

## WP4 Case studies

### D4.2 Evaluation report

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Case Study: “Tanoda” -TheStudy Hall

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## **Executive Summary**

The “Tanoda” programme is a complex programme that helps increase the chances of disadvantaged (especially Roma) children for social integration and also strive toward the implementation of “equal opportunity” in education. It aims to individually develop each participant’s personality as a whole, using methods other than those belonging to public education.

According to Public Education Act LXXIX 1993, Section 95, Paragraph (1), Point (m) the education minister’s task regarding public education development include the planning and promotion of extra-curricular activities (also including Tanoda-type programmes) that help enhance disadvantaged students’ performance at school.

Tanoda schools’ target audience is defined in the Public Education Act LXXIX 1993 on students with disadvantages/multiple disadvantages; section 121, paragraph 1, point 14 as well as the Child Protection and Guardianship Management Act XXXI 1997. This also served as the basis of the model experiment programmes. This act has been amended with the Asylum Act LXXX 2007 that affects children who are legally subject to compulsory full-time schooling based on their age and who have applied for asylum or have been granted asylum, as well as those asylees who are legally subject to compulsory full-time schooling based on their age and who have received a humanitarian residence permit based on the Act II 2007.

The legal regulation that named Tanodas was the government decree 1093/1997 (VII.29) that defined the “Tanoda” as an effective tool towards integration. Subsequent governmental decrees and national strategies continuously refer to Tanodas.

The first call for proposals titled “Supporting (extra-curricular) model activities similar to Tanoda programmes in order to make disadvantaged students more successful at school” (HEFOP/2004/2.1.4) was announced in 2004 (first call – however, experimental projects have already been executed since 1997).

Tanoda schools were manifested as part of the action plan targeting human resources development for the period between 2007 and 2015, namely as part of one of its arrangements, the TÁMOP 3.3.9 programmes. The programme will continue in the

2014-2020 plan period as well, aiming to complete country-specific objectives EU2020-4 and EU2020-5.<sup>1</sup>

The Tanoda programme aims to help students with multiple disadvantages to be more successful at school, to continue their studies and this way, to boost their chances within the labour market and with social integration. The programme's two main fields of activities are as follows:

1. Activities that can help compensate for social disadvantages: media camp, sports club, handcrafting events, drama club, "Opposite Days", excursions, family days, social events, "Tanoda Cup", Tanoda school year closing ceremony.
2. Activities that encourage improvement, boost/assist learning: study room for humanities, study room for sciences, study room for languages, Internet club, various training courses, skills development sessions (physical exercise, visual, learning and emotional intelligence), career orientation.

The main scopes of the case study are two Tanodas in Debrecen and in Nyíregyháza. The the "FakutyaTanoda" project was initiated by the Debrecen-based BIT Association (<http://www.bitegyesulet.hu>) and the project has been operated by them ever since then. Even though the project's official time frame (01 June 2013 – 30 June 2015) has ended, the Association volunteered to continue organising and hosting the aforementioned activities/sessions (twice a week) as well as organising regular events like before.

The "Huszárvár Tanoda" project was organised by HUMAN-NET Association in Nyíregyháza. (<http://www.humannet.hu/index.php/hu/>). They organized the Tanoda for disadvantaged students living in the Huszár housing estate in 2011. After the closing the - mainly attended by Roma children - segregated school the Tanoda helped to integrate the children into the new school and to adapt to the high school requirement.

The Tanoda's target audience: (Mainly Roma) Children and young adults with disadvantages or multiple disadvantages between the ages 11-18. The number of children participating in the "FakutyaTanoda" programme is 30, and in the Huszárvár

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<sup>1</sup>[http://ec.europa.eu/europe2020/pdf/csr2015/nrp2015\\_hungary\\_annex1\\_hu.pdf](http://ec.europa.eu/europe2020/pdf/csr2015/nrp2015_hungary_annex1_hu.pdf)

Tanoda is<sup>80.2</sup> The main goals and the target audience of the project, that to improve the chances of students with disadvantages in further education and jobseeking.

The strategy of the Associations is as follows: to establish a public cultural place in parts of the city that lack amenities. This cultural place should provide local residents as well as the nearby school's students, their parents, teachers and other specialists with forms of entertainment and culture other than those of the city centre. The Associations provides its infrastructure all the time for its steadily expanding and renewing client/customer base, partner organisations, communities of various sizes (dance groups consisting of pensioners or young individuals) in the spirit of open-mindedness. Its horizontal principles include a preventive approach, complex, personalised problem-solving, a systematic approach, equal opportunities, environmental protection.

The employees of the Association are all experts, specialising in social work, social policy and pedagogy. They all have extensive experience in various fields of social work (e.g.: community development, group work, training methodology, individual casework, family support) as well as dealing with unemployment.

To compensate for disadvantages in socialising and to prevent drop outs from school, the programme features methods that assist learning and are based on individual needs and alternative, informal items of experiential education. The Tanoda schools provide safety and create an impulsive/creative environment for children who are frequently raised in a non-stimulating environment. This type of school treats students as partners, it gets them involved in forming and managing a timetable based on individual needs, group work and leisure time activities.

An important element of the programme is networking between the people in the children's environment and the institutions. The programme ensures the shared

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<sup>2</sup>Public Education Act LXXIX 1993, Section 121 defined the term of 'disadvantaged' and 'multiply disadvantaged children'. According to point 14, a disadvantaged child/student is a person who has been put under protection of the notary due to their family background or social status, and also who receives child protection benefits regularly. MKM decree 11/1994 (VI. 8.) Section 39/D also adds the requirement that the parent finished their studies in eighth grade at the most. On 1 September 2013, the definition of disadvantaged and multiply disadvantaged children (youth) was transferred from the Public Education Act to the Child Protection and Guardianship Management Act XXXI of 1997. The regulation aims to compensate for the disadvantaged backgrounds of children and to increase their opportunities in their social integration. On the one hand, it would be simpler to just write down the definition and put all references in parentheses, but on the other hand, the term multiply disadvantaged would be unclear that way.

experience of the child and the parent and it develops parental competencies. The parent and the child can also evaluate the child's progress at school and the Tanoda.

## 1 Introduction of the Tanoda program

(Ildikó Bihari- Judit Csoba)

### 1.1 The Tanoda program

The main sufferers of the aftermath of the collapse of socialism in Hungary were mainly the Roma minority and disadvantaged groups of society, among whom there is a high rate of low education levels and unemployment and it is also very common for these groups to experience various forms of poverty and social exclusion. (Farkas 2002)

In the past five years, Hungary has seen an increase in the number of students that decide not to finish their studies, which is due to the highly segregated nature of the education system and the number of Roma children leaving school.<sup>3</sup> The percentage of individuals who continue their studies in secondary education is low (approx. 10 percent).<sup>4</sup> The rate of leaving school among disadvantaged children is also significantly high, especially regarding secondary school, where it is as high as 80 percents.<sup>5</sup>

In order to enhance the performance of children with multiple disadvantages (including Roma students as well) at school and to reduce the number of students that fail to finish their studies, the Hungarian Government and civil organisations attempt to support the improvement of the performance of early school-leavers and the disadvantaged, Roma youth. This policy also attempts to help them catch up and fully develop their skills and talents through various initiatives such as the "Tanoda" programmes, "Second Chance" schools, the programme named "Dobbantó" ("*springboard*"), scholarship programmes, etc.

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<sup>3</sup>See: Country Report Hungary 2015 Including an In-Depth Review on the prevention and correction of macroeconomic imbalances, p. 51.  
[http://ec.europa.eu/europe2020/pdf/csr2015/cr2015\\_hungary\\_en.pdf](http://ec.europa.eu/europe2020/pdf/csr2015/cr2015_hungary_en.pdf)

<sup>4</sup> According to the specialist supervisor of the Észkerék School; place/date of interview: Jászladány, 12 August 2015.

<sup>5</sup> The rate of early school leaving reached 11.8% in 2013 and is thus moving further away from the national target of 10%. Early school leaving is particularly high in vocational education and training (30%), in less developed regions and among Roma (82%) (Country Report Hungary 2015 Including an In-Depth Review on the prevention and correction of macroeconomic imbalances, p. 51) [http://ec.europa.eu/europe2020/pdf/csr2015/cr2015\\_hungary\\_en.pdf](http://ec.europa.eu/europe2020/pdf/csr2015/cr2015_hungary_en.pdf)

The very first “Tanoda” programmes were established in the early 90s as part of the “second chance” school programme that was supported by the National Public Foundation of Employment (OFA). The first grant titled “Supporting (extra-curricular) model activities similar to Tanoda programmes in order to make disadvantaged students more successful at school” (HEFOP/2004/2.1.4)<sup>6</sup> was announced in 2004. This programme was already based on more than 10 years of useful experience and practice with Tanoda schools nationwide. In the grant’s announcement document, one of the objectives highlighted that they would like to support already existing Tanodas in developing their programmes and services. (Polyacsko 2013)

The programme helps disadvantaged, mainly Roma children in their integration and it aims to give them equal opportunity in education. The programme uses methods outside of public education to improve the individuals’ whole personalities. The methods used are: improving personal competencies and skills, supporting private learning, personality development and compensating for social disadvantages. The special schools also aim to establish a connection between the institutions that surround the children (public education and healthcare institutions, the parents, services that help the children’s development, etc.).

#### *1.1.1. The policy area the Tanoda program*

The past five years’ increasing tendency of drop-out from school in Hungary is substantially due to the segregated school system and the fact that many Roma children tend to fall behind.<sup>7</sup> After the millennium, middle-class parents of the communities (due to the high level of Romani students at local schools) started to enrol their children in the school of the neighboring village/schools (white flight phenomenon).<sup>8</sup> The local government deemed the situation problematic, so they decided to form segregated classes and a segregated school later on in order to keep their non-Roma students.<sup>9</sup> This condition was terminated by the Supreme Court’s decision in 2011, and in some places

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<sup>6</sup>HEFOP/2004/2.1.4 Support study hall-type model (extracurricular) activities for disadvantaged students in order to achieve success in the school.

<sup>7</sup> See: Country Report Hungary 2015 Including an In-Depth Review on the prevention and correction of macroeconomic imbalances 51. p.

[http://ec.europa.eu/europe2020/pdf/csr2015/cr2015\\_hungary\\_en.pdf](http://ec.europa.eu/europe2020/pdf/csr2015/cr2015_hungary_en.pdf)

<sup>8</sup> This is not just a local phenomenon; it is present in almost every disadvantaged region.

<sup>9</sup> On further details, see “It’s Jászladány again” <http://cfcf.hu/j%C3%A1szlad%C3%A1ny-m%C3%A9g-mindig>



they were closed the segregated schools - see the case of Huszárvár Tanoda-but the situation essentially remained the same. Lot of children in primary education go to the government-funded school, which is dominated by Roma students, while the remaining children go to Primary School organised by different Religions, where the percentage of Roma children is very low. The government-funded primary school constantly struggles with a lack of employees. Due to the high ratio of Roma children, no qualified teachers are willing to apply for the school's vacancies. Because of the increasing tendency of dropping out of school among students, in lot of communities was established Tanodas, which faces the issue with a model experiment outside of public education.

#### *1.1.2. The legislative framework of Tanoda*

In order to help multiply disadvantaged, including Roma students in their successful studies, and to decrease the rate of falling behind, the government decided to establish "Tanoda" and "second chance" programmes. The programme's framework was created with government regulation 1430/2011.(XII.13.) on the National Social Inclusion Strategy and the government action plan of its execution between 2012 and 2014.<sup>10</sup> Tanoda schools were established accordingly, within the TÁMOP 3.3.9 programmes, which are part of the ESF-funded action programme for developing human resources between 2007 and 2015. The programme will continue in the term between 2014 and 2020 and aims to complete EU2020-4 and EU2020-5 from the country-specific goals.<sup>11</sup>

Disadvantaged and multiply disadvantaged students, the Tanoda schools' target audiences are described in Law LXXIX of 1993 on public education §121, paragraph (1), point 14 as well as Law XXXI of 1997 on child protection and legal guardianship management. The modell experiment programmes were based on these. This was amended in Law LXXX of 2007 on refugee law, which regulates children in their age of compulsory education who have applied for or who already have refugee status, or who were granted a humanitarian residence permit based on Law II of 2007.

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<sup>10</sup><http://www.kozlonyok.hu/kozlonyok/Kozlonyok/26/PDF/2012/3.pdf>

<sup>11</sup>[http://ec.europa.eu/europe2020/pdf/csr2015/nrp2015\\_hungary\\_annex1\\_hu.pdf](http://ec.europa.eu/europe2020/pdf/csr2015/nrp2015_hungary_annex1_hu.pdf)

Tanoda schools' quality assurance requirements and requirements of organisation and pedagogical methodology are included in HEFOP 2.1.1 central programme's school standard.<sup>12</sup>

### *1.1.3. The financial framework of Tanoda*

The government of Hungary has supported the development of "Tanoda" programmes for more than a decade in order to prevent children leaving school without acquiring an official qualification/certificate and also to help boost disadvantaged (mainly Roma) students' performance at school, their integration and the development of their individual skills. On the other hand, the programme cannot be considered a systematic approach as it does not enjoy a system of institutions nor are the funds regularly and legally guaranteed. The Tanoda is still today just a pilot program and the organisations have to apply for financial support each year. The government only use the amount of money to operate the program, what separates this from the Structural Funds (ESF). (Polyacskó 2013)

Government decree 1430/2011 (XII.13.) allocated 7,590 million forints as Tanoda and "second chance" programmes' resources.<sup>13</sup> In particular, TÁMOP components 3.3.9.A and C have a budget of 5.3 thousand million forints for the term between 2007 and 2015, and it is used to operate 168 Tanoda schools with the inclusion of approximately 4000 students.<sup>14</sup>

In 2016 in framework of EFOP 3.3.1.15 OP<sup>15</sup> for the Tanoda program was available 5 billion HUF, which in total should finance 170-200 projects across Hungary.<sup>16</sup> According to experts, Hungary needs at least 1500-2000 similar institution to achieve the effective treatment of school disadvantages.

With a funding decision the projects of the Tanoda program get cc 30 million HUF for one or one and half year as a 100% non-refundable grant. The project's resources are being co-financed by Hungary's budget based on the decision of the Ministry for Human

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<sup>12</sup> Requirements and standards of the Tanoda programme are listed in the following website:

<http://palyazat.gov.hu/doc/1363>

<sup>13</sup> <http://www.kozlonyok.hu/kozlonyok/Kozlonyok/26/PDF/2012/3.pdf>

<sup>14</sup> [http://ec.europa.eu/europe2020/pdf/csr2015/nrp2015\\_hungary\\_annex1\\_hu.pdf](http://ec.europa.eu/europe2020/pdf/csr2015/nrp2015_hungary_annex1_hu.pdf)

<sup>15</sup> Human Development Operativ Program

<sup>16</sup> <https://www.palyazat.gov.hu/doc/4518>

## Resources.

The previous project period ended in October 2015 and a next grant application has to be written in order to be further funded already at the beginning of 2016 for the sake of continuous project operation. Because the evaluation process of the applications is usually six months at least (according to previous experience), the continuous operation of the programme is uncertain. The new grant was posted by the end of 25 August 2015 and the list of supported organisations was published by the end of September 2016. Lot of Tanodas – because of lack of financing- between November 2015 and October 2016 could not work or even continue the volunteer activities helped to keep alive the program. This form of financing (i.e. that is dependant on the grant's term) is a serious risk to the programme's continuous and highly professional operation.

### *1.1.4. The main actors of the Tanoda program*

The organizers of Tanodas in most cases, traditionally, are non-governmental organizations, but in the last year more and more Church organizations also appeared in the beneficiaries. According to the original concept, the financing of Tanodas initialised by the non-governmental organizations should have been taken by the local governments, but due to the lack of resources, the municipalities were not able to finance the activity of the Tanoda. Because these NGOs cannot finance them self the Tanoda program, for the sustainability of the program the government try to involve into the process the financially stronger religious organizations.

The main scope of the case study is two Tanodas: the "Fakutya Tanoda" and the "Huszárvár Tanoda". The the "Fakutya Tanoda" project was initiated by the Debrecen-based BIT Association (<http://www.bitegyesulet.hu>) and the project has been operated by them ever since then. The association aims to help the city's most deprived district in the form of social, spiritual and community support. The trained staff – social worker, psychologist, pedagogues -and volunteers use manly community development work methods.

Even though the project's official time frame (1 June 2013–30 June 2015) has ended, the Association volunteered to continue organising and hosting the aforementioned activities/sessions (twice a week) as well as organising regular events like before.

The team of the “BIT Association”



*Source of the foto: <http://www.bitegyesulet.hu/#galeria>*

The “Huszárvár Tanoda” project was organised by HUMAN-NET Association in Nyíregyháza. (<http://www.humannet.hu/index.php/hu/>). The services of the Association cover the human resource development, labor market programs, community development and social services. They organized the Tanoda for disadvantaged students living in the Huszár housing estate in 2011. After the closing of the segregated school, mainly attended by Roma children, the Tanoda helped to integrate the children into the new school and to adapt to the high school requirement.

The team of the HUMAN\_NET Association



*Source of the foto: <http://www.humannet.hu/index.php/hu/>*

In order to execute the project successfully, the Associations are cooperating with the local government, the child and family services, with the local primary schools (state and parochial) in order to recruit teacher interns, neighbouring secondary schools in order to recruit associate mentors and Tanoda school teachers as well as other Tanoda schools. Besides formal, organisational cooperation, the conductor of the programme, the local residents, the participating children and their parents established a good relationship, trust and partnership between each other. The target audience and the local residents were regularly informed via the official local noticeboard and residential forums about the opportunities and programmes the Tanoda School provides.

#### *1.1.5. The significant social innovation elements of the Tanoda program*

Social innovation has no consensual definition, but most of the sources agree that social innovation offers (or claims to offer) a better solution than the previous ones and aims at solving social problems. The problem lies in the question where the innovation is coming from. Grassroots initiative does not have strong traditions in Hungary, the NGOs are financially dependent on state support and transfers coming from state or EU Funds (distributed by national agencies), and the civil sphere has very limited other resources due to the lack of charity culture and the limited investments of private companies motivated by social responsibility. Paternalism is strong and clients and other actors expect that the state solve social problems. Service providing for-profit organizations are rarely present, because there is a lack of purchasing power for them - especially in the disadvantaged regions and among those target group members, who would need them. The analyzed cases of two Tanodas were therefore extremely interesting. To compensate for disadvantages in socialising and to prevent falling behind at school, the programme features methods that assist learning and are based on individual needs and alternative, informal items of experiential education. The Tanoda school provides safety and creates an impulsive/creative environment for children who are otherwise being raised in a non-stimulating environment. This type of school treats students as partners, it gets them involved in forming and managing a timetable based on individual needs, group work and freetime activities.

The important and innovative elements of the programme are:

- organising by civil Associations as a Grassroots initiative,
- involving lot of volunteering work in the process,
- networking between the people in the children's environment and the institutions
- the programme ensures the shared experience of the child and the parent and it develops parental competencies,
- the programme features methods that assist learning,
- apply effective forms of community development

### **1.2 Regional/local context**

The selected programs are situated in one of the most disadvantaged regions of Hungary: the Northern Great Plain region. The characteristics of the traditionally disadvantaged region indicate that out of the 27 microregions of the Northern Great Plain region, there is not one dynamically developing. Within the population living in this region, there is a high proportion of Roma minority (ca. 12%, but in some villages it is almost 90%). Due to the adverse economic conditions, the unemployment rate is very high (over 20%) and because of the lack of work and income, since the 60's, a significant number of migrants left the region. The annual per capita income and a per capita monthly consumption is still the lowest in this region.<sup>17</sup>

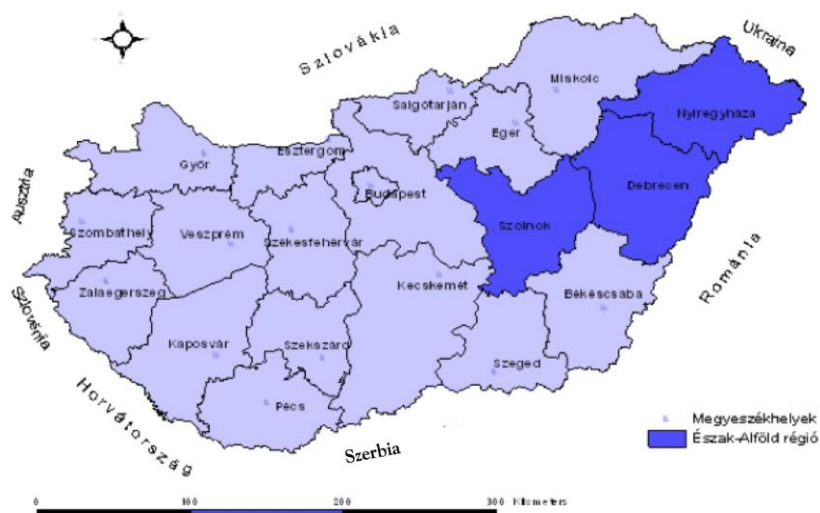
The only chance of the Northern Great Plain Region to catch up with other regions is the development of human resources and social investment. The two cities of the case study are the two largest cities in the disadvantaged region. Nyíregyháza, the city of the "Huszárvár Tanoda" is the centre of Szabolcs-Szatmár-Bereg County, and Debrecen, the city of the "Fakutya Tanoda" is the centre of the Hajdú-Bihar County. Thousands of children drop-out from school is living in both settlements. Due to the central function of the settlements, remedial training and second-chance schools, like Tanoda, need to be organised not only for the children living in the city, but also for those children who are living in the surrounding areas.

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<sup>17</sup>Average GDP per capita income in the region is 60.5% of the average GDP per capita in the country, and the employment rate is here the lowest in Hungary. In 2011 the employment rate was 42.9%.

[http://www.norria.hu/files/952/EM\\_S3\\_Strategia.pdf](http://www.norria.hu/files/952/EM_S3_Strategia.pdf)

Figure 1 The Northern Great Plain Region



### 1.3 Selection of the Tanoda program

With the selection of the Tanoda program, as an innovative integration program of the disadvantaged (especially roma) children, we aimed:

- to identify and evaluate one of the key elements of regional development,
- to reveal and investigate which kind of social and integrational roles can non-profit organisations in disadvantaged areas play,
- to evaluate how the 'Tanoda', as an effective method, can inspire and create an environment for children coming from a background without stimuli,
- to reveal and investigate the political and legal conditions of the program which aims to compensate for social disadvantages and prevent school leaving
- to reveal and investigate those methods of the programme that support learning, interact with individual needs and use alternative, informal and engaging elements of pedagogy.



#### ***1.4 Report structure***

Following the presentation of the Tanoda program in Section 2 we carried out a literature review in order to present the results of a previous theoretical and empirical research. After that, we analysed the social needs that motivated the creation of a Tanoda program. In the Theory of Change section, we endeavored to detect the innovative elements and forms of social investment, and the appearance of the dominant players in the program in the light of the changes on the program goals and expectations. In Chapter 5 we analyse the details of the organisation of the program, from the selection of target groups, through the work carried out till the available support services. During the process evaluation, we presented the environment of the program, the participating experts and services, and the difficulties encountered in the implementation. Chapter 6 explores the feedbacks of the available databases and interviews concerning the effects of the Tanoda program. It also describes how the program deals the complex disadvantages in such a short cycle and the potential of the program following the development of a systematic operation. The key aspect is what kind of opportunities does the Tanoda program offers for the integration into the mainstream. Finally, Chapter 7 summarizes the economic evaluation of the program.



## 2 Literature review of the Tanoda program

(Ildikó Bihari – Judit Csoba)

### 2.1 Policy analysis

#### 2.1.1. Development of the policy

The “Tanoda” programme is a complex programme that helps increase the chances of disadvantaged (especially Roma) children for social integration and also strive toward the implementation of ‘equal opportunity’ in education. It aims to develop each participant’s personality as a whole, using methods other than those belonging to public education.<sup>18</sup> The increasing need for the establishment of “Tanoda” schools is – among other things – due to the increasing rate of dropping out that can be seen in Hungary in the recent years and that can be explained with the segregated nature of the education system and the number of dropped out Roma children.<sup>19</sup> The percentage of Roma children that continue their studies in secondary education is around 10 percent<sup>20</sup>; the number of dropouts out of those Roma children who manage to start their secondary school studies is extremely high. The dropout rate of disadvantaged children at secondary school is as high as 80 percent; which is not only the case in disadvantaged regions, but national statistics also show the same numbers.<sup>21</sup> For all these reasons, the main objective of “Tanoda” schools is to assist (especially Roma) students with disadvantaged family backgrounds in order to boost their performance at school, help them continue their studies, increase their chances on the labour market as well as to help their social integration. (Javaslatok 2014) Another objective of the “Tanoda” programme is to establish relations between institutions surrounding the children (e.g.: public education and public health institutions, parents, services helping the development of children, etc.).

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<sup>18</sup>Such as: competency and skills development, encouraging individual learning, personality development as well as compensating for social disadvantages

<sup>19</sup>See: Country Report Hungary 2015 Including an In-Depth Review on the prevention and correction of macroeconomic imbalances p. 51.

[http://ec.europa.eu/europe2020/pdf/csr2015/cr2015\\_hungary\\_en.pdf](http://ec.europa.eu/europe2020/pdf/csr2015/cr2015_hungary_en.pdf)

<sup>20</sup>According to the vocational supervisor of ‘Észkerék Tanoda’. Place and date of interview: Jászladány, 12 August 2015

<sup>21</sup> The rate of early school leaving reached 11.8% in 2013 and is thus moving further away from the national target of 10%. Early school leaving is particularly high in vocational education and training (30%), in less developed regions and among Roma (82%) (Country Report Hungary 2015 Including an In-Depth Review on the prevention and correction of macroeconomic imbalances, p. 51) [http://ec.europa.eu/europe2020/pdf/csr2015/cr2015\\_hungary\\_en.pdf](http://ec.europa.eu/europe2020/pdf/csr2015/cr2015_hungary_en.pdf)

The management of “Tanoda” schools is mainly carried out by civil organisations within the annual grant system.

### *2.1.2. Legislative framework*

Programmes that set out to compensate for disadvantages – including “Tanoda” as well – initially designated disadvantaged students as their “target audience”. According to Public Education Act LXXIX 1993, Section 95, Paragraph (1), Point (m) the education minister’s task regarding public education development include the planning and promotion of extra-curricular activities (also including Tanoda-type programmes) that help enhancedisadvantaged students’ performance at school. The target audience of Tanoda schools (i.e.: disadvantaged students) is explained more in details in the same Public Education Act, Section 121, Paragraph (1), Point<sup>14</sup><sup>22</sup>, as well as in the Child Protection and Legal Guardianship Management Act XXXI 1997 Section 67/A.<sup>23</sup>

The legal regulation that affected Tanodas was the government decree 1093/1997 (VII.29) that defined the “Tanoda” as an effective tool towards integration. The decree included a list of medium-term measures for improving the living standards of the Roma community. The first of these measures was designated to be the establishment of the Józsefváros Tanoda (mainly funded by the Soros Foundation between 1997 and 1999) as a steady talent development programme. (Szőke 1998:93)

Government decree 1021/2004(III.18) is referring again to the Tanoda programme in connection with the measures concerning Roma social integration during the 2004-2006 period. In order to increase the chances of the disadvantaged youth in social integration and on the labour market, the establishment of (extra-curricular) Tanoda-

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<sup>22</sup> Public Education Act LXXIX 1993, Section 121 legally defined disadvantaged and multiply disadvantaged children. According to point 14, a disadvantaged child/student is a person who has been put under protection of the notary due to their family background or social status, and also who receives child protection benefits regularly. MKM decree 11/1994(VI.8) Section 39/D also adds the requirement that the parent finished their studies in eighth grade at the most. On 1 September 2013, the definition of disadvantaged and multiply disadvantaged children (youth) was transferred from the Public Education Act to Child Protection Act XXXI 1997. The regulation aims to compensate for the disadvantaged backgrounds of children and to increase their opportunities in their social integration. On the one hand, it would be simpler to just write down the definition and put all references in parentheses, but on the other hand, the term ‘multiply disadvantaged’ would be unclear that way. [http://www.okm.gov.hu/letolt/kozokt/kozokt\\_tv\\_070823.pdf](http://www.okm.gov.hu/letolt/kozokt/kozokt_tv_070823.pdf)

<sup>23</sup>This is amended in Refugee Act LXXX 2007 which regulates children in their age of compulsory education who have applied for, or who already have refugee status, or who were granted a humanitarian residence permit based on Act II of 2007.

type model institutions was encouraged. (Jelentés 2007) As a result, “*Supporting (extra-curricular) model activities similar to Tanoda programmes in order to make disadvantaged students more successful at school*” was announced in 2004 as part of the Human Resources Development Operational Programme (HEFOP/2004/2.1.4). 92 applications were posted in response to the first grant announcement, out of which 23 were accepted and funded. (Németh 2008:4) The second grant announcement (posted in June 2005) did not only set supporting successful Tanoda schools as one of its objectives, but it also started to provide the opportunity to manifest new programmes.<sup>24</sup>

From 2006, – after Act LXXIX 1993 had been modified – the concept of ‘disadvantaged students’ and ‘multiply disadvantaged students’, being two separate groups, was introduced. After this, the target audience of Tanodas shifted to multiply disadvantaged students. From the same year on, Tanodas started to accept migrants as students, which – according to experts – was a decision towards the legal conformation to the European Union. (Fejes 2014)

The quality assurance, organisational and pedagogical methodology requirements of Tanodas were not included in law, but rather the compulsory adaptation of the 2008 “Tanoda Standard” was arranged for the organisations that succeeded in the grant application process as part of the HEFOP 2.1.1 central programme. (Tanodaszterdend 2008)

In order to assist multiply disadvantaged – including Roma – students in their studies and to reduce the dropout rate, the government ensured the support of programmes like “Tanoda” and “second chance” in the following seven-year plan period as well. The programme’s framework was set in the National Social Inclusion Strategy<sup>25</sup> and the support of its execution throughout the 2012-2014 periods was ensured by the government decree 1430/2011. (XII.13.)<sup>26</sup> Accordingly, Tanodas were organised as part of the human resources development action programme for the 2007-2015 period, funded by the ESF (European Social Fund), particularly within the framework of the

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<sup>24</sup>Grant announcement, June 2005. [www.hefop.hu](http://www.hefop.hu)

<sup>25</sup>The government of Hungary approved the National Social Inclusion Strategy in November 2011 (NSIS <http://romagov.kormany.hu/download/8/e3/20000/Strat%C3%A9gia.pdf>), that – corresponding to the EU’s inclusion strategy – aims to help the cause of low-performing regions’ population as well as child poverty and Roma integration. The legal framework of NSIS is set by the government decree 1430/2011 (XII. 13.).

<sup>26</sup> Magyar Közlöny 2011/149.

TÁMOP3.3.9. Programmes, regarding which the government planned to have a budget of 7590 million forints.

The programme is being continued throughout the plan period between 2014 and 2020 and it aims to complete the country-specific objectives EU2020-4 and EU2020-5. (Country-specific report 2015) In order to achieve said goals, the 2015 development framework of the Human Resources Development Operational Programme was documented in government decree 1210/2015 (IV. 10.), where the EFOP-3.3.1 programme about “supporting Tanoda programmes” was included among the third priorities of ‘growing knowledge capital’. Accordingly, the grant announcement was due in September 2015.<sup>27</sup>

Besides specific funding from the grants, the legal background also supports the further development of “Tanoda” programmes<sup>28</sup> as well as the cooperation of institutions outside of public education. Government decree 1672/2015 encourages the cooperation between, for instance teacher training institutions and institutions of and outside of the public education system that successfully educate disadvantaged children within an integrated system.

## **2.2 Academic analysis**

Recently, more and more studies, research reports and works have been published on the twenty-five year old Tanoda-type programmes and also several efforts have been made regarding the publication of comprehensive analyses about Tanodas. The public image of Tanodas, however, is still quite heterogeneous. Even the parties being involved – educational researchers, decision-makers, the headmasters of Tanodas, representatives of local communities, teachers, parents and students of Tanodas – have various means to define what a “Tanoda” is, what their function is and how the work of Tanodas is useful.

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<sup>27</sup>Magyar Közlöny (Hungarian Bulletin) 2015/49.

<sup>28</sup>In government decree 1672/2015(IX.22) on the governmental execution plan of the “Hungarian National Social Inclusion Strategy II.” between 2015 and 2017, one of the main priorities regarding education is the continuation, revision and further development of programmes providing individual and complex support in order to improve the performance of disadvantaged, multiply disadvantaged and Roma students at school. Regarding this matter, “Second Chance” and “Tanoda” programmes are specifically highlighted in the document.

### 2.2.1. Attempt to define “Tanoda”

There is no single way to define “Tanoda”. Each author who attempted to define “Tanoda” tried to describe it based on its main characteristics. Regardless of the diverse ways to describe Tanodas, experts and researchers agree on the fact that Tanodas belong to the category of programmes that compensate for the flaws of the national education system on the one hand, and on the other hand that these programmes have been established in order to support the group of students “neglected” by the Hungarian public education system; namely disadvantaged and multiply disadvantaged students. (Tárki-Tudok 2008-2009; Németh-Lannert 2010)

When it comes to defining the concept of the “Tanoda”, authors mainly rely on the description that can be found in the “Tanodakönyv” (a book describing Tanodas in details), public education law, the Tanoda Standard as well as in the National Social Inclusion Strategy.

In the “Tanodakönyv” (published in 2005), a “Tanoda” is *“an institution that aims to improve the school performance and encourage the continued studies of multiply disadvantaged students, especially Roma students (who have to face even more disadvantages due to discrimination) with extra-curricular activities in order to increase their chances in the labour market and regarding social integration.”* (Kerényi 2005:15) Almost all of the related literature refers to this definition as well as the definition that can be found in public education law. (eg.: Tárki-Tudok 2008-2009, Németh 2014).

According to Public Education Act LXXIX 1993 Section 95 Point (1) m, a “Tanoda” is a type of *“extra-curricular activity that helps disadvantaged students perform better at school”*. (Kerényi 2005, Tárki-Tudok 2008-2009, Németh 2014)

The “Tanoda Standard”, published in 2008, defined the organisational and functional framework of Tanodas. As stated in this document, “Tanoda” is *“the system of extra-curricular pedagogical activities based around the concept of inclusive education, that contribute to the more efficient progression of students of different social and cultural backgrounds as well as personal skills and competencies with their studies at institutions of primary and secondary education and this way, accomplish their social mobility.”* (Polyacskó 2013:1, Tanodaszterd 2008)

The *National Social Inclusion Strategy 2011-2020* refers to Tanoda programmes as the informal educational scenes of the training/education of disadvantaged children, which are based off of a standardised model and which accomplish developments funded by EU resources. „*Tanoda is a type [of education] deliberately chosen by students or their parents that assists and manages learning, that is tailored to the educational needs of each participant and that increases the chances of each participant to be integrated into the system of formal education*”(NSIS 2011:37)

Nowadays, another attempt has been made to define Tanodas in the work titled “Why do we need Tanodas?” by Csovcics - Fejes - Kelemen – Szűcs. According to the authors, “*Tanoda is a community scene that is operated by non-governmental organisations is based on local characteristics, the voluntary participation and the individual needs of the youth, and that has its independent infrastructure as well. Tanoda provides a complex service that respects personal development as a whole. This service is otherwise non-available for children and young adults who are not respected properly in the education system and who are pushed to the periphery of society.*” (Csovcics et. al. 2014:1)

Based on the characteristics and keywords of the abovementioned definitions, Tanodas provide activities based on informal, practical, extra-curricular pedagogy and individual skills for children who study in public institutions of primary or secondary education, who are pushed to the periphery of society and who have disadvantaged or multiply disadvantaged social and cultural backgrounds in order to help their school performance and the continuation of their studies, aiming to increase their future chances in the labour market and regarding their social mobility and integration. Tanodas are EU-financed institutions that provide a complex service based on a standardised model and they are mainly run by non-governmental, civil organisations.

### *2.2.2. The history of Tanodas; milestones*

Tanoda-type programmes/institutions were initially established as a form of grassroots action in the mid-90s. Back then, they were mainly financed by the donations received from civil organisations. (Kerényi 2005, Polyacskó 2013, Jelen n. d.) What could be the underlying concept behind the creation of Tanodas and why was it necessary?

Main criticisms of the school system typically include the fact that it is highly *selective*, it does not provide equal opportunities and it only intensifies the disadvantages of children regarding their performance and success at school that can be traced back to their parents' poverty and lack of education as well as the fact that they live in rural areas of the country. The ability to conform to the requirements at school highly depends on one's *sociocultural background*, and therefore, it is more difficult for Roma and otherwise disadvantaged children to conform to these requirements, while the school system is not willing to adapt to these children's needs either. Schools stick to the idea of selecting rather than adapting to students' individual educational needs. (Kerényi 2005)

The compulsory education system is based on the *learning skills*, intelligence and social background of the social average, while since the 80s, 40 percent of the society has living standards lower than the average or social minimum. Those who have living standards above the social average are privileged in the sense that specialised forms within compulsory education are based around their skills. This way, a "higher than average" education system is in existence (including private schools, elite schools ran by foundations, bilingual institutions, joining in to education abroad) that aims to boost children's social opportunities. On the other hand, for those who live below the standards of the social average (i.e. disadvantaged social groups), even having their young ones acquire their first qualification might mean immense efforts for them. *"These children inherit disadvantages from their parents that can cause difficulties in their skills development and socialisation from square one and which cannot be handled by the education system that is mainly suited for the needs of "normal", average children."* (Csoba 2006:97)

Contemporary empirical research has also pointed out the flaws reported in various hypotheses. In September 1995, the Independent Roma Minority Group of the Józsefváros Local Government carried out a *survey* amongst the Roma children of Józsefváros who had started their secondary school studies in that year. The survey's sample included 123 children. Regarding the type of institutions, 11 percent of these children were students of grammar schools, 22 percent of them went to vocational schools that provide the option of taking a 'maturity exam' (an exam similar to the GCSE in the UK) at the end of their studies, 40 percent of them went to vocational schools

providing vocational education as well as general education (but no option for a maturity exam) and 27 percent of them went to vocational schools where only vocational subjects are taught (without the option of taking a maturity exam). When studying the school performance of students at the end of their ninth grade studies, the resulting figures were rather disappointing – although to different extents depending on the institution. 67 percent of the students failed at school or failed to attend school. The percentage of failures was the highest in vocational schools providing vocational and general education (34 percent) and in those also providing the option of maturity exams (22 percent) while the dropout rate was the highest in vocational schools that only provide vocational training (69 percent) and in those that provide general education as well (38 percent). Regarding the percentage of school failure and the dropout rate, those schools managed to achieve the lowest percentages (so the most successful educational activity) where the option for taking a maturity exam was also provided (out of vocational and grammar schools). Unsuccessfulness at school was indicated by the failure in the students' studies, which is not the cause but rather the result of many underlying factors. (Szóke 1998) The outcome of the survey also proved that the school system is not working and there is a need for the establishment of projects that support students and that can help to make their studies successful.

The Józsefváros Tanoda Foundation established the Józsefváros Tanoda, which is regarded as one of the very *first Tanodas*. The foundation operated the Tanoda between 1997 and 1999 with the financial support of the Soros Foundation, without receiving normative grants for the project from the state. Back then, the Tanoda was functioning as an extra-curricular skills development programme, taking place during the afternoons and weekends. (Jelen n.d., Szóke 1998) Its concept was specifically tailored to the needs of the Roma population of Józsefváros. Parents were perceived as not being willing to enrol their children in a segregated school, but also it was realised that these parents would need help in order to make their children successful at school. (Polyacskó 2013)

The increased importance of unemployment, knowledge and qualification in the labour market made it necessary for one to successfully finish their studies and at least acquire some level of qualification with their maturity exam. To achieve this, the establishment of special programmes that provide support and aim to reduce educational



disadvantages became extremely important. Also, these programmes now needed funds other than the donations of foundations and workforce other than volunteers. (Szőke 1998) The development of the Tanoda programme, however, could only be started in 2004, with the help of the then new operative programmes. Initially the HEFOP/2004/2.1.4. arrangement was able to fund already existing Tanodas only, while with the announcement of the second grant programme, funding became available for newly established Tanodas as well and also, Tanoda programmes could be extended after this announcement.

To make Tanodas more successful, the second grant programme listed “passing on and adapting good practices in order to cooperate with new Tanodas” as one of its objectives (Polyacsko 2013). In the 2005 programme (HEFOP/2005/2.1.4.B.) titled “*Supporting Tanoda Programmes*” it was encouraged that there should be Tanodas in every county of Hungary. On the other hand, applications from the most disadvantaged counties (being Szabolcs-Szatmár-Bereg, Hajdú-Bihar, Békés, Bács-Kiskun, Pest, Jász-Nagykun-Szolnok, Heves, Tolna, and Somogy) became prioritised.<sup>29</sup> With ESF resources, the concept of expanding Tanodas throughout Hungary could be realised, while the increased number of Tanodas resulted in diversity and it established a heterogeneous system of Tanodas. (Polyacskó 2013) In 2005, the so-called “Tanodakönyv”<sup>30</sup> was published with the aim of establishing a uniform methodology of Tanodas in order to provide help for the organisation of newly established or already existing Tanodas. The “Tanodakönyv” lists the objectives and the philosophy of Tanodas and it describes the characteristics of each Tanoda (e.g.: the Józsefváros Tanoda, the ROM-SOM Tanoda, etc.) through specific examples. (Kerényi 2005, Polyacskó 2013)

Similarly, the „Tanoda Standard” was started to be elaborated in order to standardise and organise Tanoda-type projects. The standard was included with the following, 2008 grant programme announcement (TÁMOP 3.3.5.) titled “*Supporting Tanoda Programmes*”.<sup>31</sup> The „Tanoda Standard” is a quality assurance toolkit for Tanodas, which lists all the objectives in details, the organisational and methodological framework and

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<sup>29</sup>HEFOP/2005/2.1.4.B. grant programme

announcement <http://szmm.gov.hu/main.php?folderID=13459&articleID=21756&ctag=articlelist&iid=1>

<sup>30</sup>Initiated by the Ministry of Education, the “Tanodakönyv” was published by the SULINOVA Research & Development and Teacher Training KHT with the aim of documenting the standard methodology of Tanodas. [http://old.wekerle.gov.hu/download.php?doc\\_id=2107](http://old.wekerle.gov.hu/download.php?doc_id=2107).

<sup>31</sup><https://www.palyazat.gov.hu/doc/1363>

the minimum requirements of operation. (Polyacskó 2013, Tanodaszttenderd 2008) The expansion of Tanodas was continued as the increase of the number of institutions was still encouraged, while it was also highlighted that there should be Tanodas even in the most disadvantaged regions (there should be at least 1 Tanoda in the 33 most disadvantaged microregions listed in the programme titled “We do not give up on anyone flagship”).<sup>32</sup>

After the 2008 announcement, 4 years had passed before Tanodas were be continued again. In 2012, the new TÁMOP grant programme was created (TÁMOP-3.3.9.A-12/1-2), which encouraged the establishment of more Tanodas as well as the expansion of their programme (funds became available for 150 Tanodas maximum), but the most disadvantaged regions could apply for half of the total funds (see “*microregionsincluded in government decree 311/2007 (XI.17. on the prioritisation of supported regions)*”). (Polyacskó 2013, TÁMOP-3.3.9/A/12/2 grant programme announcement)

The following, most recent announcement was published in 2015. Within the EFOP-3.3.1-15 announcement titled “*Supporting Tanoda Programmes*”, only those organisations are planned to receive funds that have their headquarters in convergence regions (Dél-Alföld, Dél-Dunántúl, Észak-Alföld, Észak-Magyarország, Közép-Dunántúl, Nyugat-Dunántúl) (EFOP-3.3.1-15 grant programme announcement)

### *2.2.3. The role of the Tanoda in the reduction of the unsuccessfulness/failure of disadvantaged students at school*

In 2001, Anna Imre studied family background from the viewpoint of parents’ education and employment history while she also studied parents’ attitudes towards school and learning. She examined primary schools in 6 microregions in order to identify the factors of being disadvantaged and successful at school. The results showed that the effects of the family are realised through the sociocultural background of the family. Most of the fathers that were asked had a lower level of education and also, there seemed to be major differences in the level of education from place to place. Fathers with lower education typically lived in smaller towns or villages while those with secondary or tertiary education lived in bigger towns or cities. The parental attitudes

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<sup>32</sup> TÁMOP 3.3.5.grant programme announcement<https://www.palyazat.gov.hu/doc/1363>

towards school and learning can be considered one of the main factors in the children's successful studies. Among parents' expectations towards school, the very first one was that schools should function as institutions that pass on knowledge towards students. The concept that schools should trigger students' interest in learning was considered much less important by parents who rather expressed their need for help regarding career orientation. The prioritisation and the emphasis on these aspects highly depended on the parents' level of education. (Imre 2002)

The 2008 survey performed by Educatio amongst the parents of Tanoda students showed that many households face quite poor circumstances regarding their income (60.7 percent out of the households of Tanoda students' parents) while approximately one quarter (23.6 percent) of these households has to face extremely poor conditions based on their income. In around half of the households, the per capita income is less than 21,400 HUF. In 43.2 percent out of all the 407 surveyed households, no one is officially employed, while only in 51 percent of these households are there one or two adults who have a job. Parents have a low level of education; one third of the surveyed people haven't even finished the first eight grades of school. Based on their parents' education levels, 96.6 percent of these children can be considered multiply disadvantaged. Due to their low income and being multiply disadvantaged, the surveyed Tanoda students' families have subpar living conditions (compared to the national average). The number of rooms available is 2.5 on average, while in two fifths of these families 3 (40.3 percent) or more (34.6 percent) siblings are being raised. (Educatio 2008, Jelen n.d.)

These parents often do not understand the tasks their children have to complete at school and so cannot provide appropriate help for them. Due to the financial status of these families, parents cannot provide the sufficient financial background for their children's studies. Due to receiving negative feedback from schools, they become passive and they turn their back on the school, while they also have quite particular expectations towards the school system as that has been observed through the empirical research of Anna Imre (2002), Educatio (2008) as well as Táarki-Tudok (2008-2009).

#### *2.2.4. The aim of the Tanoda*

The fundamental concept of the Tanoda programme defines its objective as being threefold: boosting school performance through the development of individual skills, reducing the difficulties deriving from social disadvantages, and finally, enhancing cultural identity. (Kerényi 2005; Táarki-Tudok 2008-2009) However, Tanoda activities should be organised in a way that they do not focus exclusively on doing the homework or free time activities or identity development, even if these three activities should be prioritised according to the objectives. (Grant programme announcement 2005, Németh 2014, Táarki-Tudok 2008-2009)

In the 2008-2009 Táarki-Tudok survey, more than 76 percent of the surveyed Tanodas considered the improvement of students' performance at school to be their (the Tanoda's) first priority. Organising free time activities for the students and students spending their free time beneficially were only mentioned by 7 percent of the respondents, while the development of students' identities was not mentioned directly in the answers given throughout the survey. Encouraging the cooperation with disadvantaged families as an objective was only mentioned by two respondents (4.7 percent). (Táarki-Tudok 2008-2009)

According to the results of the 2008-2009 Táarki-Tudok qualitative survey, three types of Tanoda institutions can be differentiated, based on their function. The first type includes those Tanodas which accept heterogeneous groups of students, and therefore, these institutions provide a wide variety of activities for their students. The programme of said Tanodas includes (based on the students' demands and needs) helping students keep up with their class at school (regarding their studies), talent nurturing, preparation for the maturity exam and, if needed, making up for the lack of sub-skills. The second type of Tanodas typically involves the support of the most disadvantaged students and those who achieve the worst results at school. These Tanodas put the main emphasis on the revision of specialised subjects and also making up for the deficiencies in the participants' studies. The third group of Tanodas mainly focus on the education of talented students coming from a disadvantaged background. These students typically perform well at school and aim to continue their studies (after finishing primary school) at secondary schools that also provide the option of taking a maturity exam.

Researchers state that these three types of institutions mainly differ in their method of educational organisation. While the first group of Tanodas provides activities in a rather integrated environment, for a wider target audience, the second and third groups aim to improve the school performance of the participants. They aim to provide quality knowledge, guide the students through their studies until they take the maturity exam. In order to achieve their goals, the second and third type of Tanodas have decided to organise their activities within homogeneous groups that consist of (multiply) disadvantaged Roma students only. (Tárki-Tudok 2008-2009)

In the case of the target activities, researchers of the 2008-2009 Tárki-Tudok survey highlight that reducing absence and dropping out from school are only present in 4.7 percent. Regarding the results of the survey, researchers assume that Tanodas do not aim to directly reduce dropout rates but they rather focus on guiding students in continuing their studies, the preparation for the maturity exam, and making up for students' shortcomings at school. (Tárki-Tudok 2008-2009)

#### *2.2.5. The target audience of Tanodas*

The target audience of Tanodas consists of disadvantaged, mainly Roma children and teenagers who are enjoy child protective services. From the 2008 grant programme announcement on, the target audience has also included migrants, who reside in refugee camps or guardianship institutions for unaccompanied minors. (Tárki-Tudok 2008-2009, Polyacskó n.d., Polyacskó 2013) Based on the ages of participants, all age groups are involved in the target audience of Tanodas ranging from students of the lower grades of primary school to those of secondary school and vocational school (Polyacskó 2013). However, as the Tanoda programme aims to guide students through their studies up until their maturity exam, its participants mainly consist of students from the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades of primary school and students of secondary schools (that provide the option of taking the maturity exam). According to the experts and Tanoda headmasters, even though there is an increasing number of Tanodas nationwide, these institutions are only able to reach a limited percentage of multiply disadvantaged students.

The composition of Tanodas' target audience does not only depend on which grade the particular student goes to, but also on development needs. There are Tanodas that focus on talent nurturing, while there are ones that pick their students with the objective to help them keep up with their schoolmates' performance. Those who developed the fundamental concept of the Tanoda programme have realised that smaller towns or villages mainly focus on helping their students keep up with the majority of students while county Tanodas rather focus on talent nurturing. (Kerényi 2005)

### **2.3 Previous evaluations**

No impact studies have been made on the operation of Tanodas, while various types of research have been carried out to scrutinise the issue using various samples and methodology. (Polyacskó 2012) Regarding the national scene, three major national studies have been performed. In 2008, Education Kht.<sup>33</sup> asked the Budapest Chamber of Commerce and Industry Educational Kht. to perform a survey among the parents of Roma children who go to Tanodas. In 2008/2009, the Táarki-Tudok Knowledge Management and Educational Research Centre Zrt. studied the operation and activity of Tanoda-type institutions. Finally, the third study contains the major results of the REF Tanoda monitoring programmes.

The aim of the 2008 survey by Educatio Kht. was to gather information on Tanodas from the viewpoint of the students' parents. Other objectives included getting to know more about the image that had been formed about Tanodas, measuring the satisfaction of parents with the programme, discovering the expectations of parents towards learning and training and also the reception of the concept of parents being actively involved in Tanodas. What made this survey peculiar was that this was the first national survey on Tanodas that targeted parents. In order to get reliable results and to perceive an accurate image of Tanodas, a questionnaire including 25 questions was developed accompanied by a structured interview while interviewees were found using multistage sampling. The households from the address list were visited accompanied by representatives of the local Roma government or Roma civil organisations (in order to increase people's trust). One parent was asked per household and in total, 407 surveys were filled in (Educatio 2008, Jelen n.d.).

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<sup>33</sup>Educational Association of Public Interest

Between March 2008 and September 2009, the Táarki-Tudok Knowledge Management and Educational Research Centre Zrt. carried out empirical research based on quantitative and qualitative methods in order to get a proper image on the operation of Tanodas active in the 2007/2008 school year, the conditions of their operation, their relations, their cooperation with parents and also the expectations of the participating students. As an additional goal, the need for defining the criteria of successfully operating a Tanoda arose, which has later on functioned as the basis of further programme announcements' plans. During the quantitative phase of research, documents, press releases and pedagogical/methodological teaching aids were found in connection with Tanodas, which were all analysed afterwards. The research aimed to survey Tanodas on a national scale, thus, the analysis of documents was followed by the creation of a "Tanoda list". Considering the success of the research, by using sub-lists, databases, and snowball sampling, even those Tanodas could be entered into the database which had not been included in lists before then, but researchers had information about them. Eventually, 53 headmasters from 66 Tanodas managed to answer the survey's questions. The qualitative analysis was carried out at 10 locations, out of which 8 made it into the final work. Throughout the qualitative phase, semi-structured interviews were carried out with the representatives/employees of the surveyed Tanodas along with focus group discussions involving students and also observations of the activities at the locations. Furthermore, there were discussions with the headmasters of the primary schools the Tanoda students went to. The results of the 30 semi-structured interviews and the 10 student focus group discussions (that were carried out during the qualitative survey) were processed using the so-called Atlas.ti computer program. (Táarki-Tudok 2008-2009, Németh – Lannert 2010)

During both surveys mentioned above, the problem of creating Tanoda lists, a Tanoda database was faced as the documentation available to the cooperating institutions only listed the winning applicants of each grant programme period. (Educatio 2008; Táarki-Tudok 2008-2009)

Throughout the third study, being the REF (Roma Education Fund) Tanoda monitoring programme, the work of 19 Tanodas was being observed. The study was based on quantitative indicators (Tanoda time sheets, marks), testing the students' competencies, as well as the local observation of Tanodas' activities. Among the objectives of the study,

the examination of the operation and pedagogical/methodological practice of Tanodas in 2012-2013 was included on the one hand, while on the other hand, the researchers were also interested in finding out if there is a connection between being the student of a Tanoda and the competency results. The main elements of the monitoring programme are listed as: testing the work of 19 Tanodas and 5 “controlschools” on 500 individuals (342 Tanoda students and 154 control group students), gathering school attendance and other data, the qualitative study of 5 Tanodas, monitoring visits and data collection as well as providing feedback, developing activity and constant mentoring. Based on the results, researchers drew the consequence that in 2013/2014, Tanodas are operated by a specific group, their values are the same, they serve as community places, while what they offer is different, and also, they inherit the culture of local schools’ pedagogy. (Németh 2014)

### 3 Needs assessment

(Ildikó Bihari – Judit Csoba)

#### 3.1 Introduction

Today, there is no single universal definition of “Tanoda” programmes; each expert or researcher attempts to narrow the concept down based on its main characteristics.<sup>34</sup>When it comes to the conceptual definition of Tanodas, authors usually base their study on the notions of “Tanodakönyv” (*Tanoda book*), the Public Education Act, the Tanoda Standard, and the National Social Inclusion Strategy (NSIS), which all share the idea that Tanodas on the one hand are part of programmes that compensate for the disadvantages of national education; while on the other hand these programmes have been established to support the groups of students being neglected by the Hungarian education system, so in other words, multiply disadvantaged students. The “Tanoda” programme is a complex programme that helps increase the chances of disadvantaged (mainly Roma) children for social integration and also attempts to reduce divergent opportunities in education. It aims to individually develop each

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<sup>34</sup>For the main conceptual definitions of “Tanoda”, see: Kerényi 2005: 15; Public Education Act LXXIX of 1993 Section 95, Paragraph (1) Point (m), “Tanoda standard” 2008, NTFS 2011: 37, Csovcsicset. al. 2014:1.



participant's personality as a whole, using methods different from those of public education<sup>35</sup>.

Tanoda-type programmes/institutions were initially established in Hungary as a form of grassroots action in the mid-90s. Back then, they were mainly financed by the donations received from civil organisations. (Kerényi 2005, Polyacskó2013, Jelenn. d.) The very first "Tanoda" programmes were established in the early 90s as part of the "second chance" school programme that was supported by the National Public Foundation of Employment (OFA). The first grant programme was announced in 2004<sup>36</sup>, and it relied on more than a decade of experience and the great local practice. The grant programme announcement listed the improvement of the programme and services of already existing Tanodas among its main objectives. (Polyacskó2013) Tanodas are EU-financed institutions that provide a complex service based on a standardised model and they are mainly run by non-governmental, civil organisations.

Accordingly, the main objective of "Tanoda" schools is to assist (especially Roma) students with disadvantaged family backgrounds in order to boost their performance at school, help them continue their studies; increase their chances on the labour market as well as to help their social integration. (Javaslatok... 2014) Another objective of the "Tanoda" programme is to establish relations between institutions surrounding the child (e.g.: public education and public health institutions, parents, services helping the development of the child, etc.).

On the other hand, the programme cannot be considered a systematic approach as it does not enjoy a system of institutions nor the funds that are based on regularly issued and legally guaranteed normative grants. (Polyacskó 2013) The management of "Tanoda" schools is mainly carried out by civil organisations within the annual grant system.

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<sup>35</sup>Such as: competency and skills development, encouraging individual learning, personality development as well as compensating for social disadvantages,

<sup>36</sup>"Supporting (extra-curricular) model activities similar to Tanoda programmes in order to make disadvantaged students more successful at school" (HEFOP/2004/2.1.4)

### **3.2 The necessities that prompted the establishment of the Tanoda**

Based on analyses, statistics and international comparative data, Hungary is gradually performing better as far as education is concerned, however, the percentage of those without primary education or with unfinished secondary education<sup>37</sup> is still significant. Experts (e.g.: Farkas 2012) list the following causes and problems as the main factors behind the unsuccessfulness:

- inadequate nursery school care,
- the fact that problematic students are often being sent to special needs schools,
- segregation at school,
- the low efficiency of primary and secondary school,
- the high dropout rates in the 9<sup>th</sup> and 10<sup>th</sup> grades of secondary education,
- outdated and unmarketable vocational training as well as
- the limitations in providing support for one's studies in higher education,
- being further enhanced by the dysfunctionality of families,
- their less-than-ideal financial background and the lack of non-cognitive skills.

#### **3.2.1. Problematics of the public education system**

The main criticisms of the school system include the fact that it is highly *selective*, it does not provide equal opportunities and it only intensifies the disadvantages of children regarding their performance and success at school that can be traced back to their parents' poverty and lack of education as well as the fact that they live in rural areas of the country. There seems to be an increasing demand for *integrated forms* of education – instead of having a highly selective school system (the placement of problematic children in separate classes/schools) – so that education could be implemented on a wider scale and with a high quality. According to international comparisons, the concept of selectivity could provide the least amount of equal opportunity for the maturing generation in Europe. The adaptation to a school environment highly depends on *socio-cultural background*, thus it is very difficult for disadvantaged and Roma children to meet the requirements of school and on the other hand, schools do not adapt to their

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<sup>37</sup>The upper age range of compulsory education is 16 in Hungary.

needs either. Schools tend to select rather than adjusting their methods to the individual educational needs of students.(Kerényi 2005)

The basic education system is based on the *learning skills*, intelligence, social background of children that belong to the social average, while since the 80s, those living under the average or under the social minimum make up 40 percent of the whole society. Those above the social average possess the skills which make it possible to create a “better-than-average” educational system within the basic education system (private schools, elite foundation schools, bilingual institutions, getting involved in education abroad), so the social opportunities of their children can be increased. For groups below the social average, even helping their children acquire their very first qualification. *“These children inherit disadvantages from their parents that can cause difficulties in their skills development and socialisation from square one and which cannot be handled by the education system that is mainly suited for the needs of “normal” children with average skills and knowledge.”* (Csoba 2006:97)

Contemporary empirical research also pointed out the flaws reported in various hypotheses. In September 1995, the Independent Roma Minority Group of the Józsefváros Local Government carried out a *survey* amongst the Roma children of Józsefváros who had started their secondary school studies in that year. The survey’s sample included 123 children. Regarding the type of institutions, 11 percent of these children were students of grammar schools, 22 percent of them went to vocational schools that provide the option of taking a ‘maturity exam’ (an exam similar to the GCSE in the UK) at the end of their studies, 40 percent of them went to vocational schools providing vocational education as well as general education (but no option for a maturity exam) and 27 percent of them went to vocational schools where only vocational subjects are taught (without the option of taking a maturity exam). When studying the school performance of students at the end of their ninth grade studies, the resulting figures were rather disappointing – although to varying extents depending on the institution. 67 percent of the students failed at school or failed to attend school. The percentage of failures was the highest in vocational schools providing vocational and general education (34 percent) and in those also providing the option of maturity exams (22 percent) while the dropout rate was the highest in vocational schools that only provide vocational training (69 percent) and in those that provide general education as

well (38 percent). Regarding the percentage of school failure and the dropout rate, those schools managed to achieve the lowest percentages (so the most successful educational activity) where the option for taking a maturity exam was also provided (out of vocational and grammar schools). Unsuccessfulness at school was indicated by the failure in the students' studies, which is not the cause but rather the result of many underlying factors. (Szőke 1998) The observations of Farkas (2012) prove that those children will be successful in the public education system whose parents are able to help and support their children. Where there is a lack of supportive parental background, the Tanoda – that helps overcome obstacles in learning – can provide great help.

Based on the research carried out by the Institute of Intercultural Psychology and Education of the Eötvös Loránd University among 20 Tanoda students from Budapest, the asked individuals were altogether satisfied with the Tanoda. According to them, the Tanoda makes the educational materials clearer and easier to work with and it makes learning more personal. They believe that the main difference between the teachers of regular schools and Tanodas is that in Tanodas, teachers are more relaxed, they are supported and the relation between teachers and students is less hierarchic. (Polyacskón.d.)

The results of this research have also confirmed that national education does not function properly, especially in the case of the peripheral youth. Besides formal school, it would be extremely important to have initiatives and programmes that support students in improving their school performance and contribute to the success of individual careers.

Tanodas do not aim to replace schools, they would not like to take over the responsibilities of the state, but they would rather like to complement the education of schools, play a complementary, partnering role besides schools. Furthermore, according to educational researcher Németh (2014), there is an increasing demand towards the harmonisation of the objectives and practices of the day school and the Tanoda programmes and towards the development of a public education concept in which Tanodas play specific roles within the day education/training practice according to public education law. Authors Csovcics - Fejes - Kelemen - Szűcs (2014) claim that full-time school could provide an opportunity for institutions to involve Tanodas in

performing certain tasks. Thus, schools could increase their capacity and also, the institutions could be tailored to the needs of the specific local environment.

### *3.2.2. The need for up-to-date, higher quality knowledge*

Up-to-date, higher quality knowledge requires a different approach, or in other words: *“the maturing generation needs problem-solving, open-mindedness, true self-control and life-long learning”* (Kerényi 2005:9) Instead of / besides traditional subjectual facts and definitions, the emphasis should be put on subjectual and interdisciplinary (personal and social) competencies, resourcefulness, creativity, problem solving and the ability to use the obtained knowledge in unfamiliar situations. (Kerényi 2005)

The intellectual development of children is one of the main factors with regards to their progress and success at school, but on the other hand it is also a necessary but not sufficient requirement for their social integration. Besides intellectual development, the children's personal and social competencies, individual progress, their feelings towards learning, and their self-assessment regarding school situations all affect the progress of their studies. With the development of skills assisting in learning, the child's self-awareness, social interaction skills, and sense of responsibility are also improving, along with every skill that can help them know their way around. Authors Kézdi and Surányi (2010) are also emphasising the improvement of non-cognitive skills as it has been proved in economic literature that the development of non-cognitive skills defines the future labour market success of children to a far greater extent than the development of cognitive competencies. The less formal framework and programmes of Tanodas contribute to the non-cognitive learning process to a great extent and compared to formal education, they provide the sense of achievement – that is essential for being motivated and for the improvement of competencies – with a much higher likelihood.

### *3.2.3. Sociocultural disadvantages, disadvantages regarding family socialisation*

According to the results of the OECD's 2010 and 2013 researches, it can be stated that most students with a disadvantaged sociocultural background perform more poorly at school, which can be traced back to factors connected to family and school. (Fejes 2014)

One of the main reasons for poor performance at school is considered to be family. Parents play a complex role in schooling their children. *“Family background has an overall effect on each child’s development and socialisation, the available financial and cultural capital, attitudes towards school and learning while it also plays an essential role in the development of schooling strategies and making decisions.”* (Imre 2002:498) Fejes highlighted in his 2014 study that in the related literature, mainly the inappropriate learning environment at home, limited opportunities for learning, the negative effects of parental behaviour and mental health, unhealthy lifestyle and the costs related to schooling are mentioned among the factors related to the financial status of the family and poor performance at school. He also added the lack of teaching aids, the detrimental family model as well as inappropriate parental encouragement to the list. Szőke also emphasises in her 1995 study that the institution of the family cannot guarantee the successful completion of secondary school studies and/or it has a different angle on the prospects of learning. On the other hand, the conventional education system cannot provide help with efficient learning, while a substantial percentage of parents cannot make up for the shortcomings of their children on their own.

The underlying concept behind the poor relation between unschooled and/or Roma parents and educational institutions is often the fact that schools are mainly based on a type of authority or hierarchy that prevents successful cooperation and therefore the successful performance of children at school. In Tanodas, on the contrary, parents can be involved in activities that directly affect the education of their children, and Tanodas specifically encourage the establishment of a type of partnership between institutions and parents. Through this cooperation and involvement, parents will not only become interested in supporting their children’s advancement at school, but they will be also able to see a model of providing help for children with studying, which they can use for helping their children study at home. (The opportunities of the Tanoda... n.d., Csócsics - Fejes - Kelemen - Szűcs 2014)

The current selective school system further increases the opportunity gap and disadvantages that are the result of the socio-economic circumstances, and furthermore, it regenerates them as well. Establishing quality education for disadvantaged students is a long, time-consuming process. Schools and students equally

need help in order increase successful performance at school. The Tanoda system can also be considered a form of external help. (Kerényi 2005)

#### *3.2.4. The correlation between dropping out, early school leaving and the labour market*

Dropping out and early school leaving have severe consequences with regard to the individual, society, the budget and the economy and these phenomena endanger the proper functionality of society. (Bognár 2011, Mihály 2009)The problems of dropping out, early school leaving and the increasing unemployment among the youth are not only domestic, but international issues. It is getting more and more important that the maturing young generation finish their studies in a way that they can be appealing for the economy, they can be employable and they can establish a proactive, long-lasting role in the labour market. From the perspective of the individual, this means that if one cannot be in sustained employment in the primary labour market, the probability of them drifting towards the periphery of society, becoming poor and experiencing health deterioration will increase and also their life expectancy will potentially become lower. From the perspective of society, it would also be important as the higher percentage of those being excluded from the labour market results in a poorer, disintegrating society and it leads to the decrease of living standards. (Situation analysis... 2013)

In recent decades, the labour market demand for those with lower levels of education has been gradually decreasing both on a national and international scale and in Hungary, the employment rate of those with low levels of education (i.e. who had finished no more than primary school) *“Among those in Hungary between the ages 20 and 64, hardly more than every third person with low education levels is in employment, while in the whole European Union, slightly more than half of these people have a job, which is also a quite low percentage.”* (Situation analysis... 2013:4)The competitiveness of individuals with lower education levels is gradually decreasing, and a significant percentage of these people is permanently excluded from the primary labour market, while an increasing amount of them is enjoying the benefits of the social welfare system.

The increasing need for the establishment of “Tanoda” schools is – among other things – due to the increasing rate of dropping out that can be seen in Hungary in the recent years and that can be explained with the *segregated nature of the education system and*

*the number of Roma dropouts.*<sup>38</sup>The percentage of Roma children that continue their studies in secondary education is ca. 10 percent<sup>39</sup>; the dropout rate among those Roma children who manage to start their secondary school studies is extremely high.

From the second half of the 90s on, the participation of Roma children in education has increased, and there is a great chance that they successfully complete their primary school studies and start secondary education, mainly in vocational schools. Having been obliged to meet the requirements of education law, children who had successfully completed their primary school studies were started to be enrolled in secondary schools of all sorts in the end of the 90s, while on the other hand, there has been a great discrepancy between Roma and non-Roma students regarding the continuation of their studies. In the case of secondary schools, the most severe instance of failure is considered to be dropping out, which – based on the results of relevant studies – is present at the highest percentage in secondary schools with the highest ratios of disadvantaged students (Liskó 2002) *“In 2001, the ratio of Roma students in the examined vocational schools was 14 percent in 9<sup>th</sup> grade and 12 percent in 10<sup>th</sup> grade. However, one third of 9<sup>th</sup> and 10<sup>th</sup> grade dropouts were Roma individuals. In other words, the percentage of Roma students among 9<sup>th</sup> grade dropouts was 2.4 times more and among 10<sup>th</sup> grade dropouts it was 2.8 times more compared to the initial class size.”* (Liskó 2002)

The dropout rate of disadvantaged children at secondary school is as high as 80 percent; which is not only the case in disadvantaged regions, but national statistics also show the same figures<sup>40</sup>.

For all these reasons, the main objective of “Tanoda” schools is to assist (especially Roma) students with disadvantaged family backgrounds in order to boost their

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<sup>38</sup>See: Country Report Hungary 2015 Including an In-Depth Review on the prevention and correction of macroeconomic imbalances 51. p.

[http://ec.europa.eu/europe2020/pdf/csr2015/cr2015\\_hungary\\_en.pdf](http://ec.europa.eu/europe2020/pdf/csr2015/cr2015_hungary_en.pdf)

<sup>39</sup>According to the vocational supervisor of ‘Észkerék Tanoda’. Place and date of interview: Jászladány, 12 August 2015.

<sup>40</sup> The rate of early school leaving reached 11.8% in 2013 and is thus moving further away from the national target of 10%. Early school leaving is particularly high in vocational education and training (30%), in less developed regions and among the Roma (82%) (Country Report Hungary 2015 Including an In-Depth Review on the prevention and correction of macroeconomic imbalances, p. 51) [http://ec.europa.eu/europe2020/pdf/csr2015/cr2015\\_hungary\\_en.pdf](http://ec.europa.eu/europe2020/pdf/csr2015/cr2015_hungary_en.pdf)



performance at school, help them continue their studies, increase their chances on the labour market as well as to help their social integration.(Suggestions... 2014)”

### *3.2.5. Assisting integration instead of social and regional segregation*

Szóke (1995) emphasises the fact that Roma families in Józsefváros did not intend to enrol their children in separate schools (for nationalities/minorities) in the 90s. According to their experience, segregation would not have been beneficial for them. Nevertheless, even as early as the 90s, one third of schools in Józsefváros started to experience a kind of “spontaneous gypsyisation”, resulting in the ratio of Romas being twice the percentage of non-Roma students in certain schools. (Szóke 1995:86)

Farkas (2012) specifically highlights in his study that the lack of parental help decreases the successfulness of the child in public education. At the same time, most of disadvantaged, Roma families live in rural or urban slum-like districts, segregated areas where the acquisition of basic care, food, clothing, etc. is extremely difficult and they do not possess the conditions required for a relaxed studying environment (desk, a separate room). The Tanoda, however would like to specifically support children from the lower layers of society and aims to operate in locations where peripheral groups of society are concentrated, for instance ghettos/slums or parts of communities with similar characteristics. (Baráth 2015) In the second phase of the grant application process, in the 2005 programme (HEFOP/2005/2.1.4.B.) titled “Supporting Tanoda Programmes”, it was encouraged that there should be Tanodas in every county of Hungary. However, applications from the most disadvantaged counties (being Szabolcs-Szatmár-Bereg, Hajdú-Bihar, Békés, Bács-Kiskun, Pest, Jász-Nagykun-Szolnok, Heves, Tolna, and Somogy) became prioritised.<sup>41</sup>The 2008 grant programme announcement (TÁMOP 3.3.5.) titled “Supporting Tanoda Programmes”<sup>42</sup> guaranteed the expansion of Tanodas. On the one hand, increasing the number of Tanoda institutions was encouraged, while it was also highlighted that there should be Tanodas even in the most

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<sup>41</sup>HEFOP/2005/2.1.4.B. grant programme announcement

<http://szmm.gov.hu/main.php?folderID=13459&articleID=21756&ctag=articlelist&iid=1>

<sup>42</sup><https://www.palyazat.gov.hu/doc/1363>

disadvantaged regions (there should be at least 1 Tanoda in the 33 most disadvantaged microregions listed in the programme titled “We do not give up on anyone flagship”).<sup>43</sup>

Although the target group of Tanodas is mainly those disadvantaged students who suffer from learning difficulties, integration in the case of Tanodas is, on the one hand, a type of development method that considers the involvement and cooperation of young individuals other than said target group to be an important resource. (Baráth 2015) Tanoda programmes engage Roma and non-Roma children, the parents of the children, this way helping Romas and the majority society meet and cooperate. (Options for Tanodas... 2014)

On the other hand it is also a methodological tool that cannot be substituted or replaced with anything else. Baráth (2015) points it out that since the collapse of socialism as well as since the second half of the 2000s; there has been a lack of integrative places. Different social groups have assembled in homogenous systems, social mobility is decreasing, which makes the emergence of real skills impossible from the perspective of economy. In the long run, the lack of economic mobility can trigger both economic and social crises. Tanodas, however, are located in various socio-geographic areas, close to ghettos, slums or places of similar characteristics, where integration cannot be achieved without the conscious use of pedagogical methodology.

The Tanoda contributes to social and educational integration by providing extra-curricular activities, as well as using methods and tools of development that neither parents, nor regular schools could provide for the maturing generation of disadvantaged (mainly Roma) individuals. It is mainly the wide scale of recreational activities that could strengthen the interaction of different social groups and that could provide – even if for a short amount of time – escape for the target group from their segregated environment. (The opportunities of Tanodas in the preparation of social integration 2014)

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<sup>43</sup>TÁMOP 3.3.5.grant programme announcement <https://www.palyazat.gov.hu/doc/1363>

## 4 Theories of change

(Ildikó Bihari– Judit Csoba)

### ***4.1 Strategic goals for the integration of marginalised youths***

Study halls primarily support youths that cannot fulfil school requirements due to their socialization deficits, learning disabilities or other detrimental factors. Their school careers and vocational prospects are futureless, they are subject to early school drop-out, and their social and labour market integration are insecure. However, study halls have recently raised public awareness not only as they are able to improve youths' quality of life but they also offer services that show long-term macro-social benefits.

Unemployed youths have high economic and social toll. This may include the rising rates of deviant behaviour and juvenile delinquency, bad mental and physical health status, deteriorating quality and way of life, and the lack of income. As long-term effects, we may face stopped economic growth due to the lack of properly trained employees, and also, weakening social retention due to low employment levels. The improvement of marginalised youths' situation can only achieve long-term (and not temporary) effect if happens via complex programs that integrate the most important goals: gaining secondary school level qualifications at a minimum, improving labour market chances and reducing social exclusion.

Related to Tanoda programs, we have found a complex and multi-level system of goals during the analysis that corresponds to the above.

#### ***4.1.1. Goals at each development level***

At the macro level, study hall programs aim to raise educational levels, reduce school drop-out and improve labour market chances, develop skills, and thus contribute to social and economic development, increase economic competitiveness and meet European Union requirements. A factor necessary for sustainable economic and social development is to provide equal chances for youths, especially, to compensate the shortcomings of disadvantaged youths, to ensure competitive training and employment for them, and to reduce growing social distances and gaps.

At the meso level, study hall programs aim to improve the educational and labour market positions of regions. Although this is different per tender invitations but announcers prefer to support study halls located in the most disadvantaged rural municipalities.<sup>44,45</sup> Most disadvantaged/multiple disadvantaged individuals and families are concentrated in disadvantaged regions – earlier, the categorization based on municipalities was used. Announcers prefer to intervene primarily in geographical areas where it is most needed. The results of the program contribute to improving the educational and employment statistics of regions. Besides, numbers are getting closer to country averages and the mean values of more developed regions. The outcomes of those schools that admit members of the target group and even the individual student outcomes are showing improvement. Gaining school qualifications, vocational training and certificates in trades high in demand all contribute to the economic development of regions. Companies operating in such region are able to fulfil job vacancies requiring specific vocational training, thus improving their own and also the regions' competitiveness. By increasing the employment rates among disadvantaged/multiple disadvantaged youths, the costs of the social welfare system are decreasing. With the increasing employment levels, social tension is lessening between the employed and the unemployed/dependents among those of the working age. The improvement of educational levels and labour market chances will presumably decrease the poverty risk of disadvantaged regions. Based on statistical data, the poverty risk of the Northern Great Plain region is above the country average.<sup>46</sup>

At the micro level, the program aims to reduce social distance and support bottom-up initiatives. One main distinctive feature of study hall programs is that civil organizations formulated the basics of the program by reacting to local demand and problems. The financial background of the program was ensured by organizations' own budgets and financial supports. Policy makers recognised the potential in study halls much later and state-funded support has been provided to study hall programs since 2004. Study hall programs operate with the help of an annual system of tenders even today, which does not guarantee their continuing operation. As a result, study halls rely on external

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<sup>44</sup> "... at a minimum, at least one study hall is supposed to operate in each of the 33 most disadvantaged municipalities that are listed in the 'Nobody is left behind' flagship program." Original source: <https://www.palyazat.gov.hu/doc/1363>

<sup>45</sup> For the most disadvantaged municipalities listed, see Government decree 311/2007. (XI. 17.) on the beneficiary regions. Original source: <https://www.palyazat.gov.hu/doc/1363>

<sup>46</sup> Hungary, Parliamentary Resolution 47/2007. (V. 31.) OGY

resources, volunteer work and the involvement of local civil societies to be able to operate. On the one hand, this strengthens community cooperation and local embeddedness. On the other hand, this poses a huge challenge for organizers to be able to provide continuous services of a consistent quality.

## **4.2 Goals related to each professional area**

### **4.2.1. Gaining school qualifications**

EU 2020 targets require member states to reduce school drop-out rates. Hungary agreed to reduce school drop-out rates below 10% in its National Strategy.<sup>47</sup> Study hall programs aim to focus on this target. As a low-threshold support program, the primary goal is to strengthen primary and secondary (continuing) education and to reduce school drop-out. It aims to support youths that can be helped with in-time, individualised, complex programs with the necessary professional background and system of requirements. Prevention serves as the primary principle of the program, it does not aim to offer second or multiple chances as it intends to intervene before drop-out occurs and does not focus on follow-up correction. At the same time, program elements offering second chances are also important in study hall programs, as many participating youths had already been subject to failure. Besides, youths that do not participate in preventive programs or for whom the first level of study hall programs proves to be insufficient (due to the brevity of programs or cumulated individual disadvantages), may find solutions with second chance schools and study halls attached to those. The goal of both the first and the second chance programs is to reduce the rate of NEET youths that have not completed primary or vocational education, are neither in schools, nor in employment. Migrant, Roma, refugee, disadvantaged, multiple disadvantaged youths or young people in the child protection system are more likely to become members of the NEET group as compared to their peers or their generation. Study hall programs aim to support the school career and vocational training of this diverse target group.

Earlier practice sent students with socialization deficits, behavioural problems, learning disabilities to “private student” status so that they do not disturb educative work and

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<sup>47</sup>[http://ec.europa.eu/europe2020/targets/eu-targets/index\\_hu.htm](http://ec.europa.eu/europe2020/targets/eu-targets/index_hu.htm)

other students. Study hall programs reduce disadvantages; improve school attainment and socialization chances by offering personalised development, individualised motivational tools, and ensuring the personal and material conditions for learning.

#### *4.2.2. Improving labour market/employment situation*

The second EU target of the five is to increase the employment of the 20-74 year-olds. Although the main target group of study halls is under 20, successful school career may result in the rate of youths among the unemployed to decrease. In Hungary, low-educated, Roma and migrant youths are in the worst situation that does not meet companies' requirements as they have neither proper school qualifications, nor the expected labour market skills.

In 2010, the economic program of the Hungarian government, 'New Széchenyi Plan' was accepted. One of its primary goals was the dynamic expansion of employment. The government embarked on establishing 1 million new jobs within 10 years, and made its social and economic development programs serve the same goal. "The aim of the new economic policy is to establish more than a million new jobs: it means growth-oriented economic policy. The objective is that everybody is better off, rather than nobody is worse off. To get there, we need a dynamic, sustainable expansion whose proceeds everybody can profit from." (New Széchenyi Plan 2010). The New Széchenyi Plan aims to strengthen the key factors of Hungarian economy, namely, the situation of small and medium enterprises, by ensuring they have well trained employees. The new strategy aims to support youths that are to enter the labour market by guaranteeing training, employment, income, and health care insurance for participants. Study hall programs contribute to this aim as they ensure the development of cognitive, non-cognitive skills, and social competencies that are required by labour market integration, community and teamwork for youths. Skills, competencies that can be utilised on the labour market are just as important as up-to-date knowledge and information. Among study hall services, we may find career consultation; learning forms for experiential learning that promote career choices based on personal preferences and skills.

Such services are not directly connected to the traditional educational system, as the acquisition of key skills generally happens in numerous spaces with normal

socialization. However, these youths do not follow the classic models of socialization, thus they need such complimentary skill and knowledge developing elements for their social integration, and the improvement of personal and employment skills.

#### *4.2.3. Social integration, reducing social exclusion*

Reducing poverty and social exclusion are among the other main targets of the EU 2020 strategy. Besides the support of school career and labour market chances, study hall programs focus on introducing open programs to promote openness and acceptance among majority society. Study hall programs also organize extracurricular programs and strengthen social competencies. The new model allows for involving “class 1-4 primary school students that had been categorized earlier as having special educational needs but as a result of follow up, were put back to schools following the majority curriculum, thus re-placed from segregated educational environments into integrating schools under continuous observation” in study hall programs.<sup>48</sup> The goal of open study hall programs is to organize programs where youths with social disadvantages are not being segregated anymore but are integrated with non-study hall students in such programs. As for integration, parents, other residents, students from public educational institutions and other non-study hall target groups may get involved. Such open study hall programs may involve sports days, community events, joint events among study halls and schools (for example, football competitions). When organizing open study hall programs, the biggest difficulty is to get non-study hall students involved. Despite this, it is important for both study hall and non-study hall students to be open and accepting towards one another.

Extracurricular activities aim to help youths gain new pieces of information and experiences. Disadvantaged youths may not afford to pay for local services in most cases, or some services may be unavailable locally. The program intends to create fun and to raise demand for participating in cultural programs when these youths become adults and parents. Such extracurricular activities may involve trips, camps, going to theatres, museums, etc. These program elements aim to compensate for study hall students’ social disadvantages.

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<sup>48</sup> TÁMOP (Social Renewal Operative Program) 3.3.5. call for tenders (2008:4): Original source: <https://www.palyazat.gov.hu/doc/1363>

### **4.3 Innovative tools promoting integration**

#### **4.3.1. *Compensating for the disadvantages of the traditional educational system***

A primary aim of study halls is to compensate for the disadvantages of the traditional educational system that targets middle class students. Pedagogical methods applied in formal educational contexts are not able to solve the learning difficulties of marginalised youths. Such pedagogical methods heavily rely on family socialization and the elements of transmitting knowledge. Such methods result in drop-out with missing or malfunctioning family backgrounds. The goal of study halls is prevention, thus they apply individualised classroom management strategies that support learning, alternative forms of learning, and solutions that are connected to formal education but also compliment it to promote equal educational chances for the target group. Study hall tender calls require individual, small group methods, developmental activities that support (individual) learning and personality development.

#### **4.3.2. *Enhanced support for specialised developmental areas***

To be able to satisfy main and sub-goals, study hall tender calls and the study hall standard define compulsory and optional educational and training activities concretely. In other words, it is an important innovative element that when listing activities, programs not only aim to train participants but also, they aim to educate – that is, handle socialization deficits – among youths.

To be able to satisfy goals it is important for activities, the applied alternative, non-formal pedagogical methods to reflect on participating youths' individual learning needs and developmental demands. Study halls apply non-formal pedagogical methods, one of them named the Montessori Method specifically.

The educational and training program of study halls is based on the principle of not grouping children around school subjects but it formulates activities, development, the improvement of school achievement at both the primary and secondary levels based on each child's needs and deficits. Among activities, *competency development, the support of socialization, the acquisition of skills and experiences necessary to complete secondary education*, individual and small group development are listed. Besides, "*development*



*connected to school subjects and content areas, and the School Integration Program” are included in study halls’ basic operation (Study Hall Standard 2008:6).*

The compulsory educational and training activities of study halls based on the study hall standard (2008):

1. Tools assisting teaching and learning are based on the **School Integration Program**.

*“Educational and training programs have to include: the development of autonomous learning, technical competencies, social competencies, the methodological elements applied in the learning process (for example, differentiation to promote individual pace, cooperative techniques, project methods, drama pedagogy), transmitting multicultural content, career consultation, and the forms of teacher/educator cooperation (for example, case discussions, problem solving forums).” (Study Hall Standard 2008:6)*

2. **Activities supporting the use of skills and talent:** developing competencies, skills and abilities by strengthening the “language” used in schools and relying on students’ cultural values and habits.

*“Study hall teaching does not overwrite students’ inherited (family, regional, minority, etc.) cultural habits but uses those as a basis for enriching students’ knowledge and various competencies.”(Study Hall Standard 2008:6)*

3. **Compensating deficits and nurturing talent:** study halls are not the same as “afternoon schools” or “after-school day-cares” but they aim to contribute to students’ school success, self-esteem, and personality development by being connected to school subjects. Compensating deficits does not focus only on tutoring, doing homework or preparing for equivalency exams. Instead, developing skills and abilities, learning how to learn/learning methodology, language-communication education are key elements, which are all necessary in schools and everyday life, too. Reading comprehension exercises support autonomous learning and those activities belong to the range of compensating deficits that parents cannot provide due to their socio-economic situation (for example, learning foreign languages, computer skills, using the Internet). Both compensating deficits and nurturing talent start with considering each student’s

skills, and then comes personalised, small group or individual care by following individual development plans.

4. **Pedagogical tasks related to personality development:** as a result of personality development, students' self-knowledge and positive self-image arise, which support compensating learning disadvantages and improve school achievement. Supported activities and methods include:
  - Drama pedagogy (building communities, focusing attention, improving discipline, emotional memory, empathy, cooperation, responsibility, communication and advocacy skills)
  - Art pedagogy (joy of creation, love of order, aesthetic sense, respecting traditions, and strengthening self-esteem)
  - Self-knowledge, skills- and personality development groups (can be applied individually or in small groups, it strengthens group cohesion, cooperation, communication, decision making, and person perception)
5. **Activities decreasing socio-economic deficits:** consultation, sharing information for study hall students and their parents on how to handle socio-economic issues. This includes information related to the range of concerned issues, helping organizations but action is not taken by study halls.
6. **Activities for developing communities:** study halls are places for multicultural education and strengthening social cohesion, they offer homelike climate that is based on respect and acceptance. Activities include:
  - Free time activities in groups: trips, camps, feasts, events, cultural programs
  - Sport activities: creating fun, the ability to connect, tolerance, healthy lifestyle, body culture, physical and mental health, adaptation
  - Community programs involving students' families, for example, mother-and-baby clubs, game storage, playhouse, job finding clubs, providing **community space**, activities related to folk traditions and heritage culture, programs for **preserving the Roma identity**.

7. **Activities related to child and youth protection:** prevention, identifying causes, and providing help serve as goals.
8. **The cooperation of parents, students, schools and the local social welfare system with study halls** (see Process evaluation: organizational and institutional cooperation)
9. **Follow-up:** the follow-up of study hall students is emphasized. It is also necessary to register why certain students dropped out of study hall programs.

Contrary to the afternoon activities of the previously introduced all-day school, study hall activities are not limited to doing only school homework. Time spent together in study halls involves so much more, which is described by a differentiated system of goals and tools.

#### ***4.4 Innovation among implementers***

Tender announcers have preferred to support civil organisations, churches, religious institutions, non-profit organisations since the launch of the program.

This concept was formed by assuming that civil organisations can better react to local demands and needs while taking into consideration announcers' goals. Besides civil organisations, religious organisations have gained increasing support in implementing study hall programs over the past few years.

At the beginning, study hall tenders were based on consortia. Based on policy recommendations, tender calls promoted a wide range of organisations that aimed to improve youths' educational situation and labour market chances to be involved in study hall programs. Implementers were supposed to cooperate with local institutions, family care centres, child protection services, Roma minority governments, public education institutions and other civil organisations with the same target group. Non-profit organisations, budgetary institutions, minority governments and public education institutions could serve as consortium partners. The goal of cooperation was to share information related to all possibilities that help the target group. Applicants were also required to cooperate with other study halls. In 2008, the requirement to form consortia was eliminated but cooperation with the related services and the network principle have still been expected when implementing programs. The explanation for

eliminating the consortium requirement is as follows: “*Consortia were supposed to promote the local embeddedness of supported initiatives but currently, forming a network among study halls is listed among both the compulsory and optional activities, that is, it is implemented in the form of professional operation.*” (Tárki-Tudok 2008-2009:7)

The reduction of support for civil organisations over the past few years has caused difficulties for study hall programs. The results of the 31 December 2015 study hall tenders were announced only at the end of September 2016, which period required study halls to operate based on civil volunteer work and civil support networks. After the public announcement of tender outcomes it was also revealed that many successful, proven study halls did not receive support. Among the winners, religious institutions were significantly overrepresented as compared to previous years.

#### **4.5 Network operation**

Tender announcers aim to spread study halls and achieve a countrywide coverage. To have a wide availability of study hall services, they aim to expand the network of study halls.

The network of study halls is a professional, methodological initiative, lead by civil organisations<sup>49</sup> with the aim of supporting the professional work of study halls, outlining and sharing a unified methodology to preserve the quality of services, raising the recognition of study hall work and providing advocacy for successive financial support. The study hall Platform serves as a place for sharing experiences, raising the quality of services and adapting best practices among study halls. In accordance with the TÁMOP (Social Renewal Operative Program) 3.3.1. program, the 2008 call for tenders provided support for operating a professional network of study halls to promote development, training study hall educators, and ensuring quality for study hall programs. Innovative elements, such as organizing workshops, operating a joint webpage, developing and sharing professional and methodological materials, are implemented by a bottom-up, countrywide network of dedicated and trained professionals.

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<sup>49</sup><http://Tanodaplatform.hu/>

For advocacy, the study hall Platform collects information on study halls related to their operation, strengths and weaknesses, difficulties. To promote an efficient way of communication, study hall Platform has created its own webpage (Tanodaplatform.hu) and social media site (Facebook).

On the TanodaPlatform Facebook page, visitors can learn the public media image of study hall programs. The newsfeed page is filled by experts of the study hall platform, professionals related to study hall programs and professionals from study halls to share the following types of information:

1. Invitations to programs and events (for example, Study Halls' Night)
2. Photos of programs, events, including expert meetings, cooperation, sharing experiences and the target group. Photos on the target group depict happy, smiling young people while participating in different programs and activities.
3. Best practices, for example, the introduction of the SZITU board game or the Humanity Playground online collection of games
4. Media publications, articles, expert interviews
5. Opinions related to study hall program tender calls
6. Opinions related to the winning and rejected tenders, applicants, the decision-making mechanism, and the outcomes.

## 5 Process evaluation

(Ildikó Bihari – Judit Csoba)

### 5.1 Introduction

In order to construct the potential dimensions of the evaluation, we can first and foremost rely on the action plans of the field-specific concepts of the “Tanoda” schools that include the following elements:

- Engaging students, preventing them from leaving the programme.
- Study support, especially aiding the development of basic skills, keeping record of students' individual development through elaborating on students' individual development plans and carrying them out as well.

- Career building, activities that directly help one continue their studies, carrying out career orientation activities.
- Compensating for social disadvantages, community building, the manifestation of integrated community programmes in the “Tanoda” and outside of it.
- The acquisition of equipment.
- Working on the establishment of network economy, capacity development.

During process assessment, the execution of the project’s realisation is being analysed, focusing on its underlying mechanisms and revealing the potential reasons for success or failure.<sup>50</sup> Therefore, considering the project’s objectives, the factors that are deemed either successful or unsuccessful throughout the project’s manifestation are being focused on.

The process evaluation draws upon data from three groups: 1. young individuals who have participated in the project (23 interviews, and dataset of 91 participants); 2. parents of the children who participated in the Tanoda program (11 interview) 3. the group of experts who participated in the Tanoda programmes. (7 interviews with project manager, teacher mentors, volunteers)

The assessment is carried out through focus group and semi-structured interviews; 2 focus group interviews and 41 individual, semi-structured, face-to-face interviews were recorded.

The interviews were prepared by the staffs and students of University of Debrecen, Department of Sociology and Social Policy. The individual and group interview research concentrates on the knowledge of the programme’s objectives and the evaluation of their manifestation.

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<sup>50</sup>One of the local examples of methods of evaluating “Tanoda” schools’ work that also conforms to methodology requirements is the programme evaluation by T-TUDOK (Knowledge Management and Education Research Centre Ltd.) titled “Tanoda monitoring and evaluation 2012/2013” ([http://www.t-tudok.hu/files/2/tt\\_poszter\\_a0\\_2014\\_02.pdf](http://www.t-tudok.hu/files/2/tt_poszter_a0_2014_02.pdf)). The Tanoda evaluation project that took place between September 2012 and May 2013 (the purchaser being the Roma Education Fund) not only carried out the evaluation of 19 Tanoda schools, but as a matter of fact, it also served as a scrutiny of the programme’s success: due to the inclusion of indicators based on measurable data on the one hand and due to the testing of students’ competencies on the other hand.

The most important analytical dimensions that have arisen throughout the assessment:

1. what circumstances and/or variables had modified the project's initial objectives (to its advantage or disadvantage);
2. potential alternatives regarding the development of the project.

## **5.2 Target group<sup>51</sup>**

One of the key points to the success of the Tanoda programmes is proper goal setting. It is essential whether the implementers are able to achieve the target group, and if so, whether they are able to involve them in the programmes so that they will become capable of reducing their disadvantages and equalizing their chances. It is decisive whether through the activities and services provided within the frames of the programme they will become able to establish their future to have decent jobs, to make their own living and to become active and useful members of the society.

First and foremost, the disadvantaged<sup>52</sup> and the multiply disadvantaged<sup>53</sup> group of the youth, with a major focus on the Romas are to be considered as the primary target group of the Tanoda programmes. In terms of the above mentioned first two conditions, the circle of the target group to be involved is regulated by law; therefore the preciseness of targeting can be justified. However, the third condition is less unambiguous as only the ones who claim to be Romas themselves are to be regarded Romas.

When referring to the status of being disadvantaged/multiply disadvantaged, tender proposals point out who are to be invited into the programmes. Still, the circle of the invited does not prove to be cohesive. Whereas the calls for tender of 2004 and 2005

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<sup>51</sup> Within the frames of InnoSi programme two investigations had been carried out in two study halls (Tanoda), therefore the focus fell on the tender invitations of 2008 and 2012 during process evaluation. During the procedure an eye was kept on former tender invitations with the aim of perspicuity but regardless of completeness, while taking into consideration the major results of the survey report entitled 'Evaluation of the Operation and Activity of Workshop-like Institutions' which was ordered by the Roma Education Found and accomplished between September 2008 and February 2009.

<sup>52</sup> According to the Public Education Act disadvantaged children are those who, due to the bad social situation of their families, are entitled to regular child-protection allowance. A disadvantaged child is considered to be multiply disadvantaged if at least one of his/her parents highest education is the 8 year of general education.

<sup>53</sup> Multiply disadvantaged children are those who, due to the bad social situation of their families, are entitled to regular child-protection allowance and if at least one of his/her parents highest education is the 8 year of general education. Multiply disadvantaged children are those who are raised in permanent foster care. (Government Decree No. 20/1997 (II.13) Appendix 7)

targeting a narrower group were considered as more permissive in a wider sense, from 2008 on, more criteria and conditions have been established along with the expansion of the target group.

In terms of the target group the tender invitations of 2008<sup>54</sup> and 2012<sup>55</sup> showed similarities and differences with former tender proposals, still the term 'target group' was rephrased and measured in more details, and further supplements were also registered. It can be concluded that the tender invitation of 2008 differs from the previous ones in six aspects.

1. **Expansion of the circle of the invited.** According to the proposal, the multiply disadvantaged, that is the Roma students and children in state care, children in childcare and immigrant<sup>56</sup> students would be incorporated into the programmes as well.
2. **More permissive in terms of age criteria.** Previously only primary school senior and high school students were supported. After the tender invitation of 2008, apart from students with special educational needs relocated in the curriculum of public education, junior students coming from segregated educational environment into an integrating one could become members of the target group. Thirdly, immigrant students from urban refugee centres or from housing homes for the underage youth living without parent/adult attendance, regardless of their age, were also supported. Fourthly, according to a secondary definition of the target group, the programme enabled implementers to undertake the individual and collective development of students belonging to the primary target group listed above in point 1 and 2 and multiply disadvantaged elementary school students in class 1 and/or ones living in child care. As a result of the alterations, the involved youth require the arrangement of various types of occupations due to the age and educational diversity. However, at the same time it provides an opportunity for the growing generations to fill their educational gaps to establish their school years, their further education and adaptation to educational institutions.

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<sup>54</sup><https://www.palyazat.gov.hu/doc/1363>

<sup>55</sup><https://www.palyazat.gov.hu/doc/1363>

<sup>56</sup> Act LXXX of 2007 on Asylum: an immigrant is a person who is seeking recognition; Act II of 2007: a person with a humanitarian residence permit, an adopted person, a displaced person, an unaccompanied minor, a victim of human trafficking in third world countries



3. **Indirect target group is not an expectation.** In both of the former Tanoda proposals, the indirect target group consisted of parents, teachers, civil organizations, minority self-governments, experts from the relating fields – health care, social services and administrative forces -, local decision makers, representatives of the maintainers of public institutions. This feature/list has appeared to be cancelled since 2009.
4. **Due to the support provided to Tanoda programmes the number of participating young people considerably increased.** In the proposal of 2008, 67-108 Tanodas, in 2012, 150 new and already operating Tanodas were appointed for support, with the priority of functioning in the most disadvantaged regions. On the one hand, along with the rising number of the supported Tanodas the total number of target groups to be invited into the programme increased. On the other hand, apart from social difficulties on the basis of geographical categorization, people living in disadvantaged areas were intended to be supported as geographical disadvantages seemed to boost the hindrance of the disadvantaged and multiply disadvantaged young individuals. Furthermore, as far as the proportion of the Roma population is concerned, the Romas reside in economically and socially deprived subregions/regions.
5. **Setting constraints/criteria considering the number of the participants.** In the proposal of 2008, two criteria were to be met in terms of the number of participating individuals. The participation limit that is the maximum and minimum number of participants had to be observed. Besides, the specified percentage of the participants also had to be taken into consideration. According to the limitations, at least 30 but at maximum 60 individuals were allowed into the programme, however, in villages with less than 600 inhabitants 20-60 students could enter the syllabus. In the background of the minimized number of participants in settlements with less than 600 residents an unfavourable demographical process could be recognized, as the population was growing old and the proportion of the youth was rather low. Besides the number limitations, **75% of students had to be multiply disadvantaged and/or under childcare protection.** Only immigrant students were considered as exception to the rule. Another point to be mentioned is the justification of the input status, the state of being either multiply disadvantaged or under childcare protection. The

unforeseen changes in the above criteria during the course of the programme did not imply exclusion.

6. **Emergence of the secondary target group.** As a new element of the programme, in addition to students from the primary target group, the secondary target group of the Tanoda could also incorporate multiply disadvantaged first graders and/or children under childcare protection. Meanwhile, the beneficiaries were committed to take part in the individual and collective development of the target group.

The precise definition of the target group became more complicated as the proposal of 2012 was put into a new frame of interpretation in more respects as compared to that of 2008.

1. The target group of the programme could comprise young individuals who fall into the category “according to the law on public education Act LXXX of 1993 Section 121. § 14. disadvantaged, multiply disadvantaged and/or under childcare protection<sup>57</sup> asylum (TÁMOP-3.3.9.A-12/2 Tender guide: 10). As a new component secondary and technical school students were also specified. According to surveys and statistical data, the majority of individuals within the target group were found to pursue their studies in technical and vocational schools, whereas a low proportion of the concerned students chose the option of secondary-level education with a certificate. Involving technical schools should be supported as in this form of public education the rate of drop-outs, failures and irregular school attendance in grades 9-10 was of the highest occurrence.
2. Meeting number limitations through 5 major dimensions
  - a) instead of 30 individuals previously registered, the number dropped by 10, however, the maximum limit was still unchanged (60 individuals)

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<sup>57</sup> According to the Act XXXI of 1997 on the Protection of Children and the Administration of Guardianship, §15 (4) Proceedings of Child Protection

- a) under protection
- b) adoption
- c) temporary placement
- d) short-term adoption
- e) long-term adoption
- f) proclamation of foster care
- g) proclamation of post guardianship
- h) proclamation of post guardianship services

- b) the rate of **Roma students** was expected to be **up to 30%** except for the case in which the target group consisted of migrant students or young people who were found to come from refugee centres or homes maintained for the underage without parent or adult attendance.
- c) As far as the participation of students in grades 5-12 was concerned, their rate was expected to be over 50% except for migrant children and youngsters. Of course, elementary school junior students were not either excluded; however, the involvement of mainly seniors and secondary school students was of greater emphasis.
- d) At least 70% of the involved students fell under the category of being disadvantaged, and within this rate **the proportion of students with multiple disadvantages added up to 70%**. This meant that the **49%** of the individuals invited and accounted for in the programme were **multiply disadvantaged**. This rule did not apply to the programmes in which the rate of immigrant students was over 30%.
- e) Individual remedial plans were expected to be prepared for at least 20 individuals, and the justification of the improvement of 70% of the participants in the individual remedial programme by surveys in at least 50% of the defined areas, but at least in two of the following fields was also needed: *mathematics- logic, reading comprehension, a foreign language, information and communication technology, social competence* (TÁMOP-3.3.9.A-12/2 Tender guide:10)

It can be seen that the circle of the applicants in target groups was widening in tender proposals, and despite the amendments, not exclusively Roma students can take part in the program. According to the interviewed project managers and specialists, the target aims of the tender writers coincided with the needs of the implementers and the local residents. The target group of the examined *Tanodas* proved to be diverse, and as for the composition of the target group, it was found to be well targeted and innovative.

As an innovation from the aspect of the target group, Huszárvár Tanoda was founded in the most segregated part of Nyíregyháza, with a Roma population over 97% in Huszár lakótelep for elementary, mainly senior, multiply disadvantaged students. As a unique

feature, all the target group members were all Roma elementary students in disadvantaged status.

*"Everybody was Roma, everybody was of Roma origin, all the students, and all were multiply disadvantaged."* (Interviewee No. 1 - expert)

*"The parents completed only elementary school. There all were large families with more children, and most parents were out of employment."* (Interviewee No. 1 - expert)

Basically, the target group was intended to invite senior elementary students, however, due to the age grant for the above age group, junior elementary school students **arriving from a segregating educational environment into an integrating one** were also admitted as target group members. That is to say, in addition to the few junior students (approximately 10 students) mostly senior elementary school learners participated in the programme. In this context the integrating environment was a long-needed background answering local requests, as before the launch of the programme the local school No. 13, which had been declared segregating, was closed down. As a result, the students were scattered into 6 renowned schools of the town, but owing to numerous individual reasons (lack of proper clothing, diseases, knowledge gaps, different stage of development) and outer factors (antipathy from the admitting school and parents, difficulties of getting to school because of the lack of means of transport) many of them dropped out or were declared private students.

*"Theoretically, in the focus of the target group senior students were found, because... according to the tender, junior students could be only admitted if they came from a segregated environment into an integrated one, or they were reclassified from the status of being students with special educational needs. Well, now... children coming from a segregating background into an integrating environment, officially there were 10 junior elementary students,..."* (Interviewee No. 1 - expert)

According to the interviewees, they **contracted 86 individuals**; however, substantially more students were involved in the programme. Although, considering the size of the town, the number of students involved had to be between 20 and 60. The specialists interviewed noted that more students were admitted than it was specified as the adaptation to the new educational environment and conditions in the receiving school proved to be difficult, moreover, all interested/new applicants were welcome.

*"We signed contracts with 86 children, ...we have their documents, in fact, they came and decided to stay, so we couldn't send them away. Let them be there than anywhere else."*  
(Interviewee No. 1 - expert)

*"So when... the school stopped working, and they [the children] got into an integrating environment ... it was heard everywhere how hard it was. But we... admitted far more students than it was specified,..."* (Interviewee No. 1 - expert)

Fakutya Tanoda was launched in 2013 in Debrecen on the initiative of young students attending the Community Centre of Bit Association. The target group of the Tanoda can be classified into two categories.

**The first category** is represented by **elementary students in classes 7-8**. During the first year altogether 30 children from the above age group were admitted. In case of 15 students a commitment was articulated to have these children continue their studies in secondary education. On the one hand, according to the specialist, this commitment was based on huge interest; on the other hand it was decided in the hope of receiving the required support.

*"Yes, you know... when we applied for the tender we tried to figure out higher indicator numbers, but we were uncertain what it meant for us to prepare students to study in secondary education, how it could be implemented, how much time it required to prepare them, so we decided to work with 15 students. In general in a Tanoda... 1-2-3 students are admitted to work with. We decided to have 15 students, so our application was admitted, but during the preparatory phase we realised how hard it was for us. So in the first year we only worked with students in grades 7 and 8 to enable ourselves to guarantee the indicator numbers. So first we worked with about 30 students in grades 7 and 8; this is how we could perform the study rate in secondary schools."* (Interviewee No. 6 - expert)

Senior students in classes 5-8 in elementary schools fall under the second category; they are on the threshold of starting their studies in secondary education and before making the decision about their future life.

Consequently, the Tanoda in Nyíregyháza also met the requirement of good targeting. It fulfilled all the criteria related to Roma origin, disadvantaged, multiply disadvantaged status; all the children attending the Tanoda came from the senior classes of the

elementary school. Furthermore, similar to the Tanoda in Nyíregyháza more students were admitted to the programme than it was manageable.

Although, Tanoda remedial educational programmes were launched as a response to diverse tender proposals, the differences in the background needs and objectives coincided. Children, mostly senior elementary students with disadvantages/multiple disadvantages were admitted, whilst immigrant students or children under childcare protection did not participate in the programmes.

Though, the programmes examined seem to differ as in the Tanoda in Debrecen children who were admitted came from heterogeneous background (Roma and non-Roma students), while in Nyíregyháza the programme was homogeneously attended by Roma children and was also open to develop junior students from elementary schools.

In terms of age limitations, there has been a debate over the participation and composition of the target group among tender announcers, decision-makers, implementers and education researchers. Since the first tender proposals of 2004, Tanodas meeting the expectations of the proposals have mostly admitted senior elementary and secondary school students, whilst according to research results the earlier students receive individually specified support, the more successful they are supposed to be in their studies and more chances they will have to further their studies and avoid dropping out. Huszárvár Tanoda in Nyíregyháza partly belongs to those remedial programmes which have been committed to develop Roma junior students living in the settlement even if in small numbers (about 10 students). In addition, there have been a few Tanoda programmes in which the development of junior elementary learners and preschool children has been defined as a commitment.

Beyond outlining the target group and its adaptation to the proposal requirements, it is essential to introduce the methods of communication with the group.

### ***5.3 The procedure and feature of the recruitment and selection process***

In addition to the characteristics of the Tanoda programmes and the tasks of the Tanoda maintainers, it is worth mentioning the recruitment and the targeted selection process. Of course, the Tanoda standard included the major aspects of the process in details,

though within the context it enabled the beneficiaries to achieve their own goals beyond the targets of the programme through their presentation in the selection process.

Prior to recruitment, a measurement for needs was accomplished by the maintainers of the Tanoda.

In Huszár lakótelep the family counselling centre has been operated by Humán-net Foundation which handles not only the social difficulties of the clients but the schooling problems of the family either.

Bit Association functions in three residential areas of Debrecen, in Tégláskert, Epreskert and Boldogkert, and pursues a so called bottom-up community building activity. The need for a Tanoda programme was articulated by children to the employees of the association.

*"... when we got the building from the self-government – it had been out of use for at least 25 years- ...then we started a ... bottom-up ... community development as well... And when we were thinking about Tanoda, ... we already took part in a 5.2.5 programme ... and we received more and more feedback from children who frequently attended us ... that ... there should be some kind of regular remedial programme, to help catching up, and some kind of extracurricular activities. So that's all I can tell you how our Tanoda started."*  
(Interviewee No. 6 - expert)

#### **5.4 The steps of recruitment**

On the basis of the Tanoda standard, providing information towards the community of the town or the residential area about the programme and the possibilities offered has been considered as an activity closely connected to the recruitment process. Comprehensive information provision is a multi-step process including the advertisement of the programme on posters in community buildings of towns/residential areas and the consultation with the community forum. Besides the communication with local elementary and secondary school students, headmasters and teachers, initiatives on cooperation are expected to be launched. The contact with the local social services, minority self-government and civil organisations is to be established while informing parents about the programme during family visits. (Tanodaszterd 2008)

On the one hand regulations on the recruitment process are specified to inform and inspire more families, residents and organisations working with or representing disadvantaged/multiply disadvantaged Roma individuals to join the programme. On the other hand, by providing information it is intended to encourage potential group members and their parents to volunteer the programme in great numbers without any obligations.

The colleagues of Humán-net Foundation in Nyíregyháza and Bit Association in Debrecen performed the recruitment process in accordance with the methods and instructions given in Tanoda standard. As for Humán-net Foundation, the process was fostered as the local family support services were operated by the foundation itself, and the social workers were acquainted with the local children and parents and had confidential relationships with them. In the meanwhile, simultaneously with providing information to the receiving institutions, they succeeded to develop cooperation.

By Bit Association the local residents, the occupants of housing homes and young people attending programmes in the community centre were also informed about the remedial programme. After providing information they initiated cooperation with three elementary schools, Epreskerti Általános Iskola, József Attila Általános Iskola and Petőfi Általános Iskola. Informing these schools was considered significant as according to the recruitment criteria in the tender guidance of 2012 in towns with over 10000 inhabitants and/or with more than four educational institutions at least three schools were expected to be informed about and involved in the project.

After the assessment of the examined Tanodas we can state that the following methods aided the process of recruitment.

- visiting the target group by the organisers
- volunteers from the target group
- members of the target group were advised to join the programme

In Tanoda programmes the recruitment based on proper methodology is essential as the parents of young people with social disadvantages are not able to purchase the services offered by the Tanoda which seem to play an important role in improving school results, developing and managing talent. However, a significant proportion of the disadvantaged students previously were not able to meet the expectations of



traditional, compulsory schools, they faced failures, therefore in their extracurricular time they require extra motivation to be willing to handle school tasks and be ready to catch up.

### **5.5 The selection process and its guidelines**

The circle of the potential participants is reduced by the tender guidelines. Besides the conditions, it is also closely defined who can be admitted in the programme. That is to say, the implementers of the remedial programme are entitled to determine only certain aspects of the selection process. It is partly advantageous as there is a point of reference to stick to, however, it also reveals disadvantages. In fact, the process offers less independence, since to achieve the goals of the tender writers and the implementers at the same time, not necessarily the most motivated or the most suitable young individuals would be selected.

The criteria for the Tanoda programme are compound and are determined by

#### **A. The criteria set by the tender writers**

1. "Who to be involved?" The circle of the target group
2. "How many students?" The maximum and minimum number of student participants (30-60, 20-60) besides the focus on local needs
3. Fulfilling all conditions/criteria (e.g. the rate of students of Roma origins and with disadvantage/multiple disadvantage)
4. In addition to number limitations, let the principle prevail, support "*the socially more deprived*"
5. The suggestions made by the cooperating schools and child welfare service

#### **B. Criteria proposed by local implementers/decision-makers in the examined Tanodas**

1. The motivation level of the child and the parents based on former survey (volunteering, regular attendance of the programme, no dropping out)
2. The involvement of potential but not compulsory target group members (e.g. in 2008 the secondary target group)
3. The activities performed
4. The expectations of students and their parents

5. Among the newly articulated individual criteria persons suitable for team building can be mentioned who wants/can work with whom according to the professional staff.

As for the steps of the selection process, we can say that the group in Nyíregyháza was composed of young people who

1. were within the scope of the family support services and child welfare services covering the whole area
2. The 110 students who had attended school No. 13 and started their studies in the new schools (altogether six institutions) were kept an eye on. All the concerned available were involved in the programme.
3. Individual features were also measured.

*"... we concentrated on the child's personality, behaviour, school results, so there were more factors in our mind when we selected the children."* (Interviewee No. 35 - expert)

In Debrecen in Bit Association the target group based on the recruitment and selection process involved

1. local young persons
2. young people coming from housing homes of the residential area

*"From the side of the locals, in fact, there are young people from four housing homes who have and had attended the Tanoda and other programmes of the community centre."* (Interviewee No. 6 - expert)

3. students from two elementary schools

*"We contacted Epreskerti Általános Iskola, we have been in contact for over eight years, but we have been working with misbehaving or troublesome children too. Another school József Attila Általános Iskola, which is attended by a lot of children from Pac, joined the programme, so this is how the areas of Epreskert, Boldogkert, Tégláskert broadened with the area of Pac. From there about 15-20 children regularly visit us."* (Interviewee No. 6 - expert)

4. students from classes 7-8 who wanted to go on studying in secondary education

*"... in the first phase we had about 30 students in classes 7-8."* (Interviewee No. 6 - expert)

5. During the selection process the focus fell on the motivation level of the target group members, their ability to work in a team and the mutual cooperation between the students and the professional staff.

*“Anyhow, basically it was the professional staff that defined who they could or wanted to work with. As you know that motivation, individual motivation of students is as much important in this case as the willingness of the specialists who humbly wanted to give support o anyone. If there is no inner motivation, it hardly works. We tried to analyze it first, so we sat down and discussed who would meet the criteria we set.”*(Interviewee No. 6 - expert)

6. Formation of a sustainable and cooperating long-term team with young people building a community

*“It is ok that I will work with the most troublesome thirty children but I won’t be able to build a team ever, so we had a double aim. We tried.... to build a team that would work in the long run. We had to make hard decisions. So, there were people in very bad situations but they didn’t want to cooperate, we tried for a while, ... for a few months to involve them and to see whether it would work or not. But to be frank, we never had to say that we don’t need you, never come again, as those people dropped out within one or two months.”* (Interviewee No. 6 - expert)

In summary, the selection process met the expectations and principles of the Tanoda, and the decision was well made in both of the Tanodas. As

- The number of student participants defined in the tender criteria was fulfilled, whilst the local needs and expectations were also met.
- The full number of students involved in the programme: in Debrecen instead of 30 students 60 students were admitted. In Nyíregyháza the contract was signed with 86 students, however far more students visited the Tanoda.
- The proportion of disadvantaged/multiply disadvantaged students in Debrecen *“70% disadvantaged, 70% multiply disadvantaged, so altogether 49% multiply disadvantaged according to the resolution.”* (Interviewee No. 6). In Nyíregyháza *everyone was multiply disadvantaged – that is with ‘3H’s* (Interviewee No. 1-expert)

- In Debrecen 12 participants were of Roma origins, in Nyíregyháza all of them were Romas.
- In the course of the programme the rate of dropping out was minimal.

*"We could keep every involved participant in the programme."* (Interviewee No. 6 - expert)

*"The rate of dropping out was minimal we didn't exceed the limit. ...those were replaced because there were always new applicants, and there were extra children, too, so it wasn't a problem. Actually dropping out was minimal..."* (Interviewee No. 1 - expert)

Formally, there was a waiting list, and as an innovation children attended over the assumed number on the suggestion of the students in Tanoda.

*"We had a waiting list. We could solve that unofficially, they were not registered, but nobody had to be sent away."* (Interviewee No. 35 - expert)

*"There were always waiting lists. When someone came and liked the programme, then they invited friends. That's why I said that we had to take 15 students on the average through the remedial programme, but it often occurred that 30-40, sometimes 50 people visited the Tanoda programmes."* (Interviewee No. 6 - expert)

The characteristic features of students selected

- a) the rate of sexes: approximately fifty-fifty percent
- b) students who repeated a school year attended both Tanodas, in Debrecen their rate was minimal, however, in Nyíregyháza their rate was higher. *"Actually, there was someone, who attended class 5 at the age of 16."* (Interviewee No. 1- expert)
- c) age group; both Tanodas were attended by senior elementary school students (mostly aged 11-14), in Nyíregyháza officially 10 students, though there were more junior students visiting the programmes, and the average age was 10-18 because of older students repeating school years.

According to the selection criteria in the programme the otherwise deprived Roma students were also selected. In addition, the most troublesome students and the children in the biggest need could not be involved. The circle of the services in the programme did not relate to serious cases, the programme put an emphasis on social disadvantages and educational difficulties. Mental problems, addictions, criminological cases could not be handled due to the lack of proper specialists. As a matter of fact, the

Tanoda programme could not get access to all the young deprived people. As far as they were concerned, the single solution was to send them towards special services.

Besides the benefits of the remedial programme, if there is more something to be said for it we can say that the staff members were committed to support the target group and accepted all applicants. Although the programme covered only costs for the students officially involved in it, both Tanodas used their own financial resources to provide a possibility to all the children interested to develop their abilities, skills and competence (except for more costly camps and excursions). According to the conclusions of the effective model experiment, a lot more students would require involvement in such a programme which would be realizable by granting extra resources and fulfilling compulsory criteria. It can also be concluded that, as far as the demands and effectiveness of the applied methods are concerned, the project should have already been incorporated into the sphere of continuously operating standard services. This has not taken place up to this day, so the Tanoda programme has remained a pilot programme financed year by year through project resources.

The duration of the remedial programme is defined by the tasks granted in the contracts and the individual development plans and the length of the programme. After the closing of the programme the announcement of the subsequent tender is not obligatory, and in that particular case, like currently, there is a long way to go until the next tender decision.

*"... the programme would be needed and ... with nonstop operation."* (Interviewee No. 1)

*"And it is over, it's ok that there's some time for sustaining it, but if there's no place to go, we can't provide services to children. We've already tried to finance it by other resources, it could work that way. But another organisation which cannot provide another programme at once won't be able to do so even later, so teachers won't volunteer to go on working, it can't be expected of them, of course."* (Interviewee No. 1 - expert)

## **5.6 Participants, organisational frames**

In case of Tanoda programmes tender applicants are usually non-profit organisations, within that associations, foundations, churches, religious institutions and other legal

personalities take part in the programme. Self-governments and institutions run by self-governments cannot apply, and cannot form a consortium.

In both cases beneficiaries/implementers of Tanoda programmes were renowned civil organisations with tender experience and expertise, in Debrecen Bit Association, Humán-net Foundation in Nyíregyháza. The specialists with Tanoda experience all seem to agree that beginner Tanodas face difficulties when they are supposed to meet equipment and instrument list requirements. These documents strictly specify the criteria related to the location(s) of the programme. Moreover, all the facilities and material conditions defined are covered in the documents in details starting from the rooms for the teachers, furniture, extracurricular activities and furnishings to the particulars of the learning process, community activities and devices needed.

*“...the money is too little to implement a Tanoda programme. Just remember the conditions which are required to establish a Tanoda. And not all organisations are lucky enough that the self-government supports them with a free building, mostly they have to rent a building that meets the demands of the Tanoda standard. Even if the conditions were eased with the last one, the amount of money for the project is quite high.”* (Interviewee No. 1- expert)

The programme having been assessed was the first Tanoda programme for the local implementers. The colleagues felt fortunate and had the advantage to operate their Tanoda on earlier knowledge.

*“... we were given the right to maintain and operate the old school building...”* which functioned as the location for the Tanoda.

*“We were fortunate, the whole storey was accessible to us with different rooms, like IT, physics and chemistry classrooms, the whole storey was really well-equipped. The tender programme made it possible for us to gain .... these gadgets.”* (Interviewee No. 35- expert)

Humán-net Foundation from Nyíregyháza did not implement the next Tanoda programme in Huszár lakótelep during the following tender period, as meanwhile the Greek Catholic Church opened up a formerly closed down elementary school and applied for the Tanoda programme itself. *“Well, after that a new school was opened by the Greek Catholic Church.”* (Interviewee No. 1- expert)

Both civil organisation aim to continue the implementation of Tanoda programmes while for the time being they are waiting for the decision about their application of 2016. The advantage they have over the arrangement of the programme is the well-established background based on infrastructure and technical devices.

*“We already have a computer park of 30 PCs out of which 10 are always accessible to the target group, with broadband internet connection. So, it is hard to exhibit these gadgets from one moment to the other, you can’t integrate or account for them in the project, fortunately we had them beforehand. It’s our advantage, and we’ve already had a community building that fulfils the EU standards, which are not easy to meet. If you consider the classical standards, I think, 5 of the Hungarian Tanodas wouldn’t have fitted the standards.”* (Interviewee No. 6- expert)

### **5.7 The Tanoda from the perspective of the employed in the programme**

The permanent maintenance of the motivation level of the students and their remain in the programme is highly determined by who are employed in what form and for what period. In table 1 the information on and characteristics of the employed staff in both of the Tanodas are to be compared.

Table 1. Main indicators related to the employed staff in Tanodas

<b>Name</b>	<b>Huszárvár Tanoda Nyíregyháza</b>	<b>Fakutya Tanoda Debrecen</b>
Legal relations of the employed	- 1 employee in full-time employment: 1 mentor - project manager, financial specialis, professional leader in part-time employment - employed through work assignment contract/entrepreneur contract: teachers + other professionals	-4-5 employee in full-time employment: project manager, professional leader, 2-3 mentor teachers; - employed through work assignment contract/entrepreneur contract: outer cooperating professionals (e.g. teacher for visual skills development, for movement coordination development etc.)
Children officially involved in the programme	86	30
Number of teachers	8	No conventional teachers are involved, only for 1-1 activities, instead there are 2-3 mentor teachers
Skilled/certified teachers	yes	yes (mentor teachers)

Number of mentors	1	There is no a separate mentor involved, the mentor and the teacher is the same, altogether 3 employees
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According to the table the following can be concluded.

In terms of legal relations the professionals in the programme were employed in full- and part time employment, or through work assignment contracts, entrepreneur contracts. The proportion of full-time workers is low. In Debrecen in Fakutya Tanoda there were 4-5 full-time workers employed depending on whether 2 or 3 mentor teachers worked there. In Nyíregyháza altogether one person was employed as a mentor in full-time employment.

In accordance with the results of the Tanoda assessment in 2008-2009, the Tanoda in Nyíregyháza shows similarities as the teachers were not employed in full time. According to the interviewees altogether eight teachers were engaged in the programme. Mainly those teachers were involved in the programme that used to work with students in the local previously closed down school. However, two employees did not use to work in the school but were experienced in dealing with disadvantaged children. The success of selecting good teachers seems to be proven as partly they were acquainted with the children, and could deal with disadvantaged/multiply disadvantaged Roma children while applying unique methodology (cooperative educational methods). The uniqueness of the Tanoda in Nyíregyháza lay in the fact that the teachers were able to establish an environment for the children which they were accustomed to, therefore the interviewed experts judged the remedial development most efficient.

Similarly to Huszárvár Tanoda in Nyíregyháza, Fakutya Tanoda in Debrecen proved to be innovative concerning the requirements for mentors and teachers. What made Fakutya Tanoda special was the employment of mentor teachers in the programme.

*"...which is I think absolutely different from other Tanodas in the country."* (Interviewee No. 6- expert)

According to the fundamental concept, for the sake of keeping the participants motivated in the programme, committed social workers or other specialists with



secondary/tertiary education and with social sensitivity who were aware of the problems of the target group were chosen to be employed. As the evaluation of the interviewed specialist and the Tanoda assessment of 2008-2009 demonstrated that the various activities for catching up were held by external consultants, teachers who were contracted only for holding their lessons. The drawbacks about it is that *"...they are not able to become so committed either to the children, or to the programme as let me say... those social mentors who are employed in the programme. And fluctuation was high, only 33% of the employed teachers could be substituted by another one according to the Tanoda standard, but I think there weren't any Tanodas in Hungary which would have kept this rule. Because of this, external teachers came and went, when she didn't like something, she didn't turn up again, then the next came and the next. It was special that the mentors and the teachers were the same in our Tanoda, so we always worked with two mentors, or first with three mentor teachers, then only two were employed."* (Interviewee No. 6- expert)

The above experience was justified by the interviewed experts and the children from the Tanodas. The students felt committed to teachers who were well-informed about the children's lives, dealt with them and helped them catch up in certain subject/s. Good relationship was established among the teachers, the mentors, the mentor teachers, the assistants and the students, in the Tanoda in Nyíregyháza the professionals were said to be like parents. In Debrecen their functions similar to that of the parents and the family were mentioned. The professionals set good examples through their behaviour and deeds before the children. In Nyíregyháza the employment of mentor of Roma origins is worth mentioning. Through her deeds and behaviour the mentor set an example to be followed, while emphasizing the importance of integration and the reduction of personal distances for Roma people.

Although professionals for mentoring and educating programmes were selected on different considerations, the aim was to

1. involve committed professionals informed about disadvantaged/multiply disadvantaged students and who are able to work with the concerned students efficiently
2. employ mentors and teachers with tertiary education who are specialized in the field

3. out of the ordinary system of schools, the professionals do not put an emphasis on hierarchy, instead they are to treat students as partners, and instead of applying frontal educational methodology they are to apply alternative techniques
4. the activities requiring a professional with special knowledge were performed by external specialists in both of the Tanodas (e.g. teachers for visual skills development, movement coordination development, drama groups, clubs, extracurricular activities)
5. Above the range of their duties and responsibilities, the employees also volunteered to perform tasks. Although in Nyíregyháza, teachers received the commission fees only after fulfilling the tasks, they were ready to participate in the programmes outside their duties.

*"... after all they did volunteer work in other programmes, despite they were not paid for that."* (Interviewee No. 1- expert)

6. The professionals performed their duties in a well-prepared, committed and humble way while keeping their eyes on the interests of the groups.

As far as the number of mentors, teachers and the target group members involved is concerned, in Nyíregyháza one mentor was responsible for educating 86 students and one extra child outside the programme, which is definitely a high number. On the average the number of children is 10 per teacher; in Debrecen one mentor teacher was appointed to deal with 10-15 students besides the extra students outside the programme. The individual development of the students was aided by the fact that the teachers needed to involve less students in the activities than in traditional classrooms.

The circle of the teachers involved in the Tanoda programmes is as follows

- The teachers of the local school who train students in the morning hours, and help them catch up in the afternoons. In these cases the teachers are found to be more direct, more patient and more attentive to children.
- The teachers from the closed down school who were not employed in the receiving school. These teachers had the chance to get acquainted with students previously, were well-informed about them, their abilities and their possibilities. The children attending the remedial programme were open to them as the teachers represented their ordinary protective environment.

- Professionals and teachers independent from the local school who were casually employed to perform activities in the programme (e.g. giving lessons, organisation of activities).
- Professionals with educational background who are not only able to teach but they know well and are able to deal with children with disadvantage/multiple disadvantage, who have a liking for these children and are ready to nurture them (remedial teachers, mental hygienic specialists etc.)
- Volunteer senior students from tertiary education who had not participated in specialising subjects, they took part in the arrangement of extracurricular activities. As enough specialised teachers were involved in the programme there was no need to involve students with pedagogical education into specialised activities.

To establish cooperation with various concerned groups was expected of the Tanodas on the basis of the Tanoda standard and tender proposal. The cooperation was implemented on the level of

1. parents
2. organisations, institutions
3. volunteers

### ***5.8 The relationship between parents and the Tanoda***

The relationship between parents and the Tanoda was of great significance in order to provide more and well-aimed help to students in the remedial programme.

The relationship between the Tanoda and the parents started with recruitment as the implementers were obliged to inform the students to be involved and their parents about the programme. After the selection process only those young people could participate in the programme whose parents/legal guardian also signed the Tanoda contract which contained objectives, tasks, activities, duration and other responsibilities etc.

In Tanoda standard article 2.1.8 fixed the forms and frequency of the relationship between the parents and Tanoda employees. Accordingly, the individuals representing Tanoda

- kept contact with all the families concerned every quarter year within the frames of family visits, family days, family evenings, consultation, consulting hours, open day, summer camp and other common programmes
- social workers and Tanoda teachers were expected to visit the families every half year.

The cooperation between the parents and the Tanoda included the change of information and community activities, programmes. Community development programmes were made available to the parents either (e.g. family days, open days).

In the Tanodas community programmes and informal discussions were mentioned as the most frequent method of contacting the parents. As for the ways of communication, the experts all agreed that formal communication, which meant the change of letters, did not prove to be a sufficient way of communication.

The professionals in Nyíregyháza highlighted the importance of family visits, which was seen as an innovation, as according to the results of the Tanoda assessment of 2008-2009 (Tárki-Tudok 2008-2009) among the methods of communication (informal contact, conversation, community programmes, consulting hours, telephone conversation, family visit, parents' meeting, information day, or other formal contact e.g. letters, e-mails) family visit was found to be the fourth most common form of contact. As a conclusion, the form of communication and the educational level of the Tanoda leader were found to be closely connected. Professionals with tertiary education preferred family visits, whilst employees with secondary education favoured phone calls and community programmes. The community programmes were associated with phoning the parents, however family visits related to parents' meeting and information days. In other words, professionals with higher education preferred hierarchic ways of communication, and ones with lower education were more likely to choose horizontal relationships of equal rank. Yet, Nyíregyháza represented an exception, as far as the programme and the contact with students and parents were concerned. It was mentioned as a strong point that the foundation operating the local family counselling centre had been working in the area prior to the programme and was aware of all disadvantaged/multiply disadvantaged families (either parents or children). The mentor with Roma origins working as a family counsellor managed to establish a personal and intimate relationship with the parents.

Either the mentor interviewed or the leader of the Tanoda expressed that the personal, intimate relationships, local knowledge and the aid in resolving problems was the link to the parents. Therefore, the informal relationship and conversations with the parents worked well, so they were willing to participate in the community programmes, open ceremonies, meanwhile family visits also functioned in a proper way.

*“...the mentor visited families and... I think every family was visited, at least once a month, so it was regular. And when they had some problems, they know that the mentor would help them with anything,... if ... copy papers, arrange official matters.... or apply for unemployment benefit the mentor was there for them.”* (Interviewee No. 1- expert)

The Tanodas evaluated parents' meetings, consulting hours and letters as a less successful, unfavourable way of contacting parents; still they had to apply the former two among their responsibilities. It was mentioned as a positive aspect in both Tanodas, rather in Huszárvár Tanoda that some parents were constantly interested in the development of their children. Therefore we can say that parents with low sociocultural background are likely to be interested, or rather can be made interested about the development, and school activity of their children. To reach this aim the work of the mentors and assistants was of great significance. Accordingly, not only children or parents had to be adaptable to the specific features of the Tanoda program, but Tanoda workers, mentors also had to be adjustable and become acceptable in the milieu in which Roma origin is a contributing factor.

*“... from this aspect it was an advantage that the mentor used to work there in the area as a family attendant. She was well known, and she also knew everyone. And she became adapted... there was another colleague, she worked in Guszev. She helped a lot... in the Tanoda, and she had more relatives there. As both of them are Romas. It was much easier for them... they could make themselves understood.”* (Interviewee No. 1- expert)

As an innovation (especially in Nyíregyháza) parents were also involved in the activities and programmes.

- They took part in community programmes, e.g. gardening, ceremonies, programmes, excursions (Roma party).

*"...we did gardening, planted trees, bushes, the parents worked with us, they didn't say they wouldn't come. They brought hoes, spades, and we planted together. So they worked too."* (Interviewee No. 35- expert)

- There were programmes organised for the parents, e.g. a club

*"But there was a club of parents in the Tanoda, we dealt with the parents of the Tanoda students. It worked on a weekly basis. They wanted it, and before we asked them about their needs, so the topics were arranged with respect to the immediate needs, and it was clear when what programmes were held."* (Interviewee No. 35- expert)

In terms of the communication with parents three types of contact can be differentiated.

- fully cooperating parents (e.g. they took part in the programmes that were arranged, so the interaction was easy flowing)
- parents accepting/supporting the programme, they were partly cooperating
- isolated parents

*"There were a few who remained isolated all the time."* (Interviewee No. 6- expert)

*"Actually, we held a regular parents' meeting every half year. During the input and output phase, at half of the term we evaluated the children and their work, and the parents were given the chance to ask questions, make remarks and suggestions. There were consulting hours every week, but only one parent turned up there. (...) We agitated them to come to the parents' meeting, but not everyone came, we had to hold at least one every half year, but they stayed away. Even some parents who were present were absolutely passive."* (Interviewee No. 6- expert)

According to the Tanoda experts, cooperation and interaction with parents is not an easy job. The way they see it, personal, direct, regular contact and moderate language is the only clue to parents. However, the specialists in Debrecen would require some extra, still missing elements which would help them activate passive parents. In addition to organising community programmes, the operation of parent clubs or trainings would be worth considering like in Nyíregyháza, which would function as a common community programme for parents, children and Tanoda workers. It could be a supplementary element which would help parents become actively cooperative similarly to the parents' club in Nyíregyháza.

### ***5.9 Partnerships on organisational or institutional level***

The assistance of young people with educational and/or social disadvantages, the ease of their drawbacks is a multifaceted task. In order to provide efficient support, diverse organisations and institutions are supposed to cooperate depending on the given situation and the problem itself which is again a complex mission.

A Tanoda is supposed to cooperate with

- self-governments – counselling activity
- Roma minority self-governments – arrangement of programmes for the minority
- elementary and secondary schools
  - ✓ recruitment of the target groups so as to inform them
  - ✓ recruitment of contemporary mentors in secondary schools
  - ✓ teaching staff, teachers, permanent contact with the person in charge of child protection
  - ✓ help with school conflicts, mediation
  - ✓ arrangement and realization of common programmes between the Tanoda and the school
  - ✓ open days for teachers
  - ✓ The novelty of the tender guidance of 2012 is that it sets the number of schools to connect to at the beginning of the programme. In villages/towns with less than 10000 residents each elementary school, in villages/towns with more than 10000 residents or with at least four educational institutions Tanoda is expected to contact and inform at least three educational institutions.
- support institutions, organisations operating in the town or in the surrounding area
  - ✓ family support and child welfare services to assist disadvantaged students in a complex way, and help with information or providing services (e.g. benefits, grants etc.)
  - ✓ child protection services to explore children under child protection living in housing homes in order to involve them in the programme

- ✓ civil organisations of which circle of activity is closely related to objectives of the Tanoda – to expand the range of programmes and services offered
- ✓ unemployment centres – to provide information
- ✓ teacher training centres close to the village/town – recruitment of voluntary teacher trainees, junior teachers, disadvantaged and/or Roma university students
- ✓ other Tanodas, neighbouring secondary schools (to recruit contemporary mentors) – to exchange experience for the sake of horizontal learning. Otherwise by the tender guidance of 2012 Tanodas are obliged to organise workshops, conferences, classroom observations to share good practices at least once in every half year within the frame of cooperation with three other Tanodas. It means that the forms and frames of cooperation with Tanodas have been recorded since 2013.
- ✓ It was suggested that among the previous tender beneficiaries (mostly HEFOP 2.1.4, TÁMOP 3.3.5.A) one Tanoda out of the three actively cooperating ones should be supported to exploit and hand over best practices.

The aim of the institutional, organisational orientation, the establishment and maintenance of the connections was to make the objectives of the Tanoda public, to eliminate suspicion, to help the acceptance of the Tanoda in the area. Besides, it was also aimed to explore the situation of the students and to arrange counselling and assistance network. A good relationship is supposed to function as a base of a long-term cooperation in terms of tender opportunities, or even options for further training in the topic of disadvantaged students etc.

Since 2013 a new obligatory component has been introduced, active relationship with at least five cooperating partners is expected to be held meaning that minimum one common programme is supposed to be organised during the tender term. In addition, at least three of the five active cooperating partners are supposed to be programme implementers. In the background of the restrictive measures there is the intention of performing the partnership in reality instead of formally realising it. In case, a partnerships proves to be formal and does not work in reality, the objectives set will not



be achieved. If exclusively the obligatory formal documents are prepared, the assistance of the target group with social disadvantages cannot be realised, since only one of the tasks of the Tanoda maintainers required to be justified will be performed.

The reason for the partnership with Tanodas lies in their diversity, as within the frames of the disadvantaged target group they are inclined to focus on different students, apply various pedagogical methodology and best practices. The cooperation enables partners to have a discussion over methods, infrastructural devices and activities, to share good and bad experience and to adapt best practices. A modified adaptation of best practices, meeting with other Tanoda groups or gaining experience is also an important part of the common work. Practically, each Tanoda should be involved in real-life cooperation operated on a daily basis instead of formalities.

The cooperating partners of the Tanoda are determined by the activities carried out in the programme, by the potential partners available nearby and the relationship between them as well. Among its cooperating partners the Tanoda in Nyíregyháza named the local centre for child welfare services, Roma Minority Self-Government and the receiving schools, and the family counselling services as well which was operated by the foundation itself. In Huszár residential area another potential partnership could have been realised with Periféria Association, but this opportunity was not mentioned by any specialists. There were no other available organisations which could have been involved in the programme. Apart from administration and orientation tasks, these organisations were only integrated in the recruitment process, community programmes, and certain activities. As strength of the partnership with other organisations in the area the *“two-directional way of information”* (Interviewee No.1-expert) was mentioned.

Similarly to the Tanoda in Nyíregyháza, the Tanoda in Debrecen listed partnership with five elementary schools (Epreskerti Általános Iskola, Tégláskerti Általános Iskola, József Attila Általános Iskola, Petőfi and Hunyadi János Általános Iskola), with the centre for family counselling services and with the University of Debrecen.

Both Tanodas reported about the partnership with other Tanodas. The Tanoda in Debrecen mentioned good cooperation with more Tanodas.

*“Among civil organisations there were some Tanodas. One belonged to Életfonal Association. In Mikepércs we’ve worked with them from the very beginning. In Debrecen let me mention Krétakör Association, but they didn’t perform the programme. We also worked with the Tanoda of the Jewish Community. (...) The Lutheran Roma Mission also operated a Tanoda, but before our time.”* (Interviewee No. 6- expert)

The Tanoda in Nyíregyháza reported partnership with Tanodas in Heves and Borsod counties including professional workshops, mutual visits and a football championship.

### **5.10 The role of the voluntary workers**

In the framework of the partnership the involvement of voluntary workers can be regarded as exemplary in the Tanoda in Debrecen. In Nyíregyháza only a brief reference to the students of Nyíregyházi Főiskola was mentioned who spent their field work in the Tanoda. In Debrecen the 20-25 students who were involved in the programme can be categorized into six types.

1. students serving in community services

*“...we signed a cooperation agreement with Fazekas Gimnázium, and a lot of students served the community service with us, for example the students of the school held maths or grammar lessons to help others catch up.”* (Interviewee No. 6- expert)

2. students of the University of Debrecen to perform the compulsory field work
3. there are some students ‘real volunteers’ who have volunteered to go on working after completing the community service

*“There are few volunteers in this community service, but only some of them decide to stay with us afterwards...”* (Interviewee No. 6- expert)

4. earlier volunteers belonging to the association

*“There were some who were somehow connected to us, and they wanted to engage in the programme.”* (Interviewee No. 6- expert)

5. colleagues who were not officially involved in the programme

*“There were colleagues – as you know, we can consider those as volunteers who didn’t have it in their job description. And then was involved in the programme. And I think,*

*who went to work in the Tanoda, I'm sure a lot of people don't know about it, I mean that they didn't have an official, contractual relationship during that time..."*  
(Interviewee No. 6- expert)

6. Contemporary mentors who joined the Tanoda in the first round, and then they decided to stay for the second round, they "coordinated" the entering younger generations.

*"...it is a very strong commitment, so they wanted to return something they got during those two years. So they came and became quasi contemporary mentors".*  
(Interviewee No. 6- expert)

### **5.11 Activities performed in the Tanoda**

The activities in the Tanoda were shaped according to the demands and needs of the target group along with the requirements defined in the tender proposals.

#### **5.11.1. Time frame of the activities**

The services offered by the Tanoda were available to the students as extracurricular activities on weekday afternoons. The opening hours were adjusted to the students' school engagements and timetable. According to the principle of shaping the activities, the time frame was set with regard to the needs and requests of the students, while also with an eye on their leisure time capacity. The students and the mentors designed the weekly timetable together which was adapted to individual remedial plans.

*"It was open from Monday to Friday, from 2 p.m to 6 p.m., but sometimes there were programmes until 7 p.m...."* (Interviewee No. 1- expert)

*"As children came after 4 p.m., they were in the school in day care in the afternoons, by the time they got home, by bus or on foot, they didn't go home but to the Tanoda."*  
(Interviewee No. 35- expert)

Besides the weekday opening hours, the Tanodas were open even at weekends and during school holidays, too, but then the activities concentrated on leisure time and community activities to fill up spare time in an active way under supervision and also with remedial activities requiring more time.

*“...on Saturdays community programmes were organised. There were different activities, excursions and so on, but without the Tanoda, these were called project days, we held them every second Saturday and in the summer holiday, when children could come all day.”*  
(Interviewee No. 1- expert)

#### 5.11.2. Three types of activities were formed adjusted to the target group.

- a) To help disadvantaged/multiply disadvantaged elementary school Roma and non-Roma students catch up

*“In the development of fundamental skills the help from the others was of great help, because it helped the children prepare for the next day lessons, so the lack of their homework couldn't be the reason for getting a one. So it was really useful, even if it worked as an extracurricular activity, so when they wrote a testpaper the following day, they came to the Tanoda, also when didn't need help from the teacher to get prepared.”*  
(Interviewee No. 1- expert)

- b) To help students catch up to meet the expectations of the receiving school

*“They were lagging behind... in comparison with urban schools.”* (Interviewee No. 35- expert) The success of the work, the activities, and also good targeting was justified by the results.

*“... at first 83% of the students had to repeat the school year, this rate was then reduced to 13%...”* (Interviewee No.1- expert)

- c) Talent management of disadvantaged/multiply disadvantaged Roma and non-Roma senior elementary students

Although, the target group of the Tanoda in Nyíregyháza did not consist of students with good results, the educational specialists emphasized that each individual was gifted in a certain field (e.g. drama group, dance group), so the development of those skills were mostly targeted. The involvement of disadvantaged students with better abilities and with a potential of participating in secondary education, that is the preparation for further education, was also in the focus of the programme. In Nyíregyháza only a small number of students aimed to further their studies, however in Debrecen the Tanoda

agreed to prepare 15 students for the entrance exams and for the start in secondary education. The students all fulfilled the expectations within a year.

### **5.12 The value of studying in the Tanodas**

The perceived role of and the opinion about studying proved to be quite different. The higher educated the parents are, the more important it is for them to have their children study and gain a qualification through higher education. As far as the parents with low or even incomplete elementary education are concerned, the value of studying is of little importance.

*“They aren’t strict that you, guy, you have to study or go to school...”* (Interviewee No. 1-expert)

*“...the parents were hardly interested in school. When I wanted to talk about the school results of the child, they got it in one ear and out in the other, because for them it was not that important that the child should get a five or complete elementary school or get a trade...”* (Interviewee No. 1- expert)

An altered attitude of the parents and the students towards studying was aimed to be reached through the Tanoda activities.

*“... here in Huszár residential area knowledge is not a value. On some level, in an indirect way, we wanted to change the attitude of the children and the parents, so the objective was to change their approach to value of knowledge.”* (Interviewee No. 35- expert)

Studying seemed to become a real value when they wanted to obtain a better trade or higher income, but to reach that goal required high investment of them, therefore they undervalued it and turned reluctant to work for it.

### **5.13 Tanoda for non-Roma students**

According to the philosophy of the Tanoda programmes, it was intended to compensate the drawbacks of Roma students and to help them catch up in school work. Social gaps are constantly widening among the members of the Hungarian society, since more and more people are getting deprived or becoming disadvantaged. Not exclusively Romas are concerned; still their proportion among the poor seems to be higher. Non-Roma

students with disadvantages/multiple disadvantages also require great support. As a result of the disadvantaged status of their families, they are found to manifest need of new experiences, commitment to a community, help in their studies or even the counterbalance of familial dysfunctions.

#### **5.14 Replacement of family and socialization functions – dysfunctions**

The proportion of well-functioning families is reducing among Roma and non-Roma families, families can hardly, if at all, meet the requirements of their socializing function.

*“...in most cases parents only completed the eight years of elementary education, that’s why I said that the children became disadvantaged. Most of them lived in houses with a room and a kitchen, you know, low economic status, low standard of social situation and housing... the family couldn’t function... as in a normal family, as children mostly live in single-parent families without mother or without father ...like in a normal family, but mostly the fathers were missing from the residential area. They lived in partnerships, then it’s easy for them to start new relationships and step out of them.”* (Interviewee No. 35-expert)

*“I think if the family worked well, they wouldn’t come to the Tanoda.”* (Interviewee No. 6-expert)

The parents did not communicate with one another, and did not pay enough attention to their children, they appeared to be uninterested.

*“...mother’s day, children’s day were regularly held... the children prepared with something for their moms, prepared gifts or performed something... and the mother of most of the children did not even turn up.”* (Interviewee No. 1- expert)

In the Tanoda the mentors, the mentor teachers listened to the children, supported them, and encouraged them to share their opinions.

*“The mentors were constantly present during the programmes and the activities, and when the children were not with the teachers they could attend the mentors for help.”* (Interviewee No. 1- expert)

*„They were educated for that... there was a feedback sheet, they could fill it with their thoughts, what they liked and what they disliked. We encouraged them to share their*

*ideas, the feelings they had. Well, this could be one of the most important means of communication, and as we promoted them to use it, they felt ready to do so... and shared their ideas about everything..."* (Interviewee No. 6- expert)

Most of the parents did not prove to be persistent; therefore the need for persistency in children was absent. These shortcomings were counterbalanced by applying the methods and techniques of consistent rewarding and sanctions.

The patterns acquired at home define behaviour, actions and the view of the world. It is true of both good and bad patterns; subsequent to their acquisition to alter them requires long, persistent and hard work.

*"... we involved Tanoda students who were not marginalized, and were not the most deprived children. If there is no pattern to be followed, or a person who accepts you, or helps you to see the world in a different way from what you've acquired at home, it is really hard to change."* (Interviewee No. 6- expert)

The Tanoda workers aimed to establish a strong, confidential partnership with the students. The children turned to them whenever they felt happiness over something or some problem arose.

*"The children had great confidence in the mentor teachers. I was only informed about a certain case when the teacher or the mentor teachers couldn't handle the situation, or it was something of high volume that I had to be involved, so they were really open to share their problems with us."* (Interviewee No. 6- expert)

The Tanoda also assisted in the management of familial relationships.

In one Tanoda, the children were trained to manage conflicts and learn techniques of communication.

*"Obviously, it's really difficult for the children to face problems at home which are hard to elaborate or understand at their age. Difficult, or rather a tender issue – how to intervene in family affairs. We tried to teach them through a great number of trainings in which they could learn how to handle conflicts themselves. This knowledge enables them to intervene by applying the techniques learnt. Instead of telling them exactly what to do, they are more likely to elaborate the situation through realising it, and become able to approach it from another direction... This is what they did and reported to us."* (Interviewee No. 6- expert)

Community programmes, events were organised with the intention of involving the parents, or other family members.

*"We had mother's day, uhm... children's day, so we intended to strengthen family ties, we tried to recruit parents who would volunteer... for excursions."* (Interviewee No. 1- expert)

By replacing the socialisation functions, the Tanoda awarded students with some extras which are supposed to be required by contemporary children as well.

*"I think, it's not only true of students who attend Tanodas... there're few well functioning families... with attention to each other, time for each other, interest in one another's life, with help and support. From this perspective, there are really few normal families in Hungary."* (Interviewee No.6- expert)

*"But who had the pattern at home... if I tell you I knew much more about the child and the everyday happenings than the parents..."* (Interviewee No. 6- expert)

The children would require attention and confidential relationships with the parents and family members to share their joys, sorrows, secrets or success.

The Tanoda programme could manage to handle and supplement deficiencies in the students' socialisation, helped them mould their self-image and future prospects, and at the same time aimed to strengthen their relationships with each other and the parents and to establish well functioning ties in a way that would not have been available to them otherwise.

### **5.15 The Tanoda compensated for social drawbacks**

Prior to attending the Tanoda, only a little number of students reported about participating in regular family programmes, even less about visiting cultural events. In the background of the absence of programmes lack of time and interest and the shortage of needs and financial resources could be detected.

*"At most, they gathered and let's say they cooked something, danced, but otherwise nothing happened. It was typical, and if there was a programme in the town for free, they joined it."* (Interviewee No. 1- expert)

The majority of the young spend their free time in a passive way, uselessly and meaninglessly.



*"They slept, watched TV or were hanging around."* (Interviewee No. 1- expert)

*"They banded together, and we know that the criminal rate in the area was high, just like the use of drugs..."* (Interviewee No. 35- expert)

*"I can say from my experience that most of the children hang around. There is an old military building, you know, not far from Epreskert school. We used to arrange programmes there, but now it's become run-down. That's a favourite place for them. A lot of students visit the place in the afternoons. They took drugs, drank and did other things."* (Interviewee No. 6- expert)

In the Tanoda they received patterns how to live in an active, sensible way and set tasks for their leisure time. Apart from constructive leisure time activities, the programmes arranged were applied to develop their skills and enrich them with new experiences.

*"... there were theatre visits, ... art activities, painting lessons, ... which were more related to their self-knowledge and the personality development, like dance, drama group..."*

*"They have totally different needs, and opportunities, the whole family is less likely to go to the theatre. They have a totally different value system, but let me say, thanks God, they came to the theatre, even if they didn't need it, but they needed the experience, because when they didn't know what it was like they couldn't long for it."* (Interviewee No. 35- expert)

*"... behaved in a strange way in the museum. They wanted to try everything, even the alarm system turned on, not only once, but because they had never been to a place like that..."* (Interviewee No. 1- expert)

The Tanoda provided the children with new experiences, helped them articulate their needs for spending their leisure time, encouraged their participation and involvement in physical activities, dance etc. on a daily basis.

*"Those who danced or acted in drama groups were ready to join other programmes, too."* (Interviewee No. 1- expert)

*"They grew up, ... some of them have children, not just one. They got experiences – as they say – that they'd never had the chance for... In the schools they can't pay for study trips, so their children are all left out. We wanted to organise useful, meaningful trips in which they enjoyed themselves."* (Interviewee No. 35- expert)

### **5.16 Bridging the social gaps, help in integration**

The Tanoda was ready to help students in the integration into the receiving school. The transfer was not expected to be smooth, however resistance, differences in mentality and in the value system, behavioural attitudes and the hardships of problem solving made integration more difficult or even impossible. The outsider status of the children often ended up with dropping out.

*“They... from their usual environment they didn’t even go to the town – as I said, it’s a physically isolated place, or area, then they had to take buses, walk in the town, so the circumstances, the teachers, the new classmates were so different...”* (Interviewee No. 35-expert)

The value system of the Romas is quite different from that of the mainstream society.

*“Thus the socialisation process is different, not bad, but different. The majority of the society is not prepared for that. They cannot handle these children. Things go on in a different way, as their value system differs, a different prioritization works with these children, so it’s definitely not easy to become an integrant part [of society] run by the majority and succeed among other students with a different background.”* (Interviewee No. 35- expert)

*“It wasn’t easy to get used to the new school especially in class 7 or 8. The real problem was not the child itself but the mother. The child said something at home, and the parent came in an aggressive way and ...wanted to protect her child.”* (Interviewee No. 35-expert)

### **5.17 The labour market component of the Tanoda**

It was a long-term objective of the tender proposal to provide the involved young people with diverse programmes and services to help them catch up and further their studies, thus enable them to obtain greater chances in labour market. The evaluation of the objectives achieved and the employment component needs to be approached from two aspects.

Nowadays, employers demand young, skilled, motivated, flexible and experienced labour force. The students involved in the remedial programmes require complex help to be able to meet the expectations set by the employers.

Why? In Nyíregyháza, in Huszár lakótelep the parents of students in the target group completed eight years of elementary education or even less, so they do not own marketable qualifications. That is to say, the parents who set patterns before the children are unskilled, or are able to offer only out-of-date certificates.

*“...the poorest layer of the society lives in the area, and most of them, the parents didn’t complete elementary school. Although the unemployment centre arranged trainings for them, they were ready to go, as it also meant some extra money, but finally they couldn’t find employment.”* (Interviewee No. 1- expert)

As far as the parents in the target group in Debrecen were concerned, their educational indicators were found to be ‘better’ than the parents in Nyíregyháza.

According to the employment data, a difference was detected between the employment status of the parents in Nyíregyháza and Debrecen. The majority of the parents in Nyíregyháza was not employed by the primary labour market. Most of them lived on casual work, worked as a day-labourer or as a public employee, or was out of employment.

*„They live on day labour, or are employed casually. As there are so many people in public employment, there’re no other possibilities.”* (Interviewee No. 1- expert)

In fact, the situation seemed to be better in Debrecen. In some families both, in others only one of the parents worked in the primary labour market, however some of the concerned parents were unemployed or undertook casual work.

In order to overcome drawbacks, a career orientation service was put into operation, and fifteen students of the Tanoda in Debrecen furthered their studies. The tender proposal of 2012 was the first to specify the arrangement of career orientation programmes and preparatory courses for secondary studies within the frames of the Tanoda programmes. As a result, 50% of the students in the final year of elementary school were to go on with their studies in secondary grammar schools or in vocational schools offering quality trainings in missing trades. Moreover, the locally competent

unemployment centre was expected to provide information on the local labour market demands and assist students through career counselling services.

The fulfilment of the employment component was made more complicated partly because of the age of the members of the target group. Not only students in classes 7-8 attended the programmes, whilst the term of the programme hardly lasted two years meaning that it ended when it would have been most needed before making career choices. Secondly, the age limitation in education from the age of 18 to the age of 16 has resulted in the fact that overage students are less likely to further their secondary studies and are more likely to drop out. Thirdly, in secondary classes 9-10 the rate of students repeating a school year is the highest; the students from this age group are found to be the most endangered in terms of dropping out, as there is no background support like a Tanoda for them. Moreover, the concerned students are likely to face the difficulties of obtaining their first trade, while labour market expects high-qualified skilled labour force.

#### ***5.18 Meeting unscheduled special demands as an extra service***

The tender proposal and the Tanoda standard itemized the obligatory and voluntary tasks to be fulfilled to meet the needs and characteristics of the target group. The services provided for the target group needed financial resources, and the expenses had to be covered within the frames of the accounted eligible costs, e.g. office supplies, forms for administration, entrance fees. At the same time, the financial framework did not include the coverage of costs related to the needs of the target group, e.g. medications for treating lice, meals in daytime, and the costs of screening students for illnesses. Anyway, the Tanodas had to react to these needs despite the lack of money. The people in Huszár lakótelep lived in poor housing conditions, the buildings were musty and wet, the hygienic conditions were bad, as a result of which the rate of respiratory diseases, due to the bad hygiene, the occurrence of lice was high.

Teenage students turned up in the Tanodas after school with empty stomachs. Due to their age they required more frequent and bigger amount of food. Since they arrived many hours after lunch, they had a desire for some afternoon snacks.

*“If you hold trainings, be prepared to provide lunch and dinner, because they arrive hungry. They arrived and the first thing they did was that they opened the fridge – they were used to doing it, it was allowed – and started eating. These are basic needs, but – they have no money to buy a sandwich, but he or she arrives with an empty stomach.”*

(Interviewee No. 6- expert)

## 6 Impact evaluation

(Katalin Ábrahám)

### 6.1 Introduction

The evaluation of the efficiency or success of the “Tanoda” highly depends on what we consider the indicator of success. The most reliable way to measure this would be to analyse the data that show the development in the students’ competencies, the data that show if they managed to finish their secondary school studies and if they managed to find a job. Such data are not available currently for the following reasons: 1. “Tanoda” schools have not been around for such a long time that would be required to provide indicators of their long-term effects; 2. there are hardly any surveys that have tried to measure the development of the students’ competencies with objective, external methods and there are no reliable indicators available on such information on students efficiency/success at school as the percentage of failing to complete a school year, leaving school or the continuation of their studies.

Our evaluation project also contributed a complex evaluation model. One of the key statements is that the evaluation of educational/training programmes should separate intentional and accidental effects. The elements of the complex evaluation model are as follows:

Testing the development of students/children (this involves monitoring, retrospective analysis among students, parents and teachers; using data from databases and competency tests; gathering information through interviews at the end of the evaluation period.)

Analytical, qualitative scrutiny (identifying problems through interviews with experts, structured interviews and making observations among participants (children and their parents) as well as experts and local stakeholders.

Re-analysing existing data, analysing documents (Data about institutions from own and external sources).

## **6.2 Impact evaluation**

The effects of the Tanoda program were examined in connection with an actual program, the Huszárvár-Tanoda project carried out by the HUMAN-NET Szabolcs-Szatmár-Bereg county Human Resources Foundation between January 1, 2010 and October 31, 2011.<sup>58</sup>

To the interpretation of results we would like to draw attention to the fact that the target group of Huszárvár Tanoda was of a special position, which was a reason for a bigger challenge to unfold the children's abilities, to reach results and effects than in the case of other programs.

The target group was constituted of disadvantaged children living in Huszár housing estate, whose state could be characterized as ethnicity-based segregation, deep misery and hopelessness arising from these. The pre-history of the project was that the school operating in the housing estate was closed in 2007 – referring to its segregated nature. The 106 children who had been going to this school were adopted to six other schools in town – these were held as elite schools -, where they started their studies multiply lagging behind. On the one hand changing school was accompanied by integration problems, on the other hand these children had been used to more flexible learning pace as there, taking their individual abilities into account, they had been instructed in smaller groups and shortened classes while also providing opportunities for them to maintain their traditions as well (Ráczné 2012).

Their new education institutions were not in the position to be able to handle the problems of multiply disadvantaged, mainly roma children. The undifferentiated teaching methods further strengthened the children's disadvantages at the schools as the individual development of the children with altering backgrounds was not ensured. The schools adopting the children had been specialised in elite-training and the disadvantaged children were unable to compete with children used to such training so they soon started lagging behind. Soon such deficiencies came to surface that the teachers used to clever children were not able to handle. They repeatedly encountered behavioral problems, behavioral disorders and disabilities. Children with special educational needs are a nuisance for many teachers and schools as they need more care,

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<sup>58</sup>As the sample does not represent the population taking part in the Tanoda program, our statements cannot be generalized, i.e., are not suitable for conclusions regarding other Tanoda programs.

attention and patience, which the school in numerous cases is unable to provide. Resulting from all these some children dropped out and the majority were forced to repeat the school-year and many of them were rated for home schooling instead of the suitable and efficient handling of the problem(Ráczné 2012).

This was also a reason for the development of children's competencies – as addition to the school activities -, which facilitated integration into their schools and their social integration.

### **6.3 Methodology**

The number of participants in the Huszárvár-Tanoda project were N=99. Due to participants dropping out, 91 target group members and their legal representatives filled out the following documents: student portfolio, contract, development plan, personal development journal, register, my learning habits and my attitude towards learning (test), student's description sheet, parental questionnaires (mother, father, and anamnesis parental questionnaire), statutory certificate about being multiply disadvantaged, activity journal. All of these, and the summaries - failed children, children continuing their studies, children taking part in extracurricular group activities - created by the foundation were recorded into an SPSS system file (database) in May 2016 as part of the InnoSi research. First, we put the text-based answers into homogeneous categories in terms of content then we created numerical type variables. For the data analysis we included variables where - according to the characteristics of the variable's contents - the response rate reached at least 60 to 70 percent. Due to the high number of unanswered questions, we could only analyze a few variables, so we could not examine the training's impact with direct variables. In order to measure the training's impact / influence, we created contracted indices from the variables connected to the six development and twelve subject (school report card) results, then created groups based on the school result contracted variable.<sup>59</sup> We refrained from using statistical trials while analyzing the data because of non-probability sampling.

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<sup>59</sup>Contracting the "Result of development" variable: A student could be developed in six subjects altogether. The goal was to create one contracted variable from the six "Result of development" text variables, while also considering the text-based evaluations. First, according to the text-based evaluations, we assigned a value between -3 (very negative) and +3 (very positive) to the variables. Then we organized the variables so that the number of developments each participant took part in could be



Besides quantitative analysis we also employed the qualitative method. Interviews with experts, former target group members and their parents participating in the Huszárvár-Tanoda program were conducted in May 2016: with 3 experts (project leader, mentor, assistant mentor) and 18 former Tanodachildren and 11 parents whose children used to go to Tanoda. Creating an independent impact analysis based on the interviews is not possible, so we used the interviews later to illustrate the results of the quantitative analysis.<sup>60</sup>

#### ***6.4 General data, general description of the analyzed variables<sup>61</sup>***

The ratio of boys (48.4%) and girls (51.6%) among children is practically identical. The majority (78%) were born where they are currently living, in Nyíregyháza.

At the time of questioning nearly half of the children (46.3%) live in a nuclear family, but most of the children (44.4%) are being raised by their mothers or fathers (1.9%) or

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traceable, contracted the values of the developments the experts evaluated and the marks they gave (0, which means missing, was ignored). After that, we took an average, this variable shows how the six subjects were evaluated on average. Following this logic, we considered the individual and combined evaluations of the text-based evaluations, which makes complex evaluation of text-based answers possible, so apart from the summarized results we know how many subjects were developed.

Contracting the "Report card results" variable: Children could be developed in six subjects, the results of these from the end of the 2009/2010 and 2010/2011 school terms were included in the database, which means two variables per subject, 12 variables altogether. Although 39 children, which is 42.8 percent of the target group, definitely joined the Tanoda program (according to the date of the first activity in the activity journal), partly because of the analysis, so we can examine the shift, and partly because we assumed that more serious development requires more than a few months, we thought it would be reasonable to analyze the development between the two end-of-year results. In order to do this, we subtracted the 2009/2010 results from the 2010/2011 ones (those missing were recoded to 0) and got the difference between the two results. If this change was negative, it means that the result fell off, if it was positive, the result improved. The next step was to recode both the negative (0: other, 1: negative value in the previous variable) and positive (0: other, 1: positive value in the previous variable) values. After that, we contracted the previous negative variables (contracting a group of 6 variables, the value of the variable depends on the number of subjects with worse results), and also the positive variables in the same way. Finally, we had two groups (because naturally, some overlap is possible): the previous variables were recoded in the negative group (0: 0 in the previous variable, 1: negative value in the previous variable), which told us if there were any negative scores (worse results) at all, and we did the same with the positive group.

<sup>60</sup> The HUMAN-NET Foundation provided access to the documents and the room for recording the qualitative research, and their colleagues involved in the project were available as interview subjects during quantitative research, and assisted with contacting the target group members and their parents. The data file required for recording, the recording manual and the contracted variables were made by Dr. István Murányi. The interview templates were created by Dr. Judit Csoba and Ildikó Bihari. Recording of the documents and the interviews with the target group members and their parents were done by some of the sophomore sociology majors at the University of Debrecen. Two interviews with experts were recorded by Ildikó Bihari.

<sup>61</sup> Via the introduction of answers with minimum 60 percent response rate.

grandparents (5.6%).<sup>62</sup>Most of the Tanoda children (44%) have siblings, many (18.2%) have several siblings, but a fifth (21.2%) is an only child.<sup>63</sup>The family background of the children at the time of entering the program was deemed mostly (41.7%) neutral by experts (*"He's the oldest child, his siblings are small, they go to kindergarten, so he helps a lot at home."**"He lives in a nuclear family."*), but more than a third (36.7%) was negative (*"The mother is having difficulties raising her children in poor conditions. The family doesn't care about the student's advancement."... "His mother is raising him alone, she has many discipline problems with the child, they have a lot of conflicts."*) and in the rarest cases (21.7%) positive (*"He lives in orderly family conditions"* or *"His parents ask questions about the child. They attend parent-teacher conferences."*).

Three quarters of the families (75.5%) lived in a council rented flat at the time of data collection, fewer (18.9%) lived in their own flat or house, some (5.7%) in rented flats. Most of these flats, houses had a single room (68.5%), two (14.8%), three (13.0%) or four rooms (3.7%) are rare.

They used mostly positive adjectives, characteristics to describe the children's socialization, partnerships. Most of the children have interpersonal skills (40.0%; *"happy, his personality makes him popular. Honest, friendly, independent, determined", "talkative, very direct", "harmonious relationship with his friends of a similar age"*), have many friends (14.7%; *"keeps in touch with everyone", "has a firm relationship with his peers around his home"*), extroverted (open) personalities (24.0%; *"very direct, open, trustworthy personality", "Friendly with his peers", "Likes people and likes to make friends"*). The number of quiet, shy, introverted personalities (21.3%; *"quiet, hard to open up"*) and those with fewer friends (8.3%; *"Quiet, modest, has few friends, but those are friends", "Only has a few close friends, ... doesn't show his feelings", "Only has a few friends at school because he mocks his peers"*) is lower. For more than a quarter of the children (27.4%) making contact is problematic (*"He's often aggressive, finds it hard to control his feelings", "Initially it was difficult for him to have a good relationship with his peers", "... has communication problems.", "Hot-headed, finds it hard to adapt", "Finds it hard to fit in"*).

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<sup>62</sup> The rate of other answers for family structure is 1.9%.

<sup>63</sup> 34.8% did not mention siblings.

Most of the children (55.1%) mentioned listening to music as their favorite leisure activity, but sports (39.7%, mostly football), dancing (32.1%), watching television (29.5%) and using the computer (16.7%) were also popular. Nearly a quarter of them (23.1%) spend their free time in other ways, for example with drawing or beading.

Most of the children involved in the development (55.5%) were in years 5 to 8, a quarter (27.9%) in years 9 to 11, a smaller part (16.7%) was in lower grades (years 1 to 4 in elementary school). The subject where they wanted to make the biggest progress was math in most cases (67.5%), fewer of them needed it in Hungarian (14.5%), foreign languages (English, German, 9.6% altogether) and other subjects (geography, chemistry and history 8.4% altogether). Most children needed remedial classes, development in more than one subjects. The second subject for most of them (44.1%) was Hungarian language and literature, but altogether math was the most problematic subject, as a lot of children (27.1%) chose this as their secondary subject to develop. The ratio of other subjects is high as well (23.7%), foreign languages as secondary subject is negligible, however (5.1%). A quarter (25.3%) of the children had three, a tenth (13.2%) four, 5.5% five and one person (1%) had six chosen subjects.

Children mostly (55.1%) had shortcomings in academic knowledge (*"multiplication table, multiplication and division in writing", "basic concepts in chemistry"*), but other methodological (or behavioral problems,) difficulties are prominent (21.7%) (*"Need control to understand cause-effect relationships. Need to improve the skill of finding important information", "Difficulty in following logical thought processes, prone to cramming"*), and nearly a quarter of the children (23.2%) had multiple shortcomings, other difficulties apart from theoretical elements (*"Multiple disadvantages in learning", "incomplete knowledge, panicking, doing exercises without thinking them through, lack of grammatical knowledge, poor vocabulary"*).

Experts set the goal of the development according to this. They primarily concentrated on developing academic knowledge (*"operations used to calculate percentages, division, multiplication", "Learning basic concepts in chemistry"*), skills and talents (*"The goal is to be able to form their own opinion and find important information", "Studying on their own"*), or both, so it was complex development (*"clearing up concepts, learning how to use grammatical forms properly, practicing pronunciation, developing speaking skills", "reading comprehension, improving vocabulary, deepening spelling rules"*). Individual

development was dominant (53.3%), but using pair or group methods was also common (20.0%), and with a great number of children (26.7%) both individual and pair or group development was done. Children regularly had to take part in development activities: most of them once a week (75.9%), a substantially smaller proportion more often (14.8%) or less often (9.3%). During the entire period of development teachers spent 46.47 hours on average with a single student.

Based on the interviews, smaller changes happened during the project compared to the initial plans: *"Did this studying concentrate on the shortcomings defined in the individual development plan? Yes, but there were things that hadn't been defined but the need for them came up after some time. There were foreign languages, because there were children who didn't have lessons when they got into that class, but in the next year they studied a language, so it was needed then."* (Interviewee No. 1 - expert)

Student recollections confirm the student-centric approach: *"...the difference between my school and the Tanoda was that here they really wanted to help children, not like OK, sit down and study on your own! And they totally came in and sat down and explained the material, helped. Literally sat and suffered like me until I understood. ... Not like at my school, like OK, you'll learn it when you can and tell me. No, they helped me individually. If there was a remedial class [at school], there were like ten or fourteen of us. The teacher couldn't deal with all of us individually. But here they let me understand and know. I still cry over the old Tanoda."* (Interviewee No. 2 - child)

The personalized program proved to be of great help: *"We went back to what we'd already finished at school but I still didn't understand, they re-visited it with me so I could understand. ... The pace at school was faster. ... They didn't care if the kid understands it or not, just wanted to finish the topic. But here they went into detail... explained just for me."* (Interviewee No. 12 - child)

*"What do you think, was the Tanoda different from school programs? Different. And how? Well, because they took better care of him at the Tanoda, spent more time."* (Interviewee No. 10 - parent)

At the same time, they criticized the studying time: *"Well, the school is better than the Tanoda because there [at the Tanoda] sometimes we have to sit a lot, the Tanoda was*

*good too, but there were no breaks, barely any breaks, to tell you the truth.” (Interviewee No. 8 - child)*

A former target group member voiced his opinion about the other side of the same issue: *“...I sometimes got tired but I knew it was worth it. Because if the next day I go to school and they ask me, I know the answer. You went wellprepared. Yes, because if I write a test I get a better grade. I don't show up with an empty head the next day.” (Interviewee No. 12 - child)*

The rest of the previous interview subject's opinion is positive as well: *“I found it good because there are kids who, how can I say, who can't figure out on their own what's wrong with their learning methods. Tanoda helped me a lot, I always found it a problem, I had trouble with math and Tanoda really helped me out. Also, the homework and rules that my math teacher couldn't explain the Tanoda teachers explained in more detail. They spent several hours with me. So I was always satisfied with it. And it helped me a lot, really. ... the teacher sat me beside him and explained what the exercise was about in the first place. Because I didn't even know, how to start doing the exercises. I couldn't find where to start. After he explained it, we had a test at school and I got totally good grades. It was very good.” (Interviewee No. 12 - child)*

The reports are backed up by the interviews made with the experts: *“It helped a lot with developing basic skills, and the other things is that it prepared the children for the following day's lessons, so they didn't get a one because they couldn't do their homework. It was a big help, and if anything like this happened, I mean when they didn't have a lesson but, say, they had a test the following day, they came to Tanoda even if they didn't have to, to ask the teacher to help them prepare. So what they don't get at home because no, the parent can't do it, it helps a lot, and to understand the material, I mean teachers here didn't explain things like the ones at school.” (Interviewee No. 1 - expert)*

*“For example, individual development, this was the biggest blessing for the children. Not everyone was on the same level, not even in the same age group, and personalization mattered a lot. It was really good that teachers could actually move aside, or deal only with 1 or 2 children. They had the opportunity and this might've been a lot more effective than I don't know how many years ago. Children had to learn about basics and learning techniques that..... The teacher didn't just teach but really nurtured, in the truest sense of the word, played unintentionally, but taught in a playful way during everyday activities.*

*And what was most important, is that, as I said, the teacher taught, nurtured and loved the children. And the language of love, activities carried out through it, those will definitely stick with the children.”*(Interviewee No. 35 - expert)

The experts also surveyed how the members of the target group could be motivated. Motivational factors are linked to activities that children like to spend most of their time doing. According to this, most of them (34.2%) found listening to music and dancing (19.2%) motivating, while other motivating factors got mentioned in more or less the same amount: possibility of learning, higher education (15.1%; *“Would like to finish school. / Would like to work abroad after finishing school”* or *“getting into secondary school”*), sport (13.7%), praise, reward (13.7%; *“Instant realistic praise”, “Works better after praise”*), watching television (12.3%), friends, company (12.3%), the internet, computers (11.0%). 16.4 percent formed a negative opinion in connection with motivation (*“Can only be motivated for a short time.”* or *“hard to motivate”*).

The experts also considered how to motivate the children in practice: *“Were there any kind of criteria, who can take part in which activity, or was it voluntary or connected to something? There weren't about who can do what. On the one hand, it was voluntary, on the other it was a reward, so there were rewards because if they didn't do their homework or didn't study, they might not have been able to go dancing, so this motivated them because they said they wanted to go dancing. The other thing is that there was this rule, studying first, then fun, so there was that.”*(Interviewee No. 1 - expert)

Apart from the activities connected to the subjects, many other activities were realized within the project in order to provide complex development for the children. Three-fourths (74.4%) of the children took part in extracurricular organized group activities.

Thanks to the project activity, the number of failures could be decreased, 92 percent of the children did not get a fail in their report card.

### **6.5 The result of the development**

The experts recorded what results the children achieved during the development period subject by subject in text in the individual development document. We turned

these evaluations into numeric variables<sup>64</sup> and then turned them into averages. In the interest of the analysis we handled the evaluations referring to maximum 6 subjects merged in the way we mentioned previously. We were able to do the complex evaluation even following the merges only on 35 percent of the total sample (N=91).

The experts formulated slightly negative opinion only in the case of two children (2.2%) (*"has difficulties with catching up with peers"* and *"slow pace of catching up"*) as the result of the development, mostly they had positive opinion. The average of positive evaluations is 1.79, which is close to the evaluation "a little positive", so mostly the experts experienced (slightly) positive changes on the children during the development period. Average values between 1 and 2 are present in 26.4 percent of the merged evaluations (*"works independently with few errors"*, *"has become more reliable"*, *"slow development"*, *"has improved their average result"*, *"the development of these abilities"*, *"better academic results"*, *"the orientation of sense of success"*, *"has become cooperative and motivated"*, *"development of social skills"*, *"solves tasks with little help"*, *"safe solution of basic operations"*, *"good orientation on map"*, *"step by step development"*, *"active participation during classes"*, *"has got to like reading"*). Only 6.6 percent of the children received evaluation categorized above value average 2, referring to them the result of the development was deemed very positively (above value average 2.5) only in a few cases (2.2%) (*"has prepared for further studies"* and *"considerable improvement in academic results"*).

One ex-participant gave this account of the development of their reading skills: *"in the school I go to now my reading was very poor, but now not so poor, so this Tanoda was good ... what do you think were the things you learnt in the Tanoda? ... reading and counting"*. And then highlights both the academic and the behaviour changes: *"What are the things that made you so satisfied, which were good for you? ... Because we did our studies well, the children did not misbehave, we did not annoy the teachers, we did not use bad language, did not fight."* (Interviewee No. 8 – child)

*"It showed on my marks, it also showed in our test. And also how diligent I was."* (Interviewee No. 12 – child)

One parent recalls:

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<sup>64</sup>-3: very negative, -2: slightly negative, -1: negative, +1: positive, +2: slightly positive, +3: very positive opinion

*Q: "Did anything change in your life or your child's life as an effect of the programme?"*

*A: "Yes, and a big change. Attitudes and studying. These two."*

*Q: "And why do you think the Tanoda is a need?"*

*A: "So that they will know more, they also study things in the school but then come home for the afternoon and then only play, but there they also study things, not much but something."*

*Q: "Why [would you recommend the Tanoda to others?]"*

*A: „At least they would spend their time there, would not go hanging out, they could study more, and behave.”(Interviewee No. 9 - parent)*

So apart from their studies, there were other areas as well where the children showed development: *"So there were crafts classes as well, there were painting and art classes, dance, sport. After all these very good to conflict-management and social forms, team-building, to the development of discipline, perseverance. Perhaps the biggest success in our Tanoda was how much the children's behaviour changed and also that they got used to routine, true, after that when there was no Tanoda programme, this thing slowed down a bit. But during that time at least they felt they also had responsibility and that for their own acts they had to take responsibility, this is one side of the coin. The other side is that they really received experiences that at home from their families they will not, and also they received love, because it is not an everyday thing Roma families that they show love to an older child. But all other things, like the child was free from louses and we also provided for the mothers to know what to do when such things arise.”(Interviewee No. 1 - expert)*

The fact that the Tanoda was necessary also proved by feedback from the schools: *"Apart from this, so reports from schools show how much efficient and useful it was, as the child's homework was ready and they had prepared for the classes and had their textbooks with them and their pencils and that they had not lost it and simply that the did appear at the school. When the programme was closed, several schools reported that they missed the Tanoda because the children's results were worse and it was to be seen there was no help behind them who is there and tells them that now we will do the homework, and that things should be done this way and that way, that there was nobody to explain things because the parents will not. .... so they said, the schools kept asking if there would be a new oone, another one as it would be good.”(Interviewee No. 1 - expert)*



However, opinions contrary to these were also formulated:

Q: "... how do feel about the success of the Tanoda?"

A: "I don't think so. As to the academic results, no. Though they learnt some order, some respect, some discipline, or how to play nicely... I think it's more in terms of behaviour that development happened. But in terms of academic achievements – no, I do think, no. Because I did not notice, when I told them a task in math, and after 5 months' work they would have been able to do what they were not 5 months earlier. So I don't think they got further. In terms of academic achievement there was not necessarily any improvement. .. Serious improvement sure there was no. It did not really push them forward. Maybe they have also forgotten all since then. [Though] in sport they were really good. They were doing it, they danced." (Interviewee No. 32 – expert)

Another expert approaches the results achieved during the development also from several aspects: "I think with us in the Tanoda they did not just receive academic knowledge, which was very important, but attitude as well. They enjoyed coming to us though the main activity was studying. They were too much lagging behind compared to the city schools and to catch up with all those, but they still enjoyed coming... More interested. Several of them go to do sport for example. They also pay attention to healthier eating now, it has become important for them. They are more pointful, more adroit, exactly because they have become wider in their thinking. these children have developed in every area." (Interviewee No. 35 – expert)

As we did not experience considerable differences in the development results in the accounts of the children and experts, we made an analysis of the changes in the school marks.

## **6.6 Certificate results**

Members of the target group could receive development in six subject areas. In the case of the subjects we compared the two end-term results during the period of the project, i.e. the results of school-year 2009-2010 and those of school-year 2010/2011. To characterize the difference we reduced the mark of the previous year from the mark of later year.

In the case of the first school subject 15.4 % of the children produced weaker results in the course of a school-year whereas 38.5% produced better results, more than 10% even 3 or 4 marks – in the remaining cases there were no changes or we had no data. The results of the other subjects are more infavourable. In the case of the second school subject 26.4% of the end term marks came out to be worse and only 16.5 % of them came to be better (5.5% is the ratio of those who achieved 3 or 4 marks better results). In the case of the third school subject the ratio of lower results was 18.7%, that of better results was 15.4% (1.1% achieved 3 marks better results) In the case of the fifth school subject the ratio of worse results was 14.3%, that of better results was 6.6% (1.1% achieved 3 marks better results). While in the case of the sixth school subject the ratio of worse results was 11%, that of better results was again 6.6% (2.2% achieved 3 to 5 marks better results). Thus the extra help given parallelly in even 2 subjects can be considered less successful.

With the mass analysis of the previous 6 – 6 negative and positive variable groups we have received the totals of how many subjects results came out to be better and similarly, worse. Accordingly, a 56% total shows positive change, from which the majority of the children (40.7%) achieved better results in one subject, but there are also examples of better results in two or more, even five, subjects. In the case of 44% of the children it is to be observed that results came out to be worse in subjects where they had received special development in the course of the program. From this group mostly (26.4%) one subject shows worse results but there are examples of several (two, four or five) such subjects.<sup>65</sup>

Accounts of the children and the parents are refer positively to the role of the extra classes of the Tanoda, as to the results achieved (as well):

*"It would be useful if we still had it because there would not be so many failures. And also they would not not be spoilt because if they were offered programmes that hold their attention then I think they would not touch drugs, there wouldn't be prostitutes, and such."*(Interviewee No. 7 - child)

*"It did help my results"*(Interviewee No. 12 - child)

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<sup>65</sup> These changes in results presumably would have been much less favourable in the absence of the Tanoda program (with a higher ratio of worse results and dropouts or school-year repetitions and better results probably would not have occurred).

*"And did you better in the Tanoda?" "Yes, I was given a four in the exam."* (Interviewee No. 39- child)

The experts do not remember just the results: *„so in terms of their studies, no, things were done in vain, the teachers did their jobs but still... there were failures at the end of the term. There was also one who instead went to the Tanoda ... but about such cases the school was to be notified ... and that the kid is here but does not want to go to school... there was example for this as well... if such children are included, then it is really hard to achieve that is also an indicator, i.e. that the child goes on to a secondary school where GCSE can be done or that the child will not fail."* (Interviewee No. 1 – expert)

Obviously, the program is considered a success: *"I think this a huge success, and he also failure results, that is, we started off with 83% failure ratio and then we came to 13%"* (Interviewee No. 1 – expert).

The cross-table distribution of the merged positive and negative groups show that 40 percent of the total sample (N=91) do not belong to either the positive or the negative group, while another 40 percent is the ratio of those who belong to both the positive and the negative group, i.e. they have subject(s) with improved results and also other(s) with no improvement. 16.5 percent had only improved results (only positive), 4.4 percent had only worsened results (only negative proportion).

Table 2 Changes in academic achievement

	Frequency	Valid Percent
<b>Unchanged</b>	36	39.6
<b>Both improved and worsened</b>	36	39.6
<b>Only improved</b>	15	16.5
<b>Only worsened</b>	4	4.4
<b>Total</b>	91	100.0

With the formulation of a new variable<sup>9</sup> from averages received on the basis of the result of the one-way analysis it can be stated that between groups of only improved, unchanged and partly improved and partly worsened results there is no significant difference, but the average belonging to the group with worsened results significantly differs from the other three groups. On the other hand, judgement of the success of the

development does not differ significantly with the two sample numbers (where there was no change and where there were changes to both directions), whereas in relation to the no change state the evaluation average was higher in the group where there were changes to both directions. Based on all these we formed three groups altogether: the "unchanged" group, the group with improved results where improved and both improved and worsened results belong and last, the group with worsened results where worsened and both improved and worsened results belong.<sup>66</sup>

## **6.7 Characterization of the groups**

We formed three groups on the basis of school report marks<sup>12</sup>.

In the case of 39.6% of the children no change was detected, they did not improve and did not worsen their academic results – they belong to the "unchanged group"; 56% showed improving tendencies - they belong to the group with improved results; 44% had worse results in one or more subjects than in the previous year – they belong to the group with worsened results.

### **6.7.1. The "unchanged" group**

In comparison with the whole sample (Annex 1), this group contains a considerably higher proportion of girls (61.1%) than boys (38.9%). The global judgement of families is less neutral (21.7%), positive (34.8%) and negative (43.5%) judgements are considerably more typical when characterizing the families in general. Family structure is similar to that of the whole sample with the exception that the ratio of children being raised by grandparents is considerably higher (10.5%) and as to the number of siblings, more frequently here the children have fewer brothers and sisters (12.5%). Also, the ratio of those living in their own properties is lower (10%) and the ratio of those living in council flats is higher (85%) and the ratio of those living in one-room flats is slightly higher (75%).

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<sup>66</sup> The sample number is more than 91 in the three groups as we took the number of those with both improved and worsened results twice, in both the group with improved results and with the group with worsened results.

The children in this group are a lot quieter, reserved, introvert personalities (34.6%) having few friends (15.4%) and having difficulties making contact with others (38.5%). In their free time they are less interested in music, dance or TV, whereas they more frequently get involved in other activities like cooking, reading, drawing and other manual activities. Following from these these children were less motivated by music, dance or TV or friends, and they were more motivated by negative opinion (24.0%), praising or rewards (28.0%) or the option of studying or further studies (20.0%).

The ratio of lower school grades was the highest here (38.5%) so considerably lower the ratios of higher primary school grades or secondary school age. Also in correlation with this, they mostly needed help with Hungarian grammar and literature (21.4% and as second subject 63.2%), obviously for this age-group, they less needed help with foreign language and other subjects (Geography, Chemistry and History). For them it was less relevant that they would have had several types of weak points (lack of academic knowledge or methodology) (16.0%), during the programme they focussed on the development of their academic knowledge (55.6%) and less on skills development or both in a complex way.

Pairwork and group-work development was nearly negligible (5.3%), individual and mixed work had a bigger ratio. In this group the ratio of those who received help more frequently than once weekly was exceptionally high (29.4%). As a result of the development, connected to this group, the teachers to a smaller ratio reported about positive changes (smaller – 19.5% or bigger – 19.5%).

Overall, it can be stated that members of this group mainly belong to the youngest (grades 1 to 4) age group and they are mostly girls. They lived in families of mixed judgement at the time of the programme, one out of ten were being raised by grandparents, few of them had few siblings. Here fewer families lived in their own properties and more had one-room flats, so their living conditions were less favourable. Their social contacts were of a narrower nature, their personality made them less able for making contacts, Also in correlation with this, their leisure time activities were more of "lonely" nature.

They are mostly lower primary school children who who mainly needed help from Hungarian grammar and literature, they concentrated on academic knowledge to this,

with mainly individual methods, mostly more frequently than once weekly. At the end of the programme there were fewer positive evaluations as to their personal development.

#### *6.7.2. The group with improved results*

The majority comprising this group are boys (54.9%). Their family conditions – in comparison with the whole sample – are more neutral (51.4%) and positive judgement is less typical. The family structure variables are similar to average, it is more typical that they have fewer siblings (33.3%). Members of this group to a larger extent live in properties owned by their families, (27.6%) and the ratio living in rented flats is slightly higher so in comparison with the average, a smaller ratio live in council flats. Their flats are to a bigger ratio two-room flats (20.0%). These children are more than average extrovert, open personalities (32.6%), they are less reserved, it is less typical that they have few friends or that they have difficulties making contacts.

The ratio of lower primary school age (1 to 4 grades) in this group is very low (4.8%), the ratio of those going to secondary school (grades 9 to 11 in the sample) is higher (45.6%). As to the subject areas chosen by them, opting for foreign language and other subjects is higher for them. As to the methods, the ratio of individual development is lower (45.8%) and pairwork and groupwork are higher. Frequency of occasions was mostly once weekly (82.4%). Motivational factors were mainly music (44.4%), dance (26.7%) and TV (15.6%), praise, rewards or negative judgement played a less significant role for them. As a result of the development, positive evaluation was less frequent in their case (1 to 2 average values, 31.4%).

Overall, this group differs to a smaller extent from the average of the whole sample. It can be noted that they are mostly boys and their family judgement is more of neutral nature. Their living conditions are slightly more favourable, the ratio living in properties owned by their family is higher and two rooms are more frequent. Their personality is more extrovert, This group is comprised of mainly secondary school children who are more than average in need of foreign language and other subjects preparation with groupwork and pairwork methods with typically once weekly occasions. Their development was evaluated positive in a bigger ratio by their teachers.

### *6.7.3. The group with worsened results*

In this group the ratio of boys is higher (55%). The judgement of the family differs from average: positive (13.8%) and negative (31.0%) judgement is lower whereas neutral family judgement (55.2%) has a much higher ratio compared to the full sample. It is less frequent here that the whole family live together (37.9%) and more frequent is the one-parent family (55.1%). The ratio of those having a smaller number of siblings is slightly higher (33.3%). The ratio of those living in their own property is higher here as well (25.9%), as well as the ratio of those living in rented flats (7.4%) and the ratio of those living in council flats is lower. Their personality is more open (34.2%), they are less quiet and reserved.

The ratio of going to lower grades (grades 1 to 4) is very low among them (2.7%) and the ratio of those going to secondary education (grades 9 to 11) is also lower (21.6%) whereas the ratio of those going to higher primary school (grades 5 to 8) is outstanding (75.6%) here. Their subjects are mainly foreign language and even more frequently other subjects (Geography, Chemistry, History). They have several weak points parallelly, so compared to average in their case both academic knowledge and methods needed to be developed (33.3%), with the development targets being complex (33.3%) to a bigger extent. In their case pairwork and groupwork were more characteristic (33.3%), which were carried out mostly (82.8%) once weekly. The total number of development was higher than average (51.32 hours per person). TV was less motivating for them, (5.4%), similarly praising and rewards (5.4%). As to the result of development positive (35.0%) and very positive (10.0%) evaluation had the highest ratio with this group.

The members of group with worsened results are mostly of extroverted personality, upper primary school boys. Their family judgement was mostly neutral, many of them were being raised by one parent only. The ratio of renting council flats is lower among them. It was mostly Geography, Chemistry, History or foreign language that they needed to be developed in. Complex development was as well more necessary for them, together with pairwork or groupwork and once weekly occasions. Their teachers were of more positive opinion as to the results of their development.

#### *6.7.4. The group with improved results – on the basis of the comparison of the groups*

Comparing the group with improved results with the full sample (Annex 1) we found that the boys' ratio was higher in the group with positive changes –their family background was average while their housing conditions were slightly better. In comparison with the whole sample, in this group the ratio of open personality children is higher, as well as the ratio of those going to secondary schools. As to the strategy applied for their development, the members of this group were above average in need of help with foreign language and other (history etc.) subjects and in their case groupwork and pairwork was more frequently applied. As a rule they attended extra classes once a week, their development was to a higher ratio valued positively by their teachers at the end of the programme.

On the basis of the examined aspects, we also made comparisons of this group with the other two groups (Annex 1). Among those with higher marks the ratio of only children and of those with fewer siblings are higher. Out of the three groups it is this group which has the biggest number of those who lived in properties owned by their parents during the programme. The ratio of those living in one-room flats/houses was the lowest among members of this group while the ratio of those living in two-room flats/houses was the highest among them. It is members of this group who can be characterized by good skills for relationship building and they can be least characterized by having few friends or by having problems in making contacts. Their leisure activities more or less differ from those of the other two groups: the ratio of music, dance and TV is highest in their case and the lowest are the ratios of sport, computer and taking part in other activities. As to their motivating factors in their case it is again music, dance and TV that are higher while negative opinion is the least motivating for them. Their fields of interest can be connected also with the fact that the ratio of going to secondary education is the highest in this group.

In respect of the first area to be developed in this group Hungarian grammar and literature was less frequent whereas maths and foreign language were to a higher ratio present here as second area to be developed. As to their weak points, methods (or other behaviour etc.) problems were less present here. It occurred to the least extent here that development would have been realized less frequently than once weekly. And, though there is little difference between the groups in this respect, still it was this group with



the lowest ratio of those who received negative evaluation from their teachers at the end of the programme.

Based on both comparisons, we found that the housing conditions and the social contacts of the group with improved results are more favourable and that the ratio of those going to secondary education is higher among them. In the centre of their leisure time activities music, dance and TV are to be found.

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## 7 Economic evaluation

(Katalin Ábrahám)

### 7.1 Introduction

During the analysis, we aim to answer the following questions:

- What was the true cost of the program?
- Did the outcomes achieved justify the investment of resources?
- What were the social returns of interventions for the beneficiaries concerned?

We follow the Cost Effectiveness Analysis (CEA) methodology in spite of not being able to compare the results of our analysis with other similar programs. This is justified by the fact that the effectiveness of the program cannot be measured with money. Generally, the effectiveness of training programs is difficult to measure with financial factors even when considering long-term effects. Accordingly, the best method to analyse the program concerned economically is the CEA method. In addition, data available prevent a detailed, comprehensive analysis to be conducted.

### 7.2 Methodology

#### 7.2.1 The scope of the analysis

As we can see economic assessment as an extension of impact assessment, we analysed the effects of the Study Hall Program based on the HUMAN-NET Foundation's Huszárvár Study Hall project, too.<sup>67</sup> The analysis reflects on the target group of the program's impact assessments (91 students). The target group of the program includes the primary and secondary school, multi disadvantaged, primarily Roma students that live in the biggest segregated housing estate in Nyiregyháza. This housing estate is characterised by poor living conditions and obstacles that hinder children's mental and physical development (for example, the majority of family members have already been to or are in prison). Most of these children drop out of schools with only a few of them

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<sup>67</sup>As the sample is not representative to the population participating in the study hall program, statements cannot be generalised, that is, they cannot be used to draw consequences related to other study halls.

continuing their education in secondary schools. Almost every member of the program's target group scored low on competency measurement tests, which is explained by the lack of differentiated pedagogical methods and society's prejudice that is palpable in schools as well. Work and education are missing or only slightly represented as life goals among the members of the target group. The tender call of study hall programs defined the criteria used to enrol students in the program. First, the implementers planned to enrol 80 students but due to larger interest in the program, they enrolled 99 students of whom some dropped out later (Ráczné 2012).

Participating students' family members and the related educational and support institutions – local communities and institutions – serve as direct beneficiaries of the program.

Program activities include the following:

- Developmental activities related to school content areas (and subjects)
- Talent care and skill developing activities
- Community developmental activities
- Child and youth protecting activities
- Cooperation with parents, students, schools and local social welfare services
- Introduction of activities directly helping continuing education
- Activities preventing drop-out (Ráczné 2012).

### *7.2.2 Assembling cost data*

We analysed the budget of the program, which included the following elements: detailed budget, budget schedule, justification of budget, modified detailed budget and the justification of the modified detailed budget.

Besides, we also analysed the program leader's final project summary and the interviews related to the Huszárvár Study Hall Program with: 3 experts (project leader, mentor, mentor assistant); 18 members of the target group, that is, ex-study hall students; 11 parents whose children had attended the study hall.<sup>68</sup>

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<sup>68</sup>The HUMAN-NET Foundation allowed us to inspect the budget documents of the project and their colleagues that were connected to the program served as interviewees during the qualitative research, and they also helped researchers to connect with members of the target group and parents.

### *7.2.3 Estimated impact of program*

Members of the target group, their family members, the residential community, the educational institutions concerned, project implementers and other support institutions were all related to the project. In our analysis, we focus only on the main beneficiaries and examine the program's impact on them.

During the impact assessment (see above), we analysed primarily the school certificates of the 91 participating students. Members of the target group could receive development with maximum six school subjects, on the basis of which we individually compared each student's final school year grades, that is, for the 2009/2010 and 2010/2011 school years. In this way, our analysis covers a 12-month time period, June 2010 – June 2011, while the project was implemented 1 January 2010 – 31 October 2011, that is, it lasted for 22 months.

We concluded that 39.6% of students did not perceive any changes; they did not get better or worse school grades. 56% of students could improve their school grades due to the developmental activities, while 44% of them received worse grades from one or more school subjects than a year earlier. Considering the fact that the target group has multiple disadvantages (socio-cultural background described above, the school in the housing estate was closed, so children had to attend another school with higher expectations and less acceptance), such results are significant. It is possible that without the study hall program, more students would have received worse school grades and presumably we would not see any improving school grades. Besides, we also examined how the developmental activity of the program is perceived by educators per students and per school subjects. We could perform this analysis only on 35% of the entire population (N=91) even after data merges. Experts expressed their slightly negative opinion as a result of the development for only 2 students (2.2%) but experts were mostly positive. Generally, we concluded that students achieved 'a slightly positive' change at an average. Educators expressed strongly positive opinion as a result of development only in two cases (2.2%). In addition to the above mentioned effects, other

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The interview structure was outlined with the help of Judit Csoba, PhD and Ildikó Bihari. Interviews with members of the target group and parents were recorded by Year 2 Sociology students of the University of Debrecen. Two expert interviews were recorded by Ildikó Bihari.

improvement could be detected among children due to program activities, which cannot be expressed with school grades. As these are impossible to quantify (see Impact assessment), no details are given here.

#### *7.2.4 Assess efficiency*

When assessing efficiency, we calculated the costs of the project and deducted the amounts that were not directly related to the development of the target group. Besides, we included those extra costs in the analysis that were covered by the project implementers at their own expenses or that emerged later due to demand but were not planned. We scale these costs to students' school grades.

#### *7.2.5 Distribution of costs and benefits*

The project was funded by tender resources,<sup>69</sup> with a total budget of 21 930 726 HUF (75144 EUR)<sup>70</sup>. The main budget elements are the following:

- Project management costs
- Costs related to the professional implementation of the project
- Costs, support for the target group
- Services utilized for the implementation of the project
- Other services
- Purchase of equipment (European Regional Structural Fund)<sup>71</sup>
- Other (general) costs related to the implementation of the project
- Reserves

The program budget proved to be very limited. As a number of complimentary activities had to be implemented besides the main activity, and an environment conforming the

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<sup>69</sup>When the tender call was announced, the total budget available was 1 302 979 104 HUF (4 464 551 EUR). The tender resources were co-financed by the European Structural Fund and the Hungarian government. The expected number of supported tenders was 59-93 in regions of convergent. The minimal financial support was 14m HUF (47 970 EUR) and the maximal financial support was 22m HUF (75381EUR). (Application Guide 2009)

<sup>70</sup>October 2011 exchange rate 1 EUR = 291.85 HUF, based on the European Commission Currency converter ([http://ec.europa.eu/budget/contracts\\_grants/info\\_contracts/infoeuro/index\\_en.cfm](http://ec.europa.eu/budget/contracts_grants/info_contracts/infoeuro/index_en.cfm))

<sup>71</sup>To cover European Regional Structural Fund-type activities in the project, maximum 15% of the total eligible costs could be used – based on the interoperability of the European Regional Structural Fund and the European Social Fund. (Application Guide 2009)

Study Hall Standard<sup>72</sup> had to be established, the maximal financial support (22m HUF/75381EUR) was insufficient for the program (Ráczné 2012).

*"I think, ... this amount was short of implementing a study hall program. If we think of the conditions necessary to establish the environment of a study hall. And not all organizations are as lucky as some for whom local governments offer buildings. Instead, some organizations have to rent buildings. The costs of hiring buildings that suit the Study Hall Standard, even if it was finally moderated, are very high – I think. The other thing is that if we really want to achieve development, we have to offer programs for children, which is ... money. And all these experts that are qualified to cover such programs will not help us for free. In many places, there are no such experts locally, so they have to travel as well. In such cases, a 2000 HUF hourly fee gross is nothing – I think. As compared to the amount of work they have to do, and the same applies to educators as well. It is OK that this fee is fine as a complimentary income but the administration of the program is enormous and they have to do that as well, which is not paid."* (Interviewee No. 1 - expert)

They did not cover the costs of the premise and its operation from the project budget: *"We were lucky as we were given a renovated building that was previously a school building, a huge building with almost everything necessary. The local government initially wanted to operate a study hall in it and renovated it accordingly. So this was a big help. They left the library there, full of books, they left school furniture there, which was all very useful."* *"In tenders, they define the percent that can be spent to cover each budget element, while the general costs that cover operative costs are very small."* (Interviewee No. 1 - expert).

Limited budget shaped human resources as well. Only one mentor was employed in the project full-time (8-hour work time a day). A project manager was officially employed part-time (2-hour work time a day). Implementers that worked as entrepreneurs: a professional leader, a financial leader and nine educators (Ráczné 2012).

*"I think such a program would require not one but two, maybe three, full-time mentors as we have a high headcount, it takes a lot to work with 80 children, 80 families. If you think about it, other study halls had fewer children, no families but they had a mentor for 30*

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<sup>72</sup>The quality assurance system for study halls.

*children, which is a lot as well.<sup>73</sup> Especially for disadvantaged ones.” “Educators... received fees per classes ... but they also participated in other programs, eventually, they volunteered in other programs as those activities were not paid for, were not included in their hourly fees.” “... worked theoretically 2, practically 6-8 hours a day as project manager”(Interviewee No. 1 - expert).*

Equipment purchased from the project budget: 7 computers, a printer, a lockable filing cabinet, a medicine chest, a medicine cupboard, training materials (educative CD, DVD, course books, books, vocabularies, cyclopaedias), teaching aids, developmental aids, tools and materials necessary for free time activities. In addition to these, equipment that was purchased outside the project budget but was necessary for its implementation: interactive board, furniture (cupboards, shelves, tables, chairs), a kitchen with equipment, toilet (per each gender), a room for educators (tables, chairs), a library (with books), a community space, a room for individual consultation and developmental pedagogy activities, an informatics lab and 4 classrooms (Ráczné 2012, Justification of modified detailed budget 2011).

*“... and the equipment. It’s not cheap either... and there are expenses that are not covered by this program, for example, lice medication. We could not purchase it for the program, it was our own expense, though lice is a problem not only for our children but all other similar children... or the costs of taking them to check-ups for example. All these cost money... but are not financed by the program.” (Interviewee No. 1 - expert).*

Renting premises was not necessary for the implementation of the project as the local government offered a building for the study hall while the central office of the project implementing Foundation was also suitable for management activities. Consequently, we include the costs of renting and operating premises in the assessment. Besides, there were extra costs that had to be covered at the project implementers’ own expenses. Project employees were overlaid and did extra work as well, thus the value of volunteer, free work can also be calculated for among project costs.

It is a big advantage that the tender beneficiaries were given non-repayable assistance (no obligation for repayment) without the requirement to officially secure their own excesses. However, this program could not be implemented without the use of

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<sup>73</sup>In supported programs, a minimum of 30 but a maximum of 60 students from the target group had to participate (Application Guide 2009).

excesses: renting and operating the building that was offered by the local government would have constituted a huge amount, which would have exceeded the maximal financial support of 22m HUF (75381EUR). Besides, we can conclude that experts participating in the project were paid low, especially if we consider the fact that some of them worked more than their official contracts and what they were paid for.

In our analysis, we consider it profit that 56% of participating students, that is, 51 out of the 91 students could improve their school grades in at least one school subject during the period examined.

### 7.3 Results

The total amount of financial input invested in the program during the project period, 1 January 2010 – 31 October 2011, was 21 930 726 HUF (75 144 EUR). This amount includes the following items:

Table 3: Budget items of the Huszárvár Study Hall project

Budget item	HUF	EUR
Project management (Employing a financial leader, wage and associated costs of the project manager)	1 788 336	6 128
Professional implementation of the project (Employing a professional leader, wage and associated costs of the mentor)	4 724 500	16188
The costs of other support provided for the target group (travel costs of trips, for example, museums, village of museums, zoo; food costs of trips; entrance fees; the costs of the farm program; camping costs; food costs of the study hall, costs of events)	3 986 250	13659
Services used for implementing the project (purchasing equipment for developmental activities of low value; raw costs of craftsman activities; teaching aids; hourly wage of educators; wages of experts, presenters and trainers)	7 378 000	25280
Other services (Event organization: the costs of the project opening and closing events; Informing board; poster and brochures)	549 000	1881
Purchasing equipment (6 PCs; 1 notebook; 1 printer; 1 medicine chest, 1 medicine cupboard; 1 telescope and accessories for the astronomy club; equipment necessary for developmental and free time activities)	2 149 640	7 366



Other general costs related to the implementation of the project (bank account fees, telephone costs, Internet and post office costs)	825 000	2 827
Reserves	530 000	1816
<i>Total</i>	<i>21 930 726</i>	<i>75 144</i>

If we deduce the compulsory costs of public dissemination, the reserves and other general costs related to the implementation of the project, we get 20 026 726 HUF (68 620 EUR). This means that an average of 220 074 HUF (754EUR) was spent on a student during the 22 months in the project, which means 10 003 HUF (34EUR) per month per capita (N=91). This amount was used to cover the costs of management, educators, supports, purchases, etc.

If we scale this amount to only those students whose school grades improved (56%, 51 students of the 91), we get 392 681 HUF (1345EUR) per ‘improving’ student during the 22 months of the project, which is 17 849 HUF (61EUR) per month per capita. On the basis of these we can conclude that it cost 392 681 HUF (1345EUR) to achieve better school grades for one student in the project.

However, we need to consider the fact that the project could not be implemented without the implementers’ excesses, thus we estimated the costs of this:

Table 4. The estimated costs of implementers’ excesses during the entire project period

<b>Budget item</b>	<b>Units, quantity</b>	<b>Amount (HUF)</b>	<b>Amount (EUR)</b>
Providing premises (rental fee)	100 000 HUF/month	2 200 000	7538
Overhead costs	50 000 HUF/month	1 100 000	3769
Equipment (furniture, books, etc.)	600 000 HUF	600 000	2 056
A daily average of 5-hour work of a project manager	100 000 HUF/month gross wage + 27 000 HUF/month associated costs	2 794 000	9573
Extra work done by educators (300 hours in total)	2 700 HUF/hour	810 000	2775
<i>Total</i>		<i>7 504 000</i>	<i>25 711</i>

According to our estimation, an extra 7 504 000 HUF (25711EUR) budget would have been necessary for the implementation of the project. In total, costs add up to 27 530 726 HUF (94 332 EUR). Consequently, this means that an average of 302 535 HUF (1037 EUR) was spent on a student during, which means 13 752 HUF (47EUR) per month per capita. For ‘improving’ students, this is 539 818 HUF (1850 EUR), which means 24 537 HUF (84EUR) per month per capita.

In sum, we can state that the project has shown extraordinary success, if we consider the situation of the target group. However, the project was of a low budget, which had to be complimented by implementers’ in kind and financial excesses.

We suppose that their achievements justify the resources invested. If we only consider the positive improvement of school grades in school certificates in terms of an economic analysis, that is, we do not call it profit if some students’ grades did not worsen, and exclude other impacts (for example, improvement of students’ attitude), the costs per the members of the target group are still low. According to our calculations, 392 681 HUF (1345EUR) was spent on a disadvantaged student’s school grade development on average during the 22-months-long project period (and some students managed to get better school grades in 2 or more, some even in 5 school subjects). This means 17 849 HUF (61EUR) per month per ‘improving’ students.

After the implementers invested a lot of their own contribution in the project and its follow-up – though it was not required by the tender call – we estimated this contribution and used it in our analysis. Based on this, the total project amount is 27 530 726 HUF (94 332 EUR), which adds up to 137.5% of the project costs (20 026 726 HUF/ 68 620 EUR) that we defined.

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Annex 1.

Features of the three groups formed on the basis of end-term result

Variable	Categories	The "unchanged" group	The group with improved results	The group with worsened results	Total
<b>Gender (%)</b>	Male	38.9	54.9	55.0	48.4
	Female	61.1	45.1	45.0	51.6
<b>Family background – global characterization (%)</b>	Positive	34.8	14.3	13.8	21.7
	Negative	43.5	34.3	31.0	36.7
	Neutral	21.7	51.4	55.2	41.7
<b>Family background– family structure (%)</b>	Complete family living together	47.4	45.2	37.9	46.3
	Single parent (father)	0	3.2	3.4	1.9
	Single parent (mother)	42.1	45.2	51.7	44.4
	Grandparents only	10.5	3.2	3.4	5.6
	Other	0	3.2	3.4	1.9
<b>Family background – number of siblings (%)</b>	Large family (children)	20.8	17.9	21.2	18.2
	Has siblings	12.5	33.3	33.3	25.8
	Only child	16.7	23.1	21.2	21.2
	No account of siblings	50.0	25.6	24.2	34.8
<b>Housing (%)</b>	Living in their own flat / house	10.0	27.6	25.9	18.9
	Living in digs	5.0	6.9	7.4	5.7
	Public housing	85.0	65.5	66.7	75.5
<b>Number of rooms (%)</b>	1	75.0	63.3	64.3	68.5
	2	10.0	20.0	17.9	14.8
	3	15.0	13.3	14.3	13.0
	4	0	3.3	3.6	3.7
<b>Socialization, social relationships (%)</b>	Quiet, reserved introvert personality	34.6	15.2	13.2	21.3
	Outgoing temperament	26.9	45.7	42.1	40.0
	Extended circle of friends / big number of	7.7	15.2	18.4	14.7



	friends				
	Few friends	15.4	4.7	5.7	8.3
	Extrovert personality	11.5	32.6	34.2	24.0
	Problems with making contacts	38.5	20.5	27.8	27.4
<b>Favourite leisure time activity (%)</b>	Music	46.4	59.6	56.8	55.1
	Dance	25.0	38.3	37.8	32.1
	Sport	42.9	38.3	40,5	39.7
	TV	21.4	31.9	24.3	29.5
	Computer	17.9	12.8	16.2	16.7
	Other	32.1	17.0	18.9	23.1
<b>Age-group (the form they go to) (%)</b>	1-4.	38.5	4.8	2.7	16.7
	5-8.	42.3	59.5	75.6	55.5
	9-11.	19.2	35.6	21.6	27.9
<b>First subject undertaken (%)</b>	Maths	71.4	62.7	57.5	67.5
	Grammar	21.4	11.8	15.0	14.5
	Foreign language	3.6	13.7	15.0	9.6
	Other	3.6	11.8	12.5	8.4
<b>Second subject undertaken (%)</b>	Maths	31.6	27.0	29.4	27.1
	Grammar	63.2	32.4	32.4	44.1
	Foreign language	0	8.1	5.9	5.1
	Other	5.3	32.4	32.4	23.7
<b>Weak points in subjects (%)</b>	Factual knowledge	60.0	53.7	41.7	55.1
	Methods, behaviour, etc.	24.0	19.5	25.0	21.7
	Several	16.0	26.8	33.3	23.2
<b>Development aims (%)</b>	Development of factual knowledge	55.6	33.3	27.8	41.7
	Skills development	25.9	35.7	38.9	33.3
	Both, complex	18.5	31.0	33.3	25.0
<b>Methods, procedures, tools of development</b>	Individual development	63.2	45.8	45.8	53.3
	Pair, group development	5.3	29.2	33.3	20.0

<b>(%)</b>	Mixed	31.6	25.0	20.8	26.7
<b>Duration of development (%)</b>	Less than weekly	11.8	8.8	10.3	9.3
	Once weekly	58.8	82.4	82.8	75.9
	More than once weekly	29.4	8.8	6.9	14.8
<b>Total number of classes (lessons)</b>	The total number of classes of the development	44.01	44.51	51.32	46.47
<b>Motivation, interests (%)</b>	Sport	12.0	15.6	18.9	13.7
	Music	20.0	44.4	35.1	34.2
	Dance	8.0	26.7	21.6	19.2
	TV	8.0	15.6	5.4	12.3
	Friends	8.0	13.3	13.5	12.3
	Internet/computer	8.0	13.3	13.5	11.0
	Negative opinion	24.0	11.1	13.5	16.4
	Praising, rewards	28.0	6.7	5.4	13.7
	Studying, studying further	20.0	13.3	13.5	15.1
<b>The results of the development (%)</b>	Negative opinion (negative value)	2.8	2.0	2.5	2.2
	Positive change (1 to 2 average values)	19.5	31.4	35	26.4
	Very positive opinion (2+ average values)	5.6	4.0	10	6.6