Melinda Szentpétery-Nagy

Együttható Egyesület

Avas Khetane

Get together!

EGYÜTT HATÓ

KÖZÖSSÉGÉPÍTŐ EGYESÜLET

2023, Budapest

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This book features scientific approaches and practical experiences of the partners who took part in the Avas Khetane project founded by Erasmus+. The authors and their respective organizations have been indicated at the beginning of each chapter. It is important to note that the thoughts expressed by the authors do not necessarily reflect the same point of view, even though they collaborated to achieve the goals of the project.

2023, Budapest

Introduction

Project partners and introduction of the topics of this booklet

Együttható Egyesület - Association Co-Efficient - Hungary

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Együttható Association was founded by social professionals, and enthusiastic young volunteers in 2010 to promote non-formal learning, innovative community services and a new way of thinking in youth and social work. When the members of the association were young our vision was to build small, strong communities which eventually could exist free of our daily intervention. The power of the community could support personal goals, and encourage for cooperation among its members. Society needs to develop through autonomous, supportive communities following a bottom-up approach, in this way inclusivity could be the most natural way of life for the society. If everybody's voice could be heard and listened to, and the aim was a reasonable agreement for all, then communities could provide equal opportunities but based on the individual needs of support. Equity instead of equality.

Együttható is operating a youth information office in the 4th district of Budapest offering regular events and activities, which serves as an access point to the EURODESK network as well. Hatáspont Tanoda ("ImpactPoint After-school") was a department of our association. Our public benefit association has been providing youth work since 2010 by addressing the age group of 7 to 30 years. Our programs are

extracurricular activities of education aiming for the competence development of individuals and groups, helping the involved young people to become assertive adults, who can consciously build and fulfil their ambitions. The programs and services organised by us are making it possible for young people to partake in non-formal educational learning processes without any distinction to their gender, sexual orientation, ethnicity, or mental and physical condition while providing them support and assistance for their development through a multicultural approach. To date, we involved thousands of participants in our programs, and from the beginning we have built close contact with many Hungarian and foreign civil, and youth organizations, child welfare and public education institutions. In the past years, we have implemented and taken part as partners in numerous projects based on the principles mentioned above in the framework of European funding programmes (Erasmus+, Europe for Citizens etc.).

HatásPont Tanoda- ImpactPoint After-school – the short story

In September 2014 we opened the ImpactPoint After-school (HatásPont Tanoda) in Gyöngyös, Hungary where we offered daily services for children and young people endangered by early school leaving. The youngsters often came from a disadvantaged background, had multiple disadvantages and/or came from Roma families and/or needed special educational support. The After-school program aimed for the development of the following:

- Basic competencies needed for success in school (reading – comprehension and dyslexia prevention, writing and dysgraphia prevention, calculation and dyscalculia prevention)

- Other personal competencies (autonomy, sense of responsibility, reliability, precision, thoroughness, decision-making, monotony tolerance, dexterity)

- Social competencies (compliance, leadership skills, determination, contact-making skills, cooperation, interpersonal flexibility, solution-oriented attitude, confidence, self-reflection, situation awareness, assertiveness etc.)

- Cognitive competencies (development of attention, working memory, logical thinking, and task orientation attention or in other words concentration, creativity, memory, information processing, analytical skills, problem-solving, and critical thinking)

- Cultural and intercultural competencies (knowledge and awareness related to Roma culture and identity, knowledge and awareness related to EU and Non-EU countries with the usage of Erasmus+ youth projects)

The After-school had a complex function. For competence development, the children took part in individual and group activities conducted by tutors, mentors volunteers and external visitors (attitude-shaping workshops). For community building, we organized open days, thematic events (e.g. Roma holocaust memorial day), excursions and vacations together, which involved not only the youngsters but their parents and families too and contributed to the forming of a supportive community. This was highly important because the time spent in the After-school became an alternative instead of many high-risk activities and situations and increased the youngsters' motivation to take part in the less exciting formal learning processes despite their difficulties. We highlight here that their difficulties mostly come from poverty, the rejection of the

majority, systematic racism, discrimination, and segregated residential living areas, where they spend most of their time. These children live like their families in the past 30-50 years or more, this is their inheritance from the state. Our practices - with the tools of mental hygiene prevention -can be considered as a drop in the ocean.

In Gyöngyös and its region since the opening of the After-school, we have cooperated with many public educational institutions, child services and the After-school has become a significant actor in the network of social services. However we failed to effectively cooperate with the local municipality, and we didn't get financial and moral support to build and maintain a new community house for the Roma in one of the biggest residential Roma segregate in Gyöngyös, called Harmadosztály (Third-class). We waited for two years for the answer about the support from the local municipality, meanwhile the local shortage of antiracist teachers and social workers, and the rising utility costs and inflation made it impossible to maintain the already existing After-school.

Maintaining our services in Gyöngyös was a top priority of our association for 8-9 years because we believed that the After-school is a valuable opportunity for the development and support of the local children and community. In the past few years events have shown us, what we do is a small drop in the sea. The COVID pandemic drew our attention to the inequality and oppression which come from the capitalist economic structure but are magnified by the operation of the school system in Hungary.

Art-based youth work, and in this the involvement of the Roma culture and historical knowledge aimed to develop a sense of critical thinking, to develop a necessary consciousness to have a tool against oppression.

In the light of the projects in the introduction part of this book - which were funded by the Erasmus programme - we can see that it's a never-ending fight with small achievements.

We elaborate more about the topics of developmental tools and methods in the main chapters which we used in our work, so these could be used by anyone else, as well as in schools, in youth work, community work, and in any extracurricular, outside-of-school activity for the development of youth. In these chapters, we want to show some insight the theoretical background of our work and channel our project partners' knowledge and experiences as well.

In this **Introduction** part of this book, we present our partnership and the framework of the Avas Khetane project. Additionally, we discuss other initiatives related to supporting Roma youth.

Chapter 1 covers the history of youth work in the partner organisation's countries, the theoretical background of youth work, and the use of art-based pedagogy as a non-formal youth work tool. We also introduce the concepts of competence and social competence within competence theory. Furthermore, we discuss the main ideas of prevention and SEL programs that aim to improve life quality through competence development.

In **Chapter 2**, we provide an in-depth explanation of Roma in Hungary and Europe. We also delve into their historical past since the arrival of the first groups around 600-800 years ago (Dupcsik, 2007; Romano Rácz, 2008).

The **3rd Chapter** of the book concentrates on the idea of inclusion and its theoretical basis, specifically on how the

concept of empowerment has become a mere slogan that reinforces the oppressor's system instead of bringing about real change. The chapter explores practices that are considered empowering in educational settings but are underused in public education due to the centralized curriculum, despite being highly adaptive to children's needs.

From the **4th Chapter** to the **8th Chapter**, the book introduces partnership practices that the authors use on a daily basis, as well as those they have gathered or learned from each other over the years of working together or in the Avas Khetane project.

Projects connected to Gyöngyös and its region

Erasmus+ youth KA2

Avas Khetane – Get together

The title of the project – in Roma language- was chosen by a former colleague of the Együttható Egyesület (Co-efficient Association), who is herself a member of the local Roma community. Although Roma identity or origin is not necessarily associated with disadvantage and poverty, the vast majority of children and young people within the scope of our association consider themselves Roma and live in segregated residential environments in poverty.

Aims of Avas Khetane

'Avas Khetane - Get Together' project aimed a paradigm shift by developing a long-term structural methodology using art and experiential learning as a tool, tailor-made with individual development plans for the needs of young people with fewer opportunities, endangered by ESL. The project combined the expertise of youth workers, After-school mentors and teachers with cross-sectoral cooperation between primary schools and grassroot human service providers engaged in youth work.

The partnership aimed to collect best practices, tailor-made methodologies, then piloting it with the involvement of 10-15 youngster from Romania and Hungary. Afterward we've planned to disseminate the results via this book as the intellectual output of the project.

The project further aims were to reduce the number of school drop-outs amongst youngsters living in extreme poverty, who were excluded from digital education under the COVID pandemic and who experienced the most negative effects of COVID-19 pandemic for example housing difficulties and crowded housing, vulnerability of parents due to undeclared work and the loss of income

under the curfews, inadequate hygiene conditions at home because of the lack of comfort, difficulty in accessing vaccinations, and distrust of healthcare providers.

The partners wanted to establish a cooperation through an intersectoral dialogue, in which, by learning from each other, they could enrich each other's work with new aspects in order to prevent students with disadvantaged background from dropping out of school, since nowadays obtaining a higher level of education is the only chance for a student living in poverty to improve his or her chances on the labour market.

The activities planned in the project contributed to the above mentioned goals in following ways:

1) The planned development of the methodology part of the present book for the youth and public education sectors. This book was developed by a multidisciplinary team therefore, depending on the authors of the given parts, we can find a variety of views in it.

2) The present publication in Avas Khetane project developed on the basis of the existing scientific approaches, can serve as a compass for the relevant stakeholders in the three countries, and this way can increase educational access for disadvantaged groups and the overall effectiveness of the inclusion.

3) The activities realized in the project and the present publication sought solutions that strengthen the Roma identity by raising the content about Roma history, language, culture, and music in the life of the After-school. In strengthening Roma identity, we saw an opportunity to develop social competences, because minority identity could be not only a risk factor, but also promotive and protective factor (Zimmerman et al., 2013). In other words, if the young people attending in our After-school were proud of their roots of Roma and this would be associated it with

positive experiences, their self-image would improve, which could have an impact on their relationship with studying and schooling.

In order for this to happen, however, not only the students' relationship with their identity, but also the school must change, in terms of the methods, the approaches and their the attitudes towards Roma of the professionals.

Project activities within Avas Khetane project

- Group meetings/individual meetings of students above age of 13 in the school with school mentors, and in the After-school with the After-school mentors
- "Open days in the After-school" where students, their parents, and people from the local community participated
- 'Family days' in order to get parents, teachers and children together – an analogue to "open days" in the After-school.
- Mediation between the segregated community and the school by the After-school;
- Out-of-school activities, such as tutoring and academic coaching in the After-school. Attendance of children and such activities is advised to be encouraged by school mentors;
- School mentor tracked the academic success of the students involved and communicated them to After-school;
- Socioemotional development workshops based on art (SEL program);
- Development and update of the tailor-made, Individual Development Plans (IDP).

The first figure shows the visual structure of the services implemented in the project.

1. Figure Structure of the 1 year services in the Avas Khetane project in the After-school

Related strategic, youth-centred projects

"Learned Inactivity – Decreasing the Number of ESL Students in Disadvantaged Communities with the Power of Non-Formal Learning (LEADNFL)" (2015-2017): Based on our experience with the After-school, we conducted a non-representative research with 300 respondents involved from 2 countries (HU, RO) to explore the circumstances and reasons for ESL. Among others, the analysis of the results tied the tendency of having children at an early age to ESL. After the research and analysis of results, a methodology development phase was implemented to create a toolkit from best practices and NFL methods to combat ESL. As the title shows our starting point for thinking was the well-known and heavily weighted knowledge about the dysfunction in the family which we've heard all across of our university years. A dysfunctional family give certain behavioural patterns along socialization which is a barrier to academic success based on the long-term unemployment career. What we learned from this project is that half of the young people who were interviewed from the local segregate were in segregated schools and kindergarten, and

that they do not get any or enough help form the system to have better achievements and quality life. They do not feel safe outside of their living area. Most of the deviant behaviour, including early school leaving is mainly comes from their environmental circumstances, which can't be changed by the equal opportunity of schooling. Those acts, measures which we could call equity are missing from the health-, social-, and education system, e.g. early childhood special education development as universal act, and regular individual support by school social workers, psychologists in school, etc.

The 'Loose Ends' - Mapping the Roots of Youth Marginalization in the Underclass (2020-2022) was an international collaboration of three NGOs from Eastern Europe engaged in education, social work and/or advocacy. As evidenced by several studies and reports Roma children are overrepresented in lower social strata, are more vulnerable regarding early school leaving (ESL) and often children of Roma families find themselves in segregated educational institutions. This project was a follow-up of the LEADNFL project mapping ESL patterns in segregated communities and aims to collect and analyse data in a very specific way of segregation: educating Roma children with special needs in special schools. Although in most cases the diagnosis justifying special education is valid in Hungary according to a special national-level Hungarian program called Utolsó Padból (In the Last Bench) (Bass, 2008), the socio-economic reasons behind an underperforming child are not taken into *enough* consideration. Attention-deficit or/and learning difficulties or/and intellectual disabilities might be the results of a lack of access to healthcare and early childhood development, while the lack of social capital and financial resources may result in families lacking access to existing support structures in the later stages of development (i.e. specific development, youth services, labour market services, etc). The lack of access results in the

circle of poverty and marginalisation on an even larger level, as the individual is stigmatized both because of ethnicity and because of disability. In most countries, education is the only service that helps people living in poverty break out of it. "God helps those who help themselves" says the well-known phrase. This portrays poverty as a choice, so the poor are poor because of their fault because they didn't want to study or work.

However, can one state this about millions of people in the EU? How about in-work poverty (Albert, 2019)?

We involved 25 young Roma (aged 16 to 30) from the local segregates in Gyöngyös, and we asked specific questions about their way to special education schools, about their access to the labour market, social and welfare services, and future possibilities.

Our main research question was: What kind of service can be offered by youth workers to ease their lives?

Most of the Roma children were sent to a local special school by their relatives who lived in the same community. The local learning ability examiner committee helped with this process in the early 2000s. Some of the children were suggested to be institutionalized by the committee, while others were suggested by their teachers as an alternative to integration after they failed or missed too many classes. However, most of them knew that the local special school was for Roma children in the community at that time. The parents felt it was a safer choice for their children, and it was easier to comply with compulsory schooling in a special education school than to fight for integration.

Education did not necessarily help them find better employment opportunities. Many found work as daily farm

workers in local vineyards or as unskilled workers on construction sites in the county or Budapest. Others found work in the black or grey market with the help of their neighbours. Those with higher level of education could work in local factories in three shifts for a relatively good salary but with an exhausting work schedule.

This is the only way of life that Roma in the area know, and there are no any other visible options for them. Their experience of racism and discrimination is not always conscious, and it is often intertwined with their experience of poverty.

Youth Exchanges

"Spraycan II. – The power of street art (2018) – The project used street art and graffiti with a special focus on young people coming from a disadvantaged background. It aimed to help them towards being active citizens through enabling them to formulate their messages and communicate to the public in the form of ethical graffiti. The project was implemented in Gyöngyös. The children from the After-school took part as the Hungarian team of the YE (figure 2).

Figure 2 No freedom 'till we're equal

Figure 3 Front wall of the ImpactPoint Afterschool in 01.11.2022

Since then this project had 2nd part in 2021 which was also implemented in Gyöngyös with the children of the After-school. They - with the help of young people from abroad - send their message to the community of Gyöngyös on the outer walls of the Tanoda. This message was about representing their Roma identity through our walls with the one of well-known symbols next to their faces. The Roma flag made in 1971 on the 1st Roma World Congress (figure 2-4).

Figure 4 Side wall of the ImpactPoint Afterschool with the face of one of our student in 01.11.2022

These graffities were ruined by racism in 2023 when someone believed that they were more Hungarian if they were covered with black paint, the Roma flag and put the sign 100% Hungarian (figure 5).

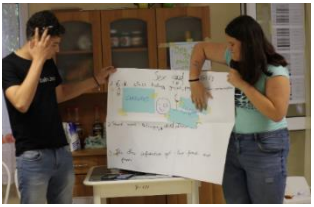
Figure 5. 100% proud Hungarians or the signs of racism towards Roma

Figure 6 100% from everyone in the Afterschool

They got a pedagogical answer from us (children, team of the After-school and ESC volunteers) about multiculturalism. In this book you'll find more knowledge about multicultural pedagogy (norm-critical, critical pedagogy, antiracist pedagogy) in the 3rd Chapter (figure 6).

8. Figure Mind map about influential factors on sexual education according to the international students on SexEd youth exchange

"Flowers, Bees and other Taboos in SexEd" – We had three projects under this title, written by our EVS volunteers, who were inspired by the research results of the LEADNFL project conducted also in the Gyöngyös region, and their volunteer work with youth in the After-school. The YE aimed at looking at topics of sexual education and see what is missing. The young people participating brought their own experiences with SexEd, discussed topics relevant to the subject and created a session for a group of 8-15 year old children with disadvantaged background of the After-school in the philosophy of peer support (figure 7-9). The topic of these were women period, hygiene and usage of sanitary pads, means and methods of protection against diseases intercourse, consent, relationship, methods of protection against pregnancy, ejaculation.



7. Figure Introduction of safe sex life by two youngsters from the Afterschool at SexEd youth

9. Figure International young people with different ethnicity, nationality and orientation.

ESC, EVS in the ImpactPoint

Hit that jive I-II In 2016, our office in Budapest have received EVS accreditation. In the first EVS program we had 2 EVS volunteers to support the daily work of the office and help out in implementation of our project events. The volunteers also attended the After-school on a weekly basis to do workshops with the children. In the second EVS project we had one volunteer for half a year and a full year EVS volunteer doing similar support work as in the previous project. Supporting our EVS volunteers in the personal goals has been important part. The following projects with the title of the Piece of my heart provided beautiful connections between the international volunteers and the youngsters of the After-school. Three of the youngsters with disadvantaged background and/or with disability became independent users of English, and most of the students somehow were able to establish relationship with the ESC volunteers without close help of our staff. The Volunteers got help to build mentorship with the youngsters from our social professionals in their group mentoring process, and in the form of peer-supervision groups (Szentpétery, 2018; Tietze, 2002). In the group mentoring process we provided guiding materials for them as a help to build rapport with the students.

These were:

- Ethical codex of the After-school made by the staff of the After-school based on the Hungarian Social Workers Ethical Codex, the NASW Code of Ethics and the Global Social Work Statement of Ethical Principles (3Sz, 2022; IFSW, 2018; Socialworkers.org, 2023)
- EVS mentor guide (Kimming, 2015)
- Salto mentor guide (Abi Saad & Rossi, n.d.)

- Be a mentor – volunteer mentor guide (*Be A Mentor Program, Training Guide for Volunteer Mentors*, 2006)

Based on the materials we provided, we have given knowledge to the volunteers regarding the recommended relationship with their EVS/ESC mentor to help them shape their expectations.

Be a mentor (2006) especially a useful tool, because there are example sheets to facilitate a mentoring relationship for beginners at the end of the booklet.

By design in the mentoring group mainly they gain experience about the mentorship based on own experience, and the peer-supervision group provided the help to see their mentoring work with the children from a distant, more professional angle. The volunteers also got individual mentoring from a Roma educational professional, and in the last Piece of my Heart project from a previous volunteer who were their peer mentor.

These interventions had a mixed impact on the volunteers. The process was more successful if a volunteer were able to keep her/his motivation for a whole year, and tried to put more and more energy in the participation and in the tasks with the help of her/his own interest. Those who were able to realise the connections, the meanings behind each of the provided support that gained more; they felt more fulfilled their expectations comparing to other volunteers who were waiting for readymade tasks, solutions or feedbacks from us. We use nondirective approach as a support (C. R. Rogers, 1995), so those who were able to live with the freedom by the provided the frame, could learn more about themselves and about the tools of support for children with disadvantaged background. The volunteers capability to

learn highly depends on their openness toward this empowering process which influenced by their actual state of mind, their motivation to participate in an EVS, ESC project, their socialisation in their family and school, their cultural background and their religious views.

We think that the international volunteers gained more than the kids of the After-school in each project, and there is a simple explanation behind it, that the Volunteers – even if they are coming from a peripheral country - start their learning process as a volunteer with better chances and more freedom. In other words they are not as bound by their background as the students of the After-school. On the 10th image, you can see the After-school community celebrating Halloween with ESC volunteers, sharing joy and fun.

Here stand some quotes from the anonymous questionnaires that were completed by the Volunteers at the end of the projects. These are more precisely about their gains and their expectations toward us. The quotations make visible to the reader that our methods helped to develop their personal competencies but still they were prisoners of their own expectations.

Positive feedbacks

“Self-knowledge. I learned that I am still excited when I learn something new and that I do not lose my passion. I knew it was right to learn from children, but experience confirmed it.”

“I've learned that I am more in touch with my feelings than I thought and that I care about people I work and live with to a large extent which was something I suppressed before.”

“I can be more tolerant toward people when I know the background or the reason of their different behaviour. I can try my best in order to avoid conflict.”

Less positive feedbacks

“Honestly, I don't think it's your fault here. I know that it is the same thing as the text you wrote in the information form before I came. I think it's about always wanting more. More precisely, my thoughts on this question.”

“Feedback! It could be negative one, could be positive one... Just any sorts of feedback on our performance at Tanoda :)”

“I would produce more events for volunteers. Because when they are motivated, it means that children will be motivated.”

10. Figure. Last Halloween together in 2022 - (children, volunteers and the staff)

Introduction of the partner organisations in Avas Khetane project

Nevo Parudimos Association – Romania

Author: Grebeldinger Daniel, Executive Director of Nevo Parudimos Association

Nevo Parudimos Association is a non-governmental organization founded in 2008 by a group of Roma and non-Roma teachers, Roma and non-Roma activists, and ordinary Roma individuals from the community of Resita. The NGO was established in response to the need for a structure that promotes Roma rights and advocates for equal access to education for Roma children in Resita city and Caras Severin County. The association's purpose is to "reduce economic, social, and educational disparities in society."

Since its establishment, Nevo Parudimos Association has organized various activities for young people, considering them as key agents of change in society. Currently, the association conducts diverse activities at local, regional, national, and international levels.

Vision: Roma individuals and communities should enjoy all aspects of life at local, national, and European levels without facing discrimination.

Mission: Enable civil society to contribute to strategic and inclusive local development policies to empower both Roma and non-Roma vulnerable individuals to access and enjoy all their rights.

Nevo Parudimos Association is a member of five different European networks:

Youth Express Network (YEN): A network that promotes youth inclusion for those coming from disadvantaged backgrounds.

YES FORUM: A network of organizations working with youth from disadvantaged areas.

Phiren Amenca: A network that promotes international volunteering, specifically for young Roma.

ternYpe: A Roma association network that promotes civic involvement and the development of young Roma.

ERGO: A European network that focuses on public policy in the domain for Roma.

The importance of education and access to education for Roma children, combined with eradicating poverty, is evident in the organization's motto, "Alternative to Poverty Education," which has been present in all activities since its founding. This motto guides the association's strategy development.

Since its founding, education has been a top priority for Nevo Parudimos. Two main reasons support this priority:

A significant number of our team members are teachers in schools with the highest percentage of Roma children in our city.

We strongly believe that education is the only activity that can substantially contribute to changing the current situation of the Roma.

This priority has remained unchanged for the past 14 years and has been implemented through various activities and projects over time:

In 2008-2009, two activities were implemented to improve the education of Roma children: an after-school program and teacher training in inclusive education and interculturality.

In 2010-2013, a more comprehensive program was implemented, including support activities to prevent school

dropout, teacher training, and activities to improve the quality of education.

From 2014, ongoing support for schools in preventing school dropout and organizing educational and free-time activities using non-formal education methods has been a long-term activity.

Since 2015, accredited training in inclusive education and interculturality has been offered to teachers. Since 2016, the association has become an accredited training center that offers socio-cultural animator training to youth workers, teachers, and other interested individuals. In 2017, Nevo Parudimos implemented strategic projects under the Erasmus program, addressing participation and school dropout for different disadvantaged groups. And since 2021, the association has obtained accreditation for youth educational activities under the Erasmus plus program.

From 2022 to 2023, an ESF integrated educational project was implemented, including after-school activities, support activities to prevent school dropout, and counseling activities for Roma children and parents in segregated communities in Resita.

Nevo Parudimos has contributed recommendations to educational laws in Romania, trained school mediators, published materials on good practices and working methods for inclusive education and Roma inclusion, and conducted research on inclusive education and the participation of Roma children in the educational process.

In parallel, the association has developed projects promoting inclusion and participation of disadvantaged young people under the Youth in Action/Erasmus Plus program. A guide for youth workers working with young Roma, titled "9 Steps Guide in Working with Roma Young People," was developed in these activities.

Considering all these activities, the constant development of educational materials adapted to the time and reality of the local community where Roma children live is crucial. Nevo Parudimos believes in an integrated approach, where educational activities are implemented alongside counselling, employment, or housing activities according to the needs of the family members of the targeted young people/kids. Additionally, the association emphasizes the importance of combining educational activities with initiatives that contribute to a positive image of the Roma and increase the self-esteem of the beneficiaries. Therefore, the educational approach, combined with cultural activities and non-formal education methodology, is considered a highly effective integrated approach.

RROMA – North Macedonia

Author: Emilija Panovska, program coordinator in RROMA

RROMA is a youth-led organization based in the North-eastern region of North Macedonia, focuses on empowering and mobilizing young Roma through creative methods and campaigns. Dedicated to personal development and non-formal education, RROMA advocates for the active involvement of young Roma in their communities and addresses issues such as minority rights, human rights, and education. Notably, RROMA became the first Roma NGO appointed by the MK National Agency as a National contact point for the Youth in Action program. The organization received accolades like the MTV Staying Alive Award and the EU Roma Integration Award for its impactful initiatives.

RROMA's services include a group of young Roma and non-Roma leaders conducting non-formal education sessions to foster active citizenship among their peers. The organization actively participates in local decision-making, having signed memorandums with 12 municipalities.

RROMA engages in various activities, including online platforms, comic workshops, and projects promoting intercultural dialogue.

The organization also focuses on youth entrepreneurship, employability, and research on the intersection of minority rights and youth employment. RROMA leads a coalition of Roma and pro-Roma organizations, supported by a European Commission grant, advocating for Roma inclusion and integration. Additionally, RROMA works on Holocaust remembrance and actively participates in projects addressing the Roma genocide during WWII.

RROMA disseminates successful practices through various channels, including its website, social media, newsletters, and collaborations with larger networks like "ternYpe International Roma Youth Network" and ERGO network. The organization aims to empower and train young Roma and non-Roma as active citizens, fostering creativity, initiative, and self-esteem for sustainable impact.

RROMA is intricately connected to youth work through its dedicated efforts in empowering and mobilizing young Roma individuals. As a youth-led organization, RROMA places a strong emphasis on fostering the personal development of young Roma through innovative approaches such as non-formal education, creative workshops, and advocacy initiatives. The organization was actively engaged in after-school activities, providing a platform for active members to serve as educators and mentors for their peers. RROMA's commitment extends to addressing critical issues affecting youth, including education, minority rights, and social inclusion. By organizing youth exchanges, seminars, and campaigns, RROMA strives to create a conducive environment for young Roma to become active citizens and positive role models in their communities. Through its multifaceted programs and projects, RROMA demonstrates a profound

connection to youth work by nurturing leadership skills, promoting intercultural dialogue, and advocating for the rights and well-being of young people, both within the Roma community and beyond.

1. The Other School of Politics

11. Figure Panel discussion in The Other School of Politics project

The project The Other School of Politics was a project brought as a good practice from the organization Zero Discrimination from Turkiye supported by Iceland, Liechtenstein and Norway through the EEA and the Norwegian Fund for Regional Cooperation Grants as part of the strategic partnership within the framework of "New solutions for old problems". "The Other School of Politics" wants to help young Roma and non-Roma who care about social issues to be active in politics and society. We want them to take part in making decisions that affect them. The training program covers different topics like active citizenship, social policies, how local governments work, and policies for Roma in North Macedonia and Europe. We also talk about discrimination, social inclusion, gender, arts, and activism. These topics help participants develop skills in leadership and participation. The training includes

practical things like political communication, alternative ways of activism, and public speaking. The participants learn about these topics and then share their knowledge in their communities. They formed groups to talk about active citizenship and youth policies. At the end of the project, there was a panel discussion where official representatives from each community are invited. The young mentors who were part of the project talk about the challenges they faced and discuss how they can contribute as young Roma and non-Roma in the 21st century to improve youth participation in their local areas in a two-way debate with the official representatives (figure 11).

2. Roma Youth Bring Change

12. Figure Young people in Roma Youth Bring Change

Roma Youth Bring Change is a strategic project between RROMA from North Macedonia, Autonomia Foundation and Detectivity from Hungary and the ERGO network from Belgium. The project is supported by the Erasmus+ program of the European Union. Within the scope of the project there was mutual training of the organization on which Autonomia and Detectivity shared with RROMA their experience with gamification and detective games while RROMA facilitated their expertise about community campaign. Youngsters from Hungary and North Macedonia were selected through an open call and

underwent training in Hungary on the topics of detectivity and community campaigning. After that they also had more scrutinizing national training for couple of months. Throughout the training they developed their own detective game and community campaign addressing certain social issues, in our case, Antigypsyism and formed their target groups. On the national level we collaborated with four municipalities and mobilized more than 170 youngsters to learn about antigypsyism following the well-developed methodologies. This project successfully empowered the Roma and non-Roma youngsters to develop meaningful dialogue and collaboration but as well to nurture lasting friendships (figure 12.).

3. PECAO – Peer Education to Counter Antigypsyism

The "PECAO" project by the Regional Roma Educational Youth Association, part of the ERGO network and supported by Google.Org Impact Challenge on Safety, aims to tackle online antigypsyism hate speech. Recognizing the surge in hate speech, especially during the pandemic, the project focused on addressing the subtle and often unnoticed nature of antigypsyism, the need for reporting, and the importance of monitoring and developing policies. Over 24 months, the project operated in 10 European countries, involving at least 2000 young people through

13. Figure Partner meeting and workshop in the PECAO project

peer education to raise awareness and report hate speech. Additionally, it aims to empower 50 young Roma peer educators to monitor hate speech online, leading to national databases and advocacy for anti-discriminatory policies. The PECAO toolkit, available in partner languages, supports understanding online hate speech and its impact on Roma, promoting advocacy for better anti-discrimination policies. The consortium included partners funded by the European Union Rights, Equality, and Citizenship Program and Google.Org Impact Challenge on Safety (figure 13.).

Gyöngyösi Egressy Béni Két Tanítási Nyelvű Általános Iskola

Gyöngyösi Egressy Béni Biligual Primary School

Author: Hajnalka Oroszi, principal of Gyöngyösi Egressy Béni Biligual Primary School

We have 8 grades and 16 classes with a total of 321 students. We also have 27 full-time teachers, 3 pedagogical assistants, and 7 technical workers. The rate of children at risk of early school leaving is 19%. In 2022, we were awarded the title of "Eco-School". You can visit our website at http://egressy-gyongyos.hu/.

Our school has always been committed to innovation. It was opened on 1 September 1966. In 2008, we introduced a bilingual faculty teaching different subjects in English and Hungarian. In 2010, our school was renovated completely, which led to a new and modern environment for education. In addition to our traditional education, we are passionate about learning and introducing new skills and methodologies. We have been taking part in different innovative projects and we are proud of our Erasmus+ projects, which can demonstrate our teachers' philosophy

who continuously develop their skills, learn and adopt new methods.

Since 2017, our school has been working on a project to reduce the number of early school leavers in accordance with the EU 2020 Strategy. In September 2019 we adopted a massive school development programme, called Complex Basic Program /CBP/ which aims at decreasing early school leaving. This program provides great opportunities for each pupil to experience education in a different way. Our school has become a member of KAPOCS - school network which gives us professional support.

The CBP consists of a number of subprograms such as a Digital, Art, Logic, PE and a Life skills-based one. This spread of practical experiences helps increase motivation, improve interpersonal skills, and reduce behavioural issues, and increase individual and group achievements.

In addition to this programme, in 2020, our school partnered with international organisations in an Erasmus+ project called „Avas Khetane" to build international relationships and, through these partnerships, get international school experience and share good practice teaching techniques between the schools and organisations involved.

The objective of this project is to reduce the number of early school leavers through this program in line with the EU strategy of reducing early school leaving numbers. Keeping up with new developments we are very keen on engaging pupils enthusiasm through this program in order to the development of character strengthening and well-being, such as the experience of positive emotions, engagement with activities, establishment of meaningful practices and relationships.

The long-term aim of the program is to help all disadvantaged children go to secondary schools, which will help them appear in the future labour market.

Şcoala Gimnazială Constantin Daicoviciu

Constantin Daicoviciu Secondary School - Romania

Author: Adriana Adela Apopi, primary Education and Romani language teacher at Maciova Secondary School – structure of Constantin Daicoviciu Secondary School

Constantin Daicoviciu Secondary School includes six kindergartens, two secondary and one primary school. Maciova Secondary School is one of the structures assigned to this unit and is the only one with a Roma population. Romanian is taught as the mother tongue, starting from the primary level and continuing with the gymnasium. Constantin Daicoviciu school's commune is situated in the northern part of Caraş-Severin county, 18 km away from Caransebeş and 22 km from Lugoj. The commune spans over an area of 13022 HA and encompasses six villages: Căvăran (Constantin Daicoviciu), Prisaca, Zăgujeni, Mâtnicu Mare, Peşte and Maciova. The area is crossed by the European road E 70 and the county roads 16 and 19. Căvăran, with a population of 2946, is a beautiful locality located southwest of Caraş Severin County. The locality is part of the rural environment with prospects of tourist development.

In Căvăran, very few students come from families with very good financial conditions. The school in Maciova has a majority of students who belong to the Roma minority. They make up over 60% of the student population. Maciova's locality is divided into two parts: Maciova - village and Maciova Colonie (Str. Muzicanţrilor), with a distance of about 1 km between them. Geographical and residential

segregation exists, and the unemployment rate is high in Maciova and Peştere, which are isolated localities without means of transport. The distance from Caransebeş is 19 km and 25 km from Oţelu Roşu. Only 10% of the inhabitants work in Caransebeş, commuting by car, as no public transport is available. Some of the inhabitants of the two localities are of Roma ethnicity and/or dysfunctional families with a low level of education, living on the guaranteed minimum income. Others left their children in the care of grandparents and relatives, earning a living abroad. Very few have a stable job. Children left at home face difficulties in doing homework, school attendance is sporadic, and the acquisition of knowledge is deficient because relatives can provide only their existential needs.

Within the Maciova Gymnasium School, in the school year 2020-2021, a total of 37 students are enrolled in the primary cycle, of which 25 are of Roma ethnicity, and a number of 29 students are enrolled in the gymnasium cycle, of which 16 are of Roma ethnicity. A significant proportion of them belong to vulnerable groups because their parents have a low level of education. Many families survive on the minimum state income. At the same time, some children of ex-pats have poor grades, low participation in early education, and drop out of school before completing their education.

In the last 20 years, since the 10th grade became mandatory in our country, only a few students who graduated 8th grade (which our school can provide) have continued their studies. Only two girls and a boy have graduated high school, and they are good examples for the community. Many students who started high school and wished to finish 12 grades gave up in the first months of the 9th grade due to poverty and/or because of the traditional rules of the local Roma community. Many students only completed 8th grade with multiple absences or repetitive classes.

The school population is decreasing because parents are too poor to afford to send their kids to school well-dressed according to the weather, and children get sick, which leads to absences and falling behind with school subjects. If this situation persists, children may lose interest in school due to being behind their peers by 2-3 years. Families may move abroad due to financial issues, causing us to lose track of their children and their education. The school involves Roma traditions to help children connect with their roots and prevent early school leaving (figure 14.).

14. Figure Promoting Roma traditions in Şcoala Gimnazială Constantin Daicoviciu

Connecting concepts to experiences

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The following text examines After-school programs in Hungary, Romania, and North Macedonia, with a particular focus on how they support disadvantaged and Roma children. In Hungary, the Tanoda program is designed to tackle educational inequalities that exist within a system by providing essential support and development opportunities for underprivileged students. In Romania, After-school programs play a crucial role in helping Roma children by offering academic support, social integration, and personal development. Although North Macedonia lacks a national-level After-school program, similar to Romania, there are efforts by organizations like UNICEF and the European Roma Rights Centre to promote inclusive education and support for Roma children.

What is Tanoda in Hungary? – The failure of education

After this introduction here comes the question: what is the Tanoda in Hungary? Why does it even exist? Why can't we call it a youth community space for children and young people?

In Hungary it is well known – *even for the decision makers*- that the schooling system supports those who are considered as the middle class instead of providing equal opportunity for all children based on their unique needs. We can conclude this from the possibility of free choice of the school, the uneven subventions amongst the schools, and from the right of the church and private schools to selectively enrol the students (Ercse, 2018; Kiss, 2018; Zolnay, 2018). The three reasons provide unequal chances

for students with disadvantaged background or/and students with disability. Parents of these children typically choose the nearest compulsory district school because these schools must enrol the student regardless of whether they wish to select the child or not. In Hungary, education is compulsory, and every child has the right to participate in it until the age of 16. Public schools have to reserve some free space for children who would choose the school outside from the signed district, so for these capacities the schools like to choose those who have better chance to have a successful academic career. These achievements usually comes from the family background, and/or from the skills of the student, so those who are deemed less likely candidates by the thoughts of the school personnel, usually don't get the chance to go to a school which is outside of their district. Church schools receive much higher public budgets than public schools (Ercse, 2018), and secular, non-denominational private schools get the lowest public funding. Both of them have a chance to select their students according to their principles and criteria. The private schools are encouraged with this to choose students from the middle class or the rich. The parents may finance the compulsory education of their children by themselves, or the school may apply for grants from public or private donors; these route provides less stable funding. The Christian church schools usually choose by their principles, some of the schools choose from the richer, and others only choose from the poorest stata, both of them contributes to the division of society (Ercse, 2018). Then there is the free choice of the parents about the school, which strengthens the separation, segregation and works like the domino effect. A common scenario of this chain reaction is that where the proportion of disadvantaged and/or Roma students is higher, due to the possibility of free school choice, the parents from the "white" majority take their children to another institution (white flight phenomena), then, as a result of spontaneous segregation - more than

25% of the ratio of the Roma and/or disadvantaged children -, a culture opposing learning may develop, which through contextual effects will have a negative impact on the entire class and worsens the academic results of the children. The negative feedback loop strengthens the negative attitude of teachers towards disadvantaged students, which again negatively affects their academic results and motivations, and also strengthens teacher counter-selection which in turn leads to lower-quality education. Conscientious, open, more qualified teachers choose to teach in communities that are easier to manage, because either way they gain the same low salary in a public school located in the economically developed and the economically backward regions of the country, so why would they choose to teach in harder circumstances (Cs. Czachesz & Radó, 2003; Kiss, 2018; Radó, 2018)? This is the way how totally segregated classes develop where the students are mostly Roma and/or live in poverty. Belonging to a national or ethnic minority is not necessarily associated with a disadvantaged situation, but poverty more often affects people belonging to minorities in the society, including the Roma minority in Hungary (Bernát, 2014; Tóth et al., 2000; Varga, 2018) The "breakout" stays a baseless promise, it is actually a myth of meritocracy; those very few, who, despite their miserable situation, are still successful in their studies and thrive in life measured by capitalist standards[1], are shown as successful examples by NGO-s and the media. The effect of this is unfavourable for Roma people, because promoting misleading “success stories” make the majority believe that the problems are not systemic, but individual failures stem from lack of ability and will (Ame Panzh, 2023).

[1] Education as problem and saviour in A. Rogers (2005, p. 65)

This indirect selection in the system supported by well-known ideological commitments in the value system of the Hungarian politics. Some examples from the last few years:

- In 2020, a case of murder on the streets of Budapest led to a neo-Nazi parade followed by vandalism of the Roma Holocaust Memorial Site, which was left without meaningful intervention by the Hungarian government.
- In 2012, with the amendment of the Criminal Code Act, begging and living in public areas and the rummaging in disposed garbage were classified as crimes, thereby the government criminalized homelessness, and one of the incomes of the poor.
- The government introduced a school police system and favoured policing over school social work.
- After the court-issued verdict on a school segregation case in Gyöngyöspata, the Prime Minister of Hungary disputed the right for reparations, and referred to it as dishonourable income which was earned without work.
- Supporting church-run institutions that promote segregation in the spirit of "loving catch-up programmes"(*Balog a Szeretetteli Szegregációban Bízik*, 2013), e.g. the Greek Catholic school in Huszártelep, in the case of which the Court overturned the first-degree conviction, saying that this church school organizes education on the basis of religion, not nationality or ethnicity (Ame Panzh, 2023).

If we look further in the past we can see, that segregation and the social mobility trough schooling were always made difficult in the Hungarian school system. Since 1994, schools have not been able to take into account the origin of students (Babusik, 2003). However, researches since the 1970s have shown that there is a strong selection based on

ethnicity and ableism in the education system (Fejes & Szűcs, 2018; Gazsó, 1971; Lukács, 1991; Csapó, Fazekas, Kertesi, Köllő, Varga, 2006 hivatkozza Mayer & Kőpatakiné Mészáros, 2011; Szabó, 1998).

Multiple reasons hinder the change of education the system.

After WWII the Roma weren't recognised officially as a national minority in Hungary, they were seen as a social problem, which can be solved with assimilation, universal compulsory education, and compulsory work furthermore with additional support from the social, and health care system (Kállai, 2014). After the war the Hungarian educational system was driven by top-down reforms which usually had long lasting marks with the tool of political propaganda and provoked silent resistance from the teachers. First, the 1985 Education Act brought more serious changes, which were preceded by an apparent social and professional consultation. In spite of the fact that the state designated itself as the exclusive school operator, the professional freedom of teachers played a role in daily operations. However the freedom in teaching remained an empty phrase, considering that it was influenced by the lack of resources and the effort to conserve other elements of the system. Since the compulsory education has always been politicized - *a symbol of control*- because it was expected to have serious social impact, the first public education law of the 1990s tried to put it on a new foundation. This foundation was the freedom of teaching, and the freedom of parents' choice of school (Kelemen, 2003). The right to establish and maintain schools created a plural system in which pre-war constructs appeared, e.g. the 6-8 grade high schools (Kelemen, 2003), and in the past 20 years, these have created a school system that is difficult to penetrate and selective at several points (Kőpatakiné & Sinka, 2008). Public education responded to social pressure through regulation (Kőpatakiné & Sinka, 2008), instead of making it

fairer resource allocation and distribution. Hungarian education is characterized by a lack of resources and a lack of response to educational needs (Lannert, 2018).

Although the curriculum has changed a lot in terms of its content, and education actors are experiencing more and more top-down reforms, the changes were never able or wanted to eradicate the transparency or opacity of the system established at that time. Accession to the European Union prompted the adoption of educational integration. However, some of the teachers viewed this as a self-imposed burden, similar to previous reforms. Research comparing National Competence Measurement results in mathematics and reading comprehension with family background questionnaires and end-of-year grades showed that students from disadvantaged backgrounds consequently received lower grades (Csüllög et al., 2015; Kőpatakiné & Sinka, 2008; Lannert, 2018; Lukács, 2017).

"A serious reform of the school structure is an extremely large and very expensive undertaking, which is precisely why modern states rarely undertake it, if at all, they do this, very compelling reasons are required" (Lukács, 2017, p. 562).

These are the reasons behind of the existence of Tanoda program in Hungary. The segregation and underachievement of the underprivileged is not a strong enough reason for changing the whole education system, and it is much cheaper to embrace a civil initiative at a somewhat systemic level, which aims to make up for the deficiencies of the insufficient functioning of the education system (Lannert, 2014; Szűcs & Fejes, 2021).

According to a 2021 study, this compensatory initiative reaches 5,000 disadvantaged students to prevent learning loss (Szűcs & Fejes, 2021). In the beginning, the European Union funding provided a less rigid framework for the Tanoda program, in which it was easier to flexibly cooperate

with the children and their families. There were however, significant funding gaps between project periods, which caused institutional instability and undependable service. Later, an application-based funding scheme from the public budget were implemented in 2019. The organizations who have been already running the program expected more predictable and stable operation (Kállai, 2019; Szűcs & Fejes, 2021).

HatásPont Tanoda– the long story of our closing

ImpactPoint After-school

In reality, however, the funding scheme came with stricter and often unnecessary administrative conditions, e.g. in addition to voluntary enrolment and participation, the students must justify their absence from the After-school with a medical certificate from the paediatrician, weekly mandatory attendance, centrally standardized expectations at the content of activities, which message was informally came through on different channels. Through the system of Tanoda advisors, for example. This a facilitator network which is part of the Tanoda program and is coordinated by an organization under the authority of the Ministry of the Interior. In fact, the counsellors tried to follow up informally from time to time each organisations' activities to see and supervise the work of the After-schools. We experienced sometimes even formally they took notes on the operation and inspected the materials, documentations about the children, even those with personal sensitive data. On one occasion, for example, one of the consultants remarked that it is not enough for a child to play in English with a foreign volunteer all the time, because then the child don't learn, but has to sit down and learn at the table with proper teaching material. So it is not enough to learn a foreign language through informal situations anymore for a children with disadvantaged background, they have to study like at school.

A new administrative system were introduced which were inflexible and incompatible with the various educational activities and social services of the Tanoda. The state did not create a new system, but channelled and integrated the diverse activities of the After-schools into the system of public social and community service providers, whom mostly provides uniformed social services across the country. Although the funding became indeed predictable, it classified the students as task units and made the funding performance-based, i.e. made it dependent on the attendance rate of the students, not taking into account the fact that this service is attractive because of its voluntary nature. If 4-5 students out of the 25 do not attend every week, the funding is not significantly affected, but if the number of students falls below 20 on average per week, then there is an obligation to repay at the end of the financial year and/or after the yearly compulsory report, the yearly state treasury and other audits. Service providers either pressurize the students to be regular, like in the school, or operate with many more students than there is funding for, so that they can maintain the compulsory average. Both workarounds cause tension between staff and students. The mostly unit-cost based funding was insufficient compared to the previous, European Social Fund based scheme, while commitments and expectations towards the service increased. The consequence of stable funding was that the Tanoda program began to divert to the path of schooling. Extended school hours outside of the school.

Between 2019-2023 we had 95 student in the Tanoda program. The average age of the 95 students was 12 years, the youngest one was born in 2018, and the oldest one in 2002. In the 3,5 years almost 67,3 % of the 95 students received the Regular Child Protection Benefit (later on Benefit) from the local government, which according to the law is granted in the event that the income per person in the

family fell somewhere between HUF 40-45.000 (lower than 120 euro per capita per month). 42% of the children fell into the cumulatively disadvantaged category, which is determined by the Child Protection Act (1997. Évi XXXI. Törvény a Gyermekek Védelméről És a Gyámügyi Igazgatásról, 2023). When a student lives in a segregated residential environment, her/his parents do not have a secondary education and / or are affected by long-term unemployment with by applying for the Benefit, they can also be included in this category if the conditions are met, which would entitle them to have their situation taken into account at school and to receive special attention based on the Public Education Act. The Benefit also provide free school meals for each school day, even for the summer, and the organisations who are maintain Tanoda to involve them in their after-school program.

The Hungarian Child Protection Act stipulates that 70% of students of the Tanoda must have a regular child protection benefit and 50% must be cumulatively disadvantaged or must live on segregated area. If we take into account what was written earlier about the white flight phenomenon and the unfavourable educational environment in the case of a large proportion of disadvantaged students, we can conclude that with such ratios, very few students from the majority, but even fewer middle-class students attended the after-school. Students who fit the latter categories had learning disabilities, learning disorders, severe behavioural disorders (ADHD), or severe disabilities (ASD). Without exception, the non-Roma special needs students came because their parents experienced that there were no extracurricular private or state founded development services in the city, or that their prices were prohibitive for them. Otherwise 72.6% of the parents – whose children came to the Tanoda- declared themselves to be Roma.

During the three and a half years, there was fluctuation and student dropout. We sent a copy of a rent contract three

days after the deadline to the County Government Office – first working day in January, instead of 31th December – the consequence was that we had to provide the service for a year without any funding from the General Directorate of Social Opportunities (unit of the Ministry of the Interior). The municipality didn't support our work with funding. Year later the municipality provided a minimal contribution - less than HUF 3 million- considering the whole 9 years duration of operation, however this amount of money would not even was enough for one employee's annual salary.

In 2019, we had 51 students, but the following year, only a few remained officially enrolled. This coincided with the first year of COVID-19. We visited the segregated area several times a week and worked with the unofficial students on camping tables during the initial wave of COVID-19 when schools were closed and many children did not participate in online classes. This financial gap year provided lot of opportunity to think through how we want to work further with the children, and how we can gain back their trust and participation. This financial gap year provided ample opportunity to reconsider how we wanted to engage further with the children and regain their trust and participation. We discovered that the 25-minute walking distance from the segregated area could be problematic, especially in winter, so we quickly purchased a used car to transport them on weekdays. Thanks to this, 18 new students joined the programme in 2021, and by 01/01/2022, there were 28 students in our system. During the second wave, although schools closed again, the Tanoda remained open due to special exemptions for social service providers. Parents recognised that during school closures, the children needed support from the Tanoda, but in addition, the second-hand devices obtained through grants and given as gifts provided an external motivation for them. Thus, those children who could not or did not want to participate in online education could attend every day and received individual or small group support in the Tanoda, so that they did not fall too far behind. Almost 40 children came each day during this period. When the Tanoda closed in 08/2023 we had 26 official students. We counted on an economical set back because of the COVID, so we tried to

prevent the consequences on our organisation, especially on the Tanoda and the people of the segregate. We tried to establish collaboration with the local government, and asked their support in a form of a new community house in the segregate. Over two years, no decision was made on whether they could support our association with the creation and construction of a community centre in the segregated area. Had we received their support, we could have eliminated the need to transport students and placed greater emphasis on the community within the segregated area, offering various services including early childhood development for children under five, involving parents based on their needs. We even tried to support this idea with the LOOSE ENDS research which provided detailed knowledge about the life and possibilities of the young people in the segregate. We entered into collaboration with the Hungarian Foodbank Association, and with their help we delivered close to expiration date, but still edible food to the segregate on each weekdays. On an average day, we brought 30-50 kg of food to the families.

We attempted to demonstrate our value to the local government, which showed no interest. When we sent them another official letter detailing our results and informing them of the Tanoda's closure, the mayor wished our organisation success in its future endeavours (elsewhere).

After-school program in Romania

After-school programs in Romania are crucial in supporting Roma children by providing them with a space to achieve academically, integrate socially, and develop emotionally outside regular school hours. However, these programs need to receive national-level support, and most rely on project funding to offer their services, as reported by English sources (Comai, 2013; Gherasim & Rusu, 2021).

These programs help to mitigate the challenges faced by the community, such as high dropout rates, social exclusion, and limited access to quality education. The initiatives exemplify a commitment to inclusive education and bridge the gap in educational outcomes between Roma and non-

Roma students. After-school Programs (AS) in Romania, particularly for Roma children, highlights the multifaceted nature of these programs and their critical role in educational and social development. AS programs in Romania are initiatives that offer formal and informal learning opportunities. They have been around for over a century and are adaptable to various schedules and educational levels. These programs aim to address learning remediation, social integration, personal development, and provide a safe space for students. They are particularly important in socio-economically disadvantaged communities, where they significantly contribute to family well-being and address high dropout rates and early school leaving problems in Romania.

AS programs are designed to reduce early school leaving rates in Romania, as evidenced by data from Eurostat. They offer a diverse range of activities that occur in specially designed spaces, not conventional classrooms. An integrated approach involving parents, children, and teachers is crucial, with training in communication, conflict management, and non-formal education methods. Parental counseling is also a component, focusing on developing parenting skills and promoting child rights.

These programs are known for their effectiveness in reducing school dropout risks and promoting positive development. They address different aspects such as prosocial behavior, goal pursuit, psychological flexibility, self-regulation, special education, child welfare, and social-emotional learning. The involvement of parents and the school-community partnership is vital in recognizing the positive impacts of AS programs on children's socio-emotional development and reducing dropout rates (Gherasim & Rusu, 2021).

Organizations like World Vision Romania and the Roma Education Fund have set up after-school programs to

provide essential services in areas where such support is not readily available. These programs offer free hot meals, homework assistance, rest, play, socialization opportunities, and psychological support for children. They aim to improve interactions between schools and families, and address various issues faced by children and their parents. These initiatives have been particularly beneficial in regions where both parents might work away from home or in cases where parents have emigrated abroad, leaving significant care gaps (Comai, 2013). Comai states that until 2013, AS programs in public schools were organized after official classes within the school building. This is different from the situation in Hungary, where mostly NGOs provide these types of services outside of school, but in cooperation with local schools and other services.

After-school programs provide educational and social support for children, especially in economically disadvantaged areas. In Romania, these programs are crucial in addressing educational disparities faced by the Roma community and fostering a supportive environment for their growth and development.

After-school programs are one of the measures aimed at promoting Roma integration through education. Chapter 2 provides more information on the measures and actions supporting the Roma in Romania.

After-school program in North Macedonia

To the best of our understanding, there is currently no national-level after-school program available in North Macedonia.

The European Roma Rights Centre is working towards putting an end to the segregation of Romani children in schools located in North Macedonia. Their main focus is to advocate for the rights of Roma children and their parents.

They have filed a collective complaint before the Macedonian civil courts (Bogdan, 2022).

UNICEF has been supporting inclusive education programs in North Macedonia since 2012. Their program aims to build the capacity of schools to support the inclusion of all children, including children with disabilities and other special education needs. Currently, the program is implemented in 20 schools, including seven in Roma communities, which are supported by the Austrian Development Agency (*All Children, Including Roma Girls, Benefit from Inclusive Education*, 2018).

A research paper provides insights into the role of volunteering in the integration of Roma children in schools in North Macedonia. The integration of Roma children into schools, particularly in secondary education, has been a focal point. However, significant dropout rates and irregular attendance persist, highlighting the need for more targeted interventions. Free public transport, scholarships, and mentoring programs developed by the Ministry of Education and Science and the Open Society Foundation have been effective in supporting Roma inclusion in education since 2009. The impact of these programs is evident in the increased number of high school pupils through different Roma inclusion programs from 2005 to 2017 (Alili et al., 2019).

SOS Children's Villages International is an organization that provides support to children in need. They have been working in North Macedonia to provide education and care to children from disadvantaged backgrounds, including those from the Roma community. Their main focus is to ensure that all children have access to quality education and that they are able to complete their education (*SOS Children's Villages North Macedonia*, 2023).

Conclusions

In Hungary, the Tanoda programme is considered a key initiative that addresses deficiencies in the Hungarian educational system. The system favours middle-class students through unequal funding of schools, the elimination of sector neutrality, and the right to free school choice, which exacerbates social inequalities and ethnic-based segregation. Tanoda is an extracurricular compensatory programme that provides educational support and personal development opportunities in a safe environment. However, Tanodas face challenges in sustaining themselves in an unstable and underfunded support environment, and are characterised by structural problems similar to those in formal education, such as staff shortages, unsuitable buildings, and assessments, based on formal educational outcomes. Despite these challenges, Tanoda remains essential for disadvantaged students, including Roma children.

In Romania, after-school programs play a vital role in supporting Roma children by providing a space for academic achievement, social integration, and emotional development. These programs, which often depend on project funding, aim to bridge educational gaps and promote inclusive education. They offer a mix of formal and informal learning opportunities and are crucial in socio-economically disadvantaged communities. They significantly contribute to family well-being and address high dropout rates and early school leaving problems.

North Macedonia does not have a national-level after-school program, but efforts are being made to promote inclusive education and support Roma children. Organizations like the European Roma Rights Centre and UNICEF are working towards the integration and support of Roma children in the educational system. Initiatives include advocacy for rights, capacity building in schools, and the

implementation of inclusive education programs in Roma communities.

To sum up, After-school programs in these countries, while varied in structure and implementation, are unified in their objective to support disadvantaged children. They provide essential educational support and aim to mitigate systemic inequalities, particularly affecting Roma communities. These programs represent crucial efforts in fostering an inclusive and supportive environment for the growth and development of underprivileged children in Central and Eastern Europe.

Chapter 1 - Art in pedagogy and youth work

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What is youth work?

The presentation of the sociological and economical background of the Hungarian Tanoda program is a good basis for understanding the differences between Tanoda and youth work.

On European level, youth work is a practical part of youth affairs, where problems of young people encountered in research, in youth policy solutions and methods encountered into everyday life. According to this interpretation of youth work, it can also take place within the framework of the formal education system, if the participation in the given activity is voluntary, and based on non-formal methods that contribute to the personal, social

development of the young people. From this point of view youth work can be done by those who are responsible for planning of funding of youth organizations, the system of youth offices whose controlling the administration or those experts whose are working on training requirements, and politicians whose are working on the regulations, and on the laws which provides frameworks for youth activities (Nagy, 2016 refers to European Comission, 2015).

Hungary

In Hungary, youth work developed from social work and social pedagogy. The activity of social pedagogy - which is result of a bottom-up development and basically from the beginning of its formation, it has embraced the disadvantaged strata of society - can be considered the basis of youth work, but the spirit of social work - instead of pedagogical hierarchy, partnership between client and professional - determines its character. Related to this is the out-of-school community life – cultural houses, scouting, Pioneer Organization of the Socialist Youth Union, club life - which also carried French animation techniques (Nagy, 2016).

From the '90s to '00s, youth information counselling offices operated, and after 2010 more youth information counselling offices were established, later Integrated Community Service Spaces were formed, then followed them the Program for the Future of the New Generation (Új Nemzedék Jövőjéért Program) with contact points for youth in 2013. Within the framework of the latter program, the government's youth policy objectives appear (Dombóvári, 2017; *Új Nemzedék Jövőjéért Program A Kormány Ifjúságpolitikai Keretprogramja*, 2012) .

In Hungary there is no specific legislation on youth, because policy makers thinks youth policy is strongly attached to other bigger policy areas, but there is a National Youth Strategy like in every other member of EU (*Új Nemzedék*

Jövőjéért Program A Kormány Ifjúságpolitikai Keretprogramja, 2012; YouthWiki, 2022).

The overall aim of the National Youth Strategy „is to 'help exploit the resources young people possess and support the social integration of age groups', which is to be implemented through the system of horizontal and specific aims." (YouthWiki, 2022)

"The range of youth issues at both EU and Member State level in sectoral policies requires a cross-cutting approach. Youth policy cannot move forward effectively with other sectors without coordination. On the other hand, youth policy in many areas, such as child and family policy, education, gender equality, employment, housing and health can contribute to results. Member States should consider cross-sectoral policy-making at national level. Cross-sectoral cooperation should also be developed among local and regional actors, as these are essential for the implementation of youth strategies to achieve this." (*Új Nemzedék Jövőjéért Program A Kormány Ifjúságpolitikai Keretprogramja*, 2012, p. 15 refers to European Council COM [2009] 200).

Principles and aims of the Strategy from 2007:

- development of young people for better integration into the adult society,

- maintaining services which are supporting the integration, participation, solidarity, creativity, transparency, subsidiarity, etc.

- forming the European and Hungarian identity, beyond borders (YouthWiki, 2022).

From the point of view of the Strategy adult life, and integration means for a youth to have own family (children), to be self-sufficient and solidary (YouthWiki, 2022).

The Program for the Future of the New Generation strengthened the principles of NYS.

Different organizations – which we were introduced before- do not form a unified network, although there are overlaps and connections amongst them; for example, ISZOSZ (National Association of Youth Service Providers) or the attempts of the Elizabeth Youth Fund (later in the text) to bring together organizations and youth referees in a platform. This could be caused due to the different principles that apply between self-sustaining NGOs and organizations supported by the public budget.

The quality assurance standard for youth information counselling offices is provided by ERYICA (Dombóvári, 2017). The European Youth Information and Counselling Agency (ERYICA) was established in 1986, following a recommendation adopted by the first European Colloquium of Youth Information Centres (*ERYICA*, 2020). "The Council of Europe Recommendation 90/7 of the Committee of Ministers on "Information and Counselling to be Provided to Young People in Europe" gave further political support for the development of youth information and counselling services. By 1991, 471 youth information centres were counted in 18 countries. The first European Youth Information Charter was adopted in 1993, which was the first European level quality assurance document in youth information and counselling, and which defines the values and principles of our work ever since." (*ERYICA, 2020*)

Youth information aims to:

- provide reliable, accurate and understandable information;
- give access to different sources and channels of information;
- give an overview of the options and possibilities available on all relevant topics;

- help young people sift through the information overload they face today;
- ensure that young people are aware of all the rights and services available to them and how to access them;
- provide support in evaluating the obtained information and in identifying its quality;
- guide young people in reaching their own decisions and in finding the best options open to them;
- offer different channels of communication and dialogue in order to support young people in their search for information and knowledge; and
- contribute to the media & information literacy of young people (*ERYICA, 2020*).

The youth information and counselling centres have the following characteristics:

- they are specifically designed to respond to the needs of young people;
- they are open to all young people without exception, without an appointment;
- they provide information on a wide range of subjects, in a variety of forms, prepared both for young people in general and for groups of young people with special needs;
- the information that they provide is practical, pluralistic, accurate and regularly updated
- they operate in a way which personalises the reception of each user, respects confidences and anonymity, provides a maximum of choice and promotes autonomy;
- when necessary, they refer or provide the young user to a specialised service like careers guidance: studies and scholarships, jobs and

training, general health matters, relationships and sexuality, social security benefits, rights of young people, consumer rights, legal advice, European opportunities for young people, youth activities and exchanges (*ERYICA, 2020*).

Ádám Nagy (2016) thinks that youth work is "a pedagogical tool, which itself is a multifaceted and multi - valued exercise on diverse topics which seeks to reach a wide range of young people in an arc from unstructured activities to planned programs" (Nagy, 2016, p. 123 refers to Coussée, 2009).

According to Coussée (2009) "youth work is a polyvalent and multi-faceted practice. It takes place in a wide range of settings, it varies from unstructured activities to fairly structured programmes, it reaches a large diversity of young people, touches a lot of different themes and is on the interface with many other disciplines and practices. This versatility is one of the strengths of youth work. Young people grow up in very different situations. Youth work has the power to respond in a flexible way to this diversity"(Coussée, 2009, p. 1 refers to Thole, 2000).

Youth work can exist in youth organizations, youth centres; we can see the street work as a type of social work with the youth, adventure parks, community programs, youth counselling, etc (Nagy, 2016 refers to Thole, 2000).

In the opinion of Ádám Nagy (2016) there are common features of these services which describe the characteristics of youth work:

- supports the self-organization of young people and helps them, prepare them for self-organization; youth work creates the place, the time, the framework to be together

- explicitly encourage questioning, autonomy, autonomous approach of young people
- personalised services, available voluntarily, and there are no definitive, expected outcomes or indicators of it
- low-threshold services which available in anonymous way
- the professionals in this type of work does not have a direct influence on the processes like a teacher, or social worker because there is no necessary schedule to follow, there are no predetermined goals
- „guidance without dictation" (Nagy, 2016, p. 124 refers to Verschelden et al, 2009).

Youth work in Hungary fits the discontinuous traditions of youth policy. Its contemporary understanding and infrastructure were created by Mobilitás National Youth Service a long time ago. Since 2013, most of the methodological support and knowledgebase of youth work can be found in the Elisabeth Youth Foundation Nonprofit Ltd. (Erzsébet Ifjúsági Alap), [hereinafter referred to as Elisabeth Youth Fund or EYF], which is the legal successor of Új Nemzedék Központ since 2020. Since 2003 different forms of formal youth worker education have been in existence, but the prestige and recognition of the youth work are still incomparable to other fields of education.

There is no official definition of youth work in Hungary. The National Youth Strategy (Nemzeti Ifjúsági Stratégia) refers to youth work as one of the youth services that play a key role in the development of youth. In recent government documents, youth work (following the changes in the name of the education programme) is often understood in the context of community coordination.

Nowadays, youth work in Hungary seems to have three directions:

1. Grassroots youth communities exists at the local level, with small scale.

2. There are NGOs and civil society organisations, some of them with long history (including the scouting movement and other religious youth organisations) active in the field. These are project-funded mostly by EU grants.

3. And there is the public infrastructure, youth referents in local governments, the contact points, and state funded NGO-s which mainly connected to the EYF (Erzsébet Ifjúsági Alap). The latter's purpose to provide the methodological background to all youth work or related to the mandatory youth activities of the municipal governments (YouthWiki, 2022).

There is no standalone national strategy for youth work. Still, the National Youth Strategy does have a subchapter that calls for better recognition of youth work, development of the set of criteria of local governmental youth work and the strengthening of the educational objectives of youth work.

The current youth worker education is on BA level; however, the name of the programme does not contain youth work. The Youth Community Coordination specialisation of the Community Coordination BA (Közösségszervezés BA) programme serves as the formal educational background to youth work (Youth Work, YouthWiki, 2022).

In reality like we will see in the case of Romania, the small youth NGOs operation are unpredictable, because of the lack of continuous financing, and because the support of the operation of these are up to the decision of the local authorities.

As a result, the activities are mainly limited to project implementation, and in our opinion, the classic youth work described above – introduced by Ádám Nagy (2016) - cannot be realized.

Romania

In the 20th century in Romania there were similar events, and similar organisations emerged in the same time as in Hungary, but with slightly different functions.

In 1912 started the scouting movement, and at the end of the '30s the movement was forced to merge into the Youth Guard (Străjerii) (Mitulescu, 2014 in Taru et al., 2014).

In the early '30s started to strengthen the social pedagogical framework (Spiru Haret, Dimitrie Gusti) which tried to stop the migration of young people from villages to cities and provide alternatives locally (Mitulescu, 2014).

Gusti had two main ideas, on one hand, to strengthen village schools and promote experience based learning, and on the other hand, to channel the volunteer work of university students to support children, youth in the villages and alleviate rural poverty. In the end, he could not realize his idea because of World War II (Mitulescu, 2014).

After the war, the communist regime promoted a labour-based society. The regime did not differentiate by age; sometimes asked young people to participate voluntarily, more often involved them by force, to rebuild the country. In the meantime until the end of the era, the Communist Youth Union was formed which had the same task as before, to build the structure of the Country in the frame of so-called Youth yards (Curtea Tinerilor). In the 1980s, the first youth clubs linked to communist ideology were formed, but they were unable to attract young people, so after the change of the system instead of reorganising of them, they were abolished (Mitulescu, 2014).

French animation techniques have also appeared in Romania, offering occasional, sporadic opportunities for young people, especially in camp conditions in the summer. Until the late 1990s, there was no framework of youth club life by the organisation of the state, which was again abandon in the next few years. According to Mitulescu (2014), from this point on, there is no official, state-supported network engaged in youth work in Romania.

However, from 2015 to 2020 there were an existing National Youth Policy Strategy, the responsible for the implementation were the Ministry of Youth and Sport (*National Youth Policy Strategy 2015-2020 in Romania*, 2020 in YouthWiki, 2021)

"Youth work has been mainly defined through the National Youth Law (no. 350/2006), but through the function of the youth workers – supporting and guiding young people – than in trying to come up with a clear definition of the field (youth work). The national definition or understanding of youth work is mainly set through describing the profession of youth worker through the National Occupational Standard set in 2012. The youth worker is the one who mobilizes young people in order to develop the life skills and behaviours, stimulating the associative life and cooperation among young people and facilitating their participation to the community life. Youth workers act as the resources for young people, for organizations and communities, delivering a wide range of activities and services such as information, guidance and support for young people, facilitating their social integration and their personal evolution within the context of enhancing human, cultural diversity and promoting active citizenship. Those activities take place within a general project of an organization (non-governmental or governmental – local or central organization that has responsibilities in the field of youth), facilitating their learning process and contributing as well

to the development of the relevant youth policies."(Youth work in Romania 2021in YouthWiki, 2021)

According to YouthWiki in 2020 National Council For Youth (NCFY) was established with 50 NGO whom have the task to appear as the counsellor of the ministry in Youth policy. Youth representative bodies if they operate, they do not receive a predictable, adequate level of state support. Where these bodies exist and operate, it is up to local governments to decide whether or not to provide support (Youth work in Romania 2021 in YouthWiki, 2021).

In Hungary – revisiting the subject of youth work as a profession – between 2003 and 2016, youth work was offered not as a tertiary degree but as a two-year higher vocational education programme at universities. From 2016 it was merged into the Community coordination BA with three possible specialization: Cultural Community Coordinator, Youth Community Coordinator, Human Developer. Possibly these changes caused relapse in the applicants' number (Nagy, 2019; www.felvi.hu, 2021).

According to Ádám Nagy (2019) youth work as an independent profession can be learned in several Western-European countries and youth work can be found on different level of tertiary education.

For reasons of length, we only give briefly three definitions here, which may show similarity and difference from country to country.

In Hungary youth worker according to the previous introduction of the development of the profession and previous requirement of the exams, "youth worker is a professional whose tasks are to activate young people by social and cultural methods, to protect their interests, to support local society and local communities. Youth worker

tasks are between subcultural groups building and maintaining contacts and helping to build dialogue. The youth worker task is to help (endangered) young people with counselling, to support their placement in the labour market. Its activities can be done in social, public cultural institutions, as well as in the civil sphere in different fields and organizations." (Horváth, 2017, p. 200 refers to edict of SZMM, 15/2008. (VIII.))

In Romania according to YouthWiki (2021) youth worker main roles are to activate, to involve young people in a community, support them in their skills development. In this topic English sources aren't many of them available.

According to Marius Dontu youth workers have wide skillset: "The first one is the ability to inform young people, which means informing them on various activities, advantages and rights that they have, and opportunities like international exchange projects or opportunities that might help their careers. The second one is projecting the standard for personal and professional development, which means talking to them and helping them find their own personal and professional path. Another competence is supporting the process of non-formal learning among young people, which involves activities that should teach them how to take decisions by themselves, solve problems, have initiatives, get involved and be active. The fourth competence is developing cooperation within the community, which means that youth workers, based on the problems that they identify inside the groups of young people, propose types of services or interventions at community level."(Pleşea, 2018).

North-Macedonia

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In North Macedonia, youth work has been a significant aspect of community development and empowerment. Youth organizations, non-governmental organizations (NGOs), and government initiatives have played crucial roles in engaging young people and addressing their needs.

Pre-independence Period: Before gaining independence in 1991, North Macedonia was a part of the Socialist Federal Republic of Yugoslavia. During this period, youth organizations were often aligned with the state ideology, and youth activities were influenced by socialist principles. However, the transition to independence brought about new opportunities and challenges for the country and its youth (Anger et al., 2010)

Post-Independence Initiatives: In the post-independence era, North Macedonia faced the task of building its own institutions and frameworks for youth development. The government, along with civil society organizations, began to focus on creating programs and policies to address the specific needs and concerns of young people (Creating Youth Workers, 2020; IESC, 2023).

Youth Organizations and NGOs: Various youth organizations and NGOs have been active in North Macedonia and have played a crucial role in shaping youth work in North Macedonia working on issues such as education, employment, civic engagement, and social inclusion (National Youth Council of Macedonia, 2021).

Government Initiatives: The government of North Macedonia has also been involved in implementing youth-related policies and programs. These initiatives aim to address challenges faced by the youth, including unemployment, education, and social issues (United Nations in North Macedonia, 2023; USAID, 2020).

European Integration: North Macedonia has been aspiring to join the European Union, and as part of this process, aligning with EU policies, including those related to youth, has been a priority (IESC, 2023).

Youth Employment: Like in many countries, youth unemployment has been a concern in North Macedonia. Efforts have been made to create programs that facilitate the transition of young people from education to the job market (World Bank, 2020).

Civic Engagement: Youth participation in civic activities, such as volunteering and community service, has been encouraged (National Youth Council of Macedonia, 2021).

Education and Skill Development: Initiatives to enhance the education and skill levels of the youth have been implemented (UNICEF North Macedonia, 2020).

Summary about Youth Work Practices

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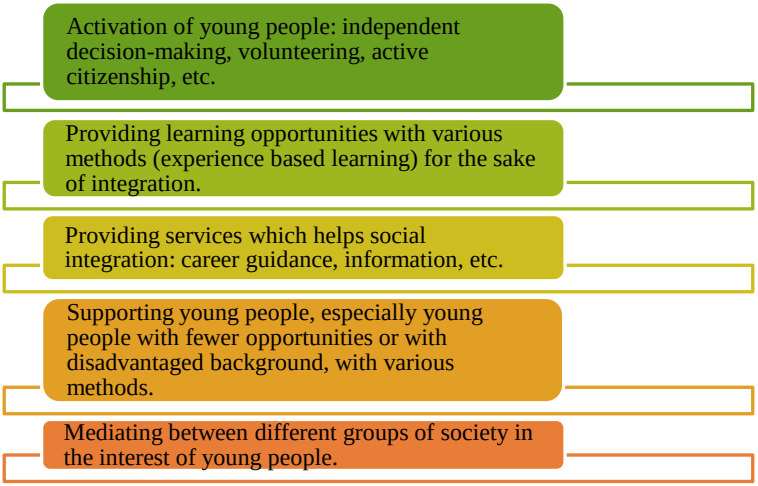
The following figure (figure 15) summarizes the role of youth work in the lives of young people based on the previous chapters.



15. Figure. The youth worker tasks, own edition

It is clear from the development of youth work that the aim was never to take over the tasks of the school, the participation is voluntary on the part of the young people and the activities are developed according to the needs and ideas of the young people. The Hungarian Tanoda program is much more about compensating disadvantages in formal education and not about supportive counselling and community work, although there are common points with youth work.

We are not the first to articulate this tension between after-school programs and youth work. "Heathfield (2012, p. 88) goes on to say that in the United States (US) at the federal level a seminal point in the development of youth work has been the delivery of non-formal after school hours education programs that 'expand learning opportunities for young people in areas of high poverty'. Heathfield (2012) building on Pittman et al. (2004) warns that a goal for many of these programs is to improve formal education outcomes and that this has the potential to 'override the community association and informal education concerns' important to youth workers." (Corney et al., 2023, p. 6)

What is the connection between youth work and non-formal education?

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Although the definition of youth work is difficult, not only because of the variety of legal framework, the differences between historical developments, and diversity of topics and activities that are interesting to young people, it can still be defined well along the lines of means. Youth work always uses the methods of non-formal and informal learning. In Western Europe, a lot of emphasis is placed on the recognition of knowledge and experience gained through non-formal learning, as it develops social competences, contributes to the growth of social and cultural capital, and can also reach hard-to-address young people, whom the school may not. Youth work is a form of social learning, in which the learning process starts from the experiences of the participants, which best corresponds to critical

pedagogy as a theoretical background. In other words social justice is one of the pedagogical principle of youth work (Corney et al., 2023).

Non-formal learning came about as a result of education reform movements that occurred in the United States during the 1960s and 1970s. These movements were based on earlier pedagogical reforms and were driven by public expectations. The aim of non-formal learning initiatives was to promote educational expansion by ensuring that education was accessible to those who were unable to participate in formal education. As part of this effort, people expected an improvement in the quality of education. Even at that time, the public desired that schools should focus on developing social competencies and cooperative abilities, rather than just cognitive skills. It was also expected that schools should prepare students for the labour market by providing vocational training and knowledge to help them enter more easily into the labour market. However, the development of non-formal learning methods and areas outside the formal education system left educational actors and parents unsatisfied. On the one hand, non-formal learning lacked formal recognition, such as certificates, and on the other hand, it did not receive recognition in the labour market. Moreover, it still did not reach disadvantaged children and their families (A. Rogers, 2005).

What is competence and social competence?

Competence is a word of Latin origin, meaning the inherited and learned internal conditions behind a person's performance. Behaviorism regards these internal conditions as immeasurable, hence behaviour itself has become the focal point of psychological research. Consequently, competence is more challenging to gauge than the behaviours through which it is expressed. Thus, it became a frequently investigated subject of psychology and pedagogy,

which led to the expansion of the concept. From the point of view of the deficit model (catch-up model), a given person has mental problems because he is not *competent* in dealing with them on his own. Therefore, appropriate intervention, therapy, development, and support help the development of your competencies. From the perspective of the competence model, a person is a continuously developing, learning being. The view of the two models differs mostly in the way they look at the person, one of them provides help and support to the person placed in the role of the patient. Another model says that competence is the result of a natural change and learning process (Nagy, 1998, 2010).

What is competence? Many have defined it in many different ways:

- a condition for the effectiveness of the interaction between an individual and the environment
- characteristic of motivations
- list of talents
- a psychic component system
- unity of knowledge, skills and attitudes
- in the ordinary sense: the ability to do something, the ability to carry it out

According to József Nagy (2010), competence is a psychic function that is located between personality and motive, knowledge, inherited and learned components in the hierarchy of psychic functions (Figure 16). Competences are direct component systems of personality. The components of competence, on the other hand, do not have a hierarchical structure, but are organizations that exist independently of each other. Components are activated according to the situation, so the effectiveness depends on what the set of components is like. Competences have a function that serves the personality. The conscious development of competence components is possible

through active learning. The effectiveness of the development is deduced from the activity, i.e. from the behavior. For example, reading is the behavior itself, which consists of two parts: the ability to read, which is a psychological condition, and reading (text comprehension), which is the product.

Activity – or: behavior - is realized with the help of operators (abilities), skills, habits and routines. Operators are not only assistants, but also independent systems. Imagery is an independent system, but it also helps to map it. The existential competencies of a personality, often referred to as the functions of life that ensure sustenance, include the following categories: personal competencies, social competencies, cognitive competencies, and specialized or professional competencies (Figure 17). Cognitive competence is a condition for the effectiveness of all competences. The model of competence-based teaching/learning essentially tries to help determine what the lifelong learner needs in the future from the knowledge accumulated by mankind. Key competencies are related to existential competencies, which would be the following in this grouping:

- Personal competences: self-protection, self-care, self-regulation, self-development
- Cognitive competences: communication, thinking, knowledge acquisition and learning ability (which means two different things, see below)
- Social competences: prosocial, competition, cooperation, advocacy

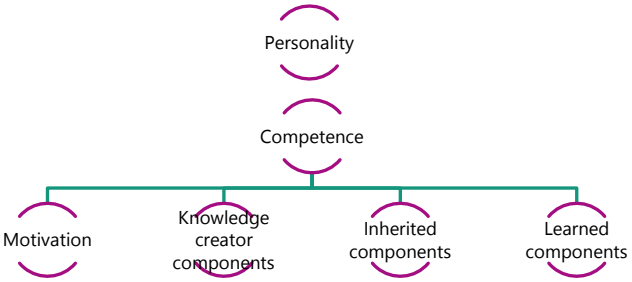
These competencies are also prerequisites for the development of special/professional competencies. Professional competence is also a set of motive systems and knowledge systems, which can develop from any general competence. Those who can drive can become drivers, those

who can cook can become chefs, those who have developed communication skills and good empathy can become professional helpers through training. In the latter case, the development of social competences is necessary. The condition for all professional competence is creativity and talent corresponding to the competence (Nagy, 1998, 2010).

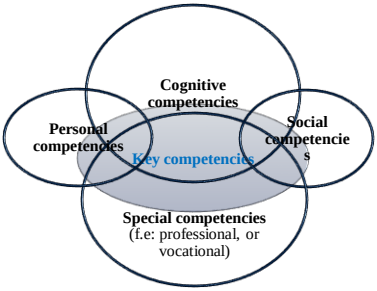
Competence components:

- abilities: system of skills, routines, knowledge; implementation due to motivation, e.g. the abilities of cognitive competence are the ability to acquire knowledge (e.g. knowledge acquisition, knowledge acquisition, problem-solving, creativity), the ability to learn (retention of information, structuring) and the communicative ability, the ability to think, which together make thinking possible. Skills take time to acquire and develop through practice and interaction with the environment.
- skills: psychological components organized from routines and knowledge, can be operated consciously
- routine: parallel information processing, activated as components of skills and abilities, lasts no more than one second, we cannot influence its operation
- knowledge: a description realized with symbols, a network of thoughts about something, the result of a one-time, shorter learning process

Motives are the basis of reference for the entire competence development process, they encourage implementation, behaviour and action (Mesterházi & Szekeres, 2021; Nagy, 2010)



16. Figure Hierarchy of competencies and their components in the personality, Source: own illustration based on the work of József Nagy (2010)



17. Figure Key competences as a cross section of existential competencies, Source: own illustration based on the work of József Nagy (2010)

Social competence

Social competence develops in social interactions which have a goal or expected outcome. Table 1 outlines the primary goals associated with pursuing interests based on specific internal motivations, detailing the corresponding skills and behaviours required for each. In order to realise basic interests the individual needs assistance provision (prosocial), cooperative, leadership and competitive skills, all of which are needed so that the behaviours indicated in the last column appear in the interaction (Nagy, 1998, citing Fiske 1991).

1. Table Structure of social competences according to József Nagy (1998)

Goal/outcome	Basic interest	Skills and abilities	Behaviour
SHARING	PUBLIC INTEREST	PROSOCIAL SKILLS	PROSOCIAL BEHAVIOUR (HELPING)
DISTRIBUTION	COMMON INTEREST	COOPERATIVE SKILLS	COOPERATION
DIVISION	DIFFERENT INTERESTS	LEADERSHIP SKILLS	LEADERSHIP
ACQUISITION AND PROTECTION	CLASH OF INTERESTS	COMPETITIVE SKILLS	COMPETITION

For example, sharing always takes places along some common interest and requires the ability to assist, which mobilises the skills and behaviours that are necessary for sharing. Competition, for instance, is part of assertion of interests because its target is often some goods that are possessed by another person or group; thus, the primary goal of this behaviour is to get a hold of the desired goods, and this gives the internal motivation to clash interests, which requires competitive skills; consequently, competition will ensue (Nagy, 1998).

The development of social competences has a *preventive role*, it improves cooperation in a small community by

shaping the culture in the group, while also developing individual abilities.

SEL programs

The development of social competences plays an important role in the treatment of mental, emotional and behavioural disorders, in the formation and improvement of appropriate self-esteem and in supporting social integration (Pichler, 2017).

Teaching socio-emotional skills empowers the young people with:

- Positive emotion regulation
- Positive objectives for the future
- Accepting others' points of view
- Establishing positive, supportive relationships
- Responsible decision making
- Effective, assertive handling of interpersonal conflicts

The development of socio-emotional skills takes a small part of Hungarian mainstream education, because it is not highlighted too deep of the curriculum, and the National Basic Curriculum (NAT) and the pedagogical practice do not consider it equivalent to knowledge of other cultural techniques that train cognitive areas, competencies.

According to Pichler (2017), programs that develop socio-emotional skills affect five cognitive, affective and behaviour-determining competency areas:

- Confidence
- Self-regulation
- Social awareness

- Communication skills
- Responsible decision making

The conditions for successful interpersonal behaviour are the ability to regulate emotions, an effective way of expressing them, the ability to recognize and maintain rules of engagement, social problem solving and the development of a positive self-image.

Social and emotional skills are acquired during socialization, so it's a lifelong process. Social and emotional learning (SEL) is a process in which cognitive skills also develop, as social and cognitive skills reinforce each other. The result of the learning process is effective social behaviour. At the same time, we consider development programs of social competencies to be prevention programs. SEL programs can be implemented in two forms in the field of public education, integrated into a subject or as an extracurricular program (Zsolnai et al., 2015).

However most of the SEL programs aren't school activities, e.g. therapies, or activities for children based on non-formal learning, person-centred methods, and/or youth work programs offered by youth organizations.

SEL programs develop 5 key factors:

- Self-knowledge and self-awareness: recognizing feelings and thoughts and understanding their impact, knowing strengths and limitations, looking to the future with self-confidence and optimism
- Self-management: emotion and behavior regulation, impulse control, ability to self-motivate
- Social awareness: accepting and getting to know people from other cultures

- Social skills: seeking to develop healthy and rewarding relationships
- Responsible decision-making: cooperative and respectful behavior according to a given culture, realistically evaluates one's actions and consequences (Zsolnai et al., 2015).

The behavior of children and young people is largely influenced by their peer group. Although this influence starts from early childhood, it becomes more significant as they grow older and become adolescents. During this time, the influence of adults and caregivers decreases, and the role of peers becomes more important. When it comes to relationships, children typically have an asymmetric relationship with adults, where they are subordinate. However, in peer relationships, they can experience more equal relationships. Although they learn social rules from adults, they apply them within their peer group. The peer group serves as a model and a field for children and young people to practice social roles that they have learned up to that point. The peer group plays a significant role in influencing the development of self-image and self-esteem, which in turn affects life satisfaction, integration into society, resilience, and overall quality of life. Therefore, social competences are crucial for children and young people, as they determine their social relationships in the future.

Social competences are personal skills that enable a person to achieve a successful life to gain access to social and economic goods, for example trough these:

- good initiation skills
- learning and understanding the expectations
- flexible adaptation
- consideration of the other party's points of view,

- openness to others,
- willingness to compromise (Zsolnai, 2013).

Integrating Person-Centred Techniques for Social Competency Development

The person-centred approach in education is rooted in the work of psychologist Carl Rogers (1995). He was one of the founders of humanistic psychology and believed that all human relationships follow the same patterns, even in a helping relationship that aims to foster the growth of the other person. The person-centred approach aim to empower individuals by facilitating self-awareness, personal growth, and interpersonal skills. This approach can be applied both in personal client work as well as in group work. The person-centred approach emphasizes the individual's capacity for self-actualization and personal growth through a non-judgmental and empathetic environment. It focuses on the innate qualities of individuals and the importance of meeting their psychological and emotional needs. In any relationship where one person seeks help from another, the most important quality that the helper can possess is congruence (credibility). The helper in a helping relationship should not hide their true feelings towards the client. Instead, they should acknowledge their own emotions. When helpers are at peace with themselves, they are better equipped to assist others. It is essential to work on our own self-acceptance first in order to facilitate the growth of another person. It is acceptable in a helping relationship to have positive emotions towards the client while also being able to control them and differentiate our own feelings from the client's. By controlling our emotions, we do not have any expectations towards the clients or dictate how they should feel or behave according to our needs. Instead, we allow them to be

themselves and become who they want to be. This approach ensures that we respect the client and preserve their individuality. When we understand the client, it means more than empathy, we are able to grasp the meaning of the client's experience. The relationship between the client and the helper is similar to learning, this learning process builds on the experiences of both, and their connection facilitates their interest and engagement in the process. In this sense, learning is only possible if a person is truly engaged in the learning situation, so there is a motivation to explore (C. R. Rogers, 1995).

Youth work is relationship-based practice which also rely on non-directive methods. Youth work is person-centred because young people aren't passive recipient of knowledge, rather participants in active creation of experience-based knowledge. In non-formal education, person-centeredness enables educators to cater to learners' unique backgrounds, abilities, and interests, fostering a sense of belonging and ownership over their learning process. Non-formal education practices grounded in the person-centred approach afford learners the freedom to generate their own knowledge, make decisions, and assume responsibility for their learning outcomes. In this approach, educators act as facilitators, creating an environment that encourages active exploration, self-expression, and reflection. Non-directive techniques are essential tools facilitate the development of critical thinking, problem-solving, and decision-making skills. It encourages learners to take ownership of their learning journey and actively engage in the learning process (A. Rogers, 2005).

One of the key non-directive techniques is active listening. Through attentive listening and genuine empathy, educators create a safe and supportive environment that acknowledges learners' emotions, concerns, and experiences. This active listening technique fosters trust

and rapport among learners, enabling them to express themselves openly and share their opinions without fear of judgment (C. R. Rogers & Farson, 2015). Another technique is open-ended questioning, which encourages learners to reflect on their experiences, articulate their thoughts, and explore various viewpoints. Open-ended questions stimulate critical thinking, creativity, and problem-solving skills. Rather than providing direct answers or solutions, educators guide learners to discover answers through personal reflection, discussion, and exploration. This approach promotes self-discovery, enhances cognitive growth, and encourages learners to develop their own opinions and ideas (Thomson, 2009).

The integration of the person-centred approach and non-directive techniques in non-formal education promotes the development of social competencies by creating an environment conducive to collaboration, empathy, and understanding. This integrated approach fosters positive relationships by prioritizing the development of interpersonal communication, emotional intelligence, and conflict resolution skills. Firstly, the person-centred approach and non-directive techniques help learners develop effective communication skills. By encouraging active listening and open-ended questioning, educators provide opportunities for learners to express themselves authentically, actively engage in dialogue, and develop empathy towards others.

This process enables learners to understand diverse perspectives, communicate effectively in a non-violent manner, and cultivate respectful relationships with their peers. This approach promotes emotional intelligence by nurturing self-awareness and empathy towards others. Developing emotional intelligence is essential for successful social interactions, as it allows individuals to recognize and

manage their own emotions as well as understand and respond to the emotions of others (Leu, 2003; Rosenberg, 2001).

Through the person-centred approach and non-directive techniques, individuals are encouraged to reflect on their emotions, explore their impact on others, and develop strategies for healthy emotional expression and regulation. Lastly, the integration of these approaches supports the development of conflict resolution skills. Non-formal education settings provide opportunities for learners to work collaboratively, share responsibilities, and engage in cooperative decision-making. The person-centred approach and non-directive techniques empower learners to develop interpersonal skills such as active listening, negotiation, compromise, and consensus-building. These skills facilitate the resolution of conflicts or disagreements in a respectful and constructive manner, promoting harmonious relationships among learners.

Art-based personal development

Poverty and segregated housing can often subject children to various traumas as they struggle for survival. In our practice, we have observed that in segregated communities, adults can be cruel to each other and their neighbours, despite being dependent on each other due to their great vulnerability. Residents are divided by crime, increasing drug consumption and hopelessness, and, they do not receive sufficient help from the state and its institutions to address these issues. Trauma-oriented approaches primarily take individual needs into account, so they say that the individual's background, experiences of trauma, and biological characteristics determine the course of the necessary interventions. All types of interventions must provide a safe environment for clients to feel secure, while

ensuring that therapists or mentors are *emotionally present*. In the non-directive approach, the child's (or adult client) initiative determines what kind of activity takes place without any pre-planned process. The role of the helper, youth worker, or mentor is to assure the child (client) of their accepting presence and to wait for the child to take the lead. This approach emphasizes the importance of allowing the child, youngster to be in control of their own learning process. The mentor's preparation lies in their trust that the child or young person is capable of expressing their needs in an accepting environment. The mentor exhibits patience as they wait for the child to express themselves through different activities, such as games or art. Traumatized children and young people face difficulty in expressing their emotions and experiences, but the tools available can help them to open up and communicate. In a group setting, these tools can provide a supportive environment where they can share their thoughts and experiences with others who understand. The basis of trauma-focused approaches is that during the trauma, the child/youth experiences a sense of loss of control and is unable to regain it with existing coping mechanisms. Self-expression through play and art is often easier than putting a trauma into words, when someone puts reality and experience into words, they externalize it. In addition to biological traits, one's social and cultural background can also affect their verbal communication. Self-expression through games or arts, such as drawing, allows therapists or mentors to ask questions related to unspoken experiences and/or current feelings (Gil, 2006).

It's important to understand the difference between a therapist and a mentor. While a therapist's expertise lies in specific areas, a mentor can offer advice and support based on their personal experiences. A mentor is someone who's available to offer guidance. It is important for a mentor to recognize their limitations and refer a mentee to someone

with more expertise in a specific situation (*Be A Mentor Program, Training Guide for Volunteer Mentors*, 2006).

Art tools are used in various programs aimed at children and youth, partly as a preventive measure and partly as an alternative to harmful activities. Program organizers aim to develop assertive and self-motivated adults through education and empowerment in these programs. Several studies have investigated the benefits of art activities for at-risk children, finding that it helps them express themselves and better cope with difficulties, leading to improved prosocial abilities. After just 10 weeks, an intervention program yielded measurable improvements in psychological adaptability (Wallace-DiGarbo & Hill, 2006). Group art activities and/or art therapies work on a similar basis. Group activities have the advantage of enabling individuals to work on self-awareness, and self-acceptance and develop relationships with other members. As a result of these relationships, individuals can use their developed social skills outside of the group (Northington, 2018).

The group provides a safe and trustworthy environment for the participants to experiment with different behaviours and social roles without any significant consequences. It serves as an incubator with unique dynamics, allowing individuals to learn and improve their social skills, which they can then apply in their real-world interactions. The arts serve as a valuable tool for self-expression, using techniques that help individuals reflect upon themselves.

The Art of Telling a Story: Your Own Story

Author: Verona Diana Calin. Psychology teacher, school counselor, Colegiul Național "Traian Lalescu"

The potential of art lies in transforming experience into mental content and words into artistic acts. The ease with

which art leads to storytelling comes from the fact that life unfolds based on the seeds of heritage and access to the collective unconscious. Identity and the psychological space form through the secure environment provided by parents, involving dedication to creating a beneficial development space. Each person's story is a continuation of other stories, the story of Mother and Father, as each parent learns to master their parental role, ultimately contributing to the development of a new being. The feminine and masculine principles are foundational in shaping the human psyche, ensuring the development of cognitive and regulatory psychological processes, phenomena, and activities. Where physical space lacks resources, personal storytelling through art becomes the binding element for a healthy mental consistency in forming a healthy internal dialogue. The proposed method originates from a working model called "The Cave," practiced in art therapy.

By the end of this article of the book, the reader will have more information to understand how art and life development are rooted in form and content, both controlled through senses and language. Telling your story is a proposed discovery, a long journey from birth to the future, a story taking shape with the help of a developmental matrix, an experience put into words. Where environmental factors have created mental gaps, art through personal storytelling acts as a binder for a healthy mental consistency.

The complexity of the human mind is astonishing. We are programmed to develop based on genetic endowment, the surrounding environment, and educational factors. The human psyche includes processes and phenomena supporting the entire process of our becoming. Even before birth, sensations and perceptions are processes that contribute not only to establishing a connection with reality but also to forming higher-order cognitive processes (thinking, memory, and imagination), which process

information and knowledge about objects and phenomena in the present, in elaborate forms, at a high level of abstraction, to enable individuals to learn, develop, and plan their lives to achieve their potential.

Art is the child's second language of expression after play. As the child grows, art enables the creation of a healthy mental environment, allowing for coherent internal dialogue. The child's internal dialogue is supported from the beginning of life by the physical and psychological context provided by adults. This developmental environment, along with education and genetic potential, forms the basis of personality development. While much attention is given to the physical, mental, and emotional environment of the child early in life, adults often withdraw from the child's developmental proximity, sometimes too quickly, making unrealistic assumptions about children's autonomy and success after the primary cycle.

In the process of internal language formation, children incorporate into play the questions, mental conflicts, and what they want to know about life or how the purpose and meaning of human existence are clarified. Through play, the child releases a variety of internal conflicts. Also, through play, the child has the opportunity to verbalize concerns and the development process, becoming clear and consistent for themselves, providing a solid foundation for their development. In the primary cycle period, up to 10-11 years old, there is a transition from predominantly play and spontaneity to learning and work, closer to adult-specific activities. During this period, the level of cognitive thinking undergoes transformations, laying the groundwork for the transition from the preoperational stage of thinking to that of concrete operations. Concurrently, due to the development of internal language, the child will not communicate with adults as much, being able to mentally run dialogues and find solutions and answers to current problems and situations. Adults often assume that they

have raised the child, they are grown up, have become autonomous, explaining their lack of demands on the child's dialogue with the adult, as a sign of maturity and the ability to manage their mental existence on their own.

Lacking a solid foundation, a 10-11 year old child becomes vulnerable because it is on this basis that curiosity, the potential for uncovering inherent personality traits and abilities, and the need to choose a career—which all contribute to healthy self-sustenance—emerge. Without this foundation, the likelihood of experiencing feelings of abandonment and academic failures increases. As educational demands grow more complex, the learning processes require the child to exhibit discipline, consistency, and patience, thereby heightening discomfort due to the process's challenges that the child seeks to avoid., i.e., procedural unfolding.

In the initial period of a child's development, adults take care to ensure psychological homeostasis (the development of affectivity, motivation, and will), closely supporting development, providing an adapted context for the formation of artistic, physical, and literary skills. These vary greatly depending on the time, understanding, and financial resources of parents and may occupy a small or significant space in the child's life. In school life, students have access to an environment that ensures the development of regulatory psychological processes through disciplines such as literature, visual arts, physical education and sports, and musical education. Like any complex endeavor, school activities that lay the groundwork for healthy mental balance, practice, and repetition need continuity in personal space as well. In the absence of similarly defined delimitative environments to ensure a favorable mental regulation through courses where children and adolescents are guided toward discovery and balance, they seek adaptive methods (coping), drawing on those taken from art.

In addition to the numerous benefits brought to humanity, technology has brought the possibility of minimizing neuropsychic energy and obtaining maximum satisfaction closer to humans. Adolescents, and not only, enter a virtual space, difficult to control by the way they use social networks, becoming spectators of others' experiences. They obtain a quick release and regulation of emotional states, which prove to be fragile and ephemeral in the reality of our existence. This translating into low self-esteem, a distorted appreciation of time and space, and the illusion of power.

After this journey that brings together elements of the development of the human psyche, overlaying the structured school space and the family environment, I want to highlight a method through which we can learn a person's story using a technique used in plastic art therapy. Without claiming to use this method as a diagnostic or evaluative tool when used skillfully by an art therapy specialist, requiring skills acquired in approaches that include information from the fields of art, psychology, and psychiatry, this method can be a context for practicing a healthy mental dialogue.

Specifically, the person is invited to portray their world through drawing, using a blank sheet outlined with the limits of a sphere, more of an oval. Their success has a greater chance if the facilitator creates the context and space for storytelling. The working time is offered based on the time available for practicing the method. The surprise comes from the fact that regular repetition does not diminish its effects; on the contrary, it enhances them. Thus, an invitation is given for the awareness of resources as they are perceived by the person in question.

A suggestive title can be offered each time, like a new chapter in a book. After completing the drawing, it is recommended to choose a person and describe the story in one-on-one dialogues. It is beneficial to listen to the story

without interruptions, and if there are questions, interpretations should be avoided. Valid interpretations are those of the person who created the drawing. The meaning of the story is personal, managing to capture a coherence deeply connected to the unconscious and personal consciousness space, receiving meaning through connections created at the level of internal dialogue in an explicit and healthy form. Alternatively, the story of a group with common goals can be obtained, this time the drawing having a specific theme, using the same oval matrix as a premise.

As mentioned at the beginning of the work, the proposed method, "My Story," is inspired by the "Cave" method, originating from plastic art therapy and has its essence in the archetypal concept of the collective unconscious developed by C.G. Jung (mandala as an archetype, as a developmental matrix)(Jung, 1981).

In conclusion, when a child is born, it takes shape and develops in a circular space similar to a sphere, and the transition from one stage of development to another is supported by the elements encountered in the physical space: the moon, the sun, the shape of the earth, the eye, the shelter of animals, the circle in which they stand together as a form of organization, the reassuring arms of the mother, playing in parks that involve circular movement, the initial drawing, which is a line that closes, creating a circular shape, all explained by specialists as a healing act following the trauma of birth. The loss of paradise lost is lived and experienced before it is understood, but beneficial acts continue at an abstract level and through the development of the skills and roles of parents, by interpreting them and enhancing them in their own existence. The role of parents in a child's life is manifested on the one hand by the feminine principle - containing through unconditional nurturing, affection, and comfort, and the masculine principle - imposing rules and norms in a firm variant,

through which content is built. And once again, these two principles close the circle to create a beneficial physical and mental space, suitable for the physical and mental development of the child. To maintain the passion for facilitating storytelling, I invite you to consult the work and writings of psychotherapist Speranţa Farca, with a psychoanalytic background, and the information provided by art therapist Annemari Varsescu.

Speranta Farca https://speranta.farca.ro/

Annemari Varsescu https://www.terapie-prin-arta.ro/

Chapter 2 - Young people with fewer opportunities

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The Erasmus+ program uses the term "fewer opportunities" as an umbrella term for those who face challenges accessing society's goods. Some of the program's main goals are to support international youth work, and non-formal education to reach people who are usually excluded from society in Europe. The Programme promote equal opportunities and engagement with diverse groups, including people with disabilities, migrants, and those facing socio-economic difficulties. Young people are encouraged to participate in civic society and learn about European Union values. The program aims to build a competitive European community, enhance the innovation abilities of European citizens, and provide learning

opportunities for those who have disadvantaged backgrounds (*Erasmus + Programme Guide*, 2023).

The Erasmus+ Programme Guide (2023) emphasises the importance of promoting inclusion in projects that receive funding from the Erasmus fund. Therefore, the main responsibility of the National Agencies is to provide support for inclusive projects. The SALTO Resource Centres support the E+ program implementation by offering inclusion and diversity guides and training for implementers. Some other institutions and EU-level organisations are also included in diversity and inclusion strategies and measures. The Inclusion and Diversity Strategy identifies the vulnerable groups in society through their barriers. These people are most welcomed in the program like people living with disability, people with health issues, people living in poverty, people who don't have access to formal education, etc.

Are Roma communities opportunity-disadvantaged?

Who is Roma?

The categorisation of the Roma as an ethnic minority is not straightforward, as they do not entirely fit Bromlej's definition of ethnicity, which is still the basis of Hungarian anthropology and public discourse. According to this definition, an ethnic community is a group of people who share a common history, culture, and language and differentiate themselves from other groups based on these characteristics. Roma groups, however, do not possess all of these unifying characteristics (Binder, 2010; Cserti Csapó, 2018). Despite this, Roma communities are recognised as the largest minority in Europe, with an estimated population of 10-12 million people (*EU Roma Strategic Framework for Equality, Inclusion and Participation for 2020 - 2030*, 2020). According to the census data of 2022,

the number of people who identified themselves as Roma in Hungary was 210,000 (*Népszámlálás 2022. Végleges Adatok. A Népesség Főbb Jellemzői (Országos És Területi Adatok)*, 2023). This number is significantly lower than the previous census in 2011, where 316,000 individuals identified themselves as Roma. However, there was an increase of 110,000 people identifying themselves as Roma in 2011 compared to 2001 (KSH.hu, 2011). The 2016 census reported that 309,632 people identified themselves as Roma (Kovács, 2018), which is still lower than a survey conducted between 2010 and 2013, which reported a population of over 800,000 (Pénzes et al., 2018). The discrepancies in the data are due to measurement problems that have been present since the 19th century, because there are no objective criteria for classifying Roma as a minority, and different measurements tend to choose between two methods (self-definition or definition by others, based on place of residence and lifestyle) or mix them (Kállai, 2014; Szűcs, 2003). It was common for most Roma to adopt the language of the country where they resided, as a result of pressure from assimilationist policies. Additionally, the Roma's written history has been documented by people outside of their community. Throughout their migrations, the Roma have assimilated the customs and traditions of the communities they have lived among. They have also adapted to the dominant religion and other customs of the local community. Considering all these factors, it is hard to define the Roma as an ethnic minority, as they do not share common characteristics (Binder, 2010; Kállai, 2014). Recognition an ethnic minority therefore stems partly from the self-assertion of self-aware Roma thinkers and communities, and partly from the legislative will to ensure human rights and equality through recognition (*EU Roma Strategic Framework for Equality, Inclusion and Participation for 2020 - 2030*, 2020; Papp, 2016).

According to UN recommendations, direct questions about ethnicity are permitted, and respondents free to choose an answer. However, the definition provided suggests that this could be interpreted as a group of people who share a common origin or culture and whose characteristics may be evident in their use of language and religious practices (Papp, 2016).

The international literature on the Roma presents two main approaches regarding their origin. The first approach views ethnicity as a construct, resulting from a struggle for classification. In this view, ethnicity is situational. The second approach sees the Roma as a diaspora group, distinguished by common characteristics such as their language, lifestyle, and history (Cserti, 2015).

Economic, social and educational conditions of Roma communities

Roma and non-Roma populations are not clearly distinguished, yet studies show that groups considered to be Roma live in worse economic and social conditions (Cserti Csapó, 2018; Ladányi & Szelényi, 1997). "Those who are perceived as gypsies by their environment will be treated as gypsies" (Ladányi & Szelényi, 1997, p. 150). The response to ethnic discrimination and the resulting social disadvantage from these groups is a "culture of exclusion"[2] or the so-

[2] "culture of exclusion" – This term was used by a Hungarian Roma Sociologist, Romano Rácz Sándor, who defined Roma culture as a culture of exclusion because his opinion is that the common characteristic of Roma is that they are not part of the society. "The outcasts of society have created their own culture to escape the perils of permanent pariah status."(Romano Rácz, 2008, p. 45)

called gypsy lifestyle (Ladányi & Szelényi, 1997; Romano Rácz, 2008; Szentpétery-Nagy, 2022).

Based on Binder's article (2010), it is not possible to speak of uniform exclusion but rather to determine the degree of acculturation of heterogeneous Roma communities within a given state. To put it differently, some Roma people have assimilated into society in a way that meets the expectations of the majority. In such cases, their external appearance does not give away their Roma origin or identity. However, many Roma live in poverty on the margins of society. Their Roma origin or/and identity contribute to discrimination and prejudice from the majority.

Most of the literature, studies, recommendations and strategies on Roma are about social exclusion, mass poverty, lack of access to education and other areas of life (Bernát, 2014; *EU Roma Strategic Framework for Equality, Inclusion and Participation for 2020 - 2030*, 2020; Fejes & Szűcs, 2018; Varga, 2018). Segregation in education, for example, is a common phenomenon in Hungary, as described in the Intro of this book. According to Amnesty (2010), educational segregation is a phenomenon in several other European countries. Selection of the student in this case is also based on ethnicity and presumed (in)ability (Amnesty, 2010; Cheatham et al., 2015; Radó, 2018; White, 2012). One form of ability-based selection is the placement of Roma pupils in remedial schools, which, according to various studies, was still practised across Europe in the early 2000s. In 2007, the Czech Republic was found guilty by the European Court of Human Rights for the high number of Roma children in special education (Cashman, 2017). The European Roma Rights Centre has published news and

press releases from 1999 to the present on the countries where high numbers of Roma pupils are placed in special education schools; the Czech Republic, Macedonia and Slovakia are mentioned several times in these articles (ERCC.org, 2023).

In Hungary, from the late 1990s until 2010, the segregation of students in special education schools became a political and research issue (Bass, 2008; Berényi et al., 2013; Havas & Liskó, 2005; Országgyűlési Biztosok Hivatala, 2000). According to studies, students were being separated based on their perceived abilities, resulting in widespread educational segregation. To tackle this issue, policies were implemented to require culturally unbiased repeated ability tests for students in remedial schools, prevent the transfer process, and encourage integrating students with special educational needs (SEN) into mainstream schools (Bass, 2008; Szűgyi, 2009). However, there is a lack of dependable data on the number of Roma students impacted by this type of school segregation. This is partly due to the absence of national-level research and the fact that schools cannot record students' ethnicity (Babusik, 2003; Cserti Csapó, 2019; Havas & Zolnay, 2011).

In Hungary, regulations allow for monitoring of the school placement of disadvantaged students. Research has shown that schools with a higher proportion of disadvantaged students tend to have lower average academic results, which can lead to disadvantages in the labour market due to students dropping out of school. The white flight phenomenon, which is the spontaneous segregation of students, is still present and is further reinforced by state interventions in education.

The cycle of poverty

In a comparative research of Ladányi and Szelényi (2002), the results showed that ethnicity is the greatest predictor of poverty in the case of all three examined countries (Hungary, Romania, and Bulgaria). Roma have a greater chance to live in poverty with the same level of education than non-Roma; in other words, education has less effect on their socioeconomic status than in the case of non-Roma. Still, according to the data analysis, education is one of the main prevention systems of poverty. Unemployment has a significant impact on the lives of Roma families. The study indicates that during the state socialism, most heads of households had jobs and a steady income. However, after the transition, many factories were closed, and many people lost their jobs. Even after 12 years, many of them were unable to find employment again. Long-term unemployment often leads to people becoming invisible to state services as they become dependents and stay at home. The authors argue that education and employment could help, but alone cannot solve Roma's poverty. Discrimination against Roma has a significant impact on their situation, which is difficult to measure, but it is assumed based on their experience in the research field (Ladányi & Szelényi, 2002).

"After the collapse of state socialism people face long-term unemployment and poverty, which involves increasing segregation, permanent exclusion from the labor market, and the inheritance of poverty over several generations. These three dimensions of exclusion furthermore are likely to reinforce each other. 'New poverty' is new in two respects: it lasts longer than poverty did under socialism and it tends to be multidimensional." (Ladányi & Szelényi, 2002, p. 89)

According to Szelényi and Ladányi's (2002) study, in the early 2000s, many Roma faced residential segregation in the examined countries. However, this situation cannot be compared to that of Black people in the USA. Our understanding is that ethnic minorities in Europe tend to integrate into the majority society.

Kemény's (1971) research found that by the end of the 1960s, two-thirds of Roma people lived in segregated areas. Specifically, 65% of Hungarian-speaking Roma (romungro), 75% of Romanian-speaking Roma (beás), and 75% of Romani-speaking Roma (walach/lovár/oláh) lived in residential segregation. These settlements were often located far from towns and villages or on the outskirts of them. However, by the early 1990s, the housing situation of Roma had improved somewhat, and residential segregation had declined to 13.7% in the Roma population. Behind the numbers, however, it has produced not only positive but also negative results, such as the erosion of cohesion within Roma communities and often forced resettlement as a result of forced housing integration. Unfortunately, after the transition, by 2003, 72% of Roma were again living in segregated areas. This time, the pattern was different from the 1971 survey, as 42% of Roma lived in peri-urban segregated areas, and 22% lived in central urban segregated areas (Kemény et al., 2004; Pénzes et al., 2022).

In 2010, research was conducted in Hungary to address the issue of residential segregation. According to the policy strategy in 2015, the research found a total of 1,633 slums and Roma settlements. These segregated areas are located in 823 villages, towns, cities, and 10 districts of the capital, where approximately 300,000 people reside. This means that in one-quarter of the settlements (towns, cities), residential segregation can be experienced within the settlements, excluding the fully segregated settlements (*A*

2014-2020 Közötti Időszakra Vonatkozó, a Telepszerű Lakhatás Kezelését Megalapozó Szakpolitikai Stratégia, 2015). According to the statistics, 3% of the Hungarian population lived in segregation, and the estimated number of Roma in Hungarian society is around 6-10% (Győri, 2017).

Many Roma people face poverty due to housing difficulties in Hungary. Homelessness is a major issue among them, especially for those with larger families. According to annual surveys – so-called "3rd of February" research- on homelessness, the number of homeless Roma people is increasing significantly. This is because homelessness tends to affect those with larger families, such as Roma people who become homeless with their children or young adults who leave their larger families. This marks a new dimension of poverty among the Roma, dispelling the myth of their community's retaining power. According to the research titled "3rd of February" in 2004, 19% is the number of those who answered the question: Have you ever heard somebody call you a gipsy? In addition, in 2011 and 2012, the researchers in the research titled "3rd of February" asked: Are you Roma? *They also found a strong significance between the two variables.* The number of homeless Roma people in Hungary is five times higher than the estimated number in the whole society, according to the results. There are more women than men in the Roma homeless population, and many of them are younger than the average age of homeless individuals. A significant number of these people come from orphanages, juvenile detention centres, or adult prisons. They have not completed their education (19% have a lower level than 8th grade), and many of them survive by begging on the streets. In the case of Roma homeless people, according to the results, their parents also didn't finish primary school, or they achieved less than even their parents in the education system. The mobility direction of Roma homeless individuals in the school

system differs from non-Roma homeless individuals (Győri, 2017).

Based on past research, we can infer that the individuals who were rendered homeless due to the shift from state socialism are gradually being substituted by those who are becoming impoverished due to the inefficiency of the new economic structure and its social and educational policies (Bernát, 2014; Győri, 2017; Kemény et al., 2004).

The development of contemporary Roma cultures in Hungary

In order to understand Roma culture, it's crucial to first define the terms "culture". Anthropology is centred around the concept of culture, which refers to the traditions and beliefs that surround us and shape our lives. Culture is an essential part of society, influencing our behaviour and guiding our actions through a system of established meanings. Learning about culture is a key aspect of integrating into society and adapting to its customs. Society and its members create and shape culture, which is reflected in history (Greetz, 2017; Weiland, 1982).

According to Greetz culture “denotes a historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in symbolic forms by means of which men communicate, perpetuate, and develop their knowledge about and attitudes toward life.”(Greetz, 2017, p. 90)

It's important to note that society is not uniform, and the same goes for different nationalities, minorities, and subcultures. The Roma community, for example, is very diverse, and its culture reflects this with a variety of traditions and customs unique to each community. These traditions are also influenced by the majority culture and

contemporary trends. As a result, it's challenging to define the core of Roma culture.

In his work, Ian Hancock (2004) exposes those authors who claim provably untruths about Roma languages and traditions without adequate support. These are often the basis of works with scientific demands, so it can be concluded that there is a lot of non-evidence-based information about the Roma, which contributes to the distorted image. Such e.g. the Berber or Afghan origin, or the matriarchal system. At the same time, in his work he articulates the facts that have been supported by linguistic and genetic research. Based on these, the most probable origin scenario supports the Indian origin (Balogh, 2011; Saul & Tebbutt, 2004). Hancock's work strengthens both approaches to the construct of identity and the diaspora.

Recent (2016, 2021) conferences supporting the diaspora approach pointed in the direction of India recognizing the Indian origin of the Roma. Although these conferences were gestures and supported by a part of the Roma intelligentsia, since Roma people from many countries were welcomed to the event, the recognition itself was not officially given (Grubišić, 2022; Pisharoty, 2016).

In the culture of the Hungarian Roma communities, the Indian roots are hardly discoverable, not only because of the decrease in the use of Romani languages but also due to the assimilation efforts and, ultimately, the process of living together in the Hungarian society.

The directions of Hungarian Roma intellectual endeavours is therefore worth looking at. This work does not allow for a detailed analysis. On the one hand, it can be seen that there is a kind of persecution, a construct formed based on persecution, in which the common characteristic of Roma communities is the role of the victim. This is confirmed by the genocides (e.g. the Nyúzóvölgy massacre in 1782, the Roma Holocaust) and the Roma's daily experiences of

oppression and institutional racism (Ame Panzh, 2023; Dupcsik, 2007; *Nyúzóvölgyi Vérengzés*, 2023). In line with the latter, many written and theatrical works have been created, which make the experience of oppression a part of the search and creation of identity. We are thinking here of the works and activities of the Independent Theatre, which gives space to talented Roma artists. Beyond the traditional Hungarian gypsy music, it shows something new and breaks stereotypes related to Roma artists and culture. In almost all of the videos, the theme of the majority-minority relationship, the personal relationship to being a minority and oppression, the search for a way to experience losses, and the survival strategies in response to oppression can be discovered (*Independent Theater Hungary - Youtube*, 2023; *Independent Theather*, 2023).

On the other hand, we can observe the intellectual approaches of the Roma community that emerged in the 1970s. These approaches do not contribute to the development of identity ingrained in contemporary culture. Instead, they aim to uncover and preserve the roots of the past, making them accessible to people today. These efforts primarily include research, development, and teaching of the Romani and Beás languages, national minority history, collection of folktales, etc (Balogh, 2011; Choli Daróczi, 2002; Kállai, 2015).

It is not accurate to say that a certain approach exclusively represents a given direction, as some trends may be beyond our comprehension or cannot be categorized.

However, based on our practical activities, we see that these currents do not reach the non-intellectual Roma. It is the responsibility of the Hungarian media and education system which tries to avoid awakening the thinking of young Roma with only superficial and/or easy approaches.

Educational Situation in Romania: Focus on Roma Minorities and the Second Chance Program

Author: Laura Minea, project manager – Nevo Parudimos Association

The Romanian educational landscape, as outlined in the "Report on the state of pre-university education in Romania 2021 – 2022" by the Ministry of Education in Bucharest (2022), has undergone significant reforms under the European Commission's approved National Recovery and Resilience Plan (PNRR) in September 2021. Central to these reforms is the "Educated Romania" Project, which aims to develop a unified, inclusive early education service system, target early school dropout, establish green schools, and enhance digital resources (Ministry of Education, Bucharest, 2022).

In the school year 2021-2022, there was a slight increase in student enrollment in pre-university education to 2,905.3 thousand students, with a gross enrollment rate of 78.1% across all education levels (Ministry of Education, Bucharest, 2022). However, discrepancies remain, particularly in preschool education, where enrollment in rural areas significantly lags behind urban areas. This trend extends to primary and secondary education, where the gross enrollment rate in rural areas is lower, particularly at the secondary level (Ministry of Education, Bucharest, 2022).

The Ministry of Education (2022) also highlights the challenges in high school and vocational education, where the dropout rate was 1.6% and 2.3%, respectively, in the school year 2020-2021. Post-high school and master's education saw a steady enrollment rate, with a notable decrease in the dropout rate to 7% in the same school year.

Addressing the educational needs of vulnerable groups, particularly the Roma minorities, the Ministry of Education

(2022) has implemented various national social programs. These include hot meals, student transportation, material support for children with special educational needs (SEN), high school allowance, and professional scholarships. The Second Chance program specifically targets NEETs (not in education, employment, or training), offering educational, psychological, and social assistance (Ministry of Education, Bucharest, 2022).

Furthermore, the Ministry has adopted new regulations to ensure the quality of educational activities, focusing on equipping schools with integrated facilities and transitioning to green and smart buildings (Ministry of Education, Bucharest, 2022). Assessment tools were also designed for evaluating fundamental skills at various educational stages, including a National Standardized Testing Pilot Program to test digital assessment methods (Ministry of Education, Bucharest, 2022).

In conclusion, the Romanian education system, under the guidance of the Ministry of Education and supported by the PNRR, is making strides towards an inclusive and quality education system. With a particular focus on vulnerable groups and the integration of modern educational standards and facilities, these efforts are indicative of a commitment to improving the overall educational landscape in Romania.

The educational environment for Roma students and teachers in Romania during the 2021-2022 school year, as outlined by the Ministry of Education, included several key initiatives.

Educational Access of Roma Students

In the 2021-2022 school year, regarding education addressed to Roma students and teachers, the following points are highlighted:

- Allocation of distinct seats for Roma students in high school admissions for various specializations

and in vocational and dual education (in the 2021-2022 school year, 1,762 students were admitted to high school, 9th grade, and 328 in vocational and dual education).

- Continuation of school mediation services provided by school mediators; in the 2021-2022 school year, 397 school mediators were engaged at the education system.
- Continuation of the organization by school inspectorates, educational institutions, municipalities, NGOs (Save the Children, OvidiuRo Association, etc.) of pre-kindergarten summer camps for Roma children who did not attend kindergarten.
- Implementation of activities to monitor school segregation in pre-university education within the National Commission for Desegregation and Educational Inclusion (CNDIE). A Technical Guide for the application of the pilot methodology for monitoring school segregation was developed in partnership with UNICEF in Romania.
- Continuation of measures to preserve the language, history, and culture of the Roma people in the educational context (ensuring the continued teaching of 3-4 hours per week of the Roma mother tongue in grades I-XII, and 1 hour per week of Roma history and traditions in grades VI-VII in 39 counties; currently, 18,092 students study the Roma language, and 3,498 students study Roma history and traditions).
- Continuation of measures for teaching in the Roma mother tongue at the preschool level, including bilingual approaches (Roma-Romanian, Roma-Hungarian).

- Continuation of measures for teaching in the Roma mother tongue in preparatory classes and grades I-IV and at the gymnasium level.
- Continuation of initial training at the university level for future teachers of the Roma language and specialists in the field of Roma linguistics.

In the 2021-2022 school year, a total of 58,385 Roma students were enrolled in the education system, including those in the Second Chance program and special education. The distribution included 1 student at the pre-preschool level, 7,883 students at the preschool level, 25,145 students at the primary level, 18,844 students at the gymnasium level, 2,803 students at the high school level, 3,548 students in vocational education, and 161 students in post-high school education.

The "Second Chance" program:

The following particularities of the "**Second Chance"** programme in Romania are given by the Ministry's order 3062 from 25th January 2022 for the approval of the Methodology regarding the organization of the "Second Chance" Program - Primary Education and the Methodology regarding the organization of the "Second Chance" Program - Secondary Education.

Article 1

The "Second Chance" Program - Primary Education aims to support children, youth, or adults in recovering primary education. It is intended for individuals who are 4 years older than the age appropriate for the grade and who, for various reasons, have not completed this level of education by the age of 14.

Article 2

Students attending the courses of the "Second Chance" Program are referred to as participants.

Article 3

(1) Interested educational institutions can establish classes in the "Second Chance" Program - Primary Education with the approval of the county school inspectorates or the School Inspectorate of Bucharest.

(2) Classes in the "Second Chance" Program - Primary Education can be formed with a minimum of 10 participants and a maximum of 16 participants. Exceptional situations that do not fit into these provisions are approved by the school inspectorate, respecting legal requirements. During the standard duration of the program, classes can operate below or above the specified number of participants to ensure continuity of individualized student training.

(3) Within the "Second Chance" Program - Primary Education, classes can be formed on a study level or in a simultaneous regime.

Article 4

(1) Depending on local needs, the "Second Chance" Program - Primary Education can be conducted in the language of national minorities or may include the study of the mother tongue, provided there are at least 10 requests recorded in the candidates' enrollment applications, and the educational institution can provide the necessary resources.

(2) The "Second Chance" Program - Primary Education can organize study formations for the schooling of minors and young people in reeducation centers, persons in juvenile penitentiaries, as well as individuals in adult penitentiaries.

(3) The "Second Chance" Program - Primary Education can enroll foreign minors, youth, and adults who have acquired international protection or the right to stay in Romania, as well as citizens of the member states of the European Union, the European Economic Area, and citizens of the Swiss Confederation.

Article 5

(1) Courses can be scheduled in a flexible timetable - morning, afternoon, or evening, Saturday or Sunday, including during school holidays, according to the decision of the board of each educational institution, after consulting the participants enrolled in the program.

(2) The standard duration of the "Second Chance" Program - Primary Education is 2 years. The duration of schooling can be shortened or extended for each participant, depending on their competencies, according to the provisions of this methodology.

Article 6

(1) In each educational institution where the "Second Chance" Program - Primary Education operates, the board appoints a coordinator for the "Second Chance" Program, both for primary and lower secondary education.

(2) The coordinator of the "Second Chance" Program - Primary Education at the level of each educational institution has the following duties:

a) participates in training activities on "Second Chance" programs;

b) informs the local community about the program's benefits and its organization (together with the school mediator or school counselor or through integrated community teams);

c) is involved in organizing the enrollment and evaluation committees;

d) internally monitors the program's implementation;

e) provides support to participants in resolving situations related to the relationship with the educational institution.

(3) The activity of the coordinator of the "Second Chance" Program - Primary Education at the level of the educational

institution will be coordinated and monitored by the coordinator of the "Second Chance" Program - Primary Education at the county school inspectorates/Bucharest Municipality, hereinafter referred to as the county coordinator. For the organization, monitoring, and support of program implementation, the county coordinator collaborates with authorized persons at the county level, such as: the inspector for education in the language of national minorities, the inspector for vocational and technical education, the inspector for special education, other inspectors, methodologists, trainers, directors of the teaching staff house.

In order to ensure an inclusive education for vulnerable groups, the Ministry of Education priorities there are:

- Creation and promotion of inclusive practices, focused on students, and ensuring the material resources related to inclusive, equitable, and quality education;
- Support for educational units at high risk of school dropout by granting Lot 2 of grants through the National Program for Reducing School Dropout (PNRAS), funded through PNRR;
- Reduction of the school dropout rate (regardless of the education level at which the preschooler/student drops out), revision of some social programs, and expansion of the Warm Meal program;
- Improvement and promotion of programs to support the school reintegration of individuals who have dropped out of school, regardless of the moment of dropout;
- Enhancement of the competencies of teaching staff, so that they can provide the necessary attention to children/students from vulnerable/disadvantaged groups, integrate children/students with

difficulties, and work in special education or with students/children with special educational needs (SEN);

- Support for children with parents working abroad, through psycho-emotional assistance and ensuring their participation in quality education;
- Improvement of the quality of the education system at all levels through the launch of the Education and Employment Operational Program (POEO);
- Designing the national baccalaureate exam, for the mandatory test assessing oral communication skills in the Romanian language, with a set of exam questions allocated to candidates with disabilities (dyslexia/dyslalia, deafblindness, residual vision, mild mental disorders, or candidates taking the test in the hospital), to ensure equal opportunities for access and participation.
- Support and promotion of functional literacy at all levels and in all its forms: literacy, mathematical literacy, scientific literacy, media literacy, digital literacy, and social literacy;
- Continuous assessment of students' level of functional literacy;
- Improvement of the quality of teaching methods aimed at enhancing students' level of functional literacy;
- Scientific literacy for all students and improvement of performance in assessments measuring the level of fourth and eighth-grade students in mathematics and science (TIMSS - Trends in International Mathematics and Science Study).

In summary, while the Romanian education system is taking noteworthy steps towards inclusivity and support for Roma students, critical challenges remain in ensuring these measures translate into tangible improvements in educational outcomes and social integration.

Targeted Educational Access for Roma Students:

The allocation of distinct seats for Roma students in high school and vocational education is a significant step towards inclusivity. However, this approach could be perceived as a double-edged sword. While it ensures representation, it might also risk reinforcing segregation or stigma. The critical question here is whether these allocated seats are complemented by broader integration strategies and anti-discrimination measures within the education system.

Role of School Mediators:

The engagement of school mediators is a positive initiative, indicating an understanding of the need for intermediaries who can bridge cultural and communication gaps between Roma communities and the education system. However, the effectiveness of these mediators depends on their training, authority, and the level of trust they can build within both communities and schools.

Pre-Kindergarten Summer Camps and Language Preservation:

The focus on early education and the preservation of Roma language and culture is commendable. These efforts not only help in preserving the cultural identity of the Roma people but also in fostering a sense of belonging and self-esteem among Roma children. However, the challenge remains in balancing cultural preservation with the need to equip students with the skills and knowledge necessary to succeed in broader Romanian society.

Monitoring School Segregation:

The initiative to monitor school segregation is a crucial step towards ensuring educational equity. However, the impact of these measures will largely depend on the implementation and enforcement of desegregation policies.

Monitoring alone is not sufficient; effective action plans must be developed and executed to address identified issues of segregation.

Teacher Training and 'Second Chance' Program:

The focus on teacher training in Roma linguistics and the 'Second Chance' program shows a commitment to addressing educational gaps and providing opportunities for marginalized groups. However, the success of the 'Second Chance' program hinges on its ability to effectively re-engage students who have previously dropped out or missed educational opportunities. This requires not only academic support but also a deep understanding of the socio-economic barriers these individuals face.

Inclusivity and Support Measures:

The Ministry of Education's priority on inclusivity and various support measures, such as grants for schools at high risk of dropout and programs for children of migrant workers, is a proactive approach to tackling educational disparities. However, these initiatives need to be continuously evaluated for their effectiveness in reaching and positively impacting the targeted groups.

The "Second Chance" program – Situation in Caras-Severin County

Author: Carmen Cîrpaci, Primary education teacher and School Inspector for Minorities, president of Asociatia Nevo Parudimos

According to the 2002 census, the Roma are the second-largest ethnic minority in Romania, making up 2.5% of the total population. However, despite their significant numbers, the Roma population in Romania faces a number of socio-economic and demographic challenges. For example, unemployment and poverty disproportionately affect the Roma community, with 28.5% of working-age

Roma individuals being unemployed, compared to only 11.5% of the majority population. Additionally, more than one-fifth of Roma people do not own their homes, leading to severe housing problems. The Roma also experience higher rates of certain health issues and lower immunization rates for their children (Surdu & Wamsiedel, 2012).

School dropout

In Romania, school dropout has become a widespread phenomenon requiring greater attention. The phenomenon is most prevalent at the beginning and end of an educational cycle. However, it affects all students, with Roma children being particularly vulnerable. These children face significant challenges integrating into society and the Romanian education system. Many Roma children do not complete primary education, and some parents are reluctant to enrol their children in classes with Roma children (Stoilescu & Carapanait, 2011).

The causes of school dropout among the Roma population vary from case to case. One of the main causes is the financial situation of parents. In many cases, Roma children who drop out of school come from families with low levels of education and are living in poverty.

Moreover, some Roma parents believe that education is unnecessary for their children. This belief is reinforced by the fact that many Roma parents have had limited access to education themselves (*The Diploma That Will Make a Difference, Obtained through the „ Second Chance Program "* / *REF Romania*, 2023).

The issue of school dropout among the Roma population in Romania is a complex and multifaceted problem. A comprehensive approach is necessary to address this issue, which takes into account the social, economic, and cultural factors that contribute to the problem.

One of the significant causes of school dropout among Roma students in Caraş-Severin is the lack of job opportunities. Many parents choose to migrate to other countries, leading to their children leaving school. Some Roma children do not even complete primary education (*The Diploma That Will Make a Difference, Obtained through the „ Second Chance Program ” | REF Romania*, 2023).

However, there has been a decrease in the number of Roma students leaving school in Caraş-Severin in comparison to previous years. Many Roma students are now included in programs such as the School Dropout Prevention Program, the "Hot Meal" Program, and Remedial Education Programs.

The "Second Chance" Program is one such program that has been successful in reducing the number of Roma students dropping out of school. This program targets adolescents and young people from disadvantaged backgrounds of various ages who, for various reasons, have not completed primary or lower secondary education. It is essential to mention that there is no age limit for young people who want to participate in this program, provided they have exceeded the age corresponding to the respective class for the "Second Chance" program - primary education, for the "Second Chance" program - lower secondary education.

In Caraş-Severin County, the "Second Chance" Program was implemented through the POCU project, "Actions for Acquiring Key Competencies through Equal Education Opportunities." The project operated in multiple schools, including Ciclova Elementary School, "Romulus Fabian" Vărădia Elementary School, "Iosif Coriolan Buracu" Prigor Technological High School, and "Clisura Dunării" Moldova Nouă Technological High School.

The "Second Chance" Project at "Romulus Fabian" Vărădia Elementary School, under the POCU project, enrolled 30

Roma youths who completed the primary education program (Level IV).

At Ciclova Elementary School, within the "Second Chance" project, six out of twenty participants who enrolled and completed the program were Roma youths.

Most participants who completed the "Second Chance" program at "Clisura Dunării" Moldova Nouă Technological High School were Roma.

Upon completion of the program, the participants received a Level IV completion certificate based on the program they enrolled in. Students who enrol and complete the "Second Chance" Program also receive a monetary subsidy.

Schools in Caraş-Severin where the "Second Chance" Program is implemented and Roma youths attend include "Mihai Novac" Oraviţa Technological High School, Constantin Daicoviciu Elementary School, and "Clisura Dunării" Moldova Nouă Technological High School.

Currently, Constantin Daicoviciu Elementary School has a group of fifteen participants in the "Second Chance" program for primary education. Ten are at Level III, and five are at Level IV. All fifteen participants have declared themselves to be of Roma ethnicity.

It is positive that these young people without education or with incomplete primary education still wish to complete their primary and, subsequently, their lower secondary education through the "Second Chance" Program.

In the current school year, twelve Roma students have enrolled in high schools through special places for Roma, and five young people have received recommendations for university enrollment.

In Caraş-Severin County, Roma students can study the Romani language at various schools, including "Gimnazială

nr. 5" Reşiţa, "Primară Câlnic," "Primară Mociur," and "Primară Maciova."

Summary

The Roma community in Romania faces significant challenges in several areas, such as employment, housing, health, and education. Despite making up only 2.5% of the population, the Roma experience higher levels of poverty and unemployment than the rest of the population. They also face housing issues due to not owning homes, and their children have lower immunization rates and more health concerns.

In terms of education, Roma children are more likely to drop out of school due to factors such as their family's financial situation and societal attitudes. However, the "Second Chance" program in Caraş-Severin County has shown promise in helping Roma youths complete their education.

To address these challenges, comprehensive solutions are needed. While programs like "Second Chance" are a good start, more sustained and inclusive strategies are necessary to fully integrate the Roma into Romanian society and improve their socio-economic conditions and educational opportunities.

Chapter 3 - Philosophy of inclusive pedagogy

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Exploring the Meaning of Inclusion

In inclusion, "every learner matters equally and has the right to receive effective educational opportunities." (Ainscow et al., 2019, p. 672) In inclusive education, school is accessible to all without barriers. Inclusion is a never-ending process in which participants learn that it is possible to work together despite their differences. In such a school environment, performance does not affect the possibility and quality of participation; in this ideal school, there is room for disadvantaged and/or SEN students (Szekeres, 2011). Inclusion, in which each individual progresses at their own ability and developmental pace (Kőpatakiné & Sinka, 2008, p. 26).

Clearly, the ideology of inclusion is primarily aimed at changing the environment of formal education. Its aim is to enable local schools to educate the local population. To do this, it is essential that schools use tools and techniques that are appropriate for the involvement in the education of all learners. These tools should be developed to meet the individual needs of each pupil and student *after an assessment of their specific needs*. A diverse community with a wide range of learners is able to create a non-discriminatory society. In addition, integration is cost-effective because it does not require the maintenance of large numbers of places in special educational institutions (Ainscow et al., 2019).

Linking Inclusion, Social Justice, and Empowerment

In order to answer this question, we can refer to Dan Goodley (2007), who is a prominent figure in the field of critical disability studies. Socially just pedagogies focus on the future possibilities of learners, instead of their shortcomings. Pedagogical practices that are socially just are centred on the experiences of learners and focus on issues that shape the functions of society such as ethnicity, race, disability, gender, and sexual orientation. These practices also include topics that raise awareness, which are not typically included in normative and standardizing pedagogical practices. Normalisation efforts are conceived in terms of catching up, i.e. they set requirements to which everyone must adapt, regardless of individual needs. In normalisation, the aim is the transfer of uniform knowledge instead of discourse. The corresponding measurements are aligned to standards, and the standards ignore the natural differences between peoples, communities in the society (Goodley, 2007; Mészáros, 2015).

In inclusive pedagogy, questioning the norms is part of the discourse, which equips us with critical thinking and thus encourages change (empowerment). The field of formal education could do this if this were its purpose, but it's the primary purpose of non-formal pedagogy.

Empowerment with non-formal pedagogy

Non-formal pedagogy is a planned but flexible process with voluntary participation outside of formal education. Between the 1960s and 1980s, the discourse related to education was practically dominated by the definition, distinction, and effectiveness of different learning environments (formal, informal, non-formal). Non-formal learning has been defined as structured experiential learning process which is adapting to the current needs of

the participants. In its focus stands the development of the soft skills and critical thinking, thus its long-term goals are liberation and *empowerment* of the participants (Corney et al., 2023)

The concept of empowerment is closely related to power. Empowerment can only occur when positions of power are flexible. Power is present in the context of relationships between people or things(Weber, 1946 cited in Page & Czuba, 1999). Therefore, as relationships change, power relations can also change. Empowerment is the process of change. Modern research has led to a new understanding of power, where we now talk about shared power and relational power. This means that an increase in an individual's power does not necessarily result in a decrease in the power of others. If individuals work together as a group, this can lead to an increase in their power (Page & Czuba, 1999).

Empowerment is a complex concept that is difficult to define due to its interdisciplinary nature. It is easier to identify its absence than the actions that are part of the process. In simple terms, empowerment is a process that enables an individual to gain control over their own life, allowing them to take action on issues that are important to them. Although empowerment is an individual journey, it involves a fundamental relationship between the individual and the community. By changing the way they relate to the community, the individual contributes to the community's change (Page & Czuba, 1999).

Empowerment is a core value that guides our work with communities. This value influences the strategies and goals we pursue during community-building activities. At the community level, empowerment involves collaboration and initiatives that enhance the quality of life for individuals and improve the community's relations with other institutions and communities. However, community empowerment is

not merely the sum of individual empowerment of its members (Rappaprot & Seidman, 2000).

When it comes to helping, empowerment takes a different approach than other concepts. Instead of viewing the client as someone who needs help and relies on the specialist, the client is seen as an active participant in the process of change. They are not just executing the change, but also determining the goals. Both the individual and the community are involved in the evaluation process, from planning to implementation. The focus of the evaluation is not just on the results, but also on the process itself, on how the results were achieved together (Rappaprot & Seidman, 2000).

The role of a professional is not to impose their will on a community, but rather to provide the community with their expertise and resources. However, the effectiveness of the specialist's services will always depend on the particular community they are working with, as there is no one-size-fits-all approach. Empowerment strategies should be tailored to the specific needs of the community, with the goal of building the capacity of individuals and groups. This requires the development of skills and a process of self-evaluation (Rappaprot & Seidman, 2000).

A person who works with communities, or in our context, a youth worker, is known for their consistency in approach. This approach is characterized by the transfer of responsibility, tolerance for diversity, the ability to use a variety of resources, and the ability to identify with the community. A good youth worker should be able to learn about the context in which the community exists and recognize the values of that community (Kelly, 1970 cited in Rappaprot & Seidman, 2000).

Empowerment can take different forms, such as individual involvement in a community, the development of the ability to share leadership roles among institutions, or the

provision of services that are accessible to everyone in a community. It is an important process that enables individuals and communities to gain control over their lives, make their voices heard, and achieve their goals (Rappaprot & Seidman, 2000).

The notion of empowerment in practice

Solomon, who worked with black communities in the 1970s, defined empowerment as a process that involves members of stigmatized communities to develop and enhance their abilities by taking on valuable social roles and practicing interpersonal relationships. This means that individuals, while engaged in an activity, come into contact with others, leading to the development of their abilities, which enables them to control their lives according to their will.

In the context of politics, empowerment refers to the process by which marginalized groups become conscious of having internalized the beliefs that justify their subordination. This realization helps them break the cycle of oppression and regain control over their lives. It's crucial for oppressed groups to recognize the power dynamics at play in order to challenge them and achieve greater equality (Fanon, 1963; Friere 1970 citing in McLaughlin, 2016).

According to Jankowski (1997), "a social movement that transforms ideology into rhetoric has the potential to acquire power. This process of acquiring power transforms feelings of powerlessness into feelings of empowerment" (McLaughlin, 2016, p. 42).

The Critique of Empowerment

In recent years, there has been a growing trend of using the term "empowerment" to describe various processes and support activities. Feminists, LGBTQI+ groups, and workers' movements have used this concept to highlight their

respective goals, such as the right to control over one's own body, the right for visibility, or gaining power through organizing from the bottom. However, some critics argue that empowerment may actually perpetuate social inequalities, as it tends to focus on individual development rather than community building. Empowering must be connected to the concept of oppression, because it means opposition to social and political constructions and points out that life chances are predetermined and maintained by power. Empowerment often fails in situations where individuals appear to have influence but end up subjugating themselves to power. Therefore, in programs leading to emancipation, i.e. empowerment, it is important to break down the hierarchy and ensure the individual's real decision-making right. However, emancipation is often difficult to achieve because those exercising power constantly influence the context and force the participants into a hierarchical relationship (McLaughlin, 2016).

Self-Directed Learning in Different Settings

The most difficult thing in teaching and learning is to keep the motivation of the students high, and to engage them in their own development. This is especially applies for adolescent youth if they come from a cumulatively disadvantaged (UNESCO) community where parents lack the resources to support their study. These children with disadvantaged background are often undervalued in their school, their interest in study is undermined by lack of success. Self-directed learning (SDL) is an approach which *changes the course of hierarchy between teacher and student*, and in the same time provides the possibility of individualised development to keep the learner's motivation high. In this chapter, we will use "student" to refer to a participant in an educational context and "teacher" as a

person responsible to facilitate such learning process in either individual or group setting.

In Self-Directed Learning students set their own goals according to their needs and interest, and the teacher or facilitator is a source of the knowledge and support when the student requires help. In this type of learning the student is engaged because there is no outside control of the process, but the responsibility is also greater on the students which provides the necessary activity and commitment in the learning process. It is possible to use Self-directed learning with compulsory school curricula. This requires proper socialisation of the students from the beginning of their first year in school, so that they understand that delegated responsibility and the evaluation process isn't the measurement of abilities, but rather a sign of appreciation of their effort which they put into reaching their goals. The aims of the students vary according to their abilities, needs, and interest, which are summarized in their contract and/or development plan. These documents are reviewed time to time in the evaluation process by the student and the teacher with the aim of monitoring of the achievements.

The student's goals should be very clear and concrete, real, achievable, broken down into steps which built on each other, and time-bound. So in the evaluation process the grades/evaluation mirror the invested effort instead of a negative feedback. There is always a chance to renew the process with different aims, even with smaller steps to achieve. The process implies that it is not as uniform an output in a class as a national curriculum might expect, but at the same time the procedure is much more realistic because it assumes differences between students and builds on these differences without comparing their performance. The role of the teacher is also very different from the traditional role. In class work, group work the teacher is in a *facilitator role*, when sets the direction of the outcomes with questions instead of direct instructions and ensure the

equal participation for each students in the tasks with previously well-defined rules by the class. The rules set by the students themselves guide the behaviour of the learners, who learn and participate according to their individual goals. In this new role instead of knowledge transfer the teacher uses techniques of guiding, counselling, coaching, etc.

The teacher becomes a partner in learning process. The invested work is more than a preparation for the lectures and the lecture itself. Instead, the teacher supports the self-organized activity of the students, for which the teacher provides resource materials, and an external eye with constant feedback even in an essay task or in the up-coming self-evaluation process. In this way, the teacher deals with all of the students in group work and individual support activities (Gibbons, 2002).

"In TDL (Teacher-directed learning), we teach students about the nature of flight; in SDL, we teach students how to fly" (Gibbons, 2002, p. 3)

The desired outcome of SDL is to achieve that students become able to think on a systemic level, to discover connections between different things and to associate meanings with them, to develop new concepts and new solutions. All of this, however, requires the student's commitment and intrinsic motivation, which is absent if there is no personal goal formulated by them (Gibbons, 2002).

If we look at Carl Rogers' person-centred therapist's thoughts on teaching and learning, we can see the base of person-centred pedagogies: *"I have come to feel that the only learning which significantly influences behavior is self-discovered, self-appropriated learning*." (C. R. Rogers, 1995, p. 245)

Chapter 4 - Development cycle in our practice

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ImpactPoint After-school – Hungary

The history of After-school (Tanoda) is closely intertwined with the evolution of its services. Being a service based on the principle of subsidiarity, each process has always been tailored to meet the specific needs of the local community and our financial constraints. Therefore, it's impossible to separate ourselves from the historicity of this service.

Recruitment and outreach to young people – experiences

When the After-school was founded in 2014, we were an organisation that was not embedded in the local community of Gyöngyös. Of course, there were people in the organisation who had grown up in Gyöngyös, and the main applicant of the first EU-funded project - which financed the Tanoda at the time - was also founded in Gyöngyös. These contacts were enough to see the problems of children and youth in the town, but not enough to involve them. We wanted to address mainly the youth at secondary school age group. We developed a partnership with one of the local vocational schools, where we knew from our preliminary research that there were many disadvantaged and/or SEN pupils.

Subsequently, the involvement of a cohort of students was mainly determined by the attitude of local professionals we were able to employ. For example, we could not keep disadvantaged vocational school students in the programme without involving and accompanying them in very tight supporting relationship. We should have provided for them

almost family substitute support, which was beyond our possibilities, and competence. These children, despite being teenagers, actually needed housing, hot meals, and safety to the extent that they could not rely on their families.

It is easier to demonstrate the level of deprivation with some examples.

One boy was being raised by his grandmother because his parents simply abandoned him, divorced and started a new family. He was aggressive in many cases with his peers, but he needed someone who provide shelter and understanding. The grandma took him in without the resources to raise him.

One girl had a well-educated parent who did not seek psychological support despite serious suicide attempts of her daughter. Even when we tried to support these measures, the parent was rejecting toward the possible solutions, supports.

Another girl student whose parents' alcoholism and abusive behaviour had led her fleeing from home - she wanted to sleep in the After-school which was lacking equipment and staff to offer proper service.

A young person over 18, no longer in school, was practically homeless, which is why he dropped out of school first place.

These are needs that the After-school programme cannot respond to. The social safety net does not provide solutions for teenagers locally. There is transitional home for children from age of 3 to the age of 18 in Gyöngyös, above that age, the only solution is to go to a homeless shelter among adults. The transitional home provides only 12 places locally, and there are strict rules which are not compatible with the behaviour of these teenagers, who rather choose to stay each night at a different friend than being in an institution. A lower threshold service would be needed for

them which is in-between of child protection and homeless care system with the aim of transition to adulthood.

Back to the original topic of recruitment which defined by the actual colleagues of the service, later on, a new colleague were employed who could not relate to the above mentioned young people, and he worked more on engaging younger children who were still in primary school, so as soon as he came into the service, the older teenagers dropped out. The age gap between the students, and the more strict rules to provide safety for the younger ones, lead to their drop out of the Tanoda program.

In 2015-2016, the After-school closed for a year due to lack of funding, but we were able to reopen at the end of 2016. In the first 4-6 months it was very difficult to fill the vacancies, old colleagues had to commit themselves to public schools and one of them in this time passed away. The new colleagues could not help to engage the new students, they still lacked the expertise to work with disadvantaged children. The new team was in place by mid-2017 and ran the After-school successfully until the end of 2018. The operation of the After-school required a high degree of involvement of the Budapest staff of the association from this period onwards, which was accompanied by constant commuting between Budapest and Gyöngyös. The more involvement meant that the head of the After-school from Budapest supported the children and their families in the role of mentor, tutor and social worker and coordinated the team, also cooperated with the local public services, schools at the same. The consequence of this involvement and seeing the problems of the families, is that we started employing the parents of the children who were enrolled in the After-school, in non-skilled jobs. The concept was to create a workplace for the parents of the children in the After-school, and with this, gain more engagement from the families.

The end of 2018 and the first few months of 2019 meant half a year of operation without dedicated funding from the government again, which meant that we lost again most of the students. The stricter conditions of the new, centralised funding program from 2019 meant that families living in segregations were primarily targeted instead of the previous, more inclusive approach. We involved a local social worker who was able to reach these families through the schools and through her previous local networks. This is how the new recruiting process began which lead to the circumstances, and events we already wrote about in the Intro of this book. The involvement of the children already took place through personal inquiries in the settlement, and also through street social work, so we came into contact primarily with the children and, through them, with their parents through implemented street programs and conversations on the street. Some of the parents didn't really understand why the After-school program can be useful for their children if there is the public school which where they learn “enough”, we found that they left the decision up to children to participate in the program or not. The truly committed children were those whose parents were well aware of the Tanoda's work and who themselves visited the After-school for programs and activities.

Of course, not all of the possible students fit into the Tanoda’s community, and we tried to find a solution for this. Those children whose parents did not appreciate the activities of the Tanoda and/or for some reason did not find a common voice with the other children, dropped out not long after the recruitment.

When recruiting, it is important to recruit children who can fit in with the existing community. In this sense, the Tanoda is a high-threshold service, since the point is that the community wants to serve the development of the people in a long term.

Selection process for a long-term development program

At the start of our After-school program, parents would submit an application form and arrive at our facility at a pre-arranged time. During our first conversation, we would complete all the necessary paperwork to enrol their child. We noticed some children often needed to be more motivated to participate and wanted to be separated from our community. This was often because their parents wanted them to attend to gain better access to public schooling through our competence development service. The children needed to understand the importance of learning outside of school hours. Therefore, we also spent much time engaging them in various activities to make them interested in participating in our After-school program. Initially, some families did not consider our cooperative and supportive attitude as a core value in human cooperation but rather as a favour in exchange for letting their children attend the After-school program.

Our idea was that the children should feel comfortable in the environment we create and voluntarily participate in learning. They could attend the After-school program once or twice before committing, and if they were in the After-school, we asked them to take the enrolment documents home and fill them out. Once the documentation was returned, we met the children and their parents at their home. We only tried to convince parents to enrol their children after we saw the children's interest and engagement in the program. We realised that getting the support of the families solely based on their children's school performance was not a viable path, as the link between school results and their children's future was too distant and not necessarily convincing for them. Therefore, we tried to build trust by building a wider service portfolio: organizing family programs, providing donations of food

and digital tools, and offering administrative support to manage their other affairs. We also made regular visits to their homes and involved children interested in participating in our program and whose parents supported their participation. The involvement of parents was visible when they attended After-school events or communicated regularly, showing interest in their child's development in the program.

Content of the student portfolio – data to aid learning

Enrolment, development, individual and group work followed a standardized, data-driven protocol, where unified documentation allowed team-work and long-term development. In some cases, this meant a process over 5 years in a youth work setting. In this chapter we explore the purpose of these documents and our experience related to them.

Application form: Initially, we used an application form to connect with children in schools and other public institutions. We distributed these forms along with information about our organization and our services. This was the first step for students to enrol in our service. Students could submit the form through post, email, or in person during our opening hours. However, we later changed our recruitment and selection process and discontinued the use of this form. We realized that filling out the form was often complex for parents, which deterred them from enrolling their children. Therefore, we reduced the number of documents required to support their enrolment.

Datasheet: At the beginning of the After-school service, the head of Tanoda or a social worker from Tanoda helped the parents fill out a data sheet during the first conversation. Later, due to changes in the recruitment and selection process, this changed as well. The data sheet was sent home with the children, and if the parents were able to fill it out,

they would send it back with the children, or give it to the staff on the street when they were in the area. The staff would then contact the parents and ask for an appointment for a family visit, where they would check the documentation together, corrected any mistakes, and have the first conversation.

The data sheet contained all important information about the family and the student, including personal data, child protection benefits, monthly income per capita in the family, school name, class sign, grades, hobbies, future plans, disabilities, long-term illnesses, or allergies if any, and the signature of the parent.

Contract: Only contracted students were considered enrolled students. The contract included the service conditions of the program, provided information about the program's funding, and gave consent for inspection by the sponsor and other authorities. The contract also included the consent to access the students' online school grade book, the consent to photo documentation, and the consent to keep a copy of the document prepared by the Learning Assessment Committee and the decision on the Child Protection Benefit. To simplify the process, the parents didn't sign separate consent statements. However, the contract stated that they entrusted the handling of personal data and the copies of documents to the program as per local and EU regulations. A separate data protection declaration was signed in this regard. It was important to us that everything in these documents was read out loud and explained with examples, especially about the photos and the access to the online school grade book. One part of the contract was for the child, who agreed to participate in the program regularly and indicated if they couldn't participate.

Voluntary declaration of Roma identity/origin: The parents were required to fill out and sign a declaration to declare their child's identity/origin, as it is not legally allowed for

individuals under the age of 18 to do so. This declaration helped us estimate the statistical number of our students' ethnicity and was also necessary documentation for EU projects. This declaration was optional and voluntary.

Family visits were conducted by the head of the Tanoda or an additional social worker if available. The first family visit took place after both parties signed the contract. The decree about Tanoda regulated the minimum number of visits required (40/2018. (XII. 4.) EMMI Rendelet a Gyermekek Esélynövelő Szolgáltatásainak Szakmai Feladatairól És Működésük Feltételeiről, 2023). However, we visited the families at least twice every six months, usually more frequently in the segregate.

Digitization and disadvantaged background

Having access to the school grading system, which was mentioned in the previously, has become increasingly important after the outbreak of COVID-19. With the introduction of the online grading system, it appears that the traditional method of delivering homework to absent students by the school or classmates is no longer in use. Ideally, teachers would upload data about the homework in the system so that students and their parents could keep track of not only their grades but also the material they need to learn. During the COVID-19 school lockdowns, teachers provided recorded lessons, homework assignments, deadlines, and assessment schedules. However, some teachers opted to conduct online classes through messenger or Google Classroom instead of using the school's system. This posed a problem for disadvantaged students who were not part of the class Facebook group and could not access Google Classroom. As a result, these students were left with homework assignments that could be completed using only books or online resources without real-time class participation. The children completed their assignment at

Tanoda. When the schools reopened, they were not as behind as they would have been without our assistance. Although it was not part of the After-school program's task, we recognized the need for this intervention and provided help.

It would have been beneficial for students if the school management had established a uniform system for online lessons, materials storage, and assignment distribution. However, instead, teachers were given the freedom to choose their own methods for online teaching and practice. Numerous parents expressed their concern that they had to learn a new application every day to teach their children at home. In cases where parents were unable to do so, we assisted them, particularly those with basic writing, reading, and text comprehension difficulties who were unable to handle complex interfaces beyond one or two simple applications

Many parents nowadays struggle with using the online grading system to track their children's grades. They often face issues with various user accounts, passwords, PIN codes of the SIM cards, etc. Unfortunately, digital competences are becoming increasingly important in various administrative tasks, which is a challenge for parents who may lack basic skills like reading comprehension, attention, working memory, long-term memory and task orientation. Although children may be more skilled with online tools, they may lack motivation to complete school, especially during their teenage years.

It was not reasonable to expect children with disadvantaged backgrounds to participate in online education. While schools theoretically provided on-call services for children whose parents couldn't help with online participation, in practice, this opportunity wasn't typically provided. Only

one of our students was able to use it, and even then, homework remained an individual task completed at home. The children were happy they didn't have to physically go to school, but in After-school programs, it was discovered that most children were years behind the curriculum and lacked basic skills. This lack of development hindered their ability to acquire more advanced knowledge. With most children in their early teenage years, there was no time to develop these basics, especially during COVID.

After things returned to normal, many teachers left the habit of recording school tasks in the online grading system. Most of them didn't record what topics were covered in class, what homework was assigned, or when assessments were scheduled. As a result, children who missed a lot of school time found it difficult to keep up with the curriculum. The help they received from the Tanoda program in their school depended on whether the teacher had indicated what they expected in the online system, since Tanoda staff tried to gather data from it.

We wanted to provide cultural enrichment and develop basic competencies for the children attending our After-school program. However, we understood that parents also expected their children to perform well in school. To address this, we monitored the students' progress and provided a course for parents on how to use the online grading system. Our colleague, Pelin Yozkan, who was a previous ESC volunteer, created a booklet which also covered the necessary information for parents to understand the online platform.

We showed the parents individually how to use the system on several occasions to ensure they were comfortable with it.

Source of the booklet (English version):

https://www.digitalizenow.eu/images/resources/booklet_en_digitalize.pdf

Despite all the effort they haven't made it a habit to regularly check the online grade system.

Individual development plan and evaluation

We kept track of the progress of our enrolled students and maintained a healthy relationship with their families through our after-school program. The follow-up process involved several steps depending on the circumstances of each student.

For new students, we conducted various tests and observations immediately after signing the contract. As for existing students, we carried out an overall assessment once a year.

We also visited families to provide them with information on the outcome of our discussions, any necessary suggestions, or advice that they have requested. We kept track of observations, measurements, and experiences in an *individual development plan*, which we also referred to as a motivation plan. We closely monitored the implementation of what was written in the plan, supplemented by further measurements and experiences. Additionally, we maintained a progress log that briefly summarized how each objective in the individual development plan was achieved on a case-by-case basis. The *session plans* contained detailed information about the events and experiences of each session, as well as the tasks completed, provided they were recorded on paper.

Individual development plan

The Individual Development Plan (IDP) includes an anamnesis that describes the student's residential environment, housing conditions, information about parents, siblings, and any previous assessments of their abilities or studies. The reason for enrolling in the After-school program is an essential part of the IDP, where the student and their parent formulate what kind of support they expect from us. Next, we discuss the student's interests and their relationship with their peer group and school class, according to them. Later, we add our observations about the social relations of the students in the Tanoda.

We then move on to the summary of observations results of tests, and at the end of the plan, we summarize the areas that need development based on the observations and measurements. The activities in the consecutive year are assigned based on the findings, and we use the student's interests to develop their weak areas while building on their strengths.

Our observations showed that the majority of children, regardless of their age, were behind in the basic areas of cognitive control functions, such as working memory, inhibitory control, cognitive flexibility, response selection, etc. Additionally, the underdevelopment of socioemotional competences was typical.

Progress log and session plans

The session plans were attached to the progress logs in a monthly breakdown, separated from the other materials of the students. The progress logs and session plans were

individual packages for each student, which is why they were suitable for tracking the activities carried out even months back, as well as we could observe what activities were conducted by each tutor, or mentor with the students individually and how these contributed to the general development process of the students. These tools provided assistance in planning the following sessions or, if no special planning was required, in the selection of the next tasks which are suitable for the areas to be developed.

In the Annexes, we have attached an anonymized individual development plan, which fosters a better understanding of what has been described. We have made progress towards self-directed learning by implementing a plan that focuses on building a strong relationship with the student, and her family developing their motivation and abilities, and following the principles of SDL. However, the plan does not account for unexpected situations that arise during our sessions. The student had difficulty expressing what she wanted to do, and instead, found it easier to express what she did not want to do.

Development process, measuring and evaluation

We have a different perspective on the outcomes of our students' assessments than traditional schools. We consider these results to be more indicative of the performance of the teacher-mentors rather than the students themselves. If a student is unsuccessful, it may be because they are beyond our reach or our competencies or because we are not using the right tools to help them achieve their potential. Therefore, we must accommodate and change our methods and tools to achieve better results.

However, we have realized that what is important to us might be less important to our students. After the age of 12-13, students are often more interested in gaining recognition from their peers. This recognition is usually achieved

through something other than studying, but through other types of behavior. These behaviors are often influenced by the local community, where younger adults are idealized for having everything (such as cars, cash, clothes, etc.) without trying to study and work hard. During a certain period, we faced difficulties in helping students develop their study skills due to their lack of motivation. Instead of tutoring them in a traditional way, we decided to be a supportive hand when needed. We adjusted our approach according to each student's needs, which helped us create a personalized development process for them. This approach may have looked less productive, but it was more effective in developing socioemotional competencies in peer groups. This indirect approach significantly impacts studying skills and cognitive control functions.

We used various tests to evaluate the students based on their age. We created these tests by compiling information from other measuring instruments including DIFER (Diagnostic Development Assessment System), PISA, TIMSS, and PIRLS. Additionally, we periodically used Éva Gyarmathy's Cognitive Profile test and her Map of Interest test. We also utilized the Motivation Profile Inventory revised by Gyarmathy and her colleagues(Gyarmathy, 2009; Péter-Szarka et al., 2017).

Here can be downloaded these tests from Gyarmathy as well as in Hungarian and in English: https://diszlexia.hu/

We often used development booklets based on DIFER or books specifically designed for the prevention and correction of learning disorders to cater to the individual needs of cognitive development in our students. We compiled our observations about our students and their evaluations in their individual development plan to keep track of their progress.

Our observations showed that the concept of Neuroplasticity holds true for the cognitive development of the students of the Tanoda. According to this concept, connections in the nervous system change as a result of learning, and the way of learning and the form of activities determine the processes that restructure the nervous system. However, with advancing age, the process of nervous system development changes, so time windows determine the effectiveness and methods of developing learning abilities and brain malleability (Fandakova & Hartley, 2020; Mateos-Aparicio & Rodríguez-Moreno, 2019). During early adolescence, the development of social skills and abilities, such as prosocial behavior, is crucial. This is because the brain undergoes significant development during this time, which contributes to the development of these areas in individuals with typical or average development. However, in cases where the development of this area of the brain is slower or different, direct intervention can be beneficial in promoting the corresponding changes in the brain. (Fandakova & Hartley, 2020). We have introduced new techniques in the life of the Tanoda, taking into consideration the differences in individual neural development. These techniques include autogenic training, sensory integration therapy, learning technique training based on Motivation Profile Inventory and the Map of Interest, Positive Education based on the Hungarian tool called "Boldogságóra", and multi-sensory learning in individual tutoring.

Our goal was to improve student engagement and independent problem-solving skills in each lesson and program. However, these improvements may not always be reflected in their grades, as they are difficult to measure.

For younger students, our primary focus was to encourage them to solve tasks independently with minimal help. In the beginning, they needed close support and immediate feedback, so we guided them step-by-step. After completing

all the tasks independently, we evaluated their work together. They were given the freedom to choose from pre-prepared tasks based on their mood and level of fatigue. The long-term goal was to instill in them the confidence to solve tasks independently, not fear mistakes, and be motivated to cope even when they encounter challenges.

The second aim was to teach students how to complete a test independently, which is an essential requirement in school life. Students must be able to interpret instructions and manage their time well, as these are crucial skills for test-taking. Although these skills are not related to the course material, they are still a determining part of the grading.

It is essential to note that the school assesses not only the acquired knowledge but also the abilities of the students, which may be affected by socioeconomic status, culture, socialization, and genetics. Therefore, a student's grades may reflect not only their academic performance but also their social status and other external factors.

Evaluation is an ongoing process that helps in determining the direction of development rather than just measuring the students' performance. For older students, we connected to SDL through self-assessment methods. This means that our high schoolers were often asked to share their opinions about their participation in the lesson, assess their participation in group work, evaluate the learning outcomes of the group work, and review their test results with our guidance.

Chapter 5 - Roles of Traditional and Non-Traditional Teachers

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The field of education should change and adapt to cater to the diverse needs of students. There is a growing emphasis on using various approaches to learning, and one significant shift is from teacher-directed learning (TDL) to student-directed learning (SDL). This change marks a shift from traditional teaching methods to more collaborative and personalized forms of education. In this article, we will explore the nuances of these learning models, the crucial role that mentors play in after-school programs in Hungary, the significance of school mentors in projects like Avas Khetane, and the impact of coaching methods in education. We will also delve into the integration of experiential learning and constructivist theory in elementary schools, highlighting the importance of these educational strategies in learning environment.

From TDL to SDL – Teacher's role

When we analyse the learning process, we can distinguish between two approaches: teacher-directed learning (TDL) and student-directed learning (SDL). In traditional schooling, the former is primarily used, which means that children study according to the main curricula and the goals set by the teacher, rather than the student. The teacher is responsible for the course content, including the materials and tasks used, and measures the student's achievement based on whether they have been able to achieve the set goals. In student-directed learning, the teacher and the

student work together to determine the goals and create a plan that they both work towards. Both parties are responsible for the learning environment and tasks. (Gibbons, 2002).

It is possible for teachers in public schools to switch from TDL to SDL by following these steps:

1. Clearly define the goals that need to be achieved for completing a task, material or subject in a realistic manner.

2. Foster an environment that encourages collaboration and acceptance of diverse ideas and perspectives.

3. Develop skills and practices that enable independent learning and processing of the course material.

4. Work with the student to establish a plan of action that aligns with their personal goals and the curriculum objectives.

5. Create an evaluation process that can be used for both self-assessment and for joint evaluation to measure progress and performance (Gibbons, 2002).

Mentor's role in the Hungarian After-schools

Mentors in after-school help children and their families by encouraging and supporting them to achieve their goals. They can act as a mediator between the school and parents. In many cases intensive family care is provided during mentoring, tailored to the child's needs and wants.

In some after-school programs, there are mentor pairs where one assigned mentor provides tutoring and mentoring for their mentee. Typically, volunteer-mentors offer this service, but in most Hungarian After-schools

(Tanoda program), paid teacher-mentors offer mentoring and tutoring in various subjects. The mentor has autonomy, receiving support, advice and guidance only when required or necessary (Fejes et al., 2016).

Volunteer-mentors lead individual or group sessions focusing mainly on non-learning activities to develop socio-emotional skills. Meanwhile, teachers at after-school primarily offer tutoring activities, individually or in groups, which also can focus on the development of socio-emotional skills. Volunteer-mentors, such as high school volunteer services or university students, undergo preliminary preparation to handle unexpected situations appropriately.

With volunteers, high turnover is expected, anything can interrupt their commitment. It is essential to understand that volunteer work is not a priority for them, as studies, the workplace, and family take precedence. It is the organization's task to create conditions that make it worthwhile to stay and commit (Fejes et al., 2016).

Some mentor-students receive scholarships as compensation for their volunteer work. Considering the time invested, the scholarship is minimal, and the students' all-time lowest hourly rates for student jobs offered to them are higher than the scholarship that can be obtained in the program (Fejes et al., 2016).

ESC Volunteer-mentors also can provide similar opportunities than mentor-students – like in the ImpactPoint After-school in the European Solidarity Corps service. The ESC volunteers receive a monthly scholarship and residency in Hungary with fully covered rent and utilities. During long-term volunteering, young people aged 18-30 receive multiple preparatory and supportive activities to help them work as volunteers and/or work with disadvantaged youth (European Commission, 2020). The mentor-mentee relationship has a significant positive

influence because mentoring often takes place during the students' free time, allowing them to decide whether or not to participate in the afternoon sessions. Participating in the different sessions is voluntary, which is a fundamental principle, even if a mentor-teacher leads the session. The paid mentor-teacher's task (tanodapedagógus) is to assist with academic progress and help the student follow the content of their individual development plan (Fejes et al., 2016).

School mentor - Food for Thought based on Avas Khetane project

The role of a school mentor is to support the participation of all children in compulsory general education and to encourage parents to be involved in the education of their children and school life. The mediator is responsible for facilitating communication between the school, family, and community. The duties and responsibilities of a school mediator include:

- Facilitating dialogue between the school, family, and community.
- Building and maintaining trust and respect between the school and community.
- Bringing school-age children together in the school district and facilitating their access to alternative education programs such After-school programs, youth work provided by local NGOs which are raising school performance with indirect approach
- Keeping children in the compulsory education system with non-formal methods
- Recording educational or other issues that affect the participation of children in the community in education

- Informing families about the role of the school and legal provisions regarding children's participation in education.
- Updating the database about children at risk of dropping out of school, monitoring their school situation and extracurricular activity, and encouraging their participation in education.
- Transmitting all collected data from the community to the school to identify optimal solutions to ensure equal access to education for all children.
- Contributing to the openness of the school to the community and promoting multicultural differences in the school environment by getting involved in organizing activities with parents/other community members, organizing multicultural activities, organizing extracurricular activities, etc.
- Monitoring and encouraging students to attend classes in alternative, supplementary/support programs.
- Providing individual mentorship to children with a person-centred approach, helping them to find their own solutions while building and maintaining trust.
- Facilitating the flow of information between the family and school.
- Supporting the elaboration of the school desegregation plan and its implementation through collaboration with the school management.
- Informing responsible authorities of possible violations of children's rights and supporting their efforts to resolve such situations.
- Initiating and developing partnerships.

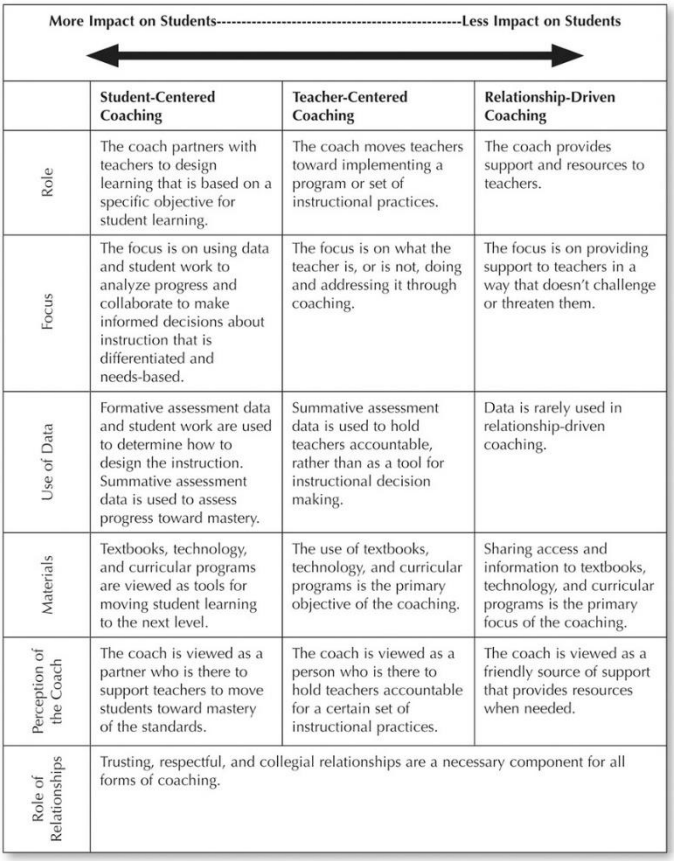
Coach and coaching

In this passage, we will be discussing teaching based on coaching approach. Coaching is a technique that aims to enhance managerial performance and efficiency in the

business world. There are various coaching methods that share some common elements, such as creating an atmosphere of trust and supporting individuals' solutions with relevant questions. Coaching can also be effectively used in other areas, including education. In education, it is primarily used in four different areas, namely improving school performance, coaching of teachers in various way like co-teaching, peer-coaching of students, and academic coaching by teachers (Harris & Sweeney, 2017; Ross, 1992; Tanjung & Permana, 2020). The focus of this section of the chapter is mainly on the last one. However, it is important to discuss coaching methods for teachers as they indirectly impact teacher efficiency and student performance.

Teachers who are confident that they can have a positive impact on their students' learning are more inclined to view coaching as a chance to develop and reinforce their teaching abilities. On the other hand, teachers who feel that the learning outcomes of their students are beyond their control may consider coaching as an additional burden of work (Ross, 1992). According to the study conducted by Ross in 1992, teachers who had confidence in their ability to support their students to achieve good results in their academic performance were better. Additionally, the study found that teachers who received significant support from an external coaching process were able to maintain their belief that their work could be meaningful and effective.

On the next figure (Figure 18.) we can see that the type of the coaching for teachers define the impact on students' performance. According to Harris and Sweeney (2017) the student-centered approach is the most effective way of supporting the teacher, where the teacher and the coach are co-teachers in the classroom with shared roles and tasks.



More Impact on Students----------Less Impact on Students

	Student-Centered Coaching	Teacher-Centered Coaching	Relationship-Driven Coaching
Role	The coach partners with teachers to design learning that is based on a specific objective for student learning.	The coach moves teachers toward implementing a program or set of instructional practices.	The coach provides support and resources to teachers.
Focus	The focus is on using data and student work to analyze progress and collaborate to make informed decisions about instruction that is differentiated and needs-based.	The focus is on what the teacher is, or is not, doing and addressing it through coaching.	The focus is on providing support to teachers in a way that doesn't challenge or threaten them.
Use of Data	Formative assessment data and student work are used to determine how to design the instruction. Summative assessment data is used to assess progress toward mastery.	Summative assessment data is used to hold teachers accountable, rather than as a tool for instructional decision making.	Data is rarely used in relationship-driven coaching.
Materials	Textbooks, technology, and curricular programs are viewed as tools for moving student learning to the next level.	The use of textbooks, technology, and curricular programs is the primary objective of the coaching.	Sharing access and information to textbooks, technology, and curricular programs is the primary focus of the coaching.
Perception of the Coach	The coach is viewed as a partner who is there to support teachers to move students toward mastery of the standards.	The coach is viewed as a person who is there to hold teachers accountable for a certain set of instructional practices.	The coach is viewed as a friendly source of support that provides resources when needed.
Role of Relationships	Trusting, respectful, and collegial relationships are a necessary component for all forms of coaching.		

18. Figure Teachers' coaching approaches, Source: Harris & Sweeney, 2017, p. 19.

The coaching methods displayed in the figure are also known as School-based coaching, and this division is only one possible division out of many.

In the United States, several projects have been implemented by various school districts, from Boston to New York. These programs are gaining popularity because

they offer teachers the opportunity for methodological development, but School-based coaching is different from other types of teacher training due to its practical nature and the fact that it is implemented in the specific school community (Russo, 2004). In this process external coaches, *who are also educational professionals*, aim to improve leadership skills and the educational program's coherence (Barr et al., 2003). Coaching alone cannot improve teacher and school performance; the entire organization must commit to the process and changes (Russo, 2004). Developing school-based coaching for teacher learning has a drawback of being costly, yet it is widely supported by the public community as it aids in holding schools and teachers accountable. The knowledge gained and created through this coaching must be used locally to address specific needs. As a result, schools are expected to improve their performance through the programs (Barr et al., 2003; Russo, 2004).

School coaches can follow this five-phase approach:

1. The Introductory Phase is the initial stage where coaches build positive relationships with the school staff and get to know the school's systems to establish a successful coaching relationship.

2. During the Study Phase, the coach evaluates the readiness of the school's leaders and the community for change.

3. The Plan and Contracting Phase is where the coach negotiates the areas of work, establishes roles, responsibilities, and expectations for the coaching process.

4. The Action Phase is where the coach enacts the contracted work and builds leaders' capacity for sustainable improvement.

5. Finally, in the Reflection Phase, the coach reviews contracts and data, re-contracts with clients based on new assessments to ensure continued improvement. In this way

School-based coaching is a recursive cycle (Barr et al., 2003).

Academic coaching

It follows that coaching is a structured approach that helps learners achieve their goals in a practical and directed manner. This technique can be used in classrooms or in individual sessions to allow teachers to tailor their teaching style to better suit their students' individual learning styles (Tanjung & Permana, 2020). Quality teaching practices impact student performance. Teachers can improve classroom practices by emphasizing higher-order thinking skills, problem-solving, hands-on learning, individualization, collaboration, and authentic assessment (Wenglinsky, 2002 cited by Tirado, 2021).

Academic coaching is a student-coach partnership that focuses on improving the learning process. It addresses issues like time management, procrastination, test preparation, note-taking, and reading strategies. There is often confusion between tutoring and academic coaching, but tutoring is subject-specific, while academic coaching is more generalized, focusing on skills such as organization, motivation, study habits, test-taking. Academic coaching helps students to improve executive functions, and self-regulation, time management, focus, and multitasking, etc. (*Academic Coaching 101: Definition, Benefits, and Where to Find an Academic Coach Near You*, 2003).

Academic coaching is often associated with helping students reach their educational goals, such as high school graduation, college or university admission, and retention. Academic coaching in these cases focus on improving test-taking skills rather than general skills training to achieve better academic performance. According to an Australian study, IQ has a greater impact on test results than coaching. The study also suggests that students who receive coaching are usually high-performing individuals with high social

status, whose motivation to participate in coaching affects the effectiveness of the process. The study also highlights that it is difficult to measure the quality of coaching, which makes it challenging to verify the effectiveness of test preparation (Kenny & Faunce, 2004).

Academic coaching should prioritise high school retention over testing of aptitude(as in:preparation for graduation or different exams), as dropping out of school can lead to severe issues later in life for young individuals and impose higher costs on society. Early school leavers often experience long-term unemployment and are more susceptible to becoming victims or perpetrators of crime (Davis, 2020).

Academic coaching was a crucial part of an intervention program implemented in an American high school. According to research examining the effectiveness of the program, the majority of teachers and psychologists who served as coaches felt that they achieved positive results with young people who were at risk of dropping out. They were able to identify mental health issues, integration difficulties, and learning challenges that prevented students from attending school. In the program, students could receive minimal extra credit if they participated. However, the program needed to provide more benefits to suggest that it could improve graduation rates by the time students reach high school. The research also identified certain personal qualities that the participants believed were necessary for a good academic coach, primarily the ability to establish strong relationships with at-risk youth who have difficulty learning. These qualities included *extroversion, emotional stability*, and agreeableness, with the first two being particularly important for building rapport. The coaches were responsible for active monitoring of the academic, emotional, and behavioural needs of their students while they provided emotional support (Davis, 2020).

Trainer or teacher in experiential learning

Experiential learning

According to Kolb (2014), the pioneers of experiential learning were John Dewey, Kurt Lewin, Jean Piaget, Lev Vygotsky, William James, Carl Jung, Paulo Freire, Carl Rogers, and Mary Parker Follett.

Kolb learned the T-group method from Kurt Lewin's laboratory. He introduces it in his book on experiential learning: “We are going to share experiences together, reflect and share their meaning for us and together think about the implications for our group. From this understanding we can act to create the kind of group we want.” (Kolb, 2014, p. 18)

The experiential learning model emphasizes subjective conscious experience, in contrast to the behaviourist learning model that dominated teaching earlier.

Kolb developed Experiential Learning Theory (ELT) which summarizes the knowledge of the mentioned previous theorists.

Teaching in elementary schools using training methods, which are effective for group work in educational settings, involves a multifaceted approach.

Group dynamics and T-group

One effective approach is the T-group Method, developed by Kurt Lewin in the late 1940s, which emphasizes experiential learning and group dynamics. It is particularly useful for enhancing social skills, emotional intelligence, and group collaboration among students.

To comprehend the core of the method, it's crucial to have a basic understanding of group organization and group dynamics. According to Lewin's theory, the behaviour of an

individual cannot be explained by itself. It is determined by the psychological environment surrounding the individual (Smith, 2001; Wheeler, 2008). "Everything about a person and his environment must be taken into account." (Wheeler, 2008, p. 1640)

There are two primary aspects of his group dynamics theory that are essential when working with any community. One of these is *interdependence of fate*, which implies that a group is formed and continues to exist as long as its members believe that their destiny is linked to the group. Secondly, the *task interdependence* which refers to the situation where the shared objectives bind the group together. In such a scenario, the members can achieve their goals only by working collaboratively and relying on each other. This mutual dependency strengthens the relationships within the group, fosters better cooperation, and ultimately results in better outcomes (Smith, 2001).

History of T-group

In 1946, Kurt Lewin and his colleagues - Lippitt, Bradford and Benne - were tasked with providing leadership and group dynamics training for the Connecticut State Interracial Commission. They created a two-week program that involved participatory action research. Originally, the plan was not to involve the training group's participants in the research phase. However, during the group sessions, the trainers encouraged participants to engage in group discussions, make decisions together, and treat each other as equals. During the project, the trainers and researchers closely observed and recorded the group's activities. Later on, the research staff discussed these observations in detail. Initially, these meetings were just for the staff, but some of the participants of the group also wanted join and to be involved in the research phase, so these meeting started to have open discussions, even disputes, about the differences between the lived experience of the participants and the

background theories. The lesson learned from this process was that learning is most effective when there is a healthy tension and conflict between practical experiences and theoretical concepts (Smith, 2001).

By creating an atmosphere where trainees can openly share their experiences and challenge each other's perspectives, we can foster a dynamic and creative learning environment. This approach encourages valuable discussions and stimulates new ideas and insights.

Constructivism in education

As per the constructivist theory, there are no permanent or objective truths. Instead, knowledge and science evolve over time due to social processes and culture. Therefore, learning goes beyond just memorizing a curriculum or set of facts. It involves the student's own thoughts and experiences on a given subject. Learners construct the meaning by building on their existing understanding and connecting the new knowledge to it in an active process (Jones & Brader-Araje, 2002). This idea is based on Piaget's constructivism and can be linked to neuroscience. Knowledge is stored in networks of neurons in the neocortex that are constructed through learning from experience (Kolb, 2014). According to Kolb (2014) Zull (2002) suggests that certain areas of the brain play a crucial role in different stages of the learning process. These regions are mainly responsible for sensing, remembering, theorizing, and acting, which Zull refers to as the four pillars of learning. Multisensory learning can also be linked to experiential learning, which is based on the fact that people process stimuli from the environment earlier and faster. Students can better comprehend and retain knowledge when they learn through hands-on experiences, allowing for deeper intellectual engagement. The brain is responsible for formation and recall, object recognition, language comprehension, and spatial relationships. Memory plays a crucial role in reflection, with experiences

and memories integrated to create meaning. *Rich experiences are more memorable, and emotions help to create attention and form enduring memories* (Kolb, 2014).

David Kolb's experiential learning theory consists of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. To facilitate experiential learning, individuals can use various tools like field trips, simulations, role-playing, journaling, group discussions, lectures, problem-solving activities, and collaborative learning. These tools are not exclusive to a specific stage and their effectiveness depends on the individual's learning preferences and context (Kolb, 2014).

Key Elements of T-Group Method in Elementary Education

The role of a facilitator in any group setting is crucial as they guide the process without dictating it. Often, a teacher may assume this role, and their primary responsibility is to create a safe and supportive environment that promotes open communication. The facilitator must establish a positive and inclusive culture where every student feels accepted, valued, and heard.

To achieve this, it is essential to understand the various group roles and dynamics to enable the students to reflect on their behaviour and the group's interaction patterns. The facilitator must help the students identify the different roles they play in the group, such as the leader, the mediator, the critic, or the follower. Understanding these roles and how they affect the group's overall dynamics is crucial as it provides insight into how the group operates and how individuals can contribute positively.

Constructive feedback is a core component of the group process, *where the use of labelling, paraphrasing, and mirroring tools* can enhance learning outcomes. These tools help students gain insight into their behaviour and its impact on others. The facilitator must provide feedback that

is constructive, specific, and timely, highlighting areas where students can improve and areas where they performed well. By doing so, students can learn from their mistakes and take corrective measures to improve their behaviour and communication skills.

Encouraging reflection is also an important part of the group process as it helps students develop self-awareness and empathy. The facilitator can encourage students to reflect on their behaviour, how it affects others, and how they can improve it. Through reflection, students can gain a deeper understanding of their strengths, weaknesses, and areas for improvement.

Overall, effective facilitation involves creating a supportive environment that promotes open communication, understanding group dynamics, providing constructive feedback, and encouraging reflection. These strategies can help students develop essential communication and interpersonal skills that will benefit them in all aspects of their lives.

Possible application areas and things to consider in Elementary Schools:

1. Social Skills Development: Students learn to communicate effectively, resolve conflicts, and work collaboratively through group discussions and activities.

2. Cultural Sensitivity: T-group methods can be used to foster understanding and respect for diverse cultures and backgrounds within the classroom.

3. Emotional Intelligence: Activities focused on emotional learning enhance students' ability to recognize and manage their emotions.

4. Age Appropriateness: Activities should be tailored to be age-appropriate, considering the developmental stage of elementary school students.

5. Diverse Learning Needs: Recognizing and accommodating diverse learning needs and styles is vital for the method's effectiveness.

In education, constructivist practices focus on promoting active and meaningful learning experiences for students. Here are some examples of how constructivist theory can be applied in education:

1. Project-based learning: Teachers design open-ended projects that require students to explore and investigate real-world problems. Through hands-on activities, students can actively construct their knowledge and understanding of the subject matter.

2. Collaborative learning: Group work and peer interactions are encouraged to foster social construction of knowledge. Students work together on tasks and projects, sharing ideas, discussing different perspectives, and constructively critiquing each other's work.

3. Inquiry-based learning: Teachers guide students in asking questions, seeking answers, and conducting investigations. Students actively engage in the learning process by conducting research, experimenting, and analysing data to construct their own understanding of the topic.

4. Scaffolding: Teachers provide support and guidance to students as they construct knowledge. This can involve breaking down complex information into smaller, manageable chunks, providing explicit instruction and demonstrations, and gradually withdrawing support as students become more proficient.

5. Authentic assessment: Instead of relying solely on traditional tests and quizzes, constructivist practices emphasize the use of authentic assessments, such as portfolios, projects, and presentations. These assessments allow students to demonstrate their understanding and apply their knowledge in real-life contexts.

6. Reflection and metacognition: Students are encouraged to reflect on their learning process and think critically about their thinking. Through metacognition, students become aware of their own learning strategies, strengths, and areas for improvement, thus fostering ownership and a deeper understanding of the subject matter.

7. Utilizing technology and multimedia: Technology can be leveraged to provide students with interactive and engaging learning experiences. Multimedia resources, simulations, and educational apps can be used to facilitate active exploration, experimentation, and collaboration.

Overall, constructivist theory in education emphasizes the active role of learners in constructing their own knowledge and understanding. By implementing these practices, educators can create a more student-centred and engaging learning environment.

T-group exercises have several benefits, including enhanced self-awareness, improved communication skills, building resilience, and developing empathy and understanding. However, it is crucial to create a safe and supportive environment for students to participate in T-group exercises. Instructors need to ensure emotional safety for students during these exercises. In conclusion, the T-group method offers a powerful tool for fostering social, emotional, and interpersonal skills in elementary education. When implemented thoughtfully, it can significantly contribute to the holistic development of students.

Conclusions

The transition from traditional Teacher-Directed Learning (TDL) to Student-Directed Learning (SDL) marks a significant shift in the education paradigm, despite its absence in the traditional school system of Hungary. SDL emphasizes the learner's active participation and minimizes the teacher's directive approach. In Hungarian After-school

programs, mentors follow a similar approach to SDL. Our project, Avas Khetane, aimed to introduce SDL in school life, where mentors could play a crucial role. This approach would showcase that educational support extends beyond conventional classroom settings, and coaching could be employed to enhance the quality of education, as is done in public schools in the USA. Coaching methods in education emphasize personalized guidance to improve teachers' and students' learning experiences. By integrating experiential learning and constructivist theory in elementary education, we highlighted the importance of hands-on, student-centred learning approaches. These methodologies encourage academic growth and foster the development of social skills, emotional intelligence, and cultural sensitivity, preparing students for the complexities of the modern world. Additionally, they assist disadvantaged children in coping with school settings.

Chapter 6 - Toolbox - methodology

This chapter was prepared with the aim of support the work of teachers and youth workers in public schools by expanding their methodological repertoire. The chapter was developed by several people from our project team, we also involved development ESC volunteers, and local volunteers who worked with disadvantaged children in the After-schools or in our youth programs.

Steps to improve teaching disadvantaged children

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Students who come from disadvantaged backgrounds often face unique challenges in school. However, there are certain steps that a teacher can take to help these students succeed:

1.Treat all students equally, but don't forget equity. Disadvantaged students are capable of performing just as well as their more advantaged peers and can even go on to higher education if they get more attention according to their needs.

Equity in classroom:

- Be mindful of your biases.
- Never let your prior experiences with a student bias your judgment.
- It's important to acknowledge and respect the diverse cultural, religious, and gender identities of the individuals in your classroom. To create an inclusive environment, try using non-judgmental language and asking open-ended questions.
- Reflect on conflicts and bullying in your classroom, and start a conversation about it immediately. Handle them carefully and correctly, especially if they are racist attacks. It's not a one-time activity; if you want to handle a diverse community and build acceptance conflict resolution should be seen as a continuous process with follow-up.

2. Address issues related to poor behaviour and attendance. In order for students to learn, they need to be present in school and able to focus. Successful schools implement effective behaviour management strategies, such as clear and concise rules that can be kept (possibly with the involvement of the students and the parents).

3. Provide strong emotional support to children with disadvantaged background and to their parents. Work closely with these families to provide additional support.

4. Rapid response systems can also be established to address poor attendance, with staff contacting parents immediately – possibly in person at the home of the student- when a student is absent.

5. Cater to each student's individual learning needs. Recognize that each student has their own unique strengths, weaknesses, and interests. Work on to identify what each student needs in order to make progress, whether they are struggling or excelling. Targeted support should be provided during curriculum time to under-performing students. Prioritize strategies tailored to each student's individual needs, rather than trying to fit them into an existing support system.

4. "Assess for progress rather than making judgments."! It is important to identify the learning needs of students when they first join the school, as well as during regular progress reviews and daily teaching. It is also recommended to review progress every few weeks, identify any signs of underperformance, and address the issues promptly. A consistent and transparent marking scheme should be used to acknowledge students' achievements, and the next steps in their learning process should be clearly communicated. It is important to implement a transparent grading system that is easy for students and their parents to understand.

5. Don't compare students! Each student's progress should be compared to their previous achievements.

6. Here are some teaching techniques that can help you involve your students and create an active learning environment instead of just having them listen passively:

- Individual mentoring: Take the time to talk to your students about their personal preferences, goals, and

difficulties in order to learn about their motivation. This will help you tailor your teaching to their needs and keep them engaged.

- Regular self-evaluation: Encourage your students to monitor their own progress and reflect on changes in their motivation. This will help them stay motivated and take ownership of their learning.

- Cooperative learning methods: After a formal lecture, use cooperative learning methods to deepen the information and help students better understand the material by working together.

- Set up tutoring sessions: Pair students up with their peers for tutoring sessions. This is a great way for students to learn from each other and acquire new knowledge and skills. It also helps them learn how to handle difficult situations and make the most of their schooling.

Roma language and culture workshop in the ImpactPont After-school

Author: Csaba Rostás, social worker, Roma musician and language expert, Harmonia Egyesület

We introduce here a comprehensive framework for workshops focusing on Roma culture, music, rhythms, and the Roma language (figure 19.). It is structured into various sessions, each with a distinct theme,

19. Figure A music session in Avas Khetane in April, 2023 in the ImpactPoint Afterschool

pedagogical goals, and tools required, and expected results. We only provide an overview of the main framework for the workshop, which was divided into 11 sessions.

1. Roma Culture Introduction: The first session introduces Roma culture, including music, dance, and language. The pedagogical aim is to give a brief, accurate overview of Roma culture. The expected outcome is for students to develop a better understanding and appreciation of Roma culture.

2. Roma Folklore Rhythms: This session delves into three basic rhythms of Roma folklore music. Tools include traditional instruments like the Ceglédi can and body percussion methods like clapping and snapping. The goal is to master these rhythms accurately. The session involves playing music together, demonstrating rhythms, and extensive practice.

3. Roma Language Dialogue: Focused on the origin of the Roma languages in Hungary, this session explores its dialects and literary language. Activities include a word chain game in Romani, enhancing students' language skills and cultural understanding.

4. Traditional Dances: Another session highlights traditional Roma dances from different regions of Hungary, like the Gipsy dances of Nagyecsed and the basic steps of the Gipsy Csárdás in Szatmári. The tools required are notebooks, pens, and musical instruments like the darbuka/doumbek and guitar. The session aims to teach students about regional dance variations and their cultural significance.

5. Musical Instrument and Rhythm Practice: Various rhythm instruments are introduced, including wooden spoons, shakers, the cajon, and guitars. The session involves rhythm practice with clapping, foot stomping, and the use of harmonicas. The aim is to develop students' internal metronome and rhythm confidence.

6. Stage Performance and Behavior: This section emphasizes stage discipline and performance. Students learn about appropriate stage behavior, overcoming stage fear, and stage movement. The session combines music and dance to enhance students' stage presence and confidence.

7. Language through Songs: The workshops also focus on learning the Roma language through songs. This involves translating song texts, correct pronunciation, and understanding song meanings, enhancing students' language skills and cultural appreciation.

8. Community and Music Making: community is important in music-making. Sessions include discussions on collaborative music playing and the social experience of music, fostering a sense of community and teamwork among students.

The program offers a comprehensive and immersive approach to teaching about Roma culture, emphasizing music, dance, language, and community. It combines theoretical knowledge with practical skills, aiming to foster a deeper understanding and appreciation of Roma heritage among students.

Here on the facebook page of the ImpactPoint After-school you can find more pictures and videos about the sessions:

https://www.facebook.com/hatasponttanoda

Toolbox according to RROMA

Author: Mustafa Jakupov - expert in youth work

In recent years, the intersection of art, education, and youth work has emerged as a powerful catalyst for fostering inclusivity, dismantling systemic racism, and promoting human rights. Avas Khetane's innovative approach recognizes the potential of artistic expression to transcend traditional boundaries, providing a unique platform to address and challenge prevailing issues such as early school leaving, racism, institutional racism, antigypsyism, and the broader spectrum of human rights. This introduction aims to explore the profound impact of incorporating artistic elements into pedagogy and youth work, offering organizations a roadmap to engage with these critical issues in a meaningful and transformative way.

Art possesses a transformative power that transcends conventional teaching methods, making it an invaluable tool for organizations committed to promoting antiracism, dismantling institutional racism, combating antigypsyism, and upholding human rights. The dynamic nature of artistic expression provides a medium through which individuals can engage with complex concepts on a visceral and emotional level. Visual arts, performing arts, literature, and multimedia offer avenues for exploration and reflection, fostering empathy, critical thinking, and open dialogue within educational and youth-focused settings.

Moreover, art serves as a universal language, enabling organizations to communicate inclusivity and diversity in ways that resonate across cultural and linguistic divides. By integrating artistic elements into pedagogy and youth work, organizations can create environments that not only

celebrate diversity but also encourage a profound understanding of shared humanity.

To effectively connect art with antiracism, combat institutional racism, challenge antigypsyism, and promote human rights within pedagogy and youth work, the partner organizations adopted a multifaceted and intentional approach. It was recommended that the curriculum development should include diverse perspectives and historical contexts, ensuring a comprehensive exploration of the issues at hand. Initiatives can be designed to amplify marginalized voices, debunk stereotypes, and provide nuanced insights into the lived experiences of individuals affected by systemic inequalities.

Building partnerships with artists, schools, educators, and community leaders who specialize in addressing issues related to school drop-out and human rights is crucial. Collaborative efforts ensure that initiatives are rooted in authenticity, drawing from the rich tapestry of diverse perspectives. Through these partnerships, organizations can create educational experiences that empower participants to become advocates for positive change, fostering a sense of agency and responsibility.

The incorporation of art into pedagogy and youth work goes beyond a singular experience; it has the potential to leave a lasting impact on individuals and communities. The Organizations focused on creating sustained programs that leverage artistic expression as a tool for social change. Project activities such as workshops, exhibitions, and performances were organized to not only showcase the talents of participants but also to provoke thought, challenge preconceptions, and inspire a commitment to equity and justice.

Furthermore, the partner organizations thoughtfully considered creating spaces for ongoing dialogue and

reflection, by allowing participants to continue their journey of self-discovery and societal awareness.

Organizations that work on integration of Roma communities should remain responsive to feedback, engage in continuous reflection, and be willing to modify their approaches based on the changing needs and dynamics of the communities they serve. This iterative process ensures that art remains a dynamic force for positive change, continuously adapting to confront emerging issues related to racism, institutional racism, antigypsyism, and human rights.

In conclusion, the whole project of Avas Khetane is seen as the intersection of art, education, and youth work that stands as a potent force in the pursuit of inclusivity, social justice, and human rights for the most vulnerable communities. By incorporating artistic elements into pedagogy, the partner organizations managed to transcend conventional boundaries, addressing and challenging pervasive issues such as racism, institutional racism, antigypsyism, and more. Art becomes a catalyst for transformation, fostering empathy, critical thinking, and open dialogue among participants.

The power of art in pedagogy and youth work lies not only in its ability to communicate complex ideas but also in its potential to create lasting impact. By aligning artistic endeavours with antiracism, combating institutional racism, challenging antigypsyism, and promoting human rights, the partner organizations are contributing towards a more just and equitable society. The ongoing evaluation of impact and adaptive strategies ensured that these initiatives remain responsive and effective, evolving with the changing needs of communities.

As organizations embark on this journey, building partnerships, fostering dialogue, and creating sustained programs are key components. By doing so, they contribute

to the development of socially conscious individuals who actively work towards dismantling systemic injustices. In the realm of pedagogy and youth work, art becomes not only a medium of expression but a powerful tool for cultivating a generation committed to the principles of equality, justice, and human rights.

Forum Theatre

Developed by Augusto Boal (1979), Forum Theatre is a participatory theatrical method that encourages audience members to intervene in a play, explore alternative actions, and address oppressive situations. It aims to promote dialogue, critical thinking, and social change. Overall, Forum Theatre is a dynamic and engaging method that goes beyond traditional theatre by encouraging active participation and dialogue. It serves as a powerful tool for raising awareness, fostering critical thinking, and promoting social transformation. Here is an overview of the method.

Setting the Stage

A short play or scene is performed by actors, depicting a situation with some form of social or interpersonal conflict, oppression, or inequality. This situation is typically based on real-life issues relevant to the community.

The Spect-actors

The audience is referred to as "spect-actors" rather than spectators. This term emphasizes their active role in the theatrical experience.

Interactive Performance

The play is performed once, and then it is performed again. However, during the second round, spect-actors have the opportunity to intervene in the story. They can stop the

action, suggest changes to the characters' actions or dialogues, and even step into the performance as "jokers" (new characters who can change the course of events).

Critical Reflection and Analysis

After the interactive phase, there is a facilitated discussion where participants reflect on the issues raised in the play, the choices made by the characters, and the potential for change. This discussion is a crucial aspect of Forum Theatre, as it allows for the analysis of power dynamics, social structures, and possible solutions to the problems presented in the play.

Empowerment and Social Change

Forum Theatre aims to empower individuals to become agents of change in their communities. By actively participating in the theatrical process, spect-actors not only gain a deeper understanding of the issues at hand but also explore and experiment with alternative solutions. This can lead to increased awareness, dialogue, and collective action in addressing social challenges.

Multiple Iterations

The process can be repeated with different scenes or scenarios, allowing for a more comprehensive exploration of various social issues and potential solutions (Boal, A. 1979).

Community Arts

Community Arts refers to artistic practices that are developed and implemented in collaboration with a specific community, often with the goal of addressing social, cultural, or political issues and fostering community engagement. This approach to the arts emphasizes inclusivity, participation, and the use of creative expression as a means of community development and empowerment. Overall, Community Arts is a holistic and participatory

approach to artistic expression that seeks to enrich and strengthen communities through collaborative, creative endeavours. It recognizes the transformative power of the arts in promoting social cohesion, dialogue, and positive change within local contexts. The key aspects of Community Arts include.

Community Collaboration

Community Arts projects involve collaboration between artists and community members. Artists work with local residents, organizations, and institutions to co-create and implement artistic initiatives. The goal is to ensure that the artistic process and outcomes reflect the voices and experiences of the community.

Inclusivity and Diversity

Community Arts often prioritizes inclusivity and embraces the diversity within a community. Projects may involve people of different ages, backgrounds, abilities, and experiences, aiming to create a space where everyone's perspectives are valued.

Addressing Social Issues

Many Community Arts projects are designed to address specific social issues or challenges within a community, such as poverty, inequality, environmental concerns, or cultural preservation. The arts are used as a tool for raising awareness, fostering dialogue, and promoting positive change.

Empowerment and Capacity Building

Community Arts projects aim to empower individuals and communities by providing them with the tools and skills to express themselves creatively. This may involve art workshops, performances, or other activities that build artistic and organizational capacities within the community.

Cultural Preservation

Community Arts can play a role in preserving and celebrating local cultural traditions. Artists may collaborate with community members to create performances, festivals, or exhibitions that showcase and honour the community's cultural heritage.

Community Development

Beyond addressing specific issues, Community Arts can contribute to broader community development by fostering social cohesion, building a sense of belonging, and enhancing the overall quality of life for residents (tate.org.uk, 2024, isac.ca, 2024).

9 Steps guide how to work with Roma young people

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As a non-governmental organization dedicated to serving the Roma community, Nevo Parudimos directs its efforts towards working with Roma communities in Resita. Our primary focus lies in the main ghetto communities of Mociur, Dealul Mare, and Calnic, which are part of our daily schedule for activity development. In collaboration with our ESC (European Solidarity Corps) volunteers and local volunteers, we annually formulate intervention plans. These plans encompass a range of activities, with a predominant emphasis on arts and crafts. This approach is chosen deliberately, as it fosters the creativity of students, particularly those facing challenges in literacy skills.

Given that Maciova is approximately 60 km away from Resita it is not a community we typically engage with, we did have a series of collaborative activities with the local school

several years ago though. However, as the children we were familiar with have now grown into adults with families of their own, we found it necessary to employ the well-established "9 Steps Guide in Working with Roma Young people" to re-enter the community. This guide, initiated in 2010, provides a systematic approach to entering a Roma community and achieving the desired impact. Developed by participants from various countries, the guide has experienced ongoing development over the years, incorporating methodologies that enhance the user's understanding of specific activities required to progress through each step.

This is a summary description of the 9 Steps Guide on Working with Roma young people Guide:

1. Gain knowledge about and respect for Roma culture and traditions:

Before starting work with young persons from a Roma community, you must ensure that you have enough information about that community (type of Roma group they belong to, level of economic development, whether they are a traditional community or not, if they speak the language or not), so that you can avoid any unpleasant actions in the future that might make your work much more challenging.

It's also recommended that you understand and accept the culture and traditions of the community if they are from a traditional Roma community.

How can you do that?

Practically, you can do this very easily:

- First of all, take a visit through the community - an occasion when you can observe the infrastructure and houses to gauge the economic level of the community members.

- Discuss with people who know the community – it's the best way to find out more information about this community (often, Roma have different customs and traditions even if they are from the same kind, depending on the region or country where they are living).

- Conduct your own research about Roma culture, customs, and the specific characteristics of the kind of Roma with which you are working.

Remember: "Respect for tradition is one of the most important things in the Roma community."

2. Contact-making and trust-building activities (find the key to enter the community: young people, a leader...):

To enter a Roma community more easily, which can make your work more effective and yield better results, it's advisable to use a connection (a youngster, a community leader, a trusted person, or find a common interest) as a bridge between your NGO and the youngsters, as well as the community itself.

Trust-building activities can include:

- Regular meetings with youngsters from the community.

- Different games with the youngsters, organized in the community or with people from the community in different places.

- Activities organized in school, after classes or during breaks, either with or without a teacher.

- Constantly providing information to the community.

- Offering help to community members for various simple tasks (like writing a request for those who don't know how to write).

- Convincing the community that your NGO can help or offer support for different activities related to the youngsters and children.

- Showing youngsters that they can benefit from your NGO's resources just like other non-Roma youngsters.

- Inviting community members to different activities of your NGO (those with music and dance are more attractive to the Roma).

Remember: "Old people and religious leaders have a very big influence in Roma communities."

3. Recognize and reduce the barriers for working with Roma young people:

After learning more about Roma youngsters, an important step in breaking down barriers between you as youth workers, social workers, trainers, or youth leaders is to recognize and address your own prejudices and stereotypes.

You can do that in many ways:

- Participate in activities where Roma people are involved.

- Research about Roma ethnic groups to learn more and compare that information with your own life, to see the similarities between your own ancestors' lives and the current lives of the Roma.

- Develop different activities and actions that highlight the customs, traditions, and cultural values (costumes, music, crafts) of the Roma.

- Try to involve other members of the community (parents and other relatives) in your activities – this will reduce barriers between the community and your NGO.

- Accept invitations made by the Roma to different events (lunch, a drink, a celebration).

- Build a homogeneous group in which Roma youngsters are part and the members are good friends.

Remember: "Many barriers are only in your head, built by the media and society."

4. Listen to the needs and interests:

When working with Roma youngsters, after gaining their and their families' confidence, they will share all the challenges happening in the community or their families. They will see you as a savior, the person who can help them. It's essential, to avoid becoming a problem solver (and not jeopardize the relationship) or failing to work with these youngsters, to communicate that you are a youth worker who can only direct them to different institutions or persons that can help them without promising anything you cannot deliver.

In your activities, you must listen to those youngsters' requests and implement your activities in a way that includes their requests or interests.

You can do that with these methods:

- Use different non-formal education methods in your daily work to encourage them to share their needs and interests.

- Use a board or flipchart where they can constantly put down their needs and interests (at the beginning of each meeting, for example).

- Have personal discussions with those youngsters to show them your interest in their needs.

- Encourage them to discuss with other youngsters about their interests and needs because they share better with peers.

- Remember: "To be very efficient, our method must try to include these suggestions in our work – making us gain trust."

To reach the level of listening to the needs and interests of the youngsters, try to show them that you are interested in those needs and want to help them fulfill those interests.

Take care: In many cases, because of a lack of trust, youngsters will not be very open to you or your colleagues about those interests and will keep their distance. Try to gain that trust and develop activities that strengthen their confidence in themselves. Many times, you can learn more about those needs or about the community's needs by going into the community and discussing with other members of the community.

5. Propose and make activities in the community according to the needs expressed:

The best way to gain confidence and be accepted by Roma youngsters, communities, and families is to organize different activities in the community. In order to organize an activity in the community, you must take care of:

- Respecting the traditions and customs of the community (the most important).
- Informing the community leader, the older people, or the religious leader about it.
- Including, if possible, not only youngsters but also other members of the community.
- Discussing the details of the activity and organizing it together with the Roma.
- Not inviting people who are not well-regarded in the community to your event (policemen, politicians who are against Roma, and others).
- Preparing non-Roma participants to avoid offending people from the community.
- Highlighting different skills of the community members or young Roma to boost the self-esteem of those youngsters.

Types of activities you can organize:

- Different games and exercises for the kids.
- Celebrations with music and dance.
- Discussions about the problems of the youngsters.
- Different sports activities.
- Different contests.
- Debates and discussions.

Remember: "Respecting tradition when organizing an activity in the community is very important."

To have full community involvement in your activity, try first to organize an activity or help with some activities that are very important to them. Afterward, you will have the opportunity to organize more easily and with a bigger impact your own activities with the youngsters and other people from the community. After you have the support of the community, try to do activities where you invite not only the members of the community but also other inhabitants of the town or village. It will increase the inclusion of the Roma youngsters.

Take care: If you organize activities in the community, try to do it together with all the community members at the beginning. After a while, you will organize easier activities only with youngsters, and you will have all the support from the other community members.

6. Evaluate and promote the results to build up the self-esteem of the young people (check also the level of motivation):

After all the activities, it's crucial to evaluate the results and how the organizing process has run and to promote them. We do this to improve our future work, but the most important reason is to assess the motivation level of the youngsters.

We recommend that during the evaluation and promotion activity, try to highlight the Roma youngsters to increase their self-esteem. The evaluation and promotion of the results must be done at the end of the activity but also during the activity to constantly motivate the members of the group.

You can do the evaluation and promotion using:

- Plenary evaluation, where the members of the group give feedback about their work together and about each youngster's personal results and actions.
- Encouraging personal discussions with each member of the team.
- An evaluation board where each participant gives written feedback to other members of the group.
- Results evaluation of the activity done together with the community members in a discussion or debate.
- Promotion of the results during and after the activity using mass media, websites, public meetings in the community, meetings in the church.
- Making promotional materials (CDs, printed materials, websites).

Remember: "Use the names of the members of the team in the promotional materials to increase the self-esteem of those youngsters."

Take care: Before doing that, have a discussion with the community members after the activity has ended and present them the results to maintain transparency in your activity (that will increase the trust of the community members and youngsters in your activities and in your NGO). Before inviting an important person to speak at the promotional evaluation event, check their position regarding the Roma community. Let the Roma come with

their own ideas about how to promote the results of this work.

7. Network with other relevant organizations, local authorities, and institutions:

In your activity with young Roma, try to develop networks in order to develop more than a youth project or a simple activity involving the youngsters from the Roma community. Many times, because of the other problems facing the Roma community, the youngsters will quit participating in the activities organized by your NGO. It also happens that other NGOs, institutions, or even local authorities have different plans or activities involving those youngsters but don't have the same success entering the community or can have a better relationship with the community than your NGO, which you can use for the benefit of your NGO or, more importantly, for the benefit of the Roma community and make your project or activity better.

You can do that with these methods:

- Building a support group of institutions and NGOs dealing with the same community.
- Organizing periodical meetings to invite those actors (institutions, NGOs, local authorities).
- Inviting representatives of institutions, NGOs, and local authorities to your activities.
- Mediating the relationship between the community and those institutions, NGOs, and local authorities.
- Implementing projects in partnership with those institutions, NGOs, and local authorities.
- Offering support to the youngsters from the community to solve some of the community's problems.

- Remember: "All the activities involving those youngsters are many times conditioned by the socio-economic background."

Take care: Many times, you will find institutions that do activities for or with the Roma community because they have this task to do, and they only have the interests to achieve only one more point of their tasks, not really to do something. Try to involve also other institutions with real interests to have at the end a good result for the Roma community.

8. Give responsibility and support (if the motivation is there and after some repetitions of steps 5 and 6):

After more activities where the youngsters were participants or members of the team as volunteers, the next step is that they can use this experience gained in these activities and put it into practice. In the next activities, they will be members of the teams, coordinators for smaller teams, will have more responsibilities. To ensure the success of the work, they must be supported by a coach or a resource person who observes those works and gives advice. In this phase, a very important role has the coach and the members of the team who can help the Roma youngsters gain confidence in their capacity.

In this phase, we can:

- Give them the responsibility to organize one of the regular activities (if you have such one) in the community.
- Offer them the possibility to participate in youth training to learn to do new projects.
- Ask them to do the part related to the Roma youngsters or Roma community in our projects.
- Offer them the possibility to organize meetings to attract new Roma youngsters in the community.

- Ask them to give advice to the teams working on different projects with Roma youngsters or Roma communities.
- Offer them support in putting their proposals into practice, in finding partners or other interested stakeholders.
- Offer them the possibility to represent the NGO in different projects related to the Roma community where our NGO is a partner.

Remember: "In this stage, a very important role has the coach, how this person motivates the youngsters and how your activities increase the self-esteem and the motivation of those youngsters."

Take care: If you are trying to train one or more Roma youngsters to become part of your team or to help you in your future work, try to keep in contact with the family and with the community members to know all the time what these youngsters do in your activities.

9. The Roma young people design and develop projects themselves:

After the young Roma organize some activities together with other members of the community to increase their motivation, we can ask them to develop their own project. This activity, where the young Roma have the possibility to put into practice what they learned during the collaboration with our NGO, is very important because they can become models to follow for other youngsters from the Roma community. At the beginning, they will develop small projects (cultural events, youth activities, information campaigns), and after a while, they will become professionals to work in our NGO.

This activity can be done using:

- Brainstorming for new projects and encouraging them to put into practice their good ideas.
- Proposing direct projects related to the Roma community by themselves.
- Proposing by the NGO projects which to be coordinated and implemented by the young Roma.

Remember: "Those youngsters who will develop projects themselves can be a very important human resource for your NGO and for those communities."

You can do that at the beginning as part of your NGO's activities, and in time, you can help them to develop their own youth NGO which does activities in their community.

Take care: In order to have continuity of the activities, the coaching and mentoring part for the people who implement these activities or projects is very important.

The above presented is only the essential of the guide we developed.

After going through these steps, we were able to better understand the needs of Maciova Roma community, therefore we started to plan the pilot phase of Avas Khetane based on their educational, social and cultural needs.

Chapter 7- Avas khetane, experiences gathered

Avas Khetane Insights by Együttható

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Concept of Promotion in mental hygiene

According to Pichler (2017), selective prevention programs like Avas Khetane often appears in the case of vulnerable groups. The prevention activity - e.g. the development of socio-emotional abilities - only targets them, and not whole class or school community. When the process is extended to the entire community and it is not a matter of selection, we are talking about promotion in the context of mental hygiene. This approach is inclusive, less stigmatizing, and therefore increases the participation rate of vulnerable groups. The focus in promotion is not on dysfunctional behaviour of the individual, but on developing the potential of the participants.

When a child drops out of school due to being absent or poor academic results, it is not enough to deal only with the child who dropped out. The problem has to be treated on the community level, which in this case is the class. In case of the use of non-formal exercises and cooperative methods from the beginning, the children connect to the community with positive emotions. A joint accepting, positive culture should be established. In the absence of acceptance, without the emotional support of the class community, disadvantaged and vulnerable students are more easily lose ground or pushed out on the periphery of the community.

Thus our self-critique of Avas Khetane project, is that we did not have the opportunity to influence the class communities of the children included in the program, even with the cooperation of our school partners. The reason for this is partly the rigid school structures and the differences in the organizational and pedagogical culture. Since there is no freedom in teaching in Hungarian public schools, pedagogical thinking is determined by the compulsory curriculum and not by the needs of the students.

Challenges and Successes in Avas Khetane project

The Avas Khetane project involved implementing various programs, such as family care with social work, individual mentoring, tutoring, academic coaching, group sessions in study techniques, self-knowledge groups for girls, dyslexia and dysgraphia prevention and re-education, reading techniques, social and emotional skill development workshops based on arts, Roma music and language workshops, career guidance sessions, and community programs involving parents, such as Roma holocaust remembrance day, Easter, Mother's day, Halloween, Christmas.

We attempted to influence the approaches of schools in Gyöngyös through outreach when we had mutual students. If we detected a problem in which the school had a role and responsibility, we tried to represent the interests of the students and their families and to encourage a change in perspective among the teachers. This was done with varying degrees of success. Despite several proposals, it was not possible for teachers to visit the students' families in their homes, even in the school involved in the Avas Khetane project. Although family visits would provide better terrain for personal contact and opportunities to understand the parents' point of view, the administrative burden of the schools and the shortage of teachers do not allow such voluntary involvement. Furthermore, they consider the value of family visits to pedagogical work to be low.

However, during the project implementation, we realized that parental involvement and engagement play a significant role in the case of Roma children's participation in education. In Hungary, mothers are usually more responsible for caring for their children than fathers, not just in Roma communities. Our experience showed that

mothers who believe their children are in good hands and loved are pleased to support their children's involvement in *any learning situation*.

In Hungary, there is a common misconception that the Roma community does not value education and learning, and that being educated is not a part of their value system. However, this is often based on prejudice and few, personal impressions. Unfortunately, this belief is even perpetuated in teacher training at universities, where there is no proper reflection on it from the university teachers' side, even when students bring it up during their training.

It's more about, if mothers feel their children are judged and rejected, which is often their experience with school, they will be less supportive in participation. It is not the rejection of studying but the rejection of compulsory schooling in a system where they experience mostly non-conscious rejecting behaviour.

We encountered an incident –amongst many- that highlights the non-conscious rejection we experienced during the project. In one case we called the school to convince them to accept a document from a child's doctor about missing classes after the predefined deadline. The parents knew about the deadline, but they forgot about it. The child had missed many classes, and the school personnel told us that accepting the document would not change their situation because the child had missed more classes than described in the law. Either way, the child fails yearly evaluation and will repeat the same class. We tried to convince them that if they didn't accept the document, the family would lose the family support benefit, which was an essential monthly income for them, even if it's a marginal amount of money in Hungary.

The school personnel told us that if the family would needed that money, "the mother would not wear artificial nails and artificial eyelashes," so they disagreed, and implicated that in reality, this family don't live in poverty. The head teacher passed the information about the nails, and eyelashes to the principal, along with “the fact” that the family refused to pay the “class money”, which is used to buy toilet paper, gifts for Christian holidays, excursions, and provide money for classroom maintenance. In Hungary, education is compulsory and free for everyone until the age of at least 16. The government finances education. In reality parents are expected to pay and/or participate with resources, according to unwritten traditions in the system.

In the example above, the mother did not have artificial nails but had long nails and sometimes she used nail polish, and she put on eyelashes for herself each morning. These expenses cost a few hundred forints, which is a marginal amount of money. It is unfair to punish a child because of their parent's decisions, or based on the concept and expectation of decent poverty and/or because different values regarding beauty standards. *It's also unfair to require proof of poverty for equitable treatment in the education system.* According to our experience, if there is a good, respectful cooperation between the teacher and the parent, where the teacher feels their work is valued, accepting a doctor's note after the deadline wouldn’t be a problem. *The problem, from the teacher’s perspective, is that they take students' absences from school personally.* This perception also applies to students' lack of studying at home or participation in after-school activities. However, there can be many possible explanations of absence from school, or lack of studying, or lack of participation in school life, everything from poverty to the operation of peer groups, or group dynamics. For example one of our mutual student and her siblings did not stay at school after official classes because they considered eating in the canteen to be

embarrassing. Once they were laughed at and mocked by the others when they entered the canteen, however they were still hungry, so they preferred to go home and eat there instead of in the school. They didn't feel safe at school. However, at home, their parents cannot support their learning or homework preparation, and often there is no suitable space for these activities.

Furthermore, school staff should not take part in the punitive campaign that the Hungarian state is waging against the poor, and Roma. Instead, they should work towards creating an inclusive and supportive learning environment for all students, regardless of their background. Teachers should also take the time to understand their students' living situations with home visits and challenges to provide appropriate support. Punishing those who inherit misfortune or live by standards different from those of the school, resulting in a mismatch of family and school patterns, only serves to exacerbate poverty and is not the right approach.

Roma music and culture workshops

We have the opportunity to make a positive impact on the After-school community through our group workshops. One of these workshops focused on the Roma culture and music, with the goal of increasing knowledge and awareness of Hungarian Roma culture. By using music as the tool, we aimed to promote cooperation among the participants. Making music together can also help develop cognitive competences such as attention, memory, and flexible thinking. Additionally, there is an indirect impact on social competences. The rhythm and music help participants tune into each other, promoting a sense of duty and teamwork.

The workshops were very successful. 70% of the involved students (10 student), who were between the ages of 13-18, participated regularly in this semester-long program consisting of 11 workshops. Almost all of the children under the age of 13 who were not officially involved in the program, along with most of the foreign volunteers, participated in the Roma culture and music workshops. Occasionally, some non-Roma students with ASD also joined the workshops if they desired to be there. We provided various tools to support all of the student's participation and engagement.

These included:

Intrinsic motivation:

- Desire to be a part of a peer community
- Love for music
- Musical instruments such as guitars, rhythm instruments, musical spoons and drums, which were bought using the project's funds.

Extrinsic motivation:

- Transportation support through car rides
- Motivational gifts such as phones, tablets, and notebooks that were collected through charity or purchased using the project's funds.
- Food for the program

In Chapter 6, Csaba Rostás provides a detailed introduction to the Roma music and culture workshops.

How to make a successful step-by-step pilot program for Roma youngsters?

We have created a comprehensive pilot plan that spans over a period of 6 months. This plan is specifically designed to cater to the needs of Roma teenagers who come from disadvantaged backgrounds. We have integrated various components of the Avas Khetane project, including art and experiential learning, individual development plans, and cross-sectoral cooperation, to address both the educational and social needs of these teenagers. Through this plan, we aim to provide a holistic approach to help these teenagers overcome their challenges and reach their full potential.

Month 1-2: Foundations of the program (principles, documentation) and development of the recruitment process of the youngsters.

- Weeks 1-2: Development of a detailed project outline, identifying key goals, methods, and outcomes.
- Weeks 3-4: Partnership building with local schools, NGOs, and community leaders to identify potential participants.
- Weeks 5-8: Conduction of introductory workshops with selected teenagers to introduce them to the project and assess their individual needs and interests.

Month 3-4: Implementation of Core Activities.

- Weeks 9-12: The start of the regular art-based and experiential learning sessions focused on developing personal, social, and cognitive competencies.

- Weeks 13-16: Implementation of individual development plans which are tailored to each participant, addressing specific educational and personal growth goals.

Month 5: Community Engagement and Development.

- Weeks 17-20: Organization of community-building activities, such as open days, family days, and cultural events, involving participants, their families, and the local community.
- Weeks 21-22: Encouragement of participants to engage in the programs that strengthen their Roma identity and cultural awareness.

Month 6: Evaluation and Future Planning.

- Weeks 23-24: Conduction of evaluations of participants' progress through feedback sessions with educators, mentors, and participants themselves.
- Weeks 25-26: Planning for future activities based on the evaluations and preparation of a comprehensive report on the pilot project's outcomes and learnings.

Experience gathered in Şcoala Gimnazială Constantin Daicoviciu - Romania

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20. Figure Art workshop with a school counsellor

Art can be a powerful tool in teaching values to young people (figure 20.). However, current practices within our community, Maciova Colony, rely too heavily on meeting predetermined targets and outcomes. This approach oversimplifies the complex nature of work with young people and can lead to stigmatization of certain groups of young people.

We had 17 teenagers as the target group for Avas Khetane project. The project was initially designed for 15 children, but we couldn't exclude 2 of them since all of them were from the same gymnasium, ranging from 5th to 8th grade. The age of the participants ranged from 13 to 15 years old. The teenagers came from various social backgrounds and different types of families. Some had both parents living with them, some had only one parent, and some had divorced parents with foster parents. Some of the families were traditional with both parents in the household, but they were not always present due to financial difficulties. Some parents had to leave the country to work and sent money to their relatives who took care of the children. This made it challenging to have a permanent parent with the children to help them grow educationally and emotionally. The parents could only provide food, care and safety for their children but could not be involved in their effective needs, care, and affectivity.

The target group faced various difficulties, including social integration issues, eye sight problems, difficulty in participation of online schooling during the pandemic,

phone or gaming addiction, integration problems, teamwork related and focusing issues.

To support this group with their specific needs, we gathered a team that included teachers, important people from the community, and from different local organizations. We worked together with the community and local church to help the teenagers find meaning in their lives, a place in society, and a brighter future.

In order to provide effective assistance to every member of the target group, we first had to understand their situations. This required gathering information about their family background, financial status, and any other challenges they may be facing. We collected this information by speaking with teachers, parents, and other guardians of the child and using tools like individual development plans and anamnesis forms. These plans included personal and family data, such as the parents' occupations, family structure, and any siblings or other unique circumstances. We also assessed the family climate to understand if the child had a suitable environment for studying and learning.

We also spoke with the students to learn more about their interests, needs, and desires. We asked if they needed help, such as studying, better relationships with peers or teachers, or career guidance. We also used tools to evaluate their motor skills, focus, ability to tolerate frustration, and other factors that could affect their academic performance.

The mentoring program consisted of two parts. The first part was a group activity focused on collaboration, communication, team strategies, music, painting, and other arts. It involved 14 sessions from September 2022 to June 2023, each lasting between 20 and 50 minutes. The second part was individual mentoring, where each student had a

one-on-one session with the mentor over the same period. The focus was on self-care, expressing emotions, communication, and academic support to cover curriculum gaps.

The mentor attempted to personalize the individual plan by discovering personal ideas or feelings about the themes discussed with the group in the previous activity. The personalized individual plan included anamnesis, an initial checklist for the student's behaviour from the teacher, school and career guidance from the student, a questionnaire for identification and counselling from the student, Gardner's (multiple intelligence) exercises for finding out the type of intelligence of the student, behaviour during the assessment from the mentor, and an intervention plan initiated by teachers and the mentor.

In addition to individual activities, group activities covered different themes related to self-esteem, making correct choices in life, knowledge development, self-knowledge, personality development, and good relationships among students. The program aimed to develop self-assessment skills, awareness of the elements that make up an individual profile, verbal and non-verbal communication exercises, vocabulary functions, attitude and positive thinking. The program also raises awareness of the consequences of certain decisions, stereotypes, and discrimination.

To evaluate the success of our program, we looked at several factors, including whether the children participated in activities, showed interest in the program, and achieved better grades. We also considered whether they graduated from their class and enrolled in further studies.

Individual mentoring, pedagogical procedures at the Egressy Béni School in Gyöngyös

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As mentors working on the Avas Khetane project, we had to undertake a comprehensive and coordinated team effort before starting our mentoring work. Our first step was to understand the project's purpose, tasks and objectives. Once we had a clear idea, we began to consider the following aspects:

We have considered the following points while planning our program:

- Who should be included in the program?
- How should we present the program to the selected pupils, and in what form?
- How can we convince the selected pupils and their parents to join the program?
- What documents are required for joining the program, and what documents do we, as mentors, need to prepare?
- What channels should we use to communicate the program with the pupils and their parents?
- How should we distribute our mentoring and mental health sessions among the mentors?
- What topics should we cover during the sessions?
- How can we map the students' family and social backgrounds?

- How can we motivate selected pupils to participate actively and regularly in the lessons?
- What tools and pedagogical methods should we use during the sessions?
- Who are the colleagues involved with the pupils?

After considering the above points, we proceeded in the following order:

1. We selected the pupils.
2. We offered them the opportunity to join the program.
3. We contacted their parents and presented the project to them, discussing the possibilities in person.
4. We drew up a list of themes and put them in order.
5. We mapped the students' family and social backgrounds.
6. We talked to the pupils' class teachers and colleagues.
7. We allocated the pupils to the mentors.

With the above information, we discussed the tools and methods we would use and decided on motivational tools. We then allocated the pupils and held the sessions. Throughout the program, we kept in touch with parents, class teachers, and colleagues. We held several mentoring meetings to discuss our experiences, insights, and near and distant goals for the pupils and the program. We also prepared the necessary documentation and held a final meeting to discuss the program's possibilities and experiences. We discussed how we could further develop the possibility of individual mentoring and how we could further help the pupils participating in a similar program.

Programme enrolment, target group, contacts

We handpicked sixth-grade students for a project, with a preference for those from disadvantaged or severely disadvantaged backgrounds. Upon reflection, we realised that this age group requires additional support. They are entering adolescence, and communication between them and their parents is lacking. Furthermore, they face numerous conflicts in their daily lives, which they have no one to share with. This is because not everyone has a reliable and secure parental background.

We consulted with class teachers and subject colleagues to identify the students who would benefit the most from mentoring support and participation in the program. We established an order of priority, but we knew that the child and parent's consent was necessary before we could propose or involve them. Therefore, we first spoke with each child, explaining the program, its benefits, and its importance. We also offered motivational tools and the possibility of making a positive change. We knew that the child's will was decisive in many cases, and the parent did not overrule it.

If the student agreed to join, we contacted the parents first by phone and then tried to meet them in person. We provided all the necessary information about the project and started with the positive benefits. We knew that if we had started with the liabilities, they might not have said yes immediately. After explaining the benefits and motivational tools, we explained the obligations in our institution and the ImpactPoint After-school. It was encouraging that the parents were happy about the mentoring opportunity. They promised to pay attention to their child, follow up on their participation, and be a communication partner between the institutions and mentors.

During the conversation, we stressed the importance of communication and trust. We highlighted that our goal was to help, but only if they were open to the sessions and conversations. They could communicate honestly about the negative impacts and problems they were facing. Fortunately, everyone saw us as the right hand to help and assured us that they would try their best to achieve success.

Documentation to enter the programme

To enter the programme, it was necessary to fill in the papers issued by the ImpactPoint After-school, in which parents gave their personal data and commitments. For our part, as mentors, they did not have to fill anything in, but we recorded all their details.

We saved the contact information in a separate document. The most crucial data and merit marks were available on the online central grading system, so we only needed to verify the contact details and update any changes. It was equally important for us to have the contact information of both parents or guardians. All documents were handled in compliance with the GDPR in effect at the time.

Documentation produced by mentors

Individual development plans

Before starting our mentoring sessions, we identified and prioritised the topics that we believed were essential to address in the project. However, we also realised that these topics and their order might require changes based on the situation. Each child has unique backgrounds and problems, so we have created an individual development plan for each child. The plan mainly focuses on aspects that can serve as a foundation for the methods and tools employed. By

assessing the students' backgrounds, we could recognise their strengths and weaknesses and identify areas that needed improvement. This helped us to prepare the appropriate tools and methods for the mentoring sessions.

Mentor logs

This log template is provided by ImpactPoint After-school, and it's completed after each mentoring session for a specific student or lesson. The log focuses on the session and the student who participated in it. We enter the name of the child, the exact time of the session, the length of the session, the topic, the name of the mentor who conducted the session, the planned topic, a summary of the discussion, and finally a reflection. The structure of the topics and their sequences are designed to be transparent, building on previous lessons and describing the session's experience. When writing the reports, we focus specifically on the learner, how they felt, how they were able to express themselves, what our experience of them was, and how the conversation itself went. We note whether there was any progress or regression in terms of the issues, any surprising turn of events that was unexpected, and any interventions that we plan to follow up on, such as contacting parents or guardians.

These logs are important because they help us track progress and transparency. The development plan already has a picture of the student, which we created during the preliminary mapping, and it helped us to prepare for the mentoring. When writing the logs, we document the event that happened as described, which the basis is for the lesson that builds on it. We use it to prepare comprehensive pedagogical profiles, in discussions with class teachers, parents, and in mentoring meetings and exchanges.

Communication about our work

Our work is based on open, honest, and continuous communication. This applies to everyone involved in the project, including mentors, pupils, parents, and colleagues. We have been regularly communicating with all project participants regarding their tasks. It is crucial to get answers to any questions that arise and provide answers when necessary. Ongoing communication helps us work efficiently and smoothly. We communicate through various channels, including live conversations, meetings, telephone calls, and emails.

Communication with parents

We have made a conscious effort to maintain clear and open communication with parents during our work. We ensure that the information we communicate is understandable regardless of social background. Our goal is to build a trusting relationship with parents, getting to know their children, family, and social background while addressing any problems they may have. Our success depends on our acceptance, empathy, and willingness to intervene when needed or requested.

Poverty is a barrier for many families, and they may feel ashamed or uncomfortable discussing it. Therefore, we approach them in a way that is supportive and helpful. We have given clothes to students discreetly, so others do not know, to prevent any discomfort. We also teach our students about this sensitivity, as they are at an age where they are most vulnerable and reluctant to discuss their problems.

We have observed a rise in the number of children who may not be aware that their actions are causing harm to others. As educators, we aim to treat all students equally, without

discrimination based on their background or social status. We prioritise providing equal opportunities to all students, regardless of their abilities, to help them catch-up and hone their skills. Collaborative techniques work well for group activities.

It is essential for parents to believe that we are attentive to their concerns and care about their children's academic progress. We communicate with them honestly and transparently, focusing on positive outcomes and the significance of their children's education. We must help them comprehend the gravity of the issues and encourage them to take action. We must maintain frequent communication with them to maintain their attention, control, and consistency.

We have discovered that parents require these discussions as much as their children. Establishing a relationship based on trust is critical to achieving success.

Effective communication with students involves presenting our ideas clearly and respectfully. Mentoring sessions require careful attention to sound communication practices to ensure everyone understands the themes conveyed. We must lead by example by sharing our experiences, which helps students open up and develop a trusting relationship with their mentors. Using tangible examples to motivate students makes them more engaged and active in the program.

"Empathy"

It is important to show empathy during conversations, especially when dealing with children. Luckily, the mentors were familiar to the children and they knew they could talk to them and rely on their support. It is easy to get caught up

in our own problems and forget that others have their own struggles. It is important to take the time to understand and help each other.

Children are often stereotyped and not fully understood. However, during these conversations, the children opened up and shared a lot, which will be helpful for future work. Conflicts and problems should be dealt with calmly; positive reinforcement can work wonders. Even when mentors deal with their own issues, it is important not to let that affect the child's experience.

Creating a safe and accepting environment is crucial for children to feel comfortable sharing their thoughts and feelings. This applies to parents as well. Mentors can guide and show the way, but parents need to be aware of their responsibilities and be partners in the process. It is useless for mentors to do everything at school if the children can't apply it at home. Working together for a common goal is essential, even though it can be challenging to communicate with each parent. This is a task for mentors and teachers.

"NO is also a kind of response."

As educators, it is important to understand that children may not always come to every session with the same open and cheerful attitude. It is crucial to infer the student's current mental and physical state upon arrival, as first impressions and feelings are very important. If we sense that something is not right, we should first try to clarify and discuss it with the child, while also respecting their right to privacy.

There are instances where some children are more reserved and shy due to their personality, making it more difficult to get them to open up. In such cases, we can guide the

conversation until we find out what bothers them. We can use word cards or show their mood with colors and words to help them express themselves. However, it is important to never push them too far beyond their comfort zone.

Persistence and resilience are essential traits that we must teach children. Encouraging them and avoiding scolding or lecturing them when they give wrong answers will help to build their confidence and prevent discouragement. Negative feedback can lead to withdrawal and rejection, resulting in a negative attitude towards the teacher and subject.

As educators, we should always strive to create a positive and accepting environment for our students. This can be achieved through positive reinforcement, constant communication, and encouraging them to trust themselves. We should also be mindful of our own behavior and avoid scolding or belittling children for not understanding a concept. Doing so can help build a strong foundation of trust and positive communication between ourselves and our students.

"Please be mindful of your words!"

We need to be able to communicate effectively in any situation, whether it's unexpected or planned. The way we convey information matters a great deal, including the form and order of our communication. We must understand who we're talking to and how best to persuade them or reach a common ground. Regardless of the situation, we should always communicate calmly and empathetically. We need to set an example for children to follow and teach them to do the same.

We've encountered in various conflicts during the conversations with children, which could have been avoided if they consider what they want to say or ask an adult for help. Children often don't realise that they're communicating poorly, and may come across as insulting or hurtful. It's challenging for adults to change this behaviour, but we can guide them and set an example for them to follow. Children must learn to solve problems among themselves, and we must help them learn to do so.

During mentoring sessions, we discussed different situations and how to handle them. It's crucial for children to understand the positive and negative impacts of their options and to learn how to think critically. Situation games are an effective way to practice problem-solving skills in pairs or small groups. Discussing the possible outcomes and their effects during the game's course is essential.

"Be open and clear in your communication!"

It has been repeatedly described that open, empathetic, well-chosen communication is the basis of our work. In order for a parent or child to open up to us, we need to be open ourselves, not let them feel any kind of wall or barrier in the way of doing so. We also need mutual trust, as perhaps the lack of it can be the biggest barrier to communication. We experience this, we feel it. Many things are revealed during the conversations that we did not know about the student before. Even between the class teacher and his/her students, communication can break down without a trusting relationship. It is very difficult to strike that balance. Getting them to come forward themselves after a bad action and tell you how they made a mistake. It takes a lot of persistent, consistent, exemplary work. They need to know that everything has and will have consequences, but the most important thing is that it is a

mitigating factor if they admit their mistakes and actions. In addition, a calm, collected, thoughtful response is important. For example, if someone is not prepared for class, they will not prepare next time if you shout down their head or write in the twelfth ones. We have to motivate him, we have to make him understand the importance of it in a way that makes him realise how important it is for him. We need to choose the channel and the message to be clear in the conversation.

We have to communicate differently with everyone, differently with a colleague, a parent, a child. Every person is different, and we need to be able to manage, recognise and choose the right communication methods.

"Do not judge, and do not exaggerate!"

To ensure effective communication, we must maintain impartiality and avoid making judgments. In any given situation, it is important to look beyond the surface and find a solution that is empathetic and understanding. It is not helpful to immediately criticise or judge, as this can hurt children. Rather, we should motivate and assist them to make better choices.

When discussing sensitive topics with students, it is important to avoid simply lecturing them on why something is inappropriate. Instead, we should explain the negative consequences of their actions, so that they can better understand why certain behaviors are not acceptable. For these conversations to be effective, they must be based on honesty and trust.

"Use what you have learned together!"

We may consider the final message of our mentoring as the last criterion of good communication. Throughout the sessions, we have provided participants with various opportunities and avenues to explore various topics. We talked extensively and learned a lot, not only the participants but also ourselves. We attempted to explore the possibilities that lie ahead by touching on interrelated themes. We have shown the way to positive change, supported them, and helped them as needed. We have done our best to ensure the project achieved its goal. We will continue to be there for them and those who taught them even after the project ends. Thanks to the sessions, they have received a "travel kit", now it is in their hands. We hope that these sessions, discussions, and preparation lessons have been useful to them, and that they will use this knowledge to achieve their goals. We accessed the 7 Criteria for Good Communication via the Self Development Academy (Vach, n.d).

Methods used during mentoring

Our mentoring approach is centered on verbal communication of information, complemented with customised techniques and processes. We select the techniques based on their effectiveness in helping us achieve the activity's objective. In choosing the methods, we consider the subject matter and the person we communicate with. As mentors, it is important for us to determine which technique suits best to attain the intended goal.

Targeted conversation

In a mentoring session, the mentor acts as a discussion leader and guides the learner without bias. The mentor should be fully available to the learner and encourage them

to express themselves verbally. It is important for the mentor to be non-judgmental, empathetic and accepting. As discussed in the previous chapter, honest and open communication is crucial. In the current context, such conversations are used to guide children towards the right direction and help them choose the right path.

Project work

The process of mentoring is in itself a project, where the participants learn not only through discussions, but also through the thought process that arises from their own experiences and those of their mentors. We often incorporate project work into our mentoring sessions, as it is an effective way to learn through experience, rather than just dry facts. We have observed that the students are more engaged and interested in the topics we cover when we use this approach. Although this way of working is not the norm, as there are only two participants - the mentor and the mentee - open and honest communication based on trust is still essential.

Self-awareness development

Self-awareness involves recognising and understanding how one's own personality, feelings, thoughts, and behavior impact others. It is a gradual process that requires engagement in these lessons. During these conversations, it is important to teach children about cause and effect, and how it affects themselves and others. By helping children understand what is happening in a situation and why, we can help them make progress. It is crucial to teach them to observe and manage their own reactions, recognising what moves them forward in life and what holds them back.

It is important to teach children to recognise and control their reactions. They may not always realise that their behaviour and communication can harm others. This can be difficult for them to control, especially during a time when hormones can make it harder to control themselves. It is our job to help them. We need to show them the options and the consequences, explaining the positive and negative outcomes and their impact on them. We need to make sure they can actually experience it and not just hear it as a lecture or reasoning exercise. This requires a difficult balance, but we can find it by being empathetic, accepting, and approaching them in an open, trusting, and honest way. This requires a lot of conversation, but it is worth it.

Demonstration

During our tutoring sessions, we always use the demonstration method, which helps us understand and comprehend various contexts and establish knowledge. This method is often used in combination with other techniques to make it more effective. We use various tools to demonstrate, such as highlighting a situation, a picture, a word, a video, or even music. Choosing the right method is crucial for dealing with a particular topic. We have utilised all these techniques, which have helped us to have a variety of ways to tackle different subjects. The children have found these methods very engaging as we were not just giving them dry facts, but something to spark a conversation.

Roleplay

We believe that using this method in tutoring and mentoring sessions is crucial, even if it may be challenging. This is because children at this age may struggle to empathise with others and see things from their perspective. However, it is precisely why practising this skill

is so important. By learning to understand others, they can also gain a better understanding of themselves and become more self-aware. Developing empathic behavior is essential, and it is through this method that they can learn to see the world through other people's eyes. It provides them with an external perspective and helps them to build strong relationships with others.

Game

Despite being adolescents and dachshund age, playing remains the most popular method for kids. They often imagine themselves in the adult world and try to act like it, but they still love to play. With a well-chosen toy, they learn a lot unnoticed. Time flies by quickly during these play sessions. Sometimes, it's fine if they stay a little longer, just to play a little longer. This is a very important element of these sessions, as it really motivates them. We used a variety of games in our sessions, such as computer games, app games, ICT games we made ourselves, and different board and card games. However, we find that ICT games are more interesting for them as they are growing up in the age of digitalisation. They are not very attracted to board games, which is also due to the fact that their phones are always in their hands. Their families don't usually sit down to play board games and instead spend time on their phones. Some kids enjoy card games, but not everyone likes it, as some see it as a game of chance. Conversations with several children revealed that they play cards with a stake that has a monetary value.

Debate

We didn't use this specific method, but instead, we focused on teaching them how to represent themselves in conflict situations. This included expressing their opinions and

experiences and learning to argue and defend themselves. We strongly believed that it was crucial to cover these areas because they lacked the skills to manage their emotions and communicate effectively. Moreover, developing these skills helps them to stand up for themselves, assert their interests properly, and protect others.

Relaxation exercises

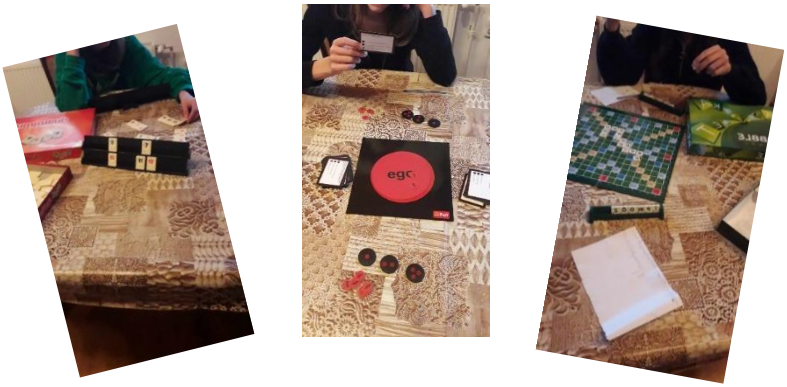
This is a crucial matter, not just for children but also for mentors like us. We used to conclude the sessions with the children, during which they could express their experiences and opinions. We must encourage them to provide detailed feedback rather than just one-word responses such as "liked" or "disliked." We need to teach them to explain why they liked or disliked something. It's essential that they feel comfortable sharing their thoughts with us, including if they didn't enjoy something. Everyone is different, and we all have unique ways of approaching things. If we know what the children didn't like, we can adjust our methods and tools accordingly. This process will work well when there is open, honest, and trust-based communication.

Tools used in mentoring, tutoring

We met before starting our mentoring sessions to discuss the tools and possibilities. Luckily, our school provided for us various interactive tools, such as computers and tablets. We also used our phones and those of the students, which they seemed to love. However, we realised that they were not familiar with the "wallet" feature on their phones that can help them learn and develop. So, we taught them how to use their devices properly and showed them apps that could assist them in their daily life and learning. We also emphasised the importance of using their devices safely and showed them which websites to use and which to avoid.

During our sessions, we utilised interactive tools such as Wordwall, Learningapps, Duolingo, and Okosdoboz to solve tasks and exercises. We also used exercises the students prepared as warm-ups or to close the lessons. We used these exercises several times to prepare for revision exams and to assign homework. Additionally, we introduced the students to apps that could help them develop various skills, such as Math Games, Duolingo, English Learning, and LinDuo.

We incorporated several board games into our sessions, including Rummikub, Ego, and Scrabble (figure 21.).



21. Figure Playing with board games in mentoring sessions in Egressy School in Avas Khetane project

We created our flashcards and flashcards for development and used them to end the sessions. These games provided a relaxed atmosphere, enabling the children to open up and discuss different topics. We also made mood cards that helped us assess the students' moods and initiate conversations accordingly.

We limited the words in the Scrabble game to emotions and feelings or other relevant topics to help build vocabulary. Ego was useful in building self-awareness, communication, and getting to know others. Rummikub was a good way to get a heavy topic off the table and have fun. We also played various card games that the children taught us, which helped us connect with them and learn more about their culture and habits. We showed a genuine interest in their customs, dishes, and celebrations, which they loved to share with us.

Evaluation

For them, somewhere in there is the key to unlocking the secret, building trust, developing empathy. But to do that, necesearry a teacher who can identify with them, their culture and customs, talk to them, and work with them.

We also have an "invisible" pedagogical tool, which is evaluation. It is a crucial part of our pedagogies and mentoring sessions. We evaluate at the end of each lesson or session, assessing the participant's progress, strengths, and areas for improvement. We also reflect on how the

learner felt during the session, what they enjoyed most, and what they found challenging. It is essential to highlight the positives first and then approach areas for improvement. These pupils need encouragement and positive reinforcement to build their confidence and self-belief.

Their feedback is invaluable to us. We schedule activities based on what we believe will work for them, but every child is different, and we don't always know what will resonate with them. We can adjust our approach accordingly if they tell us what they liked and disliked. We also discuss these experiences with parents and class teachers to ensure we have a well-rounded understanding of each child's needs.

Regular evaluation and feedback help us to build trust, develop empathy, and create a safe and supportive learning environment.

Summary

After the programme ended, we mentors had a final meeting to discuss our experiences and lessons learned during the program. We discussed the success we had seen, who had made progress, and why some had not. We assessed the pupils and their progress, discussed ways to help them further, and discussed how we felt as mentors. We also discussed the best methods and what we would do differently. We discussed incorporating the topics into school life, even in the classroom.

We believe that mentoring in schools is essential, and we are grateful to have been involved in this program. Especially when students have completed the lessons or achieved the goals we set for them. None of this would have been possible without the program and the mentors.

We must believe that our work will bear fruit, trust in each other, find the methods that will lead to the goal, and never give up, even if it seems impossible.

Workshops in the school of Maciova

Author: Sebastian Kradyel, Youth worker volunteer in Nevo Parudimos Association

22. Figure Getting to know each other games in Maciova

Considering the facilitation, working with the young beneficiaries from Maciova, and first referring to the beginning of the project, I will start with the difficulties we encountered at the first contact with the beneficiaries, namely the initial workshops, while also mentioning these challenges throughout the rest of the activities until the end of the project.

Challenges

The first challenge we faced in the initial activities was the coalescing of the group. Even though the beneficiaries live in the same locality and are friends, they have not had the opportunity to participate in and experience non-formal workshops (in this case, with an artistic focus) in a group where the environment needs to be safe, respectful, attentive, and cooperative (figure 22). Therefore, forming the group was quite tricky, with existing tensions or malice among friends, jokes that I had to smooth over throughout the sessions, to give each participant a chance to express themselves, to have the courage to actively participate and

be involved and engaged with their fellow beneficiaries, either in groups or individually.

The first learning context was about respect, smoothing over the jokes and malice between participants. As a facilitator, I found that it helped to give myself or the participants examples of handling challenges such as light teasing or jokes. I explained the issue of becoming a facilitator from the perspective of a young person who has personally experienced bullying in their youth. Some beneficiaries may view facilitators as role models in this context, so setting a good example is crucial.

I encountered these problems of light bullying and small malice until the end of the projects, making me think that I spent too little time than I would have liked with these participants. I consider that more interventions would have been needed from this perspective.

Another challenge encountered was maintaining the participants' attention during the workshops, especially in the static workshops, where the goal was to use imagination, write, make art, or do any activity that took place while staying in one place. I tried to solve this as much as possible by diversifying the workshops, and each workshop contained a game to energize the participant as well as to raise their attention for the duration of the workshop. However, I tried to maintain the essence of the workshop, thus the working methods or objectives that we pursued through these workshops. This challenge was present in several workshops, but I managed to remedy it somewhat by encouraging the beneficiaries to take part in everything I prepared for them, either just through simple encouragement or a positive remark about what they did during the workshops.

A last challenge I encountered and worth mentioning is the lack of creativity, originality of the participants' ideas during the workshops. There were situations where participants

had no ideas to play a role, make a mosaic, write a story, make a cover from their perspective, etc. I am sure that this is a general problem among young people, and I tried to solve this challenge most simply and efficiently as I encountered in my experience working with young people of giving concrete, relevant examples for each activity. This is a way to encourage or to make the beneficiaries take the first step in participating or completing an activity, but I encountered a problem using encouragement through concrete examples, namely, the participants used the examples I gave in activities where they had to express themselves being original. I always tried to encourage them to take other examples similar to the ones I gave, but I encountered the same blockage in coming up with new ideas.

Impacts

I still consider that learning objectives were achieved, so there are also participants who actively participated in the proposed activities. I was pleasantly surprised by a few beneficiaries who always had something to say, an idea to share, a remark or feedback to give. I saw in them the typology of future leaders because they were also the oldest, but also those who motivated or intervened with other participants, interacted with, and actively helped the other beneficiaries.

When I reflect on the learning objectives accomplished throughout the project, particularly in the field of arts, I am confident that I played a pivotal role in helping several children make substantial strides. They were able to develop their communication skills, discover their strengths, enhance their vocabulary, and foster creativity. As a result, I also discovered positive changes in their behaviour towards each other. We have taken the initial step towards increasing interest and curiosity in activities, particularly active participation in learning and everyday life contexts.

Specifically, we aimed to spark curiosity towards art and non-formal education workshops among those who may have previously had some hesitancy or disinterest in such activities.

The children developed their social and communication skills, an aspect that I consider to be very important for a small community with few opportunities like Maciova. Also, I believe that I stirred some leadership behaviours among some of them. I consider that these young people and the other participants can become role models in their community through the development of these skills in the future.

This project had an impact not only on the children but also on their parents and the community of Maciova.

The show

The show in Resita marked the culmination of our project, and it turned out to be successfull. This was primarily due to the time we allocated in preparing for this moment, along with the help and networking developed by the key individuals involved in the project. Furthermore, the show was an enjoyable experience for the children who participated in the project. The show made them feel appreciated and valued while we acknowledged and promoted their involvement in the project (figure 23.).

23. Figure Part of the children from Maciova on the multiplier event

A workshop plan with the facilitator feedback

Learning Objectives of the session:

The main goal was to enhance group bonding among participants through sharing personal experiences and insights. This process naturally occurs over time and does not require external help. Its effectiveness is measurable by individual experiences and active participation.

Methodology:

World Café Method: Designed for meaningful discussions in small, changing groups, this method is effective for workshops or conferences with 25 to 200 people. It focuses on relevant topics, facilitated discussions, and creating a welcoming environment. Key elements include asking engaging questions and careful timing to maintain interest and energy.

The Wave Game: An energizing activity suitable for all ages, used to refresh and reinvigorate the group. It helps break the ice and boost energy levels, ideal for various group settings.

Count Up Game: A team-building exercise where participants count with closed eyes without overlapping. It enhances concentration, unity, and collaboration.

Activity Execution:

The activity was set in a courtyard with chairs and tables arranged in a rectangular shape for visual connectivity.

The facilitator prepares interesting question tickets for personal or directed queries.

A 10-minute introduction explains the concept of informal learning, open discussions, using question tickets.

A 60-minute discussion session is led by the facilitator, followed by participant interactions.

A 20-minute session of "The Wave" game is played for energizing.

A 90-minute challenge involves recalling details shared by participants, with a playful 'punishment' for forgetting.

A 15-minute "Count Up" game concludes the activity, focusing on coordination and teamwork.

Evaluation:

Feedback is gathered through question tickets, assessing attention to the activity and success in achieving the objective of group bonding and creating a safe environment.

The feedback is crucial for planning future workshops.

After-Action Report:

The workshop was successful in achieving its objectives. However, attention span during extended discussions was a challenge, with participants preferring games and competitions.

Future activities will include both engaging activities and evaluation, possibly with small rewards.

The volunteer cordinator's feedback:

The coordinator suggested team-building activities such as a Treasure Hunt or Save the Egg. This is especially appropriate for younger, easily distracted participants.

This method and activity sequence foster a comfortable and engaging environment for participants to bond and learn about each other, balancing discussion with interactive games.

Chapter 8 – Code of Ethics

Code of Ethics of Avas Khetane project

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The "Code of Ethics" for the Avas Khetane project is a comprehensive guide emphasizing lawful and ethical behaviour in professional conduct. It underlines the importance of fairness, reliability, responsibility, honesty, and respect for both the law and individuals' rights, including the protection of personal data and confidentiality.

Key aspects include:

1. Fairness: Ensuring no breach of fairness within the project, maintaining credibility, and building trustful relationships with learners and partners while treating everyone equally.

2. Confidentiality: Upholding the secrecy of sensitive information obtained during work, barring its disclosure without proper authorization.
3. Data Protection: Recognizing the sensitivity of personal information, ensuring its lawful processing, security, and integrity.
4. Human Rights: Respecting the dignity and rights of all individuals encountered during the project. It strictly prohibits violence and threatening behaviour.
5. Non-Discrimination and Anti-Harassment: Committing to equal opportunities and prohibiting any discrimination or harassment based on race, gender, age, disability, and other such criteria.
6. Working Conditions: Striving for fair remuneration and safe working conditions, emphasizing respect and integrity among colleagues.
7. Environment and Safety: Providing a healthy work environment and emphasizing the importance of adhering to safety protocols.
8. Conflict of Interest: Mandating decisions be made objectively without personal gain, focusing on the project's best interests.
9. Compliance and Reporting: Addressing the consequences of non-compliance and encouraging the reporting of ethical concerns.

This Code serves as a foundation for ethical conduct, ensuring all actions within the Avas Khetane project align with these core principles.

1. Introductory provisions

The institutions cooperating in the framework of the project Avas Khetane are committed to lawful and ethical behaviour.

In the performance of their duties, employees must at all times act lawfully and ethically and in the best interests of the Avas Khetane project. This Code of Ethics sets out the basic guidelines, but does not regulate in detail all forms of ethical behaviour expected.

The key characteristics of ethical behaviour:

- Fairness, reliability within the project and in relations with the partners involved in the programme;
- A sense of responsibility and conscientiousness in the work;
- Conscientiousness, honesty, conscientiousness and conscientiousness in the project, and
- Respect for the law;
- Conduct appropriate to the duties of the post;
- maintaining good faith and fair dealing in cooperation in the workplace;
- Respect for the legitimate economic interests of the employer;
- Respect for the rights of the individual and protection of personal data;
- Respect for confidentiality within the scope defined by law and instructions and the Code of Ethics.

2. Behaving fairly

The participants in the project Avas Khetane will not allow any breach of the fairness of the project.

The participants in the Avas Khetane project shall refrain from any behaviour that tarnishes the reputation of the participants in the project and any behaviour that tarnishes their credibility.

Employees are responsible for building a relationship of trust with the learners involved in the programme and with the partners. Learners and partners involved in the

programme must be treated fairly and with due regard to the requirement of equal treatment.

3. Confidentiality

In a fair partnership, it is of paramount importance to keep the secrets we learn as this is in the fundamental interest of the school.

Employees are required to maintain the confidentiality and privacy of all information that comes to their knowledge in the course of their duties and is not generally known or available to the public. They must not disclose non-public information to others without the express permission of the project manager.

4. Data protection

The participants of the Avas Khetane project acknowledge that personal information is sensitive data and must ensure that the students involved in the programme and their relatives are assured that their personal data is processed in a lawful manner.

Employees must ensure the security, protection and integrity of personal information by following appropriate, lawful practices.

5. Human rights

Project participants in the Avas Khetane project will respect the human dignity and rights of all persons with whom they come into contact during the course of the project, including their own employees, and will not cause or contribute in any way to the violation or circumvention of human rights.

Employees shall act with respect in all their activities and treat everyone with due consideration and respect for their dignity. Violence and threatening behaviour are not permitted.

6. Discrimination and harassment

The Avas Khetane project will ensure equal opportunities in all areas and will not tolerate any discrimination or harassment.

Direct or indirect discrimination on the grounds of race, colour, sex, sexual orientation, age, disability, language, religion, membership of an interest group, political or other opinion, nationality, social origin, property, birth or other status is prohibited.

Employees must refrain from any form of discrimination.

7. Working conditions

The Avas Khetane project aims to ensure fair remuneration and safe working conditions for all employees.

The working time for the different jobs in the Avas Khetane project is always determined on the basis of a contract of assignment.

Employees must act with integrity and show the utmost respect for their colleagues and others.

8. Environment and occupational safety

The project Avas Khetane provides a safe and healthy working environment.

All employees are responsible for maintaining a healthy and safe workplace through compliance with occupational health and safety rules, reporting accidents and conditions and behaviours that pose a safety risk.

9. Conflict of interest

The decisions of the participants in the Avas Khetane project are based on an objective and fair assessment of the situation, avoiding any possibility of influence. The persons responsible for the Avas Khetane project will not allow their managers, representatives and employees to use the Avas Khetane project's assets, information, personal data, position for their own benefit.

Employees are expected to act at all times and in all ways in the best interests of the project Avas Khetane in the performance of their duties.

10. Questions; reporting of non-compliance

Failure to comply with the Code of Ethics may result in disciplinary action. Employees should consult with the appropriate persons if they have questions about the application of the Code of Ethics or if they are in doubt about the appropriate conduct in a particular situation.

Understanding the Significance of Code of Ethics in Schools

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The implementation of an ethical code in schools is a crucial step towards creating a respectful and safe learning environment. This code should be similar to the ones used in social work, acting as a guiding framework for behavior and ensuring that all interactions within the school community are grounded in respect, fairness, and empathy. The ethical code clearly outlines the expectations and standards for behavior, which helps students learn the importance of ethical conduct and decision-making. By implementing an ethical code in schools, students can develop the moral compass necessary to navigate the complexities of the modern world, which is crucial to their holistic development.

An ethical code also provides a valuable tool for teachers and staff to ensure fairness and equity in the educational environment. This code acts as a guideline for professional conduct, helping educators to consistently apply principles

of justice and impartiality in their interactions with students. For marginalized groups, such as Roma children, an ethical code is even more critical. It ensures that all students receive equal treatment and opportunities, fostering an inclusive atmosphere that respects and acknowledges differences.

To ensure ethical behaviour in schools, it's important to have a clear code of conduct that everyone can easily access and understand. The principles of this code should also be integrated into the school's everyday practices and taught in the curriculum so that they become part of the school's culture. It's also necessary to monitor and evaluate how well the code is being followed and make changes if needed. To help ensure compliance, there should be a way for people to report ethical concerns without fear of retaliation. Finally, it's important to encourage open dialogue about ethical issues to foster a healthy and ethical school environment.

ImpactPoint After-school - Code of Ethics

Preamble

1. The Code of Ethics for Teachers (hereinafter referred to as "the Code"), prepared by the Staff of ImpactPoint After-school, contains the professional ethical standards governing the practice of working with students.

2. The Code of Ethics is based on the UN Declaration on Human Rights, the European Social Charter, the UN Convention on the Rights of the Child, the European Convention on Human Rights, the Professional Code of the International Federation of Social Workers, and the Hungarian Code of Ethics.

3. The Code is intended to preserve, restore and fulfil the values and human dignity of those involved in the teaching process. It helps to find and resolve the inevitable ethical

dilemmas of pedagogical and professional work with children and young people in the Tanoda.

4. Definition of the activity of the Tanoda:

The activity of the Impact Point After-school is aligned with the corresponding standard of Tanoda's network:

"The purpose of the Tanoda Standard is to provide a uniform solution on the minimum level for a disadvantaged children's supporting initiative to be a Tanoda. (Tanoda is the Hungarian name of the service) The Tanoda Standard aims to provide a flexible framework for Tanoda operators to tailor their program to local needs, defining the range of services that are generally expected to be delivered.

Tanoda is an innovative initiative run by an NGO or church organisation based on local characteristics, voluntary participation and the individual needs of children and young people. It operates an autonomous community space used by the Tanoda maintainer. The Tanoda provides a complex service that ensures complex personality development for children and young people who are less successful in the public education system and socially marginalised.

The objectives and tasks of the Tanoda represent other priorities than public schools and seek to provide additional services. In addition to taking on educational responsibilities, Tanoda places similar emphasis on its socialisation, career development, cultural mediation, community development, leisure and social support activities."

5. The development work done in the Tanoda is done by the Staff and volunteers of the Tanoda, according to the

qualification requirements defined in the Tanoda's Standard and the law.

Principles

6. It is a basic requirement from the Staff and volunteers (later on, we use the staff word, but naturally, it includes every team member who works daily with the children) of the Impact Point Tanoda to conduct their activities with ethical awareness.

7. The Staff of the Tanoda respect the dignity, value and rights of all people who come in contact with the Tanoda. The Programs of the Tanoda protects the physical, mental, intellectual, moral, and well-being of students and their families.

8. The Staff of the Tanoda shall refrain from any expression activity that may offend the dignity of the client (student or family) / staff member or cause negative discrimination based on age, gender, sexual orientation, ethnicity, culture, nationality, religion, disability, socio-economic status or other reasons.

9. The Staff recognise and respect the diversity of society, respect individual-, family-, group-, and community differences, but do their job without prejudice or discrimination.

10. The Staff of the Impact Point Tanoda promote social change through their activities and professional statements.

11. In addition to the general data protection rules, the Staff of the Impact Point Tanoda are required to ensure confidentiality and are responsible for the careful handling of information. In certain situations, such as crime and

violation, and particularly the different forms of abuse, social responsibility or other obligations may change this expectation, which must always be brought to the attention of the Head of Tanoda.

Confidentiality also applies to all oral, written, audio and visual information, including case studies, case reports and publications, Facebook posts, Instagram posts and every social media interface. None of the co-workers or volunteers can share photos or any information about the clients.

12. The Staff of Tanoda do not misuse the vulnerable position of the clients (students and families).

13. Professional assistance is a top priority in the activities of Tanoda's Staff.

The relationship between the client and the Staff at the ImpactPoint After-school

14. The Staff of the Tanoda should carry out their activities (pedagogical and social work) with the involvement and continuous involvement of the clients to help them recognise the situations affecting their lives, make decisions and take the necessary measures.

15. The Staff of the Tanoda is primarily concerned about the students and the families' interests. Secondly, the Staff is concerned about the organisation's interests.

16. The cooperation between the client and the teaching staff is based on a formal relationship based on trust, sincerity and respect for the Child's autonomy. Efforts should be made to establish an equal relationship with the Child and their family during the development work and the supportive relationship.

17. The Staff strives to make the services they provide accessible to all concerned.

18. The Staff of the Tanoda should provide the client with all the necessary information to enable the client to make informed decisions about his or her life.

They should also help students and their families know, understand, and exercise their rights, be able to complain if necessary and seek redress.

19. The pedagogical development of social work and/or youth work, which is done by the Staff in the Tanoda, is incompatible with the unethical relationship between the Staff and the students, for example, love, business (for profit) and private virtual relationships on social media portals. An exception: When a parent becomes employed by us because her/his child is a student of the Tanoda. From time to time, Tanoda employs people with disadvantaged backgrounds to provide a learning culture for adults about usual job situations and safe access to the labour market.

20. The Staff of the Tanoda may, for professional reasons and/or in the event of a conflict of interest, terminate the student's contract by providing information on where and how the student and his or her family may receive more appropriate support in the future.

21. The Staff of the Tanoda shall endeavour to eliminate and avoid any factor that may interfere with their objectivity, particularly regarding offences and infringements of various forms of abuse.

22. All benefits provided to students and their families cannot be shared with the Staff of the Tanoda, for example, second-hand clothes, food for charity, etc. Those -previously

mentioned- disadvantaged workers can gain from these sources who are employed because of the Tanoda purposes.

23. The Staff of the Tanoda shall inform the pupil and his / her family in advance if the service used is subject to any financial contribution. (e.g. participation fee for international youth exchanges)

The Staff of Tanoda cannot ask for or accept payment for their work. The services provided by the Tanoda are free of charge for clients.

The Tanoda provide help and support, especially in learning, for those who have disadvantaged backgrounds, which most of the time means that these people lack money and different services.

The staff members can't share their own money, food, or their own flat with Tanoda's clients. The staff members can't buy gifts, services, etc., for the clients.

The staff members can only bring expensive, personal, essential items in the Tanoda at their own risk. The Tanoda doesn't take responsibility for these items, and the Tanoda shall not be liable for any damages that may occur, and damages are not paid by clients either.

24. The Staff may not use the developmental process to support political parties or influence religious beliefs, so the student and his / her family. The Staff shall not disclose their worldview, values, or convictions to the student or their family.

25. The use of Tanoda services is a commitment, meaning that students and their families are expected to have regular contact and attendance at pre-arranged activities, which

must be communicated to the students and their families in advance. Many times, the Staff of Tanoda experience a lack of commitment from the children and their families; in this case, the Staff should work on better communication, which is helpful in engaging the children.

26. In all cases, the client's complaint about the services must be investigated with the involvement of the concerned parties.

27. The Staff of the Tanoda don't initiate students and their families into workplace disputes. The Staff of the Tanoda is aware that in the presence of the students, they do not discuss anything about the students and their circumstances.

28. If the Head of the Tanoda becomes aware of any violation or abuse of the client's service or relating to the use of the service, he or she shall initiate an inquiry in the Tanoda.

Relationship between teaching staff, social professionals, and other stakeholders

29. The involvement of volunteers, non-specialists and trainees, as well as the quality of the services they provide, is the responsibility of the Head of the Tanoda. They are governed by these ethical rules applicable to the Staff of the Tanoda.

30. It is the duty of the Staff member to draw the attention of volunteers, laymen, and trainees working with her/him to the importance of familiarising themselves with the Code and compliance with the Code.

31. The staff member is responsible for the professional content and quality of the entire process of pedagogical development and/or support activities that he/she conducts.

32. No member of the Staff may undertake a task in which their activities may be used for abusive or anti-human purposes.

33. The teaching staff shall endeavour to establish networks of organisations and professionals in the pedagogical and social field, with particular regard to other teaching establishments, to establish interdisciplinary consultations, forums, and sectoral and cross-sectoral cooperation to address social issues.

34. It is the right and duty of the Staff, especially the teachers and social workers, to constantly monitor the development of Tanoda' s network work change and use of the new knowledge in the ImpactPoint.

The relationship between the staff members and external professionals

35. Collaboration, which takes place in a formal context, is an essential asset in the work of the Tanoda and in the relationship between the Staff. Employees respect the views of other co-workers, respecting their qualifications and responsibilities.

36. The Tanoda's work are defined by trust, respect and solidarity, but these cannot cover professional problems.

The Tanoda is a work environment where working relationships and personal relationships between co-workers are accepted as long as it does not affect the activity

to the detriment of the clients. The Tanoda does not want to replace the family relations of the staff members, volunteers.

37. The Employees should share and discuss their skills, know-how, professional information, and ethical dilemmas with their co-workers, particularly with the view to ensuring career development for apprentices, volunteers, trainees, and disadvantaged workers.

38. While cooperating with other professionals, the Staff shall respect their competencies, but in particular with regard to crimes and infringements of different forms of abuse, this shall not reduce their responsibility for further prosecution.

39. The Staff respect the views and working methods of each other and other professionals. They express their criticism in a responsible way, involving all the parties.

40. The possible private relations between the Staff of the teaching staff should refrain from influencing them to carry out their professional activities to the best of their knowledge and belief.

41. The Staff of the Tanoda protect each other against unfair practices. They support each other in conflicts over the interests of clients and the development work in the Tanoda. (Conflicts from outside)

42. When replacing a member of Staff, one shall take into account the interests of the staff member who is to replace one, one's professional activities and one's relationship with the clients.

43. It is the responsibility of the staff member and the institution or organisation employing/hosting them to make contact with the students of the Tanoda only in a condition suitable for the performance of their duties.

The relationship of Staff to their workplace and society

44. The staff member of the Tanoda should try to enforce the principles and values of the Code at his / her workplace.

45. It is the responsibility of the Staff to strive to improve the conditions of education and training facilities and social services which contribute to the reduction of social exclusion, stigma or humiliation and thus contribute to the strengthening of the workplace and the host society. The Head of the Tanoda has a vital role to play in enforcing work of integrity, without discrimination, prejudice in the best interests of the student.

46. The staff member aims to improve the policy and practice of the workplace, thereby increasing the efficiency and quality of services. To this end, with the support of the institution employing them, they participate in meetings, case study groups, professional training, and supervision best suited to their work.

47. During the course of work, a member of the Staff shall be entitled to protection against unlawful or unethical treatment. If you are subject to ethical harassment by institutions or individuals, you have the opportunity to seek protection from your coordinator/employer.

48. A member of the Staff may engage in public speaking in relation to the work only with the permission of the Head of the Tanoda and shall in any case state in what capacity, in whose name they are acting or declaring.

49. The Code is binding on all members of employees, contract agents and contract workers, contract volunteers.

50. The Staff of the Tanoda keep in their mind to behave according to these values after working hours.

51. In the course of their work, the Staff of the Tanoda will be aware of the importance of social responsibility and participation and solidarity in their environment.

52. It is the duty of the Staff to use the resources at their disposal fairly and in accordance with their needs.

53. It is the duty of the member of the Staff to give notice of their intention to terminate, orally and in writing, at least two weeks prior to leaving so that their replacement can be resolved; neither the other Staff in the Tanoda nor the students should be harmed.

Final Provisions

The ethical principles and norms do not replace the operating conditions of the Tanoda:

- An established institutional network with the necessary material conditions,
- The skills of the professionals,
- Knowledge of professional rules,
- Other regulatory levels of work,
- The social prestige of Tanoda's work,
- Protection of interests.

2. The Code of Ethics for ImpactPoint Tanoda is public - available to clients and collaborating institutions and organisations at the site of the facility.

3. The Staff of Tanoda shall review the Code of Ethics in the event of a signal from anywhere, and after the meeting of the Staff, amend the Code of Conduct if the Staff agrees by majority vote.

4. Pedagogy, social work, youth work in the Tanoda: A professional activity that is provided by The Staff as a personal service and is designed to complexly mobilise external and internal resources to solve clients' problems, thereby improving or restoring their viability and functionality.

5. The Purpose of Teaching in the Tanoda: The significant goals of teaching work include promoting social change, social development, social cohesion, and empowering and liberating people.

Afterword

As highlighted in this book, the Avas Khetane project was a collaborative effort to address disadvantaged communities' educational and social challenges, particularly the Roma in Hungary, Romania, and North Macedonia. This initiative, supported by Erasmus+ youth, has shown the critical role of non-formal education, art-based pedagogy, and inclusive practices in fostering competence, empowerment, and cultural awareness among students and teachers.

The participating organizations have worked tirelessly to provide valuable insights into addressing systemic challenges in education and social inclusion. The knowledge gathered in this book, the lessons learned through implementation, and the experienced challenges can offer a roadmap for other initiatives aiming to create meaningful and lasting impacts in marginalized communities. The continuation of such work is essential in striving towards a more inclusive and equitable society, where every individual, regardless of background or identity, has the opportunity to thrive and contribute positively to their community and beyond.

However, it's crucial to acknowledge the persisting systemic issues and the need for more comprehensive strategies. The program's impact, while meaningful for a small community, is a "drop in the ocean" against the backdrop of entrenched poverty, systemic racism, and social exclusion faced by Roma communities. The failure of educational systems to adequately integrate Roma children remains a critical concern. Despite efforts, segregated schooling and lack of tailored support continue to hinder Roma children's educational achievements.

To address these issues, we recommend adopting more inclusive policies by schools and public services, recognizing the unique cultural and socio-economic challenges Roma communities face. There is also a need for

better allocation of resources to ensure that Roma students receive the necessary support, including specialized educational programs and training for teachers in Romany studies and about the impact of disadvantaged backgrounds on cognitive and socioemotional development. Greater emphasis on community engagement can bridge the gap between Roma communities and educational institutions, fostering a more inclusive and supportive environment. States must actively work to dismantle systemic barriers, ensuring that policies do not inadvertently perpetuate segregation or discrimination.

In conclusion, while the Avas Khetane program and the After-school programs made some progress in the lives of the participating students, a more concerted and systemic approach is essential to bring about sustainable change in the lives of Roma communities in these countries. We hope the program's legacy will inspire and remind readers of the transformative power of education, collaboration, and community-driven efforts in shaping a **better future for all** children.

Annexes

Individual development Plan of a 6th grade student

2021-23

Anamnestic information	
Family circumstances	The student lives with his grandmother and one of his sisters. However, many more people live in the house. Her uncles, aunts and their children. She doesn't live with his parents because there isn't enough space for her. She lives with her grandmother (52 years old) on the border of one of the Segregated area, and her parents live in another segregated area with their other 6 siblings, in an apartment without comfort. This girl is may be the poorest student in the After-school. That's why our After-school supports the family with whatever we can. Moreover, the girl is not very motivated, but seems to us very smart. She could go a long way if she was motivated to study. After all she is motivated to learn if it's not about school curriculum. Her grandparents do not have a primary education, his father, for example, was a student at the local special education school, where he completed

	only 5th grade (29 years old). According to the student, her mother has 10 classes. Due to the high number of children and the lack of help in learning at home, the learning in traditional school is obviously a difficult field for her. She goes to visit frequently her parents in the segregate, She stays there every weekend to help with her siblings. In addition to all this, her mother (30 years old), tries to pay a lot of attention to the recently born little brother, and of course to the other children as well. In their own way, they care a lot about the children in this family, they just need a lot more financial help from the state. For example, the father does not have a registered job, because it would pay less. He works a lot, on construction sites, but this is often unpredictable work and dangerous to health. Therefore, the family is at increased risk. 2022 May-June The girl missed 500 hours of school, a significant amount of which was also unexcused. On three occasions she went to a playground instead of school. Her mother thinks she went to the playground because a teacher bullied her at school.

	It did happen: the PE teacher told them (she and her friend) that they were gypsy whores and that they were born to take the air away from others. However, she says, secretly to me, that this is not why she didn't go in. In the mornings she and her friends, who live nearby, go to school together. They usually wait for each other, often waiting quite a while to each other, so they don't leave on time, which makes them late. The receptionist at school told them on one occasion that she/he would not let them into the school, and on another occasion the receptionist and the "school police officer" threatened them that they would tell the child welfare worker of the lateness. Because of this, the girls preferred not to go to school instead of being late. Unfortunately, she is quite impressionable, so if she will not graduate from high school it will be mainly because she and her friends always move everywhere in groups. This is not just age-related habit, but a cultural phenomenon here in the local segregated community, but not compatible with school expectations. Absences have led to the loss of family allowances. This happened to two of her younger sisters too, who had far fewer missing classes. There it turned out that they were sick, but the doctor did not issue a certificate or send the certificate to the school. Because of frequent sickness, she misses a large part of the

	curriculum, she doesn't fill these gaps at home with extra learning, and therefore she fails the tests, and oral exams. Due to absenteeism and poor grades, we can hardly or rarely concentrate on the real developmental work in the After-school, in many cases we try to work on the missing part of the curriculum to prevent the repetition of the school year.
What are they asking for help with?	She is failing several subjects, like English, and she also has difficulty with history and other subjects that require a lot of reading and memorisation. When she enrolled in the After-school, she was failing 6 subjects. In January 2022, she is failing 4 subjects per semester and is closer to a D (2) in 3 subjects. In June 2022 she failed 2 subjects and was sent for a make-up exam. During the summer, we have been trying to work through the curriculum through study skills sessions in the After-school, mainly with the aim of developing ways in which she should be learning independently at home. The problem is that, even though she has a book at home, she does not take it with her. In the first week of August, two

	weeks before the make-up exam, we could not even process half of the course material in this way. As the After-school is closed for a week in August due to the summer holidays of the colleagues, they will have to work through the course material on their own. August 2022 Successfully passed the make-up exam. She attended a session one day before the exam in the school and teacher told her which topics will be asked on the exam. The next day, she studied that one more deeply and she was of course allowed to pass. In the After-school program, we are uncertain about the pedagogical purpose of failing subjects and administering make-up exams in this manner, and we question what lessons it teaches the students. Additionally, why is it not possible for her to achieve a mid-year grade of B? Was the purpose of this to teach the hierarchy of school system, where the teacher has the right to decide according to her/his

	pleasure? This sends the message that the results are not the result of the learning but of the teacher's decision. This teacher is probably unable to encourage her to study during the year, because she/he undervalues all her efforts, and then she/he lower the requirements on the make-up exam. This teacher does not see that in the long term this destroys the student's self-confidence, and says that it is only because of his grace that he succeeds in a make-up exam. If she/he would give a better mark than her knowledge, it would encourage her to study during the year. However, this is not the goal.
Information about school studies	She requires tutoring in nearly every subject. She worries about failing in English. She wants to improve her English *grades*. Our thoughts about her needs: career orientation, development of social competences, academic coaching

Hobby, interest, contemporary group	listen to music, make-up, nail painting, "girly" things, baking
Medical information	-
Other information about the pupil that the staff of the After-school consider important.	RCP, CD (e.g. Regular child protection benefit situation, Cumulatively Disadvantaged situation, relationship with family support, etc.)

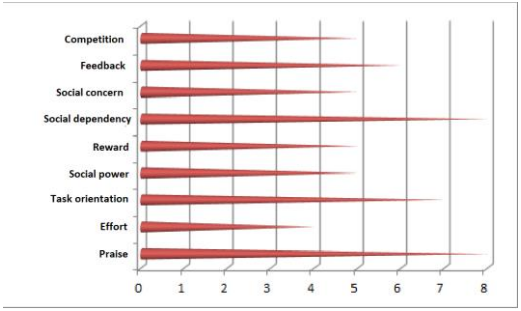
Measurement results (Textual assessments)	**Reading comprehension:** Completion date: June 15, 2021, Date of evaluation: August 1 2021, Test result in percentage: 63% Text evaluation of test: The student obtained 10 points out of the maximum 16 points. She spent 33 minutes on the tasks. She solved the first 4 tasks successfully and flawlessly. She had problems with task 5. In the expository tasks, it turns out that the student struggles with spelling and interpretation problems. Basically, the time allotted for completing the test seems to be sufficient for her to solve the tasks well overall, considering his age and abilities. However, the student also has difficulty handling the computer, she is not used to using such devices. Since in the After-school we often try to make up for school assignments or learn different skills through them, there is not really time left to deal with IT basics. Experiences of occupations: She likes to come the After-school. Her attitude towards learning seems to be motivated with regard to certain subjects. Her results improved minimally. Math: Date of completion: 15.06.2021. Evaluation date: 18.06.2021.

	Textual assessment of the paper: only two out of a possible 12 points. 17.17% of the total number of marks: 17.15. She spent a significant part of the time grumbling. She found the tasks to be too long and boring. She did not understand many words and expressions. She often asked for help and explanations. Even though we reminded her to be punctual and attentive and that this was not a competition, she was still in a hurry. And for the last three tasks, she was just guessing. She did not understand the diagram analysis. She did not know the properties of triangles. Experience of the occupations: 2 November 2021. Foreign language: She study English since 4th grade. Her vocabulary is limited, she has difficulty pronouncing English words. Her vocabulary has improved over the last period and she has become more confident, sometimes using English words when communicating with volunteers. She was involved in an international youth exchange programme at the end of October 2021, so she was able to be away from his family for almost a week. She tried to actively participate, she was motivated to participate even she was afraid because of the lack of language knowledge, but at the same time she tried to translate the topic of the sessions what have spoken to her peers.

	Math: Date of completion: 13.06.2022. 4:20 p.m Date of evaluation: 02.07.2022. Result in percentage: 50% Text evaluation of the test: The student achieved 6 points. The total possible points were 12. She solved the first task well. She made two mistakes on the second task. She messed up the parts where she should have calculated with better attention and she should have check the results with recalculation which she didn't do. If this had happened, her test could have been better. The third task went well, as did the fourth. The errors in the last two tasks indicate that comprehension still needs to be practiced in relation to equations and text-based tasks. **Reading comprehension:** GMP official, validated test in her age group Date of completion: 13.06.2022., Evaluation date: 31.07.2022., Test result in percentage: 33.3% (50% after checking the system by the mentor-teacher) Text evaluation: After the machine correction of the test - Redmenta - it was 33.3 %. The student obtained 4 points out of the maximum possible 12 points. She solved the first task well, although the machine did not accept it because of her spelling inaccuracy. The second task was multiple choice and she had to choose two of the options. She managed to find one out of two correct answers. The third task was

	well solved by the answer, indeed, that the Turks arrived uninvited. In the fourth task, she answered inaccurately, which also shows misinterpretation of the problems, since what dhe wrote could also mean that people are protecting György Varkocs. One word in addition would have clarified what the student was thinking. She solved the fifth task correctly. Her answer to the sixth task is confusing. It is clear to me that she did not understand the question and did not look into her misinterpretations. She solved the seventh task well. The text of the eighth task warns the student that several answers are correct, but she only marked one correctly. In the last task, none of the correct answers were among her choices. After checking, I counted a total of 6 points. Cognitive Profile Test: Date of completion: 20.04.2022., Date of evaluation: 20.07.2022., Time allotted for completion: 38 minutes, Test result: 79% The test consisted of 10 tasks: Figure test 50%, Number repetition 95%, Picture memory 80%, Sound discrimination 87%, Counting task 70%, Spelling test 75%, Counting backwards by threes 100%, Shape drawing from memory 100%, Classification under main concepts 70%, Attention task 87%.

	The student was tired when writing the test. She made mistakes in almost every task. The least successful was the figure test, which indicates a lack of figural abstraction ability. She could not recall the animals she had seen during the visual memory either. Her attention and memory require development. The writing of words, the spelling, and with it the auditory skills also deserve attention and need development. Even during learning, she writes words incorrectly, she often does not find the right concepts to express her thoughts, her vocabulary needs to be expanded, and her ability to express herself verbally needs to be improved. She also made a lot of mistakes in the task requiring concentration, based on this, her ability to concentrate needs to be improved. Motivation profile inventory: Based on the profile, the student can be motivated primarily by company and praise. The nature of the tasks – if it's based on her interest, and social needs can involve her, but the chance of her personal development are not a thing which is motivating to her. She doesn't like to put lots of effort in a task even if it's interesting, in other words changes, which require too much effort aren't motivators. Her motivational profile *now* is typical of less talented student. What is important to her is what the environment is like and what

	kind of feedback she receives from that environment. So, primarily, she can be motivated by praise, positive feedback, and a loving atmosphere. 

Motivation plan – aims and tools			
AREAS FOR IMPROVEMENT		RESOURCES TO USE TO DEVELOPMENT	
Competencies, knowledge	Methods	Competencies, knowledge	Methods

Motivation	Tasks involving movement and play should be provided to maintain her attention.	Cleverness	From the circumstances, from the things that are said, she can immediately find the solutions.
Reading, Reading comprehension, Vocabulary building, Memory	Reading aloud, reading comprehension tasks, listening comprehension, oral summary of the content of a story, understanding the content of proverbs - sayings, reading poems, sound reversal games, online games	Creativity	Drawing exercises - in reading comprehension and history exercises, creating illustrations based on reading, developing a positive emotional relationship with the texts
Composition, passive to active vocabulary	Storytelling, finishing a story once started, explaining pictures by looking at pictures, practising recalling words	Competition	Participating in friendly competitions within a small, trusted group is motivating for her, where there is nothing to lose.

	from a mental lexicon by speaking		
Mathematics - logic	Tasks embedded in text exercises to practice basic arithmetic	Lust to participation in self-knowledge groups.	Reading self-awareness texts that make her think, touch her emotionally, girl-books
English	Developing basic grammar skills, reading and translating, explaining pictures by looking at pictures	Lust to participation in social activities based on music, creativity	Art-based group work to develop her social competencies

Session plan template for individual development

Session plan for individual tutoring, mentoring	
Name of the youngster)	
Short name of the Topic	
Date, time:	
Session's length (hour, minute)	
Mentor:	
Planned thematic:	

Implemented thematic: (What you did...)	
Summary of your conversation	
Reflections (What you've felt in the session and if	

something went wrong, the way of correction next time.)	
Mentor's signature	

Tools for assessment of students in Şcoala Gimnazială Constantin Daicoviciu

Document for anamnesis

I. Personal information

Name:

Date of birth:

Class:

School:

II.Family members:

(name, age, occupation, employee):

a).Father:.....

b).Mother:.....

c).Guardian/relative:.....

e).Siblings:.....

2.Family characteristic- (mark and fill up if necessary)

a)regular e)foster parent

b)one deceased parent f)parents who work outside:

c) divorced parents g)family concent

d)separated parents h)other.....

3.Financial situation: (mark)

very good good average

alarming close to basic needs lower then closer needs

4.Family climate: (mark)

Good relationship between adults and children Small conflicts

Disagrement in family with fight and argue Close to separation

Unfunctional family Good relationship between children with guardians

III.Medical informations: (fill up, mark)

1.family background.....

2.general health: very good; good; medium; not so good.

3. physical development: good; medium; not so good

IV. Particularities:

1.School results: (fill up)

a)prefered courses.....

b) courses with good grades .....

c)courses with medium grades.....

d)courses i dislike.....

e)school activities witch i like.....

f)special abilities.....

2.Level of school aquisitions:

A) Understanding (mark)

- simple facts complex facts
- explain simple facts explain complex facts

b) About school (fill up)

Number of missed classes.....

Not passed courses .....

Repeating the year.....

Low grades.....

Gaps .....

Not interested in school.....

c) Attention (mark)

fluctuating focused mixed distributive

i see easily details: yes/ no

extract the main information: yes/no

d) How do I learn? How do I memorize (mark)

short-term long-term mechanical logical
exactly fragmentary visual auditiv
mix voluntary involuntary recognition

reproduction

e) Imagination (mark)

very good average weak
particularity.....

f) Vocabulary (mark)

rich vocabulary, beautiful communication easy and fair comunication

language disorders

reduced vocabulary clumsy ecomunication poor vocabulary incorrect speech

g) Way of working (mark)

thoroughly conscientious,

systematically rhythmically organized

unequal to fluctuations with gaps

careless, copies homework from others, waiting for parents to do it

disorganized, improvise answers, speculate notes

study only to get passing grades

engages in activity hardly easily

h) Diligence (mark)

high level medium level low level

i) Creativity (mark)

inventive with displays of creativity — sometimes shows independent, initiative

they work according to template by the rules — insecure dependent without initiative

5. Behavior in lessons/classroom

a) Participation ***(mark)***

attentive, participates actively, with interest, is spontaneous, intervenes with additions, shows uneven interest, usually fluctuating passively, waiting to be requested, is difficult to train, participates only when requested unevenly, absent, with frequent distractions

b) Discipline in lessons ***(mark)***

falls within the discipline of the activity, is receptive to observations and guidance

disciplined only under direct supervision unresponsive to requirements,

undisciplined

6. Behaviour in a group, social integration

- Participation in group life:

active, good organizer, animator of the group, sociable, communicative, comes up with ideas, proposals, less communicative

integrates into the group but prefers executive tasks reserved, isolated,

shows no interest, turbulent with peer training and deviations,

runs away from activities, is individualistic, has tics (blinks, sways rhythmically)

7. Personality features

a). Temperament *(mark*

extrovert ; introvert ; impulsive; uncontrollable; calm, controlled; irritable; tolerant, patient; sometimes aggressive; balanced; active, energetic; slow; apathetic; resistant to stress; gets tired quickly; easily adaptable; hard to adapt; talkative; silent; lack of trust; determined, full of initiative; with a tendency to dominate others; persevering; undecided; sensitive, emotional; bold; emotions disrupt his activity; emotional, without negative reactions; cheerful, optimistic; pessimistic; unemotional; hypersensitive; isolated; shy;

.

8. Character features

a)Attitudes towards others *(mark*

respect honor aggression kindness disrespect
lie friendship malice cooperation collaboration
courage arrogance envy selfishness

b)Attitudes towards work *(mark)*

Involvement	non-involvement	Initiative	Diligence
indifference	negligence		

c)Attitudes towards oneself *(mark*

responsibility,	self-critical spirit,	optimism,	modesty
carelessness	conceit	pessimism	boasting

8. future perspective

1. what I would like to do in the future

....

....

2. what would I be interested in doing?

....

....

3. what my parents want me to do in the future

....

....

4. whose advice I would listen to for my future

....

....

5. The proposal of the leading teacher...

....
.....

Initial Assessment Checklist for Student Behaviour for teachers

Name of the student:

1. Agility
    1. **average agility skills** (no excessive running no restlessness no stuttering)
    2. **little agility** few fidgety moves, hands fingers or arms, no excessive activity like are the runaways, like climbing or inability to sit still.
    3. **restless** can sit while performing the task, moves around on the chair but cannot stay quiet,
    4. very restless restless
    5. **hyperactive** can be controlled, has difficulty sitting down, gets up, can be made to sit down again
    6. **very hyperactive** hard to control
    7. **extremely hyperactive** can't be controlled runs away climbs can't sit still for a moment

2. Distractibility and concentration
    1. **is goal-oriented** can maintain interest in tasks

2. **easily distractible** yet goal-oriented, is able to complete tasks if given little guidance
3. **quite distractible** completes tasks with continuous guidance, demonstrates poor goal-oriented behavior
4. **extremely distractible** can only pay attention for a few seconds, is independent of given directions
5. **neither initiates** nor orients towards the task at hand cannot be assessed.

3. Frustration tolerance
    1. **habitual reaction** to frustration, can accept that limits are set up on them, without showing intense emotional reactions
    2. **has difficulty giving up what they want** insists on their wishes, cries and keeps talking about it, but is not very irritated
    3. **reaction exaggerated** to frustration stops for a short time cries screams has a short temper tantrum
    4. **reaction exaggerated** reaction lasting longer than 10 minutes, screams, cries loudly, tantrums
    5. **catastrophic reaction** even to a small frustration has strong tantrums.

4. Cooperation
    1. **good cooperation** follows instructions well and easily adheres to them without insistence
    2. **satisfactory** adheres to them, even if they have to be reminded
    3. **unsatisfactory** follows instructions only after a decisive intervention from the evaluator
    4. **very unsatisfactory** only partially follows instructions after an intervention from the adult
    5. **none** does not follow directions no matter how strongly the adult insists

5. Interest showed in completing tasks
    1. **is eager** to solve tasks is easily stimulated
    2. **generally is eager** to perform tasks occasionally loses interest
    3. is only occasionally interested sometimes not at all
    4. rarely shows interest in tasks
    5. shows no interest in tasks

6. Behavior of attention-getting from an adult

Please consider the following attention-getting behaviors useless questions absurd behavior buffoons praise abstruseness hideous end of illness

1. **never** try to get attention with these behaviors

2. **rarely** try to get attention with these behaviors
3. **occasionally** used by these behaviors
4. **often** use these type behaviors, these behaviors occur almost
5. **always** are characteristic of the child

7. Impulse/temptation control

1. can control their impulses **well** never acts impulsively
2. controls their impulses a **little** sometimes acts impulsively
3. can control their impulses at an **average** level acts impulsively
4. can control their impulses with **difficulty** and acts often inclusive
5. **is extremely** impulsive seldom or never stops to think to the consequences of his behavior

8. Insecurity anxiety

1. no signs of insecurity or fear of tests
2. **at first mild anxiety** separation anxiety goes away but after five minutes
3. some tasks become uncertain **asks questions,** would like confirmation needs a little support
4. **seems insecure** and anxious all the time always needs support and encouragement

5. is very **uncertain** anxious taking tests It is possible only in the presence of the mother or not at all

9. Understanding the instructions

1. understands the instruction **immediately**
2. understands the instruction **after repeating**
3. it understands the instruction **after several repetitions**
4. does not fully understand the instruction **until after a demonstration**
5. does not understand the instruction even after several repetitions and **demonstrations testing must be stopped**

10. Work speed

1. **slow** tempo of work
2. **moderate** tempo of work
3. **adequate** work tempo
4. **fast** work tempo
5. too fast tempo

11. The frequency of interventions by the adult,

1. interventions are **not necessary**
2. **one** intervention
3. several interventions during testing
4. **frequent** at short intervals
5. the child does not react to interventions **interruption of testing**

Multiple Intelligence Inventory with Scoring Sheet (Gardner & Hatch, 1989)

Mark the sentences that are true by circling the number!

1. I hear the words in my head before I read, spoke, or write them. 1

2. People come to me for advice both at work and at home. 6

3. I regularly spend time in the environment rehearsing and thinking about important issues in life. 7

4. I like to be surrounded by plants. 8

5. When I have a problem I seek someone else's help rather than trying to solve it myself. 6

6. I prefer books with lots of illustrations.3

7. I have a pleasant voice. 5

8. I prefer team sports over those individually. 6

9. I must practice to develop a skill is not enough to read or watch a demonstration. 4

10. I always hear a false tune. 5

11. I feel better when things are measured qualified analysed quantified.2

12. I often play with animals. 8

13. I think I have a good body coordination. 4

14. I often drumming or humming when working or learning something new. 5

15. Books are very important to me. 1

16. I attended counselling and personal development sessions and seminars to learn more about myself. 7

17. When I close my eyes I often see clear images. 3

18. I have at least three close friends. 6

19. I remember more from listening to the radio or an audio tape than from TV or movies. 1

20. I like to find logical errors in what others say or do. 2

21. I keep a journal in which I record events from my inner life.7

22. I like playing scrabble and anagrams. 1

23. I know a lot of songs.5

24. I am a boss or at least i have seriously considered starting my own business.7

25. I prefer to spend my evenings with friends rather than staying at home alone. 6

26. I can easily imagine what something seen by up. 3

27. If I hear a song once or twice i can reproduce it accurately. 5

28. I experiment with plants and animals. 8

29. I do sports regularly. 4

30. I like to entertain myself and others with rhymes or word games.1

31. I consider myself a leader or others I've been told I'm one. 6

32. I'm sensitive to colours. 3

33. I find it hard to sit still for long periods of time.4

34. I can count easily in my head. 2

35. When I'm working I like to categorize things by their importance. 8

36. I consider that i'm strong-willed and independent. 7

37. Math and Science were my favourite subjects in school. 2

38. I can keep the rhythm of a simple percussion instrument when a song is being played.5

39. I often use a camera or video camera to record what I see around me. 3

40. Others ask me to explain the meaning of the words I use when I write or speak.1

41. I like to wear clothes made from natural materials. 8

42. I am realistic about my strengths and weaknesses thanks to feedback from various sources.7

43. My best ideas come to me when I walk I do jogging or do some physical activity. 8

44. I like to play with maze puzzle games and other visual games. 3

45. I prefer to play Monopoly or razors than to play video games, or play other games alone.6

46. I often listen to music on the radio cassette player.5

47. I dream a lot at night.3

48. As a student I learned English, social studies and history more easily than mathematics and Science.1

49. I prefer to spend a weekend alone at a cabin in the forest than in a modern resort with a lot of people around.7

50. I like to sew, weave, carve, and make carpentry or other manual activities.4

51. Sometimes I catch myself walking down the street humming.5

52. I orient myself easily in unfamiliar places.3

53. When driving on the highway I pay more attention to what is written on signs than to the landscape. 1

54. I feel good in the forest. 8

55. I like to play games that require logical thinking.2

56. I like to teach others what I know to do. 6

57. I feel the need to touch things to learn more about them. 4

58. I like to draw or doodle.3

59. I like to be involved in activities related to my church or community work that involve the presence of a large number of people. 6

60. I like to do little experiments. 2

61. I can respond at personal attacks with arguments. 7

62. I play on a musical instrument. 5

63. At school I found geometry easier than algebra. 3

64. My mind looks for structures regularities logical sequences around. 2

65. I recently wrote something that made me I feel proud or have been appreciated by others. 1

66. The ideal weekend is an outing in nature. 8

67. I feel good in the middle of the crowd.6

68. I believe that almost everything has a rational explanation. 2

69. I have a hobby that I do not reveal to others. 7

70. I prefer to spend my time in nature. 4

71. I am interested in the progress of science. 2

72. I'm a very good cook. 8

73. When I talk to others I often use gestures or other forms of body language. 4

74. My life would be poorer if it weren't for music. 5

75. Sometimes I think in clear abstract concepts that you can't put into words or pictures. 2

76. My conversation frequently calls on things I've read or heard. 1

77. I have some important goals in life that I think about regularly. 7

78. In my room there must be a flower.8

79. I like roller coasters and other similar physical experiences. 4

[1] ____; [2]____; [3] ____; [4] ____; [5] ____; [6] ____; [7] ____; [8] ____.

1- verbal/ linguistic

2- mathematic/ logic

3- visual/ special

4- kinesthetic body

5- musical/ rithmic

6- interpersonal

7- intrapersonal

8- naturist

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