and development.). We renovated the old, in 1970 closed primary school building and we have established a Day Care Centre for Elderly People. (AVOP -3.4.1 2004. Uszka Village establishing Day Care Centre for Elderly People 31.027.416. HUF). The leader of this institution belongs to Roma ethnic group.



Assessment of the measure or programme (challenges, success factors, results, sustainability, etc.)

We experienced that the good practice and the shared responsibility bring together the inhabitants of the village.

We strive to avoid having housing crises in the village.

The Tanoda could be maintain with relative low budget.

There is no conflict between the Roma and Hungarian nationality people. They live together in peace. The village is sound, there is no careless real estate, the main part of the Roma people live in fully equipped flats. These are kept clean and in nice order. The garden belonging to the house is well-kept as well. Even more local citizens are dealing with intensive cucumber production. This kind of vegetable production need to have from March until September a lot of enduring and exhausting work. However it makes return for the care and complement the modest budgets of the families. It is honourable that even more Roma people produce cucumber.

Why the measure or programme is – in your view - a best practice

The example of Uszka was followed in the surroundings and at the neighbouring municipalities. The leaders of the surrounding municipalities recognized on the basis of the successful example of Uszka, that helping Roma people and increasing including them into the managing the municipal affairs improve notably the life-quality of original inhabitants and the relation between the different ethnic groups.



Best Practise of Hódmezővásárhely City with County Rank

Written by City of Hódmezővásárhely Mayor's Office

Hódmezővásárhely is located in the south-eastern part of the Great Hungarian Plain, just 25 km from Szeged, right where Highway 45 and Highway 47 meet. A city of county rank, Hódmezővásárhely encompasses the largest area in terms of public administration of all Hungarian cities in its league. Surrounded by sweeping farmlands, it still preserves its rural character. The city's structure was fundamentally shaped by the construction work started after World War II. The city centre is surrounded by blocks of flats as well as zones of privately owned family houses. The traditional farmlands and the garden suburbs around the town gradually merge into one another. Although the presence of heavy industry has never been a typical feature of Hódmezővásárhely, an industrial zone has emerged on the outskirts of the city. The large companies dominating the economy before the change of the political regime were primarily involved in light industry, agricultural machine manufacturing, and food processing. After the change of the political regime, Hódmezővásárhely started to develop dynamically primarily in terms of infrastructure, and, despite the vicinity of Szeged, it has become one of the important centres of the Southern Great Plain Region in terms of education, economy, culture, and arts. In 1997, the Council of Europe declared Hódmezővásárhely a winner of the Europe Prize, awarding it the prestigious European Honour Flag.

Hódmezővásárhely City of County Rank has a population of nearly 47,000. The number of children under 18 is approximately 10,000, with citizens over 60 years of age representing a similar portion of the total population. In terms of the rate of natural population decrease, Hódmezővásárhely holds the 17th position among all 22 cities of county rank. Between 1990 and 2006, the number of permanent residents dwindled by nearly 4,000 people. The city's ability to retain the population is relatively good; the available data attest to the fact that in all of Csongrád county, Hódmezővásárhely was the city left by the fewest people. Thanks to the large area under its municipal public administration, its population density at 100 persons/km² is the best among all Hungarian cities of county rank.

The situation and the role of education in the city

The Municipal Government of Hódmezővásárhely City of County Rank is involved in a well-considered and complex programme aiming at strengthening the processes that help improve the living conditions and the quality of life of citizens living in different parts of town, each with different social backgrounds. In the strategic and urban development documents drafted since 2002 (Economic Development Strategy, Concept for the Organisation of Social Services, Public Education Concept and Action Plan for Public Education, Equal



Opportunities Plan, the Long-term Urban Development Concept providing a unified framework for all those listed before, and the Desegregation Plan), the Municipality places major emphasis on ensuring that every family in town finds its place and role in our community – one that builds on centuries of tradition and has the ability to formulate modern responses to the challenges of the present.

The fundamental objective of the Municipal Government of Hódmezővásárhely City of County Rank is to ensure that the services it provides help our citizens, wherever they may live within the city, to live a quality life, one that is seen as a valuable contribution both to the individual and to his/her community, and to ensure the availability of a high level of services in meeting the needs of the citizens.

In order to promote social inclusion, it is inevitable that non-governmental organisations and churches be more involved in the provision of public service activities, that grant opportunities are made use of, and that programmes offering support and a chance to compensate for existing disadvantages are started for the benefit of socially marginalised groups such as, especially, the elderly, those living without a family, those raising children, those living on the farms, and Roma families living in a disadvantaged social and economic situation in order to guarantee the city's cohesion for the decades to come. By creating employment, often by establishing protected workplaces (social employment), by reorganising education, and by strengthening the fabric of society, Hódmezővásárhely City of County Rank wishes to play an active role in the struggle against social exclusion.

With a view to the above, it is inevitable that the necessary development measures are planned and implemented in a way ensuring that multiple process analysis is used to identify structural weaknesses in time, to update planning, and to prepare professionally sound intervention in order to achieve that the city's well founded, high standard public services do not merely meet the needs of the citizens but in fact create the city's living space.

Hódmezővásárhely is a city of county rank located in the country's Southern Great Plain Region. Just like in any city, one of the crucial strategic issues is what system of public education the municipality operates and what educational opportunities it offers. The primary task of the public education system is to offer educational opportunities that are sustainable and well-adjusted to both the demographic trends and the demands of the labour market. From kindergartens through tertiary education, appropriate and attractive options must be provided, ensuring that all the options provide up-to-date skills and knowledge. An important consideration is to ensure that these educational options are competitive when compared to the options offered by educational institutions based in neighbouring cities (such as Szeged), which is also key to satisfying the requirements of local employers.



In addition to meeting the relevant national and legal requirements, the social background of the relevant community must also be fully taken into consideration when defining the tasks and objectives of education.

Social background

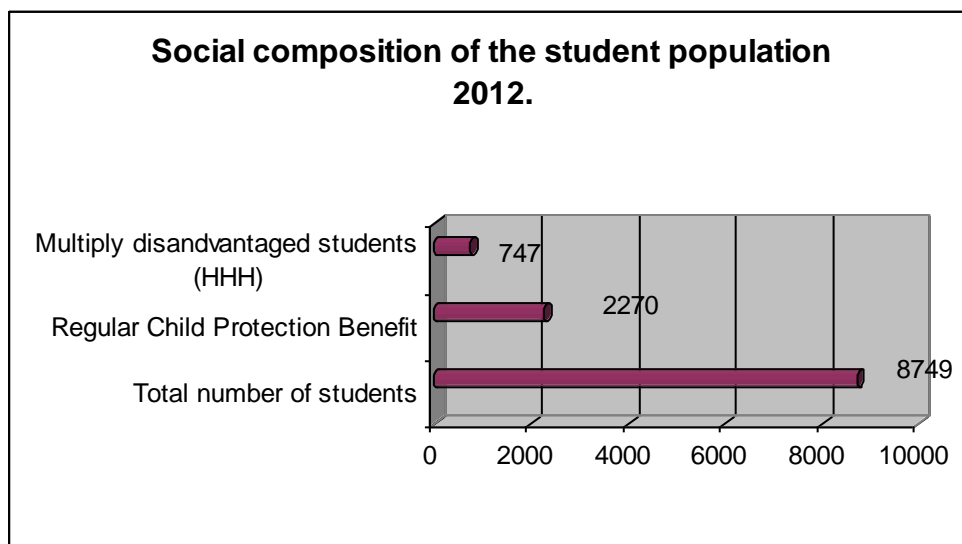
The reform of the system of education was based on a thorough analysis of the situation both in terms of the continued sustainability and financing of the institutional system and in terms of demography, taking into consideration the ratios of children in kindergarten and in primary or secondary school as well as their expected numbers for the six consecutive years to come. An indicator of utmost importance is that while ten years ago nearly 1,000 children started their first year of primary education, the current data show that during the past three years the number of first-year elementary students has been around 400 in September.

Resident population (January 1, 2012), Hódmezővásárhely	47,632
Permanent population	47,735
Of permanent population, 0 to 2 years of age	1,305
Of permanent population, 3 to 5 years of age	1,283
Of permanent population, 6 to 14 years of age	4,303
Of permanent population, 15 to 18 years of age (up to 17)	1,840
Change in permanent population 1990 through 2006 (- / +)	- 3,957

Of all children in primary and secondary education, 2,682 children receive regular child protection care. Of this population, by August, 2012, the parents of 747 children filed the MD declaration.

In school year 2011/12 1616 kindergarteners, 3376 elementary schoolers and 3757 middle schoolers attended educational institutions in our city.

The following graph shows the social supports provided to children in May 2012:



The situation of multiply disadvantaged children

A child or student is considered disadvantaged if, for reasons related to his/her family or social background, he/she is under the protection of the city's Notary, or if the Notary has established that such child or student is eligible for regular child protection care. Within this group, a child is considered to be multiply disadvantaged (MD) if, in the case of a child in kindergarten, his/her parent exercising parental control had only completed elementary education by age 3 of the child, or, in the case of a primary school or secondary school student, his/her parent exercising parental control had only completed elementary education at the time when the student reached the compulsory school age. Children and students in long-term guardianship (state care) are also considered multiply disadvantaged.

In Hódmezővásárhely, the multiply disadvantaged child population does not coincide with ethnic boundaries. Multiply disadvantaged children fall into one of three groups: children living in difficult conditions within the internal parts of town; children of families living on farms around the city; and children of Roma families living in humble circumstances.

As of the academic year 2003/2004, the city launched its programme of integrated education. Since then, an increasing number of schools have gradually joined the process, meeting the legal requirement that the schools themselves must obtain declarations from the parents stating that they live in a multiply disadvantaged situation.

In accordance with new regulations, in 2006 we started to survey the multiply disadvantaged child population, a programme carried out under the authority of the municipality's Notary. Of the 2,600 children eligible for child protection care, nearly 600 children were classified as



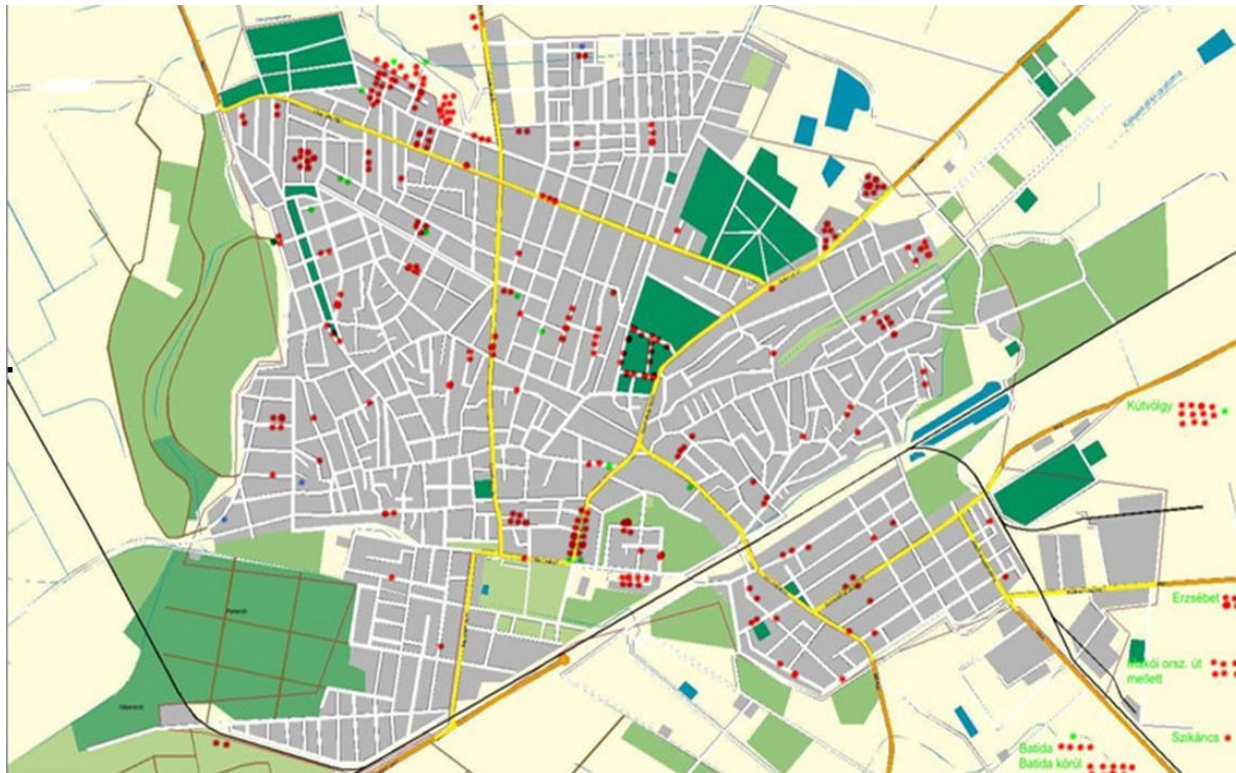
multiply disadvantaged by October 30, 2006; after a new round of data collection, their number increased to 750 by October 1, 2008, and to 758 October 1, 2009. As parents issue their declarations on a continuous basis, this figure also changes continuously, but our objective is to ensure that all MD children are registered and that their schools are aware of their situation in each and every case.

All those families concerned receive written information about how their social situation may be classified as multiply disadvantaged. The information is mailed along with the resolution that determines their eligibility to regular child protection care. However, it is our experience that an overwhelming majority of parents do not file the declaration with the office. In order to eliminate this problem, we have involved the youth protection officers of the institution of public educations as well as the form teachers of each class, who then, being familiar with the difficult situation of the parents, offered their help in filling in the data collection forms.

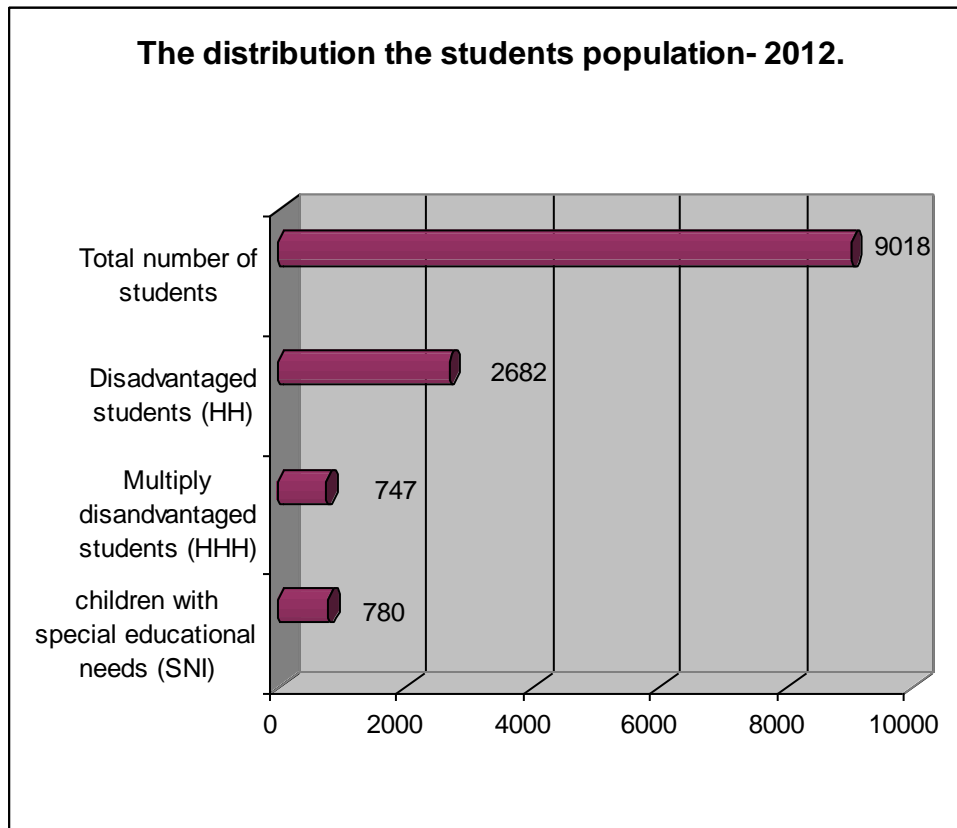
First during the spring of 2007, and then in December each year, we created and updated a city map indicating the place of residence of multiply disadvantaged children, which then was relied on when, involving experts, we elaborated our plans for reorganising the school, defining school districts for each new academic year in a way ensuring that multiply disadvantaged children are as evenly distributed among school districts as is possible. The ratio of multiply disadvantaged children is surveyed on an ongoing basis. The map was also created for this year; based on the updated map, the operator is to revise the definition of the school districts by December 31 each year.

We consider it a priority to provide for the integrated education of MD children, and this is reflected in all our activities from operating and financing the institutions to our grant application programmes.

Multiply disadvantaged students – October 03, 2010



Currently, the student population shows the following distribution:



It has been established that both the demographic indicators and the changes affecting the system of education (renewing methodologies, issues of financing, integration efforts, etc.) call for the inevitable overhaul of the entire system.

In identifying the areas targeted for development, the city has followed six principles:

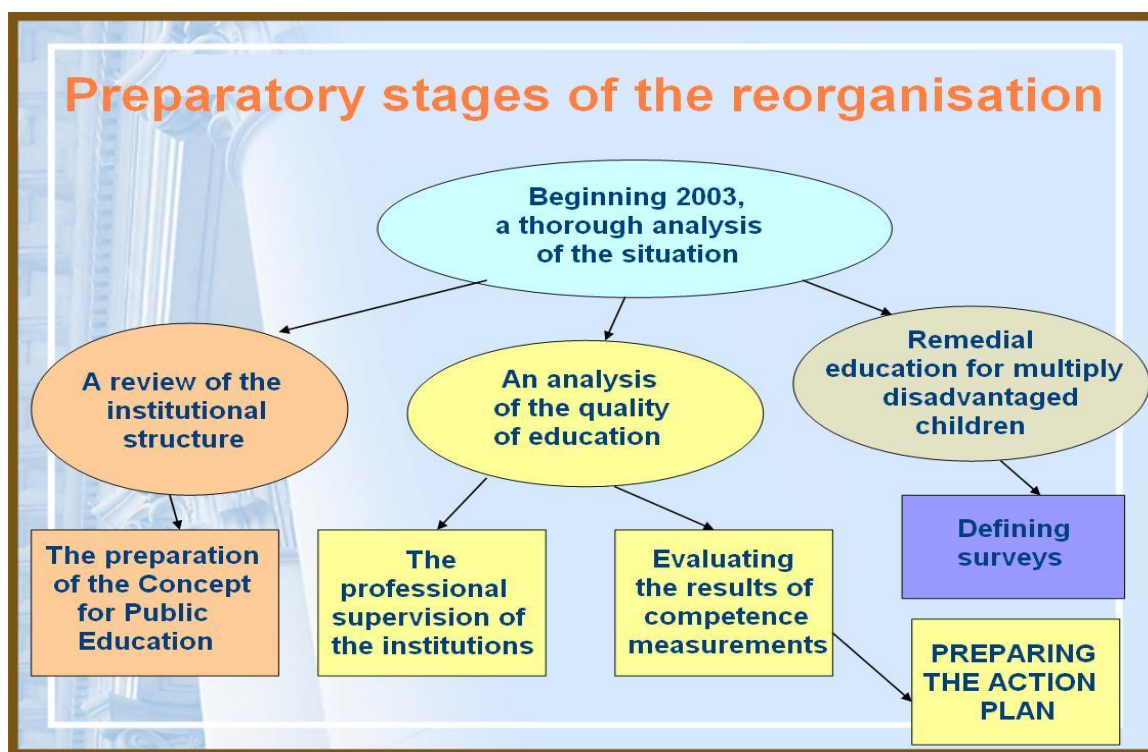
- increase quality and efficiency in each type of institution
- through the schools, provide for developing the skills required by a knowledge-based society and for promoting skills in the application of infocommunication technologies
- provide for the best utilisation of the resources
- create a school environment that strengthens social cohesion and makes learning more attractive in order to integrate disadvantaged children and children with special educational needs (SEN)
- place great emphasis on improving foreign language communication skills in order to better exploit European cooperation opportunities and to facilitate peer-to-peer learning
- using modern tools and methodologies, provide vocational education that is adjusted to the requirements of the labour market

- introduce and develop competence-based education within our institutional system
- ensure total social inclusion and equal opportunities on city level

The reorganisation of public education

At the end of 2006, the Municipal Government of Hódmezővásárhely City of County Rank adopted a Concept for Public Education. The concept defined the major outlines of the reorganisation of the system and placed special emphasis on the issues of equal opportunity.

As seen above, the reorganisation was based on a well-considered prior planning stage reflected in the following diagram:



Hereunder follows an overview of the implemented changes by type of institution.

Kindergartens

The situation before

Children of kindergarten age are not evenly distributed among the various parts of town. Kindergartens located nearby areas dominated by blocks of apartments and in the outermost one third of the city experience a steady incoming flow of children; however, it is exactly

these parts of town where – with the exception of Kertváros – the institutions operate in facilities not originally designed for that purpose, with small group rooms, under difficult conditions, struggling with congestion. On the other hand, operating on the outskirts have for years experienced a steady dwindling in the kindergarten population.

Kindergartens – February 21, 2010



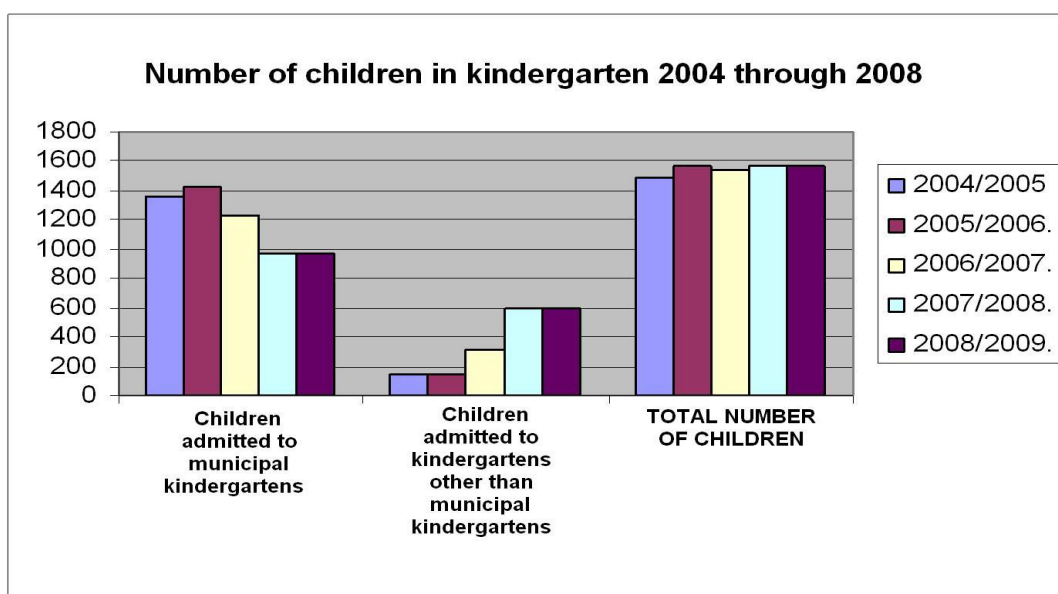
Actions performed on the basis of the reform concept

The concept proposed the following: the consolidation of the overly fragmented kindergarten districts served by central kindergartens and affiliated institutions; the replacement of the small kindergarten group rooms with newly built facilities planned to be financed from EU grants; and relocating kindergarten education from small institutions to larger, sustainable institutions. Accordingly, as of July 01, 2007, the affiliated kindergartens, which had formerly had their own dedicated districts, were eliminated as such, and they continued their operations as branch establishments of the central kindergartens. As a result, the central institution and its branch establishments share the same single district, allowing kindergarten management to direct the individual children to any branch establishment to best meet the needs, while also ensuring that no kindergarten group operates with a headcount larger than the legal maximum while others have a headcount lower than that. Some former affiliated institutions continued their operations as branch establishments of a central institution, helping the system to adjust

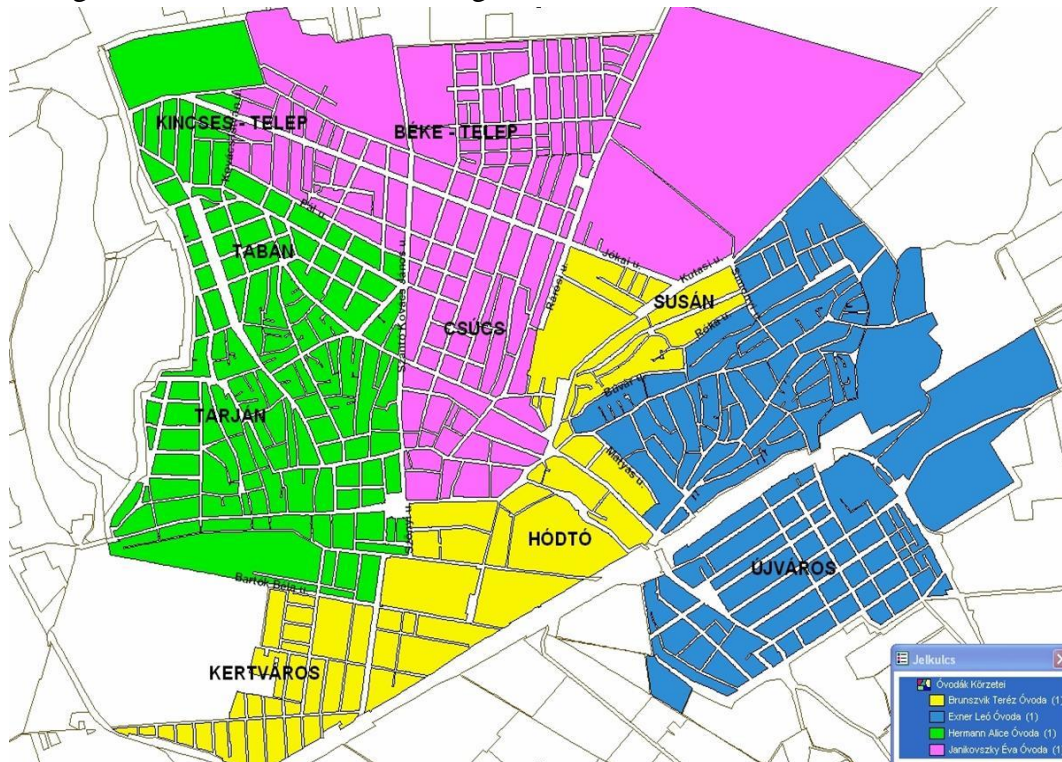
to the size of the kindergarten age population while also facilitating the balanced utilization of the institutions.

Results achieved

In the academic year 2006/2007, five kindergartens operated within city limits and one in the outskirts of the city (this latter one incorporating four affiliated kindergartens in the outskirts). As a result of the reorganisation, four of these six institutions continue to operate, since the affiliated kindergartens of the institution operating in the outskirts of the city have become branch establishments of central kindergartens located within city limits, and one kindergarten and its affiliated institutions was taken over by a church at the end of August 2007.



Changes in the kindergarten districts after the reorganisation



Primary schools

The situation before

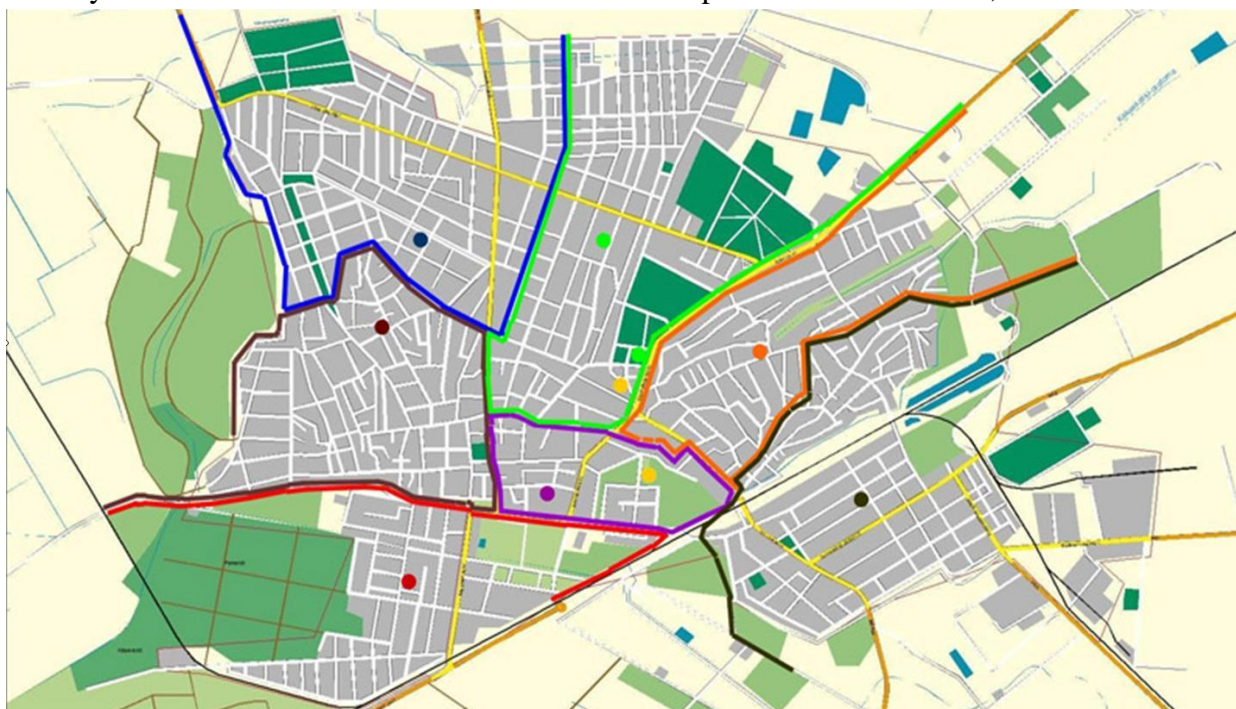
For the past four years, the total number of primary school children in town has been found to steadily decrease at a rate of 200 students per year. In the academic year 2006/2007, 11 municipal primary schools, one foundation school, and one denominational school operated in town. In terms of the parents' school selection, we have seen a flow of children from the outer parts of town seeking admission to schools in the centre of town. This has often resulted in the situation that institutions operating in the outer districts of the city have been struggling with a lack of students despite a fairly high number of births and children of kindergarten age in the same district. For these schools, the task of attracting children is made more difficult by the fact that parents have often made use of their right to freely select the school for their children. Those schools operating in the central parts of town and recruiting their student

body from the whole of the city, as well as the primary schools operated by bodies other than the municipality, have proven to be fairly attractive for parents making their decisions about their choice of school.

The significant discrepancy between the number of students in any given school on the one hand and the capacity available in the same institutions on the other hand has not only resulted in an extra financial burden, but it also allowed – as a matter of fact, it was conducive to – separating children based on their social standing, which, in the long run, leads to segregation in the educational system. The rate of multiply disadvantaged students steadily increased in the institutions operating in the outer parts of town, which in turn also affected the overall distribution of MD students within the city at large.

Having recognised the above trends, the city adopted the following decision: while the efficient financing of the institutions is an obvious priority, the exact same priority is to be given to the integrated education of multiply disadvantaged students (hereinafter referred to as MD students) within the entire territory of the municipality. Thus, in compliance with Paragraph (2) Section 66 of the Act on Public Education, which stipulates that the rate of multiply disadvantaged students must be evenly distributed among all primary schools, the city radically reorganised the educational system.

Primary schools – September 01, 2004





Actions performed on the basis of the reform concept

As far as the primary schools are concerned, the functions these institutions perform had to be placed on an entirely new basis. Accordingly, as of the end of the academic year 2006/2007, each and every primary school formally ceased to operate, and the Assembly re-established five institutions instead of the ten institutions that existed up to that point. In doing so, the institutional network was in a single move adjusted to the actual needs. The new district boundaries were defined with a view to the overall distribution of multiply disadvantaged students within the entire area of the municipality. Furthermore, all those institutions formerly enjoying the privilege of being allowed to recruit their student bodies from the entire territory of the city – in contrast to other schools that had been only allowed, and, in fact, obliged to admit students from only a specific part of town, that is, their respective dedicated school districts – were now also allocated their dedicated school districts for mandatory admission.

In order to define the district boundaries in a manner best ensuring the even distribution of multiply disadvantaged students, we prepared the city's MD map. Based on this, a decision was adopted to liquidate the institutions that have already set out on a course leading to segregationalisation, and to redefine the district boundaries. The fundamental objective was to improve the efficiency of social inclusion by ensuring that all schools have a nearly identical rate of MD students within their respective student bodies. An important element of the reorganisation was to ensure that the children population of the segregated and now liquidated schools is directed to new schools with a view to the parents' declarations of interest and taking into consideration the rates of MD students within each class and within each institution.

The continuous communication with the parents, the individual talks in case of the institutions to be wound up (with the participation of the concerned managers of the institutions, teachers, and education experts) all facilitated the preparation of the school year and the uninterrupted enrolling.

The cornerstone of successful social inclusion was the open attitude and the professional expertise of the "host" schools. In order to promote both of these factors, the Municipal Government of Hódmezővásárhely carried out a project under funding received from the adaptation support programme "The integrated education of multiply disadvantaged pupils HEFOP 2.1.5./B". By creating, at city level, the management structure for the Pedagogical Framework System for Social Inclusion (IPR), a key objective of the programme was to promote social inclusion in all institutions, to provide methodological preparatory training for teaching staff, to organise joint activities for the "hosts" and the "newcomers" already prior to



the beginning of the new academic year, and to elaborate programmes at city level providing compensation for disadvantages, with the overarching aim of laying the road from kindergarten all the way through secondary school.

As of September 01, 2007, the Municipal Government started a school bus service for primary school students living on the outskirts of the city. The students take the bus daily from their homes to their school and back, accompanied by teaching staff. The buses run between five small settlements on the outskirts of the city to the centre of town in the mornings and in the afternoons. The following two charts indicate the numbers of pupils taking school buses and their distribution across the city's schools.

School bus routes

Route	Seats	Students
Batida	44	26
Erzsébet	44	40
Kútvölgy	44	39
Szikáncs	44	34
Vajhát	44	27
Total:	220	166

Results achieved

The admission rate data both in kindergartens and in schools already show the first results of the program: all re-established institutions have been able to launch more than one group or class in parallel, each nearly reaching the legal maximum for registered children/students in a group/class. In addition, the introduction of integrated education, which followed a wide-ranging public debate, has been implemented with the support of the overwhelming majority of the local society.

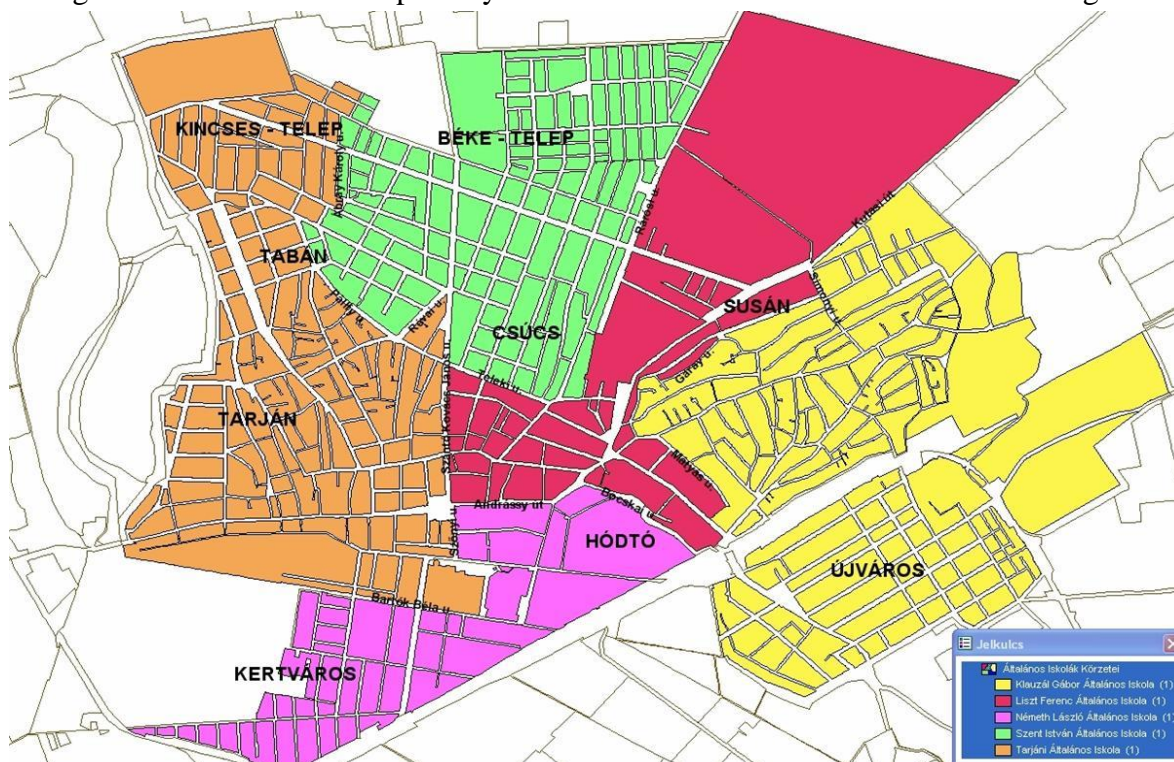
Re-establishing the institutions also offered an opportunity to ensure that the educational system is renewed in a manner exploiting the experience of successful teaching staff with a proven track record in competence development. It was an important consideration that reorganisation should not be only an issue for the faculty of the liquidated schools, and that the new faculty of the re-established institutions should consist of teaching staff of an outstanding achievement. The selection of the teaching staff was performed on the basis of a performance evaluation system developed by Commitment Pedagogical Institute. Aggregating the results of questionnaires filled in by teaching staff, the head of the professional team, the head of the institution, and the parents, this system established a ranking, and the heads of the new institutions hired their faculty with a view to that ranking.

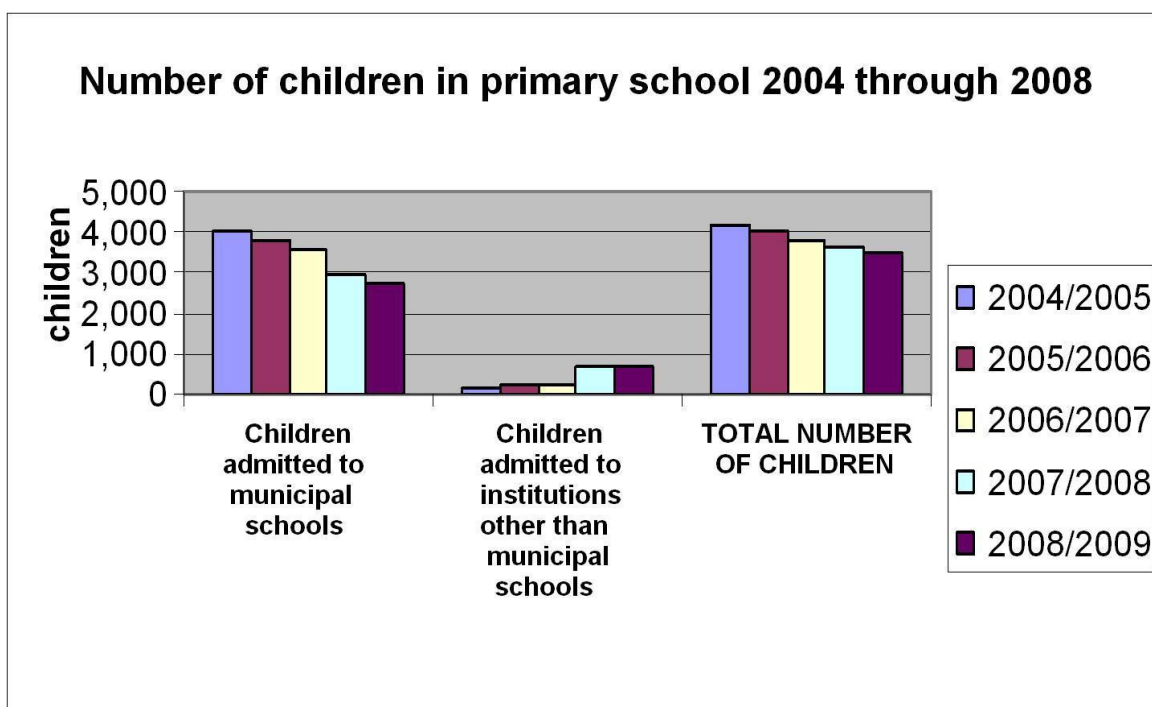
In view of the continuous decrease both in the number of mandatory teaching hours and in the size of the student population, the need to rationalise made the rethinking of human resources management an inevitable exercise. As a result, nearly 95 positions were eliminated in the run-up to the reestablishment of the new institutions, with another 30 being eliminated once the re-established schools started their operation. All in all, this affected over 100 teaching staff all over town.

In discussing the reorganisation of the primary schools, it must also be mentioned that the operating rights in respect of one of the institutions were transferred to the Szeged-Csanád Diocese, while another two primary schools were consolidated as a single institution under the management of the Multipurpose Micro-Region Association.

The admission rate data of the past four years have proved the effectiveness of the reorganisation; first-year classes were launched with ratios not only in compliance with the Act on Public Education but also helping our integration efforts take root. An additional important achievement is that the competence measurements, which were designed to demonstrate the change in quality, have shown results above the national average in all of our institutions already in the first year of reorganisation.

Changes in the primary school districts after reorganisation





Secondary schools

With the changes in the legal environment taking place over the past few years, with the structural reform of the vocational education, and with the issuance of the new National Register of Vocational Qualifications, rethinking the city's system of vocational education has become inevitable. Amendments to the relevant rules of law call for a review of how institutions providing vocational training perform their functions, while also making it necessary to survey the city's opportunities in terms of the establishment of the Integrated Regional Centre for Vocational Training. The calls for proposals under TÁMOP (Social Renewal Operative Programme) and TIOP (Social Infrastructure Operative Programme) make it absolutely clear that the ministries primarily envision regional cooperation. It is beyond any doubt that the factors primarily determining the structural changes affecting vocational education in the years to come are the changes in the size of the student population, the increasing proportion of vocational education in practical terms, and the pressing need for the region's operators of training institutions to cooperate.

In anticipation of a drastic drop in the size of the secondary school population, the solution lies in the development of a range of highly marketable and attractive vocational training opportunities.



Our Municipal Government places great emphasis on ensuring that the forms of vocational training currently in development focus on practical, hands-on training responding to the requirements of real-life situations. Accordingly, the Municipality is establishing training kitchens, training restaurants, and training workshops in its institutions providing vocational training.

The Municipal Government of Hódmezővásárhely City of County Rank and its institutions providing vocational training participated in setting up an Integrated Regional Centre for Vocational Training (TISZK) with partners mainly coming from Csongrád county but also from Békés county. Operating as a non-profit limited liability company (1000 Mester Nonprofit Kft.), this Centre will become the regional centre for vocational training to involve the largest student population (approximately 22,000 students) in the country.

The objective of this type of institution is not focusing development activities on a single central location. Instead, we aim at coordinating development activities in such a way that the most appropriate locations are targeted for each specific group of trades. This helps avoid the unnecessary duplication of development efforts within the Integrated Regional Centre for Vocational Training. Optimising the utilisation of the available resources will facilitate more dedicated investments, helping students acquire any given trade in a more focused and more concentrated manner, while having the opportunity to familiarise themselves with cutting-edge technologies. Once this streamlining exercise is completed, there will be less overlap among trades and groups of vocations; however, this same process may also lead to the emergence of a certain type of decentralised establishments or “decentres” where students can get access to high quality vocational training with access to the most up-to-date equipment.

It is in the best interest of our city that, once social inclusion has been introduced in primary education, it is also implemented in secondary education. At the end of 2007, the Municipal Government of Hódmezővásárhely City of County Rank hired Commitment Pedagogical Institute to perform a survey of the city’s system of vocational education and to make proposals for the possible reorganisation of the institutional structure both in terms of professional content and financing. As part of the development planning process, a comprehensive analysis of the situation was performed, examining, among other things, the composition of the institutions providing vocational training, the structure of trades in which they offer vocational training, the ratio of purely vocational training as compared to vocational secondary school education, and the composition and internal proportions of the hands-on practical vocational training offered.

In formulating their proposals, the experts made all efforts to take into consideration the needs of the labour market, the legal “incentives” calling for setting up the Regional Centre for Vocational Training, and the possibilities of financing. Once the analysis of the situation was

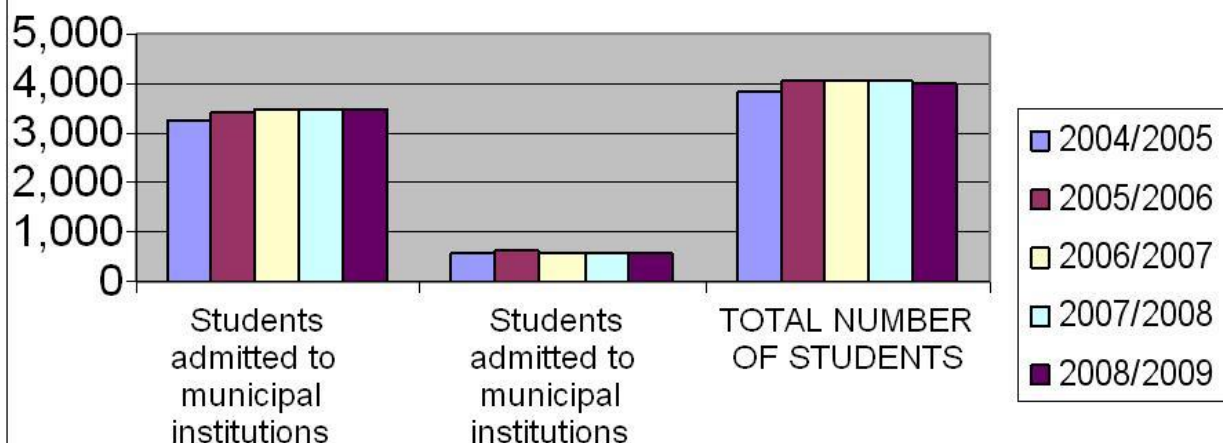


completed, the staff of the Mayor's Office elaborated the Action Plan for the Development of Vocational Education in Hódmezővásárhely City of County Rank, within the framework of which the city's institutions providing vocational training have been able to operate as integrated institutions beginning September 2008.

In line with the Action Plan, the four existing institutions – namely, Eötvös József Vocational Secondary School, Gregus Máté Vocational Secondary School for Technology and Agriculture, and Kalmár Zsigmond Industrial Vocational School and Vocational Secondary School, and Corvin Mátyás Vocational Secondary School and Vocational School for Commerce and Catering – were consolidated as a single institution under unified management. This structural reform established a school integrating over 3,000 students and enjoying significant self-assertion powers even in regional comparison – a school that may in the future become a major partner of the Integrated Regional Centre for Vocational Training “1000 Mester”, thereby ensuring the long-term sustainability and dynamic development of our city's system of vocational education, offering a unified implementation of the social inclusion of multiply disadvantaged students.

The changes were gradually implemented over the academic year 2007/08 in accordance with the Action Plan. The consolidation did not involve the liquidation of any school; all that happened was that previously independent institutions have since the academic year 2008/2009 been operating as affiliated institutions. Since July 2008, the financial and business management functions of the institution have been vested in the Public Administration Office of the Mayor's Office. Another structural change is that the grammar school education opportunities formerly offered by Gregus Máté Vocational Secondary School have been transferred to Németh László Grammar School and Primary School; as a result, the emerging consolidated secondary school has become an institution offering “purely” vocational training.

Number of students in secondary school 2004 through 2008



A summary of the results achieved

In summary, we have implemented a structural reorganisation affecting the entire institutional system of our city. It may be seen as one of the major achievements of the reorganisation that today there is no institution in Hódmezővásárhely where the ratio of MD children reaches or surpasses 20%. However, redistributing the tasks in this more even manner has only been the first step; sustaining it will remain a long-term challenge. Our objective is to gradually achieve full social inclusion in all institutions of public education.

Of course, elaborating the Concept for Public Education and implementing the structural changes is only one of the facets of our integration efforts. For the past five years, we have been running programs aimed at providing remedial education for MD children. Some of the most important municipal initiatives funded from the city's own resources with the objective of supporting disadvantaged social groups have been the following:

A series of round table discussions involving teaching staff and the Roma Minority Self-Government (2003 through 2004).

Further education for teaching staff for laying the pedagogical foundations for the education of MD children (Péter Lázár, Éva Csendes, Marietta Lányi, etc.) (from 2003).



Since 2004, special emphasis is laid on the institutions' competence measurement results. In addition to the in-depth analysis, the institutions also prepare overarching action plans aiming at improving the results.

Uniquely among all Hungarian cities of county rank, all institutions in Hódmezővásárhely have developed their own social inclusion programs. Progressing one step at a time and always renewing our efforts, we keep focusing on our social inclusion tasks (from 2003/2004).

We are a participating partner in the Arany János Programme for Gifted Children Living with Multiply Disadvantages, a programme aimed at ensuring that gifted children who come from low-income families receive help in gaining admission to dormitories, graduating from secondary school, obtaining a driver's license, and acquiring language skills.

By introducing daily physical education classes, every child can participate in one free swimming class a week, offering MD children a chance to learn to swim as well as access to swimming pools, something that may well have been beyond their reach before.

In the framework of the daily physical education programme, fencing and skating have been added to the selection of sports disciplines available to children during their physical education classes.

From 2003, every primary school offers art education. MD children may participate free of charge.

As of 2005, we have implemented a travelling special education service whose staff assist teaching staff in their work and develop the skills of students in institutions integrating students with special educational needs (SEN) from kindergarten through secondary school.

Since 2008, a school psychology service has been in operation in our educational institutions.

As of this year, we have uniquely started to implement a system of double mentoring, which is designed to help children as they move from one type of institution to the other (entering kindergarten, admission to primary school, and advancing to secondary school).

Our institutions of public education submit successful project proposals aimed at supporting the education of disadvantaged children and children with special educational needs. The Assembly has always provided the necessary own resources for these project proposals and has monitored the progress of the work performed in the schools.



Reorganisation involves two fundamental elements, namely structural reform and renewal in terms of content.

Most of the structural reform has been completed, even though continuous monitoring will always be necessary to analyze cost efficiency and sustainability.

In terms of renewing the content, we have placed the emphasis on the quality innovation of the institutions. Renewing the content and strengthening social inclusion are ongoing tasks that one can only start but never finish. Social changes, differences in the needs of the different age groups, and new methodologies in education constantly influence the everyday work of the institutions. Our objective is to achieve equal opportunity and full social inclusion for all children.

The documentation of the results achieved

Providing proper documentary evidence in support of the social inclusion efforts made is of key importance for the operators of our institutions as feedback is a fundamental tool for progress. The Municipal Government of Hódmezővásárhely City of County Rank supervises its institutions along the lines of the following primary objectives:

Economicality

Our objective is to create a sustainable system of institutions that can adjust to demographic changes in terms of the size of the target population.

Efficiency

The operation of any structure is fundamentally based on how well organised the performance of the individual tasks is and how clearly defined the responsibilities are. Ensuring this for our reorganised system of institutions was one of our objectives. This was laid down in the Quality management Programme of the Municipal Government as well as in the quality management systems of the institutions.

Quality

Currently, the results of the work performed in our institutions are best reflected in the national competence measurement programmes, which also provide for the proper documentation of those achievements.

Equal opportunity and social inclusion

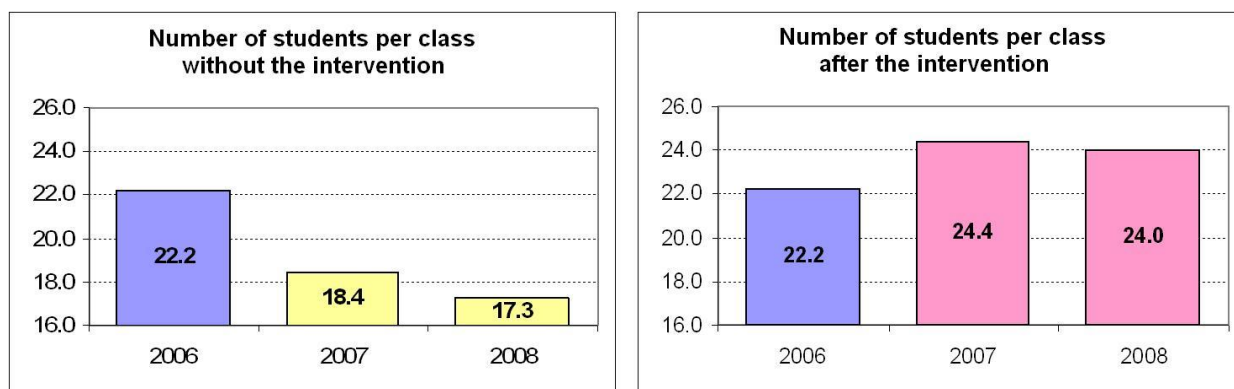
Our objective is to offer quality education that is equally accessible to all living in our city. The city's Equal Opportunity Plan was elaborated with this objective in mind.

In addition to the above objectives, the Municipal Government hired an independent expert consultant (Commitment Köznevelési Kht) at the end of 2008 to analyse the results of the reorganisation. Hereunder follow some of the conclusions of that research paper given in support of the efficiency indicators.

Economicality, efficiency

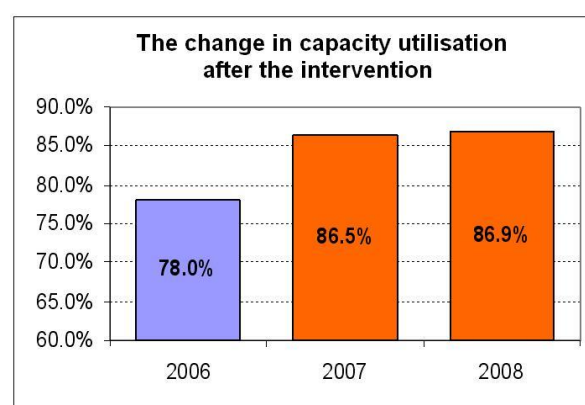
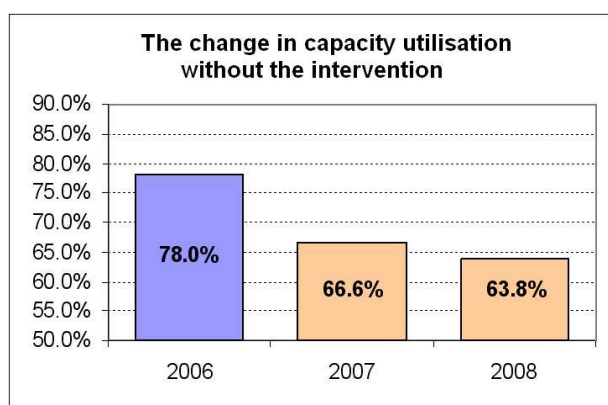
“In the academic year 2006/2007, the city average of students per class was 22.2. Had no actions been taken concerning the educational system of the city, this number would have shown a further downfall because of the dwindling size of the student population. According to the demographical forecasts, the average number of students per class for the whole city would have plummeted as low as 17.3 by 2008 had the structure been left unchanged (see Graphs 23 and 24).”

“Due to the actions taken in 2007, this indicator also shows a significant positive change pointing towards efficient operation.” (Marianna Blazovics Varga: Analysing post-2006 changes in the educational system and their impacts on kindergartens and primary schools in Hódmezővásárhely City of County Rank)



“In the academic year 2006/2007, because of the decreasing number of children and an enrolment practice based on the ‘free choice of school’ principle, capacity utilization was unbalanced in the city’s system of public education. A number of schools operated with optimum student numbers, while the capacity utilization rate of some other institutions showed very low values. This was another reason for the reorganisation of the institutional network in the case of primary schools. Had the reorganisation exercise not taken place in

2007, the city's average capacity utilisation rate of 78% would have dwindled to as low as 64% by the current academic year. However, following reorganisation, the city's average capacity utilisation rate is currently at about 87% (see Graphs 32 and 33).” (Marianna Blazovics Varga: Analysing post-2006 changes in the educational system and their impacts on kindergartens and primary schools in Hódmezővásárhely City of County Rank)



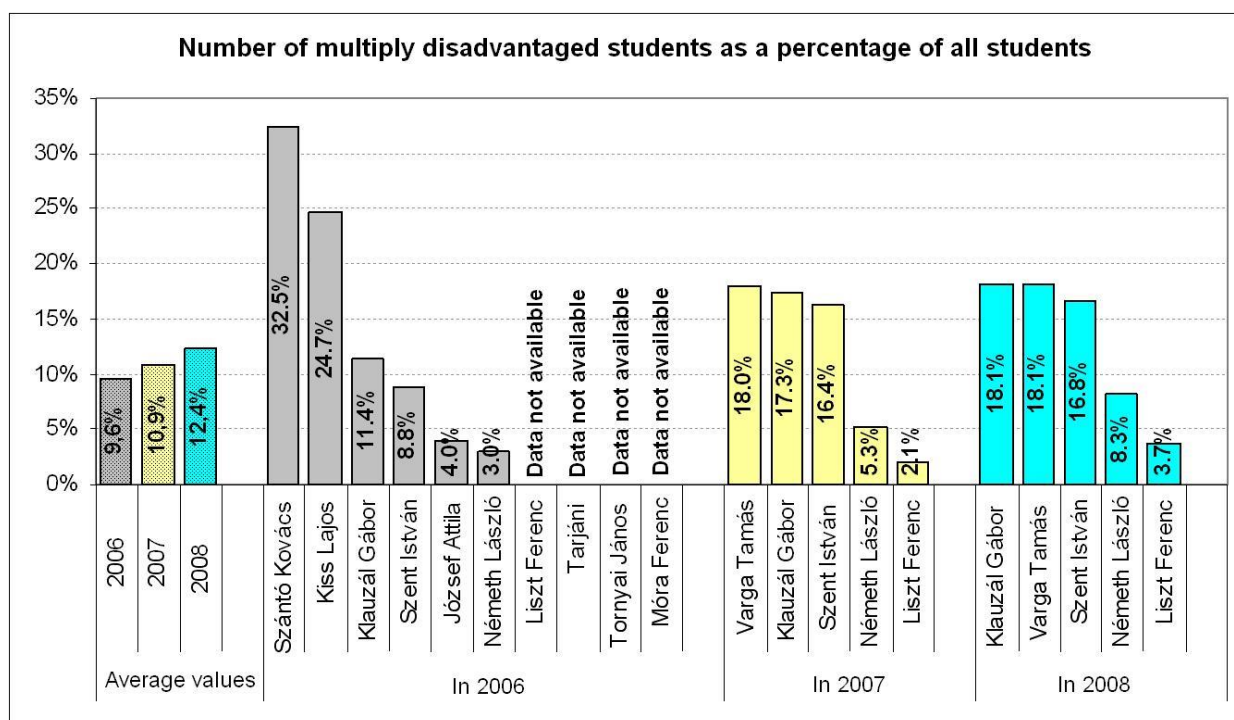
Equal opportunity and social inclusion

“During the period between 2006 and 2008, the ratio of MD students in the city's educational system was continuously on the increase, showing significant rates at 9.6%, 10.9%, and 12.4%, respectively.”

“The grey columns of Graph 1 (for the 2006) demonstrate that while MD students represented a total of 9.6% of all students, their distribution across all educational institutions was rather unbalanced for that year.”

“The great difference between the two extremes – 3% and 32.5% – indicates a rather significant trend of segregation, shedding light on the inevitability of reorganising the institutional structure.”

“Continuing along the timeline in Graph 1, a significant change is seen in the year 2007, where the columns indicating the rates of MD students as percentage values show a tendency of equalisation. Here, the difference between the extremes – 2.1% and 18% – declines significantly as compared to the same indicator of the previous year. This tendency continues in 2008 as well.” (Marianna Blazovics Varga: Analysing post-2006 changes in the educational system and their impacts on kindergartens and primary schools in Hódmezővásárhely City of County Rank)

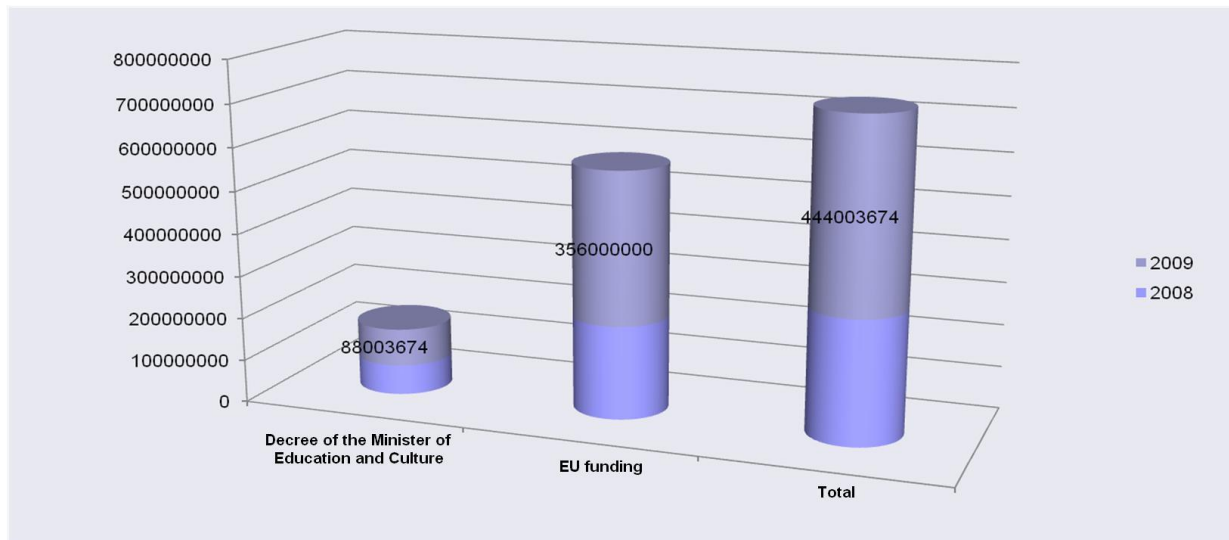


Graph 1

Project activities

The innovative project generation activates of the institutions and of the municipal operator both reflect the results achieved and promote ongoing development work as we go ahead. The amounts of project grants awarded mainly by EU financing programmes in 2008 and in 2009-2010 – HUF 280 Million and HUF 450 Million, respectively – paved the way for the continuous professional renewal of the system of public education.

Grants funding educational projects in 2008 and 2009



Currently, the following European Union programmes support our work:

TÁMOP1 3.3.3 08/1: “The quality assurance of reference institutions in public education for social inclusion; supporting their cooperation with networks of professional service providers”

The objective of the project proposal: Selecting three to seven consortia of institutions in each of six regions, developing a total of 18 to 42 reference consortia for social inclusion, and implementing their functions as service providers. Developing a network resulting from the cooperation between the reference institutions for social inclusion creating and maintaining best practices in the integrated education of MD students. The composition of the two consortia submitting the project proposal is as follows:

Klauzál Gábor Primary School; Exner Leó Kindergarten; Aranyossy Ágoston Kindergarten; Unified Methodological Institute for Special Education and Educational Counselling; and the University of Szeged.

Varga Tamás Primary School; Hermann Alice Kindergarten; Péczely Attila Elementary Institution of Arts Education; and the University of Szeged.

Each of the two consortia was granted HUF 30 Million, respectively, for the implementation of the project.

¹ TÁMOP: Társadalmi Megújulás Operatív Program (*Social Renewal Operative Programme*).



DAOP2 2007 4.2.1/2F: “Infrastructure development for institutions of primary education and for grammar schools”

Within the framework of this project, the renovation and extension of Varga Tamás Primary School was supported with a budget of HUF 250 Million.

TÁMOP 3.3.5.: “Financing for programmes providing extracurricular education”

The Social Research Association of the Southern Great Plain Region (Dél-Alföldi Regionális Társadalomkutató Egyesület; DARTKE) submitted the project proposal, supported by the Municipality, with the purpose of operating an institution providing extracurricular education. The Association plays an outstanding role in the everyday life of our institutions since Varga Tamás Primary School, Szent István Primary School, and Klauzál Gábor Primary School receive mentor students delegated by DARTKE, who in turn help the social inclusion work in those institutions. The objective of the project is to provide afternoon lessons for the MD children of primary school age, granting them access to extracurricular activities and a way to spend their free-time usefully.

TÁMOP 3.1.4.: “Competence based education and equal access in innovative institutions”

Under TÁMOP 3.1.4.: “Competence based education and equal access in innovative institutions”, the Municipality of Hódmezővásárhely City of County Rank submitted a project proposal for the widening of competence based education and for implementing a professional and methodological renewal process.

The project specifically allocates funds from the European Union to promote quality education, professional renewal, and the acquisition of new methodologies. In the course of the program, we submitted a project proposal for developing competence areas of key importance, introducing and adapting educational programmes and educational equipment, establishing segregation-free circumstances suitable for joint education, and the promotion of independent innovation within the institutions.

The project programme is the inseparable continuation of the city’s ambitions concerning social inclusion and of the HEFOP project proposals submitted previously. This project helps achieve that competence based education appears in the whole institutional system of education, starting with kindergarten, all the way through to secondary school. The programme helps create the methodological and professional background necessary for the teaching staff of the participating institutions to acquire the newest methodologies of competence based education.

² DAOP: Dél-alföldi Operatív Program (*Operative Programme of Southern Great Hungarian Plain*).



Participating institutions on the part of the Municipality of Hódmezővásárhely City of County Rank are as follows:

- Exner Leó Kindergarten;
- Varga Tamás Primary School;
- Liszt Ferenc Ének-Zenei Primary School;
- Szent István Primary School;
- HISZK Eötvös József Head Institution;
- HISZK Gregus Máté Affiliated Institution; and
- Cseresnyés Dormitory of Hódmezővásárhely.

The participating institutions on the part of the Multipurpose Micro-Region Association of Hódmezővásárhely:

Klauzál Gábor Primary School.

In total, the two projects were granted HUF 197 Million in support.

The main objectives of the project

- developing competence areas of key importance (already from kindergarten age and not only in the classroom)
- introducing and adapting educational programmes and school equipment, establishing segregation-free circumstances suitable for joint education
- realising independent innovation within the institutions (Forest School programme)
- preparing teaching staff for the most efficient possible use of competence based educational programmes

The way of implementing the project

- Further training for teaching staff
- The introduction of innovative models and new educational methods wherever educational tasks are carried out
- Purchasing new educational software packages, textbooks, and school equipment
- Organising joint programs (for teaching staff as well as for students)
- Sharing and disseminating best practices

TÁMOP 3.3.2.: “Financing equal opportunity programmes – Together for the better”



Hódmezővásárhely and the Multipurpose Micro-Region Association of Hódmezővásárhely implement the city's equal opportunity action plan within the frame of a consortium. The educational institutions operated by bodies other than the municipal government participate as cooperating partners ensuring that the conditions of integrated education are extended to the entire educational network. Highlighted aspects include strengthening the transitions, improving early social competences in kindergartens, and elaborating and implementing the career orientation programme in a comprehensively fashion.

The project entitled "Hand In Hand" and financed under HEFOP 2.1.5/b contributed professional support to this objective. TÁMOP 3.3.2.: "Financing equal opportunity programmes – Together for the better" is in effect the continuation of "Hand In Hand".

Long-term objectives

Successfully maintain a segregation-free environment in all institutions of the city

The programmes started in the kindergartens should reach out to all the kindergartens in the city; through the success of the programme concerning kindergarten-to-school transition, the rate of school failures should decrease

A vertical cooperation should take place for extracurricular activities in case of multiply disadvantaged children starting from kindergarten up to secondary school with the participation of all institutions

Successful career orientation activities should take place involving all vocational secondary schools in Hódmezővásárhely

Establish horizontal cooperation between the professionals of the various fields (education, social services, school health care)

Operate support systems outside the educational institutions; meet civil organisations; increase the number of joint programmes

Ensure that the extracurricular education programme operates in the long run

Create a student-friendly environment in all institutions

Amount of support granted: HUF 99,994,722

Project implementation period: November 1, 2009 through December 31, 2010



Programme elements specific to type of institution:

Wide-ranging collaboration is essential for successful implementation. Accordingly, all educational institutions as well as the Roma Minority Self-Government participate in our programme, regardless who the operator of the institution is.

The Kindergarten Subprogramme

The importance of kindergarten education

Kindergartens can greatly contribute to improving the chances of all multiply disadvantaged children. The development of social relations, as well as activities and learning based on motivation, promote the individual paths of development and the emergence of skills and abilities. The kindergarten community, the environment in which children and adults live together, their interactions, the forming of habits and a sense of following the rules, regularity, raising and maintaining the children's interest – all these factors greatly help children obtain emotional stability, develop a sense of solidarity and mutual acceptance, and they sparkle the child's thirst for knowledge¹.

1 Julianna Durucz Nagy: Seeking the way out of the lack of chances I University of Pécs, 2005

The target group:

Multiply disadvantaged and Roma children and their parents.

The activities:

Kindergarten enrolment officers

Open Day in the Kindergarten programmes

Operating Mom and Baby Clubs

Double mentoring – family-to-kindergarten transition (district nurses and kindergarten teachers)

The comprehensive introduction of DIFER³ assessment; individual development

³ DIFER: Diagnostic System for Assessing Child Development (*Diagnosztikus Fejlődésvizsgáló Rendszer*).



The accreditation of the Opstap programme

Kindergarten enrolment programme

The objectives:

Ensure that MD children are enrolled in kindergarten early

Reduce the disadvantages MD children in the areas of socialization, skills, and abilities

Support the relationship between the kindergarten and the family

Discover the reasons why children are not enrolled in kindergarten

The tasks:

Comprehensive registration of all MD children with the help of district nurses

Visiting the families with district kindergartens and district nurses

Disseminating information on enrolment, Open Day in the Kindergarten programmes, Mom and Baby programmes, and social benefits

Give families an insight into life in kindergarten

Open Day in the Kindergarten programmes

The objectives:

Help MD and Roma parents get an insight into the life of their district kindergarten already prior to their children's enrolment

The tasks:

Publishing an information brochure to help parents get acquainted with "the world of the kindergarten"

Prior to enrolment, organising and conducting programmes designed to attract families to the kindergarten so parents and all those interested can get an insight into the everyday life and activities of the kindergarten, meet the head and the staff of the institution and talk to them informally.

**The target group:**

MD and Roma families (children, parents, and grandparents) with a child of kindergarten enrolment age

Operating Mom and Baby Clubs

The objectives:

Support two to four-year-old MD children and their parents prior enrolment in kindergarten

Help bring MD children abreast with their peers and ensuring enrolment in kindergarten in due time by treating parents as partners and by cooperating with them

Raise interest in life in kindergarten through programmes of high standard

Contribute to moderating the disadvantages of MD children and to improving their chances encouraging regular kindergarten attendance

The tasks:

Comprehensive registration of MD children aged two to four with the help of district nurses

District nurses and the kindergarten staff should establish a relationship of trust with the families and share information on club activities and programmes

Facilitate learning about life in kindergarten with the aim of making kindergarten education attractive

Share information on services offered in kindergarten and on opportunities of family support

Convince parents about the advantages of regular kindergarten attendance

The target group:

MD and Roma families (children, parents, and grandparents) with a child of kindergarten enrolment age

Double mentoring

**The objectives:**

Ensure the early improvement of social skills among multiply disadvantaged and Roma children

Help the transition from the family home to kindergarten

Learn about the family background and provide help on the basis of the cooperation between district nurses and kindergarten staff

The tasks:

Provide mentoring

Develop cooperation between district nurses and kindergarten staff

Keep in touch with the parental home

Get to know children entering kindergarten and help them adapt to the new situation

Follow the personal development of kindergarten children

The target group:

MD and Roma families (children, parents, and grandparents) with a child of kindergarten enrolment age or already enrolled in the first year of kindergarten

Family-kindergarten mentoring

The objectives:

Involve multiply disadvantaged and Roma children and their families in a support and mentoring system that will see the children and their families through the journey from kindergarten to secondary school

The tasks:

Dedicated mentors in each and every kindergarten help MD and Roma families

participate in kindergarten programmes on an ongoing basis,



ensure the regular kindergarten attendance of their children,
take advantage of development and early development possibilities, and
get information about systems of supports and subsidies

The target group:

MD and Roma families (children, parents, and grandparents) with a child enrolled in the first year of kindergarten

DIFER assessment

The objectives:

Introduce and apply a standardised assessment system (DIFER) in all kindergartens in order to lay the foundations for individual development

Compensate for the disadvantages in the earliest age possible through effective individual development and lay the foundations for successful school entry

Facilitate the transition from kindergarten to school for MD and Roma children

The tasks:

In order to develop ownership of and commitment to the project goals among all those concerned (parents, teaching staff, other partners), provide comprehensive information and ensure active involvement in the activities

Set up working group for assessment activities and develop a working programme. Deepen both theoretical and practical knowledge of the DIFER assessment methodology among kindergarten teaching staff to improve their competence and to allow them to gain experience executing assessment

Perform the assessment in a professionally sound manner, against uniform criteria and threshold levels

Apply uniform principles in analytical and evaluative work; develop comparable and relevant assessment methods and statistical data processing routines in all institutions



Based on the assessment results, elaborate and implement plans for individual development. Set up a system for periodic evaluation and annually compare data to help analyse trends and progress.

The target group:

Children enrolled in the third year of kindergarten, especially MD children

The accreditation of the Opstap programme

The objectives:

- Share best practices that help:
- strengthen the relationship between mother and child;
- develop the children's mental capacities;
- share the joy of playing together;
- strengthen the relationship between the kindergarten and the family;
- provide a model for parents in terms of spending quality time with their children at home; and
- lay the foundations for achieving equal opportunity for all.

The tasks:

Share options and methods that may help complement the knowledge and experiences that Roma children often lack as a result of their socially disadvantaged circumstances and that are inevitably necessary for academic success. By doing so, facilitate successful school entry and eliminate obstacles to effective learning

The Primary School Subprogramme

The objectives:

Mitigate the hardships of transition especially for MD children

Support the adaptation of MD children preparing for and starting primary school, handle learning and behaviour disorders in the early phase, promote success in school, and eliminate obstacles to smooth transition by double mentoring (kindergarten staff and school teaching staff) while continuously informing the parents and keeping them actively involved



Help MD students in the 8th year of primary school through trade-related career orientation programmes and activities; present them with feasible and achievable options in terms of their choice of institution or field of study through information sharing as well as hands-on experience, taking into consideration their abilities and interests; help students cope with the transition through double mentoring (primary school teaching staff and secondary school teaching staff) while continuously informing the parents and keeping them actively involved

“Jó gyakorlatok – IPR”⁴: Establish an inter-institutional system for the practise of methodological classroom observation with the purpose of disseminating the professionally valuable and well functioning elements of the educational system for social inclusion in order to develop vertical and horizontal professional cooperation between the institutions in the city and its micro-region

The tasks:

Elaborate working programmes for the mentors, harmonising them with all activities and programme elements related to children. Implement and document the programme elements

Provide ongoing professional consultation for mentors

Organise career orientation programmes and establish links to the programme elements of the project

Inform parents, involving them in the programme elements

Organise, propagate, and perform methodological classroom observation activities and evaluate the results in a documented fashion within the framework of professional consultations

The target group:

MD children preparing for the transition from kindergarten to school, and, as a follow-up, the same children as first-year students in their respective primary schools during the following academic year

MD students in the 8th year of primary education, and, as a follow-up, the same students as first-year students in their respective secondary schools during the following academic year

The parents of children involved in double mentoring

⁴ “Best Practices – An Educational System for Social Inclusion”.



The management and staff of the educational institutions of the city and its micro-region

The Secondary School Subprogramme

The objectives:

Mitigate the hardships of transition from primary school to secondary school especially for MD children

Support the adaptation of MD children preparing for and starting secondary school, handle learning and behaviour disorders in the early phase, promote success in school, and eliminate obstacles to smooth transition by double mentoring (primary school teaching staff and secondary school teaching staff) while continuously informing the parents and keeping them actively involved

Help MD students in the 8th year of primary school through trade-related career orientation programmes and activities; inform the students about trades highly sought after; implement projects of career orientation in order to facilitate the students' successful choice of career

Widen career orientation activities with hands-on, real-life elements (excursions dedicated to career orientation)

“Jó gyakorlatok – IPR”⁵: Establish an inter-institutional system for the practise of methodological classroom observation with the purpose of disseminating the professionally valuable and well functioning elements of the educational system for social inclusion in order to develop vertical and horizontal professional cooperation between the institutions in the city and its micro-region

The tasks:

Elaborate working programmes for the mentors, harmonising them with all activities and programme elements related to children. Implement and document the programme elements

Provide ongoing professional consultation for mentors

Organise career orientation programmes and establish links to the programme elements of the project

Inform parents, involving them in the programme elements

⁵ “Best Practices – An Educational System for Social Inclusion”.



Organise, propagate, and perform methodological classroom observation activities and evaluate the results in a documented fashion within the framework of professional consultations

The target group:

Disadvantaged and multiply disadvantaged students in years 7 and 8 of primary school and students in year 9 of secondary school

The parents of children involved in double mentoring

The management and staff of the educational institutions of the city and its micro-region

The Methodological Support Subprogramme

Programmes for Informing Parents

The objectives:

Inform the parents of SEN children about care their children may be eligible for, as well as about their rights and responsibilities

Educate parents about relevant legislation and currently available social services

Educate parents about how social inclusion in the world of education may offer opportunities that lead to equal opportunity for all

Sensitise the “host” community to the needs of the “newcomers”

The tasks:

Organise parent forums in every educational and training institution where the parents of children with special educational needs and those of children without such difficulties participate jointly. The forums will be attended by all the professionals who provide special help within the institution (speech therapist, development educator, special educator, and psychologist). After a short introduction, facilitate questions and answers, and discuss problems that parents wish to address

The target group:

primarily, the parents of children with special educational needs (SEN)



secondarily, the “host” community of parents

Employing professional help providers

The objectives:

Support those MD children in secondary school who struggle with learning difficulties such as children with special educational needs (SEN) and children with adaptive, learning and behavioural difficulties (ALBD)

The tasks:

Prepare individual development plans

Provide for extra lessons with the participation of speech therapists and special educators

Support the child’s teacher through consultations

Inform parents

The target group:

MD secondary school students struggling with learning difficulties (SEN, ALBD)

The parents of the children concerned

The teaching staff working with the children

Improving access to preventive and early development services

The objectives:

Raise awareness of the significance of early childhood development among fellow professionals and parents

Contact families and share information about preventive services

Survey the condition of MD children enrolled in the first year of kindergarten

Arrange preventive services if and as necessary

The tasks:



Organise playtime activities in every kindergarten for first-year children and their parents

Observe the children while playing amongst themselves

Inform parents by means of leaflets and brochures about what they need to notice and whom they may contact for help

Once the experiences have been summarised, organise a parents' afternoon with the aim of providing counselling to promote the children's development

The target group:

Three-year-old MD children and their families

Link to the Kindergarten Subprogramme of TÁMOP 3.3.2:

promote the realisation of "Open Day in the Kindergarten" programmes with all professional helpers present and available

prepare individual development actions through observing the children

encourage active participation in kindergarten education through the dissemination of knowledge and information

The Study Skills Subprogramme

Study Skills Training

The objectives:

- effect positive changes in the students' motivation and attitude to learning
- broaden learning strategies and increase self-reflexion
- improve the functioning of the classroom community

The tasks:

Early in the academic year 2010/11, all 8th year classes participate in a 30-hour training within the framework of a one-week programme conducted by professionals such as special educators/psychologists

The target group:



Students in the 8th year of primary school who are preparing for choosing a career and wish to continue their studies in a new secondary school beginning the following academic year

Consultation for Class Teachers

The objectives:

Arrange regular meetings between the form-masters and the teaching staff of students in the 8th year of primary school and those of students in the 9th year of secondary school to provide an opportunity for receiving professional help and support for handling the academic, social, and individual psychological problems of this age group

The objective of the meetings is to help teaching staff handle problems receive psychological support

Our objective is to achieve that these meetings function as self-help groups providing professional support

The tasks:

Regular monthly meetings conducted by a psychologist organised to address topics reflecting the needs of the participants as well as the objectives of the programme

The target group:

Class teachers of the 8th and 9th years in all institutions of public education in the city

The Horizontal Learning Subprogramme

Social inclusion Round Table

The objectives:

Successfully maintain a segregation-free environment in all institutions of the city

Promote cooperation between municipal schools on the one hand and denominational schools and foundation schools on the other hand

The Roma Minority Self-Government should be involved in the implementation of the Equal Opportunity Plan



Inform external partners about the series of programs ranging from kindergartens to secondary schools and encourage them to join open programs

Establish horizontal cooperation between the professionals of the various fields (education, social services, school health care)

The tasks:

Present the city's Equal Opportunity Plan and raise general awareness of its main objectives among the participants

Present the elements of the programme entitled "Together for the better" and define the criteria based on which the programme may be accessible for external partners

Sensitise the operator to the issue of equal opportunities for all

Establish partnership the Roma Minority Self-Government

Publish a series of methodological booklets

Provide the possibility for consultation between different types of institution

The target group:

The Municipal Government of Hódmezővásárhely City of County Rank as operator

The Multipurpose Micro-Region Association of Hódmezővásárhely as operator

Heads of educational institutions operated by the Municipality

Heads of denominational schools and foundation schools

Roma Minority Self-Government

School Health Care Service

Extracurricular Education Programme for 9th Year Students

The objectives:



- Mitigate the hardships of transition from primary school to secondary school especially for MD children
- Provide mentoring for students in the 9th year of secondary school and support their academic success
- Promote a sense of community and personality development
- Provide for individual development
- Promote ways of spending time in a meaningful way

The tasks:

- Elaborate working programmes for the mentors, harmonising them with all activities and programme elements related to children
- Implement and document the programme elements
- Provide ongoing professional consultation for mentors
- Organising free-time activities
- Inform the parents and involve them in programme elements

The target group:

Disadvantaged and multiply disadvantaged students in the 9th year of secondary school

The parents of children involved in extracurricular education

The management and staff of the educational institutions of the city and its micro-region

The Programme of Mentor Students

The Programme of Mentor Students came into existence in order to support the public education desegregation programme of Szeged and Hódmezővásárhely. The objective of the programme is to involve the services of teacher trainees in mitigating the academic and adaptive difficulties of students arriving from schools closed because of segregation and in relieving the teaching staff from some of their burden. In addition, we see this form of cooperation with schools as a great opportunity for strengthening the practically oriented, real-life aspect of teacher training.

During the first year of the programme, students were mentored in Szeged's primary schools dedicated to social inclusion and in one additional institution in Szeged. As of the academic year 2008/2009, three more primary schools joined the program, each of these based in Hódmezővásárhely and involved in desegregation actions. As of the academic year 2009/2010, we continue our programme in ten schools. As of this year, the programme has



been broadened to include two additional elements beyond mentoring the students. We carry out the impact assessment of mentoring as a method by involving additional schools and mostly students in years 5 and 6 of primary school. The purpose of the impact assessment is to estimate the efficiency of mentoring, hoping that in the future it can become a standard part of teacher training. This year we place a great emphasis on the dissemination of the program, in the course of which we present the Programme of Mentor Students in as many Hungarian and foreign forums as possible.

In return for their work, the mentor students can hands-on practical experience, they participate in accredited further education, and receive a stipend supplement. As of the academic year 2009/2010, voluntary mentors will also join the program, working without receiving stipend. The criteria for selecting the mentors were the following: their experience in giving remedial lessons and organising free-time activities, their social sensitivity, and their academic achievement.

Mentor students receiving a stipend are expected to mentor three to four students in eight hours a week throughout one complete academic year. This principally means the following activities: regular meetings with the mentored students; giving remedial lessons; providing student development; keeping in touch with the parents of the mentored students; organising free-time programmes. Volunteer mentors spend at least two hours in the school; their task is mentoring one to two students, organising free-time programmes, and assisting mentor students receiving a stipend in their work.

The objectives:

With the help of teacher trainees, provide remedial education for SEN, D, and MD children and develop their social skills

Making the work of the teaching staff of institutions of public education easier by providing support staff

The tasks:

Mentor students spend eight hours a week in the schools, in the course of which they work in cooperation with the teaching staff, following preliminary briefing. Mentoring activities include remedial lessons and student development activities carried out either within the framework of classroom lessons or after classes, as well as organising free-time activities.

The target group:



primarily, SEN, D, MD, and Roma children

secondarily, the students and teaching staff of the institutions

A Project for Sharing Best Practices

The Hungarian Association of Municipal Governments launched a call for proposals, and Hódmezővásárhely City of County Rank was selected among the finalists with a project proposal aiming at enhancing Roma integration and social cohesion. The finals were organised on April 22, 2009, where the Municipality of Hódmezővásárhely City of County Rank was awarded the special prize of the National Development Agency for introducing the “Vásárhely Model of Education”. As part of the award, three persons representing the project had a chance to participate in Open Days 2009 European Week of Regions and Cities, a conference of stakeholders in regional and cohesion policy, organised in Brussels in October, 2009.

Hopefully, the new and continually renewing public education structure emerging from the reorganisation will continue to operate cost-effectively and in compliance with all relevant legislation to the satisfaction of children and parents alike.

Continuous monitoring of the integration, newer measures

The „kindergarten - elementary school” program has been operated in Hódmezővásárhely since the school year 2009/2010. Since the school year 2010/2011 the former Exner Leó Kindergarten and the Klauzál Gábor Elementary School has been operating under the name HTKT Klauzál Gábor Elementary School and Kindergarten as a unified institution taking care of kindergarten and elementary school education tasks.

The merger on one hand facilitated the strengthening of the unity of that district of the town and on the other hand it had numerous professional and economical advantages.

Professional advantages:

With the merger of the kindergarten and the elementary school the education and training can be ensured by identical pedagogic principles from age 3 to age 14.

The merger facilitated the transition between the kindergarten and the elementary school.

The differentiated education can be ensured with the help of the „kindergarten-elementary school” program and it extended the scope of the individual care and training also to the kindergarten level.



The united institution became the basic institution of the public education that facilitated the extension of the educational innovation and helped the reform of the training of the pedagogues.

Advantages relating to economics and sustainability:

Facilitated a rational and economical human resource management.

Opportunities for favourable tenders will open up.

Economic rationalisation can be carried out.

A unified directorate can be formed.

Based on the existing favourable experiences, following the already existing model and setting the „education by identical pedagogic principles” as the main goal, from school year 2011/2012 it became possible to integrate the kindergartens and the elementary schools financed by the local government.

In accordance with the abovementioned, from school year 2011/2012 the elementary schools have been integrated with the kindergartens with similar geographical area. After the end of the first joint school year we can state that the integration strengthened the co-operation and the co-operation has been successful both professionally and economically.

Closing arguments:

It cannot be emphasized enough that the basis of the operation of the integrated system is the continuous monitoring and the internal communication. The operator, the institutions, the parents, the pupils and the co-operating institutions (local NGOs and education management agencies) all have to be involved in this work.

The Local Minority Government of the Romany, the local romany organisations (who took part in the communication with the parents and the facilitation of the transition), the equal treatment experts of the concerned ministries and external experts (Commitment Pedagogic Institution – survey of the pedagogues, review, etc.) all took a serious part in the preparation of the reorganization.

The colleagues of the Mayor's Office prepare and facilitate the everyday education administration tasks, the continuous monitoring and the reorganization concepts. However, the General Assembly of the Town considers it important that the system shall be monitored from time to time by external professional organisations. Not only the Education Department



of the Mayor's Office (education's clerk, sport's clerk, group leader) takes part in the management of the institutions, but also the colleagues controlling financial issues, the minorities' clerk and the colleagues in the Legal Department, furthermore regarding special cases, of course, all the concerned colleagues co-operate (e.g. in case of infrastructure tenders the tech colleagues give support). We have no data on romany employees as the racial or national belonging is the private business of all of us. Based on the same reasons we can only estimate the number of the romany population with the help of the data of the Central Statistics Office.

It is important to mention in connection with the institutions the continuous work of the board (the consulting organ of the managers of the institutions) and the IPR (Integrational Pedagogic System) work group in which our schools and kindergartens do not solve their everyday tasks and occasional problems in a competing manner but try to co-operate with each other.

Concerning the maintenance of the integration the EU and national financial sources should not be neglected either. The tenders have been thoroughly presented above as their programs present the far-reaching work that facilitates the continuous operation of the Hódmezővásárhely model. The budget of the local government is formed in line with strict regulations as beside the operation of the institutions there are other serious financial burdens: the school bus system, the everyday physical education classes. However, during the reorganisation of the institutions it was in focus that both the HR management and the economical operations systems shall be as rational as it is possible. The professional renewal, the improvement, the equipment purchase, the trainings can be ensured mainly with the involvement of tender funds.

Pursuant to the Act on Public Education the national education system will be renewed. These regulatory changes require the review of the current operation and to form a system that is adequate with the new regulations and our goals. Currently the detailed regulations are not available but we hope that the established professional network and the far-reaching equal treatment activities will be favourably influenced by the change of the regulatory background.



Best Practise of Berhida City

written by Mrs Margit Pergő Mayor

Berhida is located as a part of the Várpalota small region on the northeast region of the Balaton- highland, between the highway M7 and main road 8 (E66). Among larger cities Várpalota is 12 km distance from Berhida, Székesfehérvár 25 km and Veszprém 21 km.

The present municipality was born with merger of three places. Firstly in 1926 Berhida and Kiskovácsi were merged, than in 1939 Peremarton joined to them. About the character of the municipalities: Berhida and Kiskovácsi is country-like, Peremarton through the industrial unit settled here at that time was a part of municipality with housing estate character. This is important because in spite of the fact that they are built together, they are not joint together, so the harmony is missing among the inhabitants what could keep together in all respects the recently almost 6000 citizens in the city.

Berhida was at the beginning '70 the third largest municipality of the Veszprém township. The number of its inhabitants was increased permanently. The possibility of employment, high living standard, and the official residences in Peremarton manufacturing plants attracted the people to settle down here. The municipality was from 1961 first grade centre, than from 1971 advantaged first grade centre. After the democratic transformation the centre-role of the municipality was strengthened further. With association of authority administration the municipality fulfil from 1997 the tasks of building permits, nature and environmental protection, furthermore technical and financial coordination, and give technical advices to the neighbouring local governments up to their needs. From 1 of January 2003 they established a common notarial district office with Vilonya village. Berhida became city rank in 2004.

There was an earthquake on the Richter scale magnitude 5.2 on 15 August 1985 in the eastern basin of Lake Balaton. The measurements indicated that the vibrations epicentre was direct close to Berhida settlement. This natural catastrophe was occurred significant property damages in the public buildings and personal properties as well. 92% of the housing stock was damaged in different extent, 194 buildings had to build again. The renovation after the earthquake was giving new momentum to the city. Not only the flats were renewed and became more comfort (fixing, external coat of plaster, bathroom, central heating) but the main part of the public buildings as well. Schools, kindergartens were enlarged and renovated; new public kitchen was created and developed a new centre of municipality. At that time the 6000 citizens of the city hold together helped each other and maybe the first time they felt that they belong to one community.



In the development of the municipality beside this renovation in 1985 was played a determining role in early 1990 the Japanese loan construction, which allowed to the municipality to build infrastructure in 100 %. In respects of covered roads, and supply of drinking water, sewage water and gas Berhida competes with the biggest and more developed cities of the country.

The industrial character of Berhida was transformed notably in the last decade. After the democratic transformation in 1989-1990 the factorial big industry was broken down in the eastern part of the Veszprém county. Working of mines was closed indefinitely, and the electric energy production and aluminium metallurgy was driven back permanently. The chemical industry got into edge of collapse as well. The production was decreased and the profitability and more thousand workplaces were no more. The privatisation of the companies was started. The Industrial Company in Peremarton was winding up, and more, smaller companies started to work there. Nowadays 28 companies operate there.

The unemployment in Várpalota small region shows more disadvantaged picture compared to the region or the county. Within the small region is Berhida amongst the municipalities with even more unfavourable situation. Based on State Employment Office information, in 2007 in Berhida there were 3901 inhabitants in working age, and from them there were 403 unemployed. Now the number of permanent unemployed people is over 500. Over 300 persons who are provided care by local government and from them the local government keep employed monthly 60-80 people in the frame of public work program.

The stagnation of the number of registered unemployed allows us to conclude two issues:

there are groups of society, who are not able to reach the labour market

the supply – if there is – does not answer to the demands on the labour market

Both of the conclusions could lead back to the lack of adaptation capacity. This could be a result of the inadequate qualification, or the under motivation of permanently unemployed people.

In Berhida live the German and the Roma minorities in a larger number. From the population of Berhida 29 people proved themselves with German and 113 people with Roma origin based on the census data from 2001. Both of the minorities have elected representation in the city. Nowadays the number of Roma people could be estimated around 700-800 persons, around 180 families, which is the 12-15% of the municipality population and 9% of the families. The number of Roma people started to increase in '90 years in Berhida and the process is lasting even today. The migration process shows the same, because the Roma



people aim to live in a municipality, where the costs of real estate are prosperous, the quality of public services is good, and there is already a Roma community, who will help their integration. This process could have been even stronger through the pressure of the larger cities from the neighbourhood. They wanted to sell pieces of land for developers and the people who lived there usually with low income were moved to other municipalities, where the prices of the real estate are lower. Estimative from the 180 Roma families 30-50 families were moved to Berhida as a result of such process.

The integration of the local Roma society is a real social problem, which is accompanied with conflicts similar to other municipalities with Roma minorities. These conflicts are partly based on different tradition and life style, and partly on the fact, that the Roma people usually is excluded from the labour market what results poverty. Fighting against poverty is a fundamental element in the development of the municipality. The economical, financial crisis is contributing to the process of increasing poverty in the city. Our local government realized that we should face the challenge and have to initiate and manage new programs in order to solve the conflicts and problems between the majority population and disadvantaged groups. It should consider all possible programs even if the financial and economical situation of the municipality is not allowed at the moment to implement them. The ratio of disadvantaged people in the whole population of Berhida is substantially higher than the national average. Amongst them the ratio of Roma people is even higher than the national average. The local government system is not able to manage the compensation the financial sources of the municipality which were originated because of the additional charges of providing care for the unemployed people, poor people, or disadvantaged people, even if their ratio is higher in the municipality than the national average. 80% of the disadvantaged people belong to the Roma community.

It is important feature of Berhida, that the degree of supply of housing, infrastructure (road network, gas, water, sewage-water...etc.) and other services (health, culture...etc.) is not worse than the average of cities. Housing stock of the city is on a good level, and the moving into the city means usually not establishing poor colony. The problem is the poverty which is an obstacle in integration of different groups of local society. In the Local Government Office we have an office assistant, delivery-man, doorman, and a cleaner. Our local government have a detailed and well focused strategy including for integration of disadvantaged people including Roma people. Our project based on this strategy. Our local government involved the Roma Self-government to the planning process: we found out together what kind of training would be the best for the target group. During the implementation we consulted with them. We involved to the planning and implementation process the Labour Centre and Türr István Training and Research Institution. We worked them closely during the whole process from the beginning to the monitoring. We involved 16 Roma people from the all 20 participants.



Summary: We initiated and implemented a heat-and sound insulating training course involving 20 people with duration of 1000 hours with official certificate at the end. This work is typically manual labour with medium level of expenditure of forces, energy. For this occupation is very useful features are the accuracy and patience. The ratio of theoretical and practical training is 40-60% during the training course. For the theoretical training the local government provided the venue. The practical training was implemented instead of laboratory, in real environment: they practiced on smaller buildings owned by the local government. After completion of the training course, the local government give them work in the frame of public employment program with the aim of obtaining further experiences and routine before they can find employment at the labour market. The course started in September 2011 and finished in April 2012. According to the program their employment is held for a year after the ending of the course. The mayor has initiated the program and the local government ensured the conditions

Scope of the measure or programme: education, employment,

Detailed description of the measure or programme (origins, decision process, concrete measures, funding, etc.)

There is increasing number of unemployed inhabitants in the city of Berhida. For them the public employment program organized by the local government means temporary employment possibility. In order to reach better employment possibilities and serving better the demands of local government, we started twice park keeper and twice paviour training courses in groups of 20 people. Duration of these trainings was 3-4 months. For the theoretical training the local government provided the venue, and for the practical training we provided real environment (parks, pavement, parking area...etc.) After the completion of the trainings we provided opportunity for further practice and routine in the frame of public employment. From starting here we considered to use this obtained knowledge of these people in the frame of public employment program in solving the heat-insulating demand of the buildings of the municipalities. We contacted the Labour Centre in Várpalota and participating of the Székesfehérvár Directorate of Türr István Training and Research Institution we organised the trainings in Berhida with the support of ESF with number TÁMOP-1.1.2-11/1. We clarified the conditions through more consultations with education experts. The local government shouldered the local organization work from the recruiting until the final exam. Because the training participants worked on the buildings of local government in the frame of practical training, the local government shouldered to provide the materials for the practical work.

It was necessary to organise an entrance examination before the training in 2011-12, because for the 20 places at the training more than 40 people were applied. The aim of the training



course was to prepare the participants for working with heat-and sound insulating system from theoretical and even more from practical aspects. During the training the participants made qualifying exams in every subject matter, than they could receive a certification proving completing the training course. Subject matters were among others the common building industrial tasks, general business tasks, water-, heat – and sound insulation production furthermore making additional heat insulation. We used EU sources and some own sources of the local government. Total budget was: Training and material expenditure altogether: 4,2 million HUF. The local government provided the organization, coordination, and materials for the program. We provided the monitoring and the project management as well. Above this program we started a Pavioir and a Park keeper training for 80 people, who spent their practical part of the training in the city. They have made pavements, parks and built a car-park. According to our estimation about 80% of the participants were Roma people.

Assessment of the measure or programme (challenges, success factors, results, sustainability, etc.)

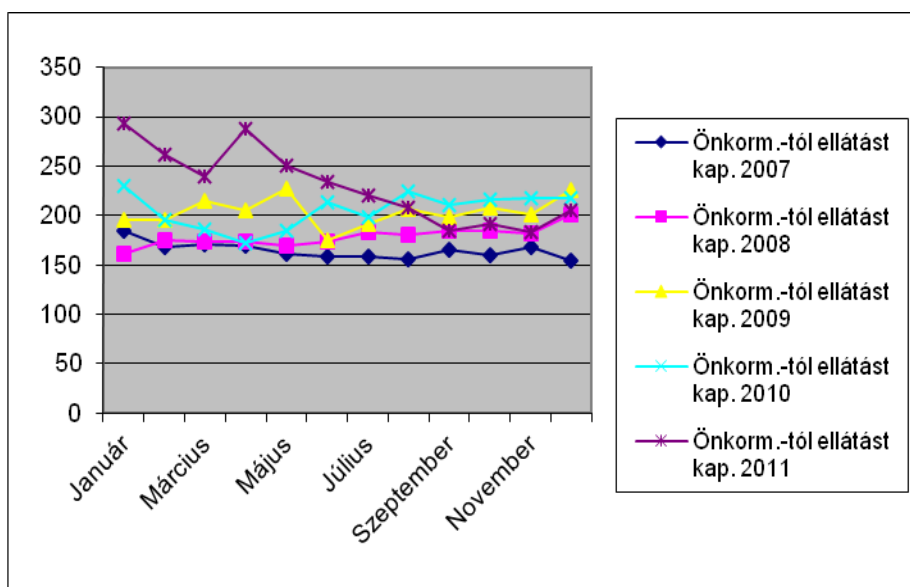
As the finishing of the training course, 18 participants crowned it with successful final exam. Among both the trainers and the participants achieved success that they started to practice this profession not in laboratory, but immediately in real working conditions. It was a motivation that the inhabitants of the city could see every day the work of the public employees. Even in the wake of their hands during the course received thermal insulation and a new colour the paediatrician's office and day care homes for the elderly as well before just before the winter started. With completion of the training course the participants received a very popular profession. Three of them could receive job at the labour market immediately, it was not necessary to employ them in the frame of the public work program by the local government. We facilitated them in obtaining routine in their profession with shared financing their costs with the Training Centre based on our particular agreement on it, and we employed their practical trainer as well as a mentor after the completing the training course. We had other program elements what we organized to facilitate the involved people's inclusions and getting them into the primary job market: because we had a communication training and a basic computational training as well. Our long term aim is to motivate all the disadvantaged people for training and getting job on the labour market after the public work program.

Regarding the sustainability we hope, that with properly exercised profession sooner or later they can have a job on the labour market as well. During the training courses and after it there was considerable media coverage of our activity; there were reports and articles in the local, county and regional level media channels and in Duna television as well.

Why the measure or programme is – in your view - a best practice

We are looking upon this program as a best practise, because with training of a proper and useful profession we give for the disadvantaged people a qualification, which could be useful in practice, the possibility is increasing for employment and meanwhile they can have a very useful work in public work program managed by the local government with creation values for the public.

Supporting materials:



-number of inhabitants
received benefit from
the local government in
2007

- number of inhabitants
received benefit from
the local government in
2008

- number of inhabitants
received benefit from
the local government in
2009

Number of participants in Public
Employment Program in Berhida



Best Practise of Mohács City

Written by Zsuzsanna Kászné Lebő Deputy-Mayor

Name of the Mayor: Mr. József Szekó

Area of the implemented integration: education

Context (local socio-economic situation, in particular of Roma population):

Mohács is a city with 20000 inhabitants near to the southern border-line of the country, in South-Baranya county, on both of the Danube riverside. On public road it could be reach by public road with number 56, from Pécs city on the public road with number 57, and through the highway M6. In the city besides the Hungarian inhabitants live four ethnic groups: Croatian, German, Serbian and Roma people. In city of Mohács the different ethnic groups live in friendship together for centuries, they know the culture of each other, many people speak the language of each others. The cultural diversity always have been affected fruitful the development of the city. From the folk tradition of Sokác group of Mohács grew out famous festival called Busójárás became the part of the World Heritage. The cultural attractive forces of Mohács mean not only the carnival, but the built and the natural environment, the living folklore, the different types of handcraft, its role as national memorial place and its wine-district potentialities. Mohács is significant as a student-city as well. The micro-regional education centre and secondary schools of the city provide different kind of education service: kindergarten, primary school, basic arts education, college, secondary school, technical institute for the children of the city and its micro-region. The biggest problem of the city is– above the unemployment – the promotion of the mobility of the Gypsy people living in segregation in the eastern district of the city.

Process of becoming inhabited of Roma people in our city, tendency of the proportion of the Gypsy people

Historical sources mention, that the Romany becoming inhabited in Mohács could be estimated at the time of the Turkish occupation of Hungary. They arrived partly with the Turkish army, partly following them. The Turkish requested mainly in the cities the services of Roma people, who bantered to them sometimes closer sometimes looser. The Roma lived gladly in towns and cities, because they could better achieve their goals, and who were in business could visit steadily the markets.⁶

According to the information of Turkish defters in 1573 in Mohács appeared in the Turkish military formation the Gypsies quarter too, beside the Turkish Mohammedan, Greek Orthodox,

⁶ Pál Nagy: Early history of the Gypsies in Hungary (14-17. century)



Serbian Orthodox. The colonization of different ethnic groups served the aim of strengthening the Turkish military station.

In the decades after 1631 inhabitants of Mohács were quarterly Serbian, but the other quarter of them were Turkish Mohammedan and Roma. The half of the population remained Hungarian.⁷

Population, society until 1918:

From ethnic point of view or rather in view of division of the native language the city was quadrilingual: Hungarian, Serbian, Sokácian and German. From ethnic aspect here could be ranked the Jewish and the Roma groups who coloured further the society of the city. It was a unique of Mohács, that the different denominations, nationalities and ethnic groups took up a place of different districts of the city. These districts were created already until the XVIII century. To the share of Gypsies fall place at the southern part, out of the city.⁸

The population census in 1850 knew about 75 Gypsy people, who represented only the 0,8% of the population. The voivode directed the life of Gypsies. They lived in cottages at the southern part of the city. The dogcatcher came from them traditionally. The Gypsies did not have inhabitant rights, so that they did not pay taxes either. Instead of payment of taxes the city asked them to deliver letters, making road repairs and other work. Some of them made music, others did wood or iron industrial work.⁹

The civil time in Mohács (after 1848):

Both the natural increase and the different colonization played roles in the process of ethnic composition of the population of Mohács. In every decade there is an official population census, which shows the composition of the population from aspect of native language and religion. We know the less about Romas. They belonged mainly to three dialects. The “wandering” Gypsies (oláh, “magician”, “changer”) occupied with trade of feather, rags, old clothes, dishes, prophesying, basketry, being middleman etc... The Hungarian Gypsies (romungro, musician) usually settled down. The “oláj” Gypsies (romanian, bejás, korontár) settled down at the end of 1880 and occupied with woodworking, making tubs or hutches. The number of Gypsies increased after the conciliation of 1867.

⁷ Essays on History of Mohács Mohács 1993. 98. l.

⁸ Essays on History of Mohács ... 134. l.

⁹ Essays on History of Mohács ... 137. l.



Until the end of XIX century the number of Romas increased considerably, about 777 person lived in Mohács. Within this number we could find few wandering Gypsies as well.

At the beginning of XX century the number of Roma population not very dynamic but steadily increased. Their life environment was worse than the other nationalities, and the Hungarians. In 1940 the 90% of the Roma population of the township lived in Mohács.

According to information from 2002 in the micro-region of Mohács the biggest Roma ethnic group lives in Mohács. They are 1750 people together, and this means the 9% of the population.

The Romas from Mohács are show very complicated picture from the language aspects. There are Hungarian speaking and “beás” language speaking as well.

The Romas lived in large number on the south-eastern part of the city even today, and that is the reason why resulted segregation in the education, which brought strained situation in 2008 during the putting the pupils in the first class into school. The Romas living on the south part of the city was putting their children in the nearest school, therefore they were represented in larger scale in this institution. The members of majority of the society wanted to put their children in the two other schools. This process resulted in 2008 complete segregation, as a consequence in the Széchenyi István Primary School what is the nearest school to the Roma's place of resident started the first class in 100% with Roma pupils. Our program, which was implemented by the support of Grant from the European Union, aimed to change this situation.

We started in 2008 the process of elimination of segregation from the public education, in 2009 we involved the kindergartens as well. Maintaining the practise is always necessary. The program was managed by the local government. Partners were the associated municipalities, who supported the introduction of the program.

Title of the Roma inclusion measure or programme and short description (1 paragraph):

Title of the program: Strategy of the elimination the segregation in the primary schools

The segregation process started in 2007 with registration of the pupils at school we aimed to stop, moreover to turn back. Realization of our objective, we had the assistance of an EU program within South- Transdanubian Operative Program with title: development of integrated small and micro-regional education networks and its centres. Within this project we created an integrated institution with more purpose, and we integrated to this all the three schools on the right side of the city. By this means the districts of schools ceased to exist, and director-general of the new institution with name Mohács Areal Common Education Centre



(ÁMK) ranked into classes the pupils from 2008 and they were divided into equal shares into 5 first classes of the 3 schools with Roma and socially disadvantaged pupils. We put ever since the pupils into schools with this program too. The local government started to use a bus which transports the pupils from the southern part of the city to the suburban schools which were not preferred by the Roma parents.

Scope of the measure or programme: education, employment, health, housing and public utilities:

education

Detailed description of the measure or programme (origins, decision process, concrete measures, funding, etc.)

In Mohács city the public education tasks of the city were fulfilled until end of 2007/2008 school year by 4 primary schools, 5 kindergartens, and one basic school of arts. When the local government prepared the registration of pupils at schools was recognized, that the Széchenyi István ÁMK the school of the south-eastern part of the city would be a segregated institutions results by a spontaneous process without any intervention. The accumulated disadvantaged population member enrolment their children exclusively at Széchenyi István ÁMK, while the majority school chooser preferred exclusively the other schools when they registered their pupils. According to 9.§ Act on equal treatment and the promotion of equal opportunities maintaining a segregated school is qualified negative discrimination and is prohibited however in the process of its coming into existence the local government is innocent. The general solution of such situation is that the local government close the segregated school and distribute the disadvantaged pupils in the other schools. Mohács decided not like this, because we wanted to keep the segregated school which operated otherwise on high level of quality, and to keep the multi-coloured education offer of the city. We applied for and received a grant within EU program South-Transdanubian Operative Program with title: development of integrated small and micro-regional education networks and its centres. Mohács decided to designate the school, which was adjudicated to closing, having the centre status in micro-regional education and parallel with this intervention the segregation will be eliminated as well. From Széchenyi István ÁMK Mohács, Bár, Homorúd, Sátorhely and Székelyszabar established together on 1th of July 2008 a micro-regional education centre with name of Mohács Areal Common Education Centre (ÁMK). The concept had three aims: gain the grant from the application procedure, development of the infrastructure of the institutions, providing quality improvement in the public education of the small region and the elimination of the possibility of spontaneous segregation from the system. The



possibility of the spontaneous segregation was closed out by integration all schools from the right side of the city into ÁMK organization. The early existing schools became part of the ÁMK and operating further as before. With these steps the director-general of ÁMK has one school district on the right side of the city. This allow to the director-general to group the pupils between the different member-schools in favour of the schools with of course paying attention to the parents requests as well. In this system if the parents applied for the ÁMK, has chosen instead of class, programme of course: basic or advanced level education for their children. The pupils are divided by the school into classes and member-schools, so that the sound organization of the groups is not resulted the random and the segregation could have been eliminated. However the different schools are easy accessible from every point of the city, for the first-form pupils who were concerned by the re-organization, we provided a school bus service. Mohács started to support the integration of the Roma inhabitants into the local society at the area of the public education, and its further purpose is to promote the housing and elimination of segregation in housing.

Assessment of the measure or programme (challenges, success factors, results, sustainability, etc.)

This, 2012/13 school year will be the fourth school year in which we register the pupils at school through this system in our city. The result is that in city of Mohács in the junior level section that is the first four grades there are no segregated class, and the accumulated disadvantaged pupils, who are mainly the Roma children, were divided into different classes proportionately, so that in each class 4-5 Roma children learn in each member-schools. The programme was enlarged in 2009 with the kindergartens and we use the anti-segregation method in registration the children at kindergartens too. So that already in the kindergarten are divided the accumulated disadvantaged children proportionately into different groups. We provide transport services for them by the school bus as well.

Why the measure or programme is – in your view - a best practice

The question of integration and segregation is really difficult its judgment damages many interests, supposed and real interests as well. The majority of the society in the beginning declined to accept and did not support the program. There were teachers as well, who realized the problems and did not support the program, because the education and upbringing a pupil with accumulated disadvantaged situation is much more difficult, than education and upbringing a child with “well-to-do” background.



We look upon this integration program as best practice, because it was not necessary to transform the institution-network completely and turn over the regular order, but strong-minded measures interventions still it was possible to stop the segregation process. It is true, that in up-going system it was necessary to have more year operation until the complete outcome of the program, but there were 4 years already and the results are measurable. The real impact will appear on the long term, since these children will grow up together, they will have common friends and acquaintances, they will socialize together and they will enrich with common experiences so that probably their integration will be easier as well, thus they will be useful citizens of our country and our city as well.