

## Elimination educational and housing segregation in Hungary

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### 1. Short summary of the Hungarian 'Educational Integration/Desegregation Programme'

The PISA examination (Programme for International Student Assessment) carried out in 2000 within the framework of the OECD's (Organisation for Economic Cooperation and Development) educational programmes tested the academic performance and labour market opportunities of fifteen-year-old students in 31 countries around the world. The evaluation revealed appalling conclusions regarding the educational policy of our country: among European countries, **it is the Hungarian educational system that offers the least equal opportunities to children of poor families, with parents of lower qualification.** Based on country-wide survey, conducted in 2004, segregation in the educational system has been increased during the past few years. There are 178 primary schools and 3000 primary school classes where Roma children are the majority. Almost one third (around 28-30%) of all Roma children are educated in segregated conditions (classes or schools). Close to one fifth (around 20%) of all Roma children are stigmatised as mentally handicapped, which is 9 times higher than rate among non-Roma children in primary schools.

**The Hungarian educational system cannot provide equal opportunities for every child.**

- Chances of a Roma child for high school graduation are 50 times less than that of a non-Roma.
- Significant differences in school achievement between disadvantaged and average students
- Selectivity of the school system: The differences in school achievements among schools are more significant than the differences between the achievements of students within the schools.

#### Segregated schools: homogeneous school composition

- residential segregation
- demographic processes
- more advantaged students leaving the schools
- discriminatory practices: creation of Roma-only schools, channelling of disadvantaged children into special schools

**According to statistical data and facts Ministry of education have been introduced the following measures, aiming to eliminate segregation in educational system:**

#### Kindergarten

The key to academic success lies in pre-school education, therefore opportunity-creating measures should be implemented as early as in the kindergarten. Research has proved that 11% of Roma children over 5 years of age do not attend kindergarten. The reason for this is primarily the high

cost of such services, as well as the lack of available places in communities where the number of children increases, contrary to the national tendencies. Since September 2003, disadvantaged children can eat free of charge in kindergartens. Additionally, the new Public Education Act makes it obligatory to admit disadvantaged children to kindergartens, day-boarding schools and student dormitories. In the framework of the Regional Development Operative Programme of the National Development Plan, the opportunity has been offered through public tender for the expansion of available places in kindergartens, as well as the development of the infrastructure of primary educational institutions. These measures will permit the avoidance of the common practice of institutions claiming lack of available places, or social situation as a reason for rejecting the education of children.

#### Integrated education

The previous decree (11/1994 (VI.8) MKM) on the operation of educational institutions was amended in November 2002 with the addition of two new forms of educational organisation (Sections 39/D, 39/E, 54 (7)(8)(9), 39/D and 39/E of Decree No. 11/1994 (VI.8.) of the Ministry of Education being the amendment of Decree no. 57/2002 (XI. 8.) of the Ministry of Education). By ensuring this norm, the Ministry wishes to encourage institutions to adopt the education of disadvantaged students within an integrated framework.

- In the framework of the **capability-exploring preparation**, the school helps students in discovering and developing their talent, adapted to his/her needs and preliminary knowledge, and their catching up with other students, thus improving their chances of pursuing further studies. The amount of the normative support was HUF 20,000 for 2004.
- Since September of 2003, **integrated preparation** can be implemented in the 1<sup>st</sup> and 5<sup>th</sup> grades of primary schools, as well as in the ninth grade of vocational training schools. The amount of the integration normative support was HUF 60,000 for 2004.

The education of children participating in the preparation takes place together with the other, non-disadvantaged students, in the same groups, in accordance with the pedagogic system defined in the decree.

The integrated preparation includes the pedagogic system of capability-exploring preparation, with the difference that in exchange for the normative support, stricter proportions need to be respected in the course of integrated education.

The objective of the integration programme is to put an end to segregated classes, as well as to introduce differentiated education organisation and pedagogic practices that contribute to the school success of disadvantaged students, thereby decreasing the number of early drop-outs.

The National Educational Integration Network (OOIH) will provide professional support for institutions in implementing integrated education with coordinators placed regionally. The OOIH currently operates 45 model institutions, called base institutions, in regions most populated by Roma, which ensure professional assistance for the schools of the surrounding communities in implementing integrated education.

**According to statistics, in the school year of autumn 2003, 8,776 first, fifth and ninth grade students commenced their studies within the framework of integrated preparation, and an additional 24,117 primary and vocational training school students took part in capability-exploring preparation. The number of students participating in the preparation was doubled by the school year of autumn 2004.**

'Out of the Back Row' programme for the prevention of unjustifiably claimed disability One of the often-adopted means of segregation of Roma students is to unjustifiably direct them to schools or classes with different curriculum (previously called special need schools): The Ministry of Education has introduced the 'Out of the Back Row' programme for the re-examination of children unjustifiably labelled as disabled. In the framework of this, we have initiated the development of Special Expert Committees, the periodic re-examination of children (and, when possible, their repositioning), and the re-examination of the cultural independence of the measurement tools. We also conceived a new normative support, which offers further support to general curriculum institutions for the education of re-positioned children. We have narrowed down the conditions of disability, and have made the rules regarding the care of students qualified as disabled more rigorous.

**Based on the re-examination of students educated in special curriculum institutions, the re-positioning in general curriculum schools of 11 percent of the children previously classified as slightly disabled has been proposed from September 2004. The number of re-positioning has quadrupled compared to the previous school years (2001/2002 and 2002/2003)**

#### Higher education

Starting from 2005, disadvantaged students can gain admission to publicly financed university/college courses if they reach the point limit of tuition fee payment courses. In practice, this would mean that while university for children with well-off background is financed by their parents, poor children will be financed by the state. On top of preferential admission, these students would be assisted by a mentor system, to allow them to overcome their initial difficulties, and to make up for their gaps.

**Currently, the proportion of Roma students in higher education barely exceeds zero. According to research, in 2003 1,340 disadvantaged students wished to pursue further studies. Including those who graduated earlier, an expected 1,500-2,000 students may be preferentially admitted to university/college.**

#### Further measures:

- The prohibition of **segregation in schools** appeared as a new element of the Public Education Act, modified in September 2003. The new regulation allows the exposure of **indirect discrimination**. These regulations were later transferred to Act CXXV of 2003 on "The promotion of equal treatment and equal opportunities".
- The "*study hall*" method is a new element in the Act on Public Education. It is intended to promote extra assistance to disadvantaged children to achieve educational attainment and qualifications, in hopes that it becomes a major contributor to reducing dropouts. Human Resources Development Operational Programme is offering grants to assist in the dissemination of this vehicle, which already exists in organised form in the EU countries.
- From September 2003, it is possible to acquire textbooks free of charge on grounds of lack of means. This initiative significantly reduces the expenses of starting school for families in difficult situations.

- According to Section 27 of Heading IV of Appendix 1 to Government Decree No. 1021/2004. (III. 18.) on the government programme and related measures supporting the social integration of Roma.
- In order to diminish discrimination in education, a signalling system permitting the supervision of effective integration processes must be developed and operated.
- The objective of the **anti-discrimination signalling system** is to recognise ethnic or other types of discrimination found in practice, based on existing or currently developed legal frameworks and possibilities, and to co-ordinate the procedure between the most pertinent forms of legal aid. Participants of the signalling system (development and operation) are: government organisations, expert organisations, civil rights and interest protection organisations, Roma minority self-governments.
- For the sake of establishing conditions of educational integration there is a new equal opportunity policy program. In the frame of this program the basic criteria of further developments (especially during the next programming period of EU 2007-2013) will be establishing non-segregation and equal opportunity for disadvantaged, including Roma children.

## 2. The social integration and housing programme for those living in segregated or similar settlements

**Government Decree No. 1021/2004 (III.18.)** on the enhancement of the social integration of the Roma defines all the **government tasks which are aiming at the Roma's social integration, the extenuation of their exclusion and the enhancement of their equal opportunities**. The measures include the improvement of their quality of life, most importantly, the improvement of the situation of all those who live in segregated or similar settlements. (See Sections 14, 15 and 16 of the Government Decree).

**“Segregated settlement”** is any part of a settlement that consist of at least 4 flats of very poor quality and virtually no modern conveniences, are densely inhabited and the access to public services is worse than in any other parts of the settlement. It is a typical feature of these settlements that the walls of the buildings are not well set, there is a refuse and offal dump nearby, the area is watery and there is no gas or electricity supply, running water, drainage and streets have no surface. During the course of historical development, 6 types of settlements have evolved, which can be characterised as follows:

1. *The so-called “spontaneous settlements”, which came to exist close to some other settlements and which are continuously growing.*  
**Features:** the total or partial lack of infrastructure, rudimentary houses comprising, in most of the cases, one single room, which resemble rather a sty, a shanty or a hut than anything else. The dwellers are mostly young people, newly wed or steady couples living together who want to establish a family.

2. *The so called “workers’ colonies”, which are far from any settlement but close to former work-places (mines, brick-factories, etc)*  
Features: formerly these sites had been the living quarters of those working nearby, thus, at that time, they were once considered having a relatively good status. With the closing down of the working place, the vast majority of the original dwellers moved out and was gradually replaced by some marginalised groups and by those who got squeezed out from the neighbouring settlements. The ownership of the houses is generally unsettled and this leads to a rapid deterioration of the buildings. By now these dwellings have become isolated, infrastructure is bare, because public services and shops also closed down, the transport system is deteriorated, because when the production stopped in the area, those who remained or came to live there (many of whom occupy the buildings unlawfully) became devalued.
  
3. **Old- established settlements**, *which have not been eliminated either pursuant to a 1961 Party Resolution, or its amendment in 1965.*  
Features: the houses are located at the verge of a settlement, on a pasture land, watery areas, near to a wood, on a hill or on irregular plots with an uneven arrangement, and are mostly built before 1945 and were once used by poor cotters. There is no running water, drainage or gas supply (only electricity), nor are the roads free of dust.
  
4. **Housing estates established on the basis of a former family and welfare policy**, *i.e. the ones established after 1965 which originally were not meant to be a settlement.*  
Features: a group of prefab buildings erected on narrow plots, of very low quality and a low level of conveniences, many times unfinished and differing from the standards and the taste of the era when they were built. Contrary to the intention of the builders, these council estates are not well-set, located at the verge a settlement, isolated, on poor quality plots and the infrastructure is worse than in the rest of the settlement (a road with a solid surface, drainage or gas and water supply is often missing, too). Attached to the originally poor quality buildings there are many others which are even poorer, so the total image is closer to a “spontaneous settlement”.
  
5. **Segregated settlements in cities**
  - Workers’ colonies and social houses turning into slums.  
Features: uniform and simple buildings built close to former factories, railroad crossings or isolated houses originally built for the poor.
  - City quarters impoverishing and becoming ghettos.  
Features: the former tenants of the one-time council houses moved out to more modern flats or a better neighbourhood and families of an ever lower status moved in.
  
6. **Segregated villages**  
Features: former villages located on hills or in areas unsuitable for farming due to some other reasons, which are difficult to access or isolated and which people started to abandon in the 60ies and 70ies because of the forced kolkhoz movement and the discriminative regional policies. The houses that fell vacant were gradually occupied by poor families who made use of loan schemes extended to them for this reason and thus these settlements have turned into ghettos.

**Segregated settlements came to exist and continue to exist, because their dwellers there have no other alternative.** Families who live there cannot afford to pay for a better quality flat located in a better neighbourhood, a more easily accessible area and having better infrastructure or

public services. The excluding mechanisms of the majority society diminish their possibilities to catch up even gradually. **These settlements are inhabited by the most excluded groups, living in the most disadvantaged social conditions – and many times they are Roma families.**

The location of the settlements is uneven in the country and it coincides with the geographic distribution of the Roma minority. Different surveys, such as the ones carried out by the Central Statistical Office (KSH) in 1993, by the Sociological Institute of the Hungarian Academy of Sciences (MTA) or by Mr István Kemény, indicate that the estimated **number of Roma inhabitants in Hungary is around 500-700 thousand**, and **more than 50% of them live in the north-eastern counties**: Borsod-Abaúj-Zemplén, Szabolcs-Szatmár, Heves, Jász-Nagykun-Szolnok, Pest and Hajdú- Bihar. A lot fewer, but still a significant number of Roma live in the southern part of the Trans-Danube region.

More than 60% of the Roma live in towns and small villages and **approximately 14% of them (cca. 70 000 people) live in segregated settlements**, most of the times under truly deprived conditions. According to the survey conducted by Mr István Kemény in 2003, 6% of the Roma (cca. 36 000 people) live in traditionally Roma settlements. **The segregation of the Roma and the non-Roma in terms of dwelling has increased dramatically in the last decade and it approaches the conditions of 30 years ago.**

**The complex model programme aims at improving the quality of life of those who live in segregated settlements or city colonies** through – apart from the solution of the housing problems – a series of measures intended to facilitate regional development, employment, rehabilitation of the environment and the settlements, as well as access to services, by way of extensive co-operation.

**In order to prepare the model programme, with the Government Agency for Equal Opportunities acting as the co-ordinator, in the spring of 2004 an Inter-Ministerial Committee was set up** with the participation of representatives from the Ministry of Interior, the Ministry of Health, Social and Family Affairs, the Ministry of Employment and Labour, the Ministry of Environment and Water Management, the Ministry of Finance, as well as the National Roma Self-Government and also some external experts. They jointly prepared the detailed concept policy of the model programme.

**The objective of the housing and social programme is to facilitate the mobility and social integration of the families living in segregated settlements.** The model programme is aiming at testing the methods **based on the principle of a gradual re-integration of the families living in segregated settlement or similar areas.** Experience so far shows that a rapid or drastic elimination or rehabilitation of the segregated settlements has failed, because the phenomenon recurs quite soon. Therefore, instead of aiming at the elimination of selected segregated settlements, the programme selects families living in settlements involved in the programme and provides assistance to those who are ready to co-operate actively. Having analysed the methods used during the pilot programme, it will be possible to prepare a long-term plan of action, which can lead step-by-step to the complete elimination of these segregated settlements.

**The programme consists of two major elements: measures aiming at the improvement of the housing conditions and at social integration.**

**In order to implement the programme, a procedure for closed tenders should be developed<sup>1</sup>.** The selection will be done on the basis of professional criteria, with special regard to the types of segregated settlements listed under point I and the problems of those who live there<sup>2</sup>. The invited municipalities will have the chance to prepare their own programmes, which then will be evaluated by independent experts and the most feasible ones will be selected for implementation. The housing and social integration programme wants to enable the implementation of the most specific solutions to the local problems of those who live in segregated settlements. **It is a requirement of the inviter to achieve the highest level of integration possible of those who live in segregated settlements.**

*Criteria of the closed tender for grants*

- Mostly **consortia created by local municipalities** will be favoured, helping not only the improvement of the situation of the marginalised families, but also opening up possibilities for them **to become employed in a nearby settlement with an access to education, health and welfare services of a better quality**. Since the segregated settlements, most of the times, came to exist near small villages, where public services are rather limited, the intention, therefore, is to enhance mobility towards a bigger village or town in the vicinity. The invited applicants should be **several municipalities joined together**, who are ready to participate in one part or another of the project (e.g. access to employment, welfare, health care, education, etc.). Only major cities and Budapest can apply for grants individually. Preferably, **local Roma self-governments or any other entities representing the Roma community should also be involved** (foundations, associations, etc.) in the implementation of the programme.
- The **applicant municipalities should demonstrate the planned level of extenuating segregation in schools and housing**. In order to achieve this, we expect the improvement of the following indicators:
  - In which percentage of the deprived families (Section 39/D of Decree No. 11/1994 of the Ministry of Education) with a child of 0-6 age group can go to school in a new school district?
  - In which proportion a school district of a settlement takes in deprived children of 0-6 age group (Section 39/D of Decree No. 11/1994 of the Ministry of Education)
- Intentions **to involve other sources (e.g. other national funds, EU Structural Funds: HRDP, RDOP, etc.), or any other funding already received for the implementation of the programme**, which may improve the efficiency of the local project (as to the possibilities of funding see Annex No.1). The objective is to complement the support granted under the programme with already existing funding.
- Applicants **should assess the needs of the families to be involved before launching the programmes**. Municipalities should map the readiness to mobility, the ideas and plans of the families. The housing and social integration programme can only be successful with individual solutions tailored to the needs assessed.

<sup>1</sup> The expected date of publishing the invitation for applications is January 1, 2005.

<sup>2</sup> Bids may be submitted by municipalities of the listed settlements, in co-operation with civil organisations and Roma minority self-governments.

- **Further criteria for the evaluation**
  - Diminishing segregation
  - Level of local cooperation
  - Local support of the programme
  - Elaboration of the details of the programme
  - Efficiency of the programme
  - Can the project serve as a model
  - Measurement and benchmarking of the results
  - Utilisation of modern technologies
  - Environment protection
  - International/EU relations
  - Community development

### **Improvement of the housing conditions**

**The improvement of the housing conditions will take place depending on the type of segregated settlement. The most important principle is that solutions should be based on the problems disclosed and on the assessment of needs.** Please find below some options from which the implementers can select from, but they may also freely suggest new ones.

#### *Transfer to a socially integrated environment*

In the case of those who live in isolated areas near a settlement the aim is **to enhance their mobility to an integrated environment by providing an appropriate housing in a bigger town or village nearby.** In order to achieve the complete integration of the families, **it is essential to ensure opportunities to employment, education and health care, which, many times, is very difficult to provide in small settlements or within the deprived areas** (since frequently they also lack these). Therefore, housing should be ensured where the possibilities of social integration also exist. The questions of housing will be solved by the purchase of used flats, which in the first stage of the project will remain the property of the municipality and later will become the property of the families who move in<sup>3</sup>. A prohibition of sale or mortgage will be registered for the real estate in the Land Register.

#### *Rehabilitation of the neighbourhood*

Where the features of the neighbourhood, the geographical distance or the assessed needs do not require the measures described in the previous paragraph, there is a possibility for rehabilitation. **The refurbishment of an integrated or non-integrated dwelling will obviously have an impact both on the neighbouring flats or houses and the wider environment (street-side, the pavement, etc.).** The most important for the municipalities is to achieve the widest possible re-integration of the families into the society.

<sup>3</sup> The period will largely depend on the details of the implementation programme, but it is expected that the transfer of title will take place after 3 years.

## Measures aiming at the enhancement of social integration

Measures to enhance social inclusion cover four areas: social assistance, employment, health care and education.

### Social assistance

Municipalities or consortia of municipalities participating in the programme will set up **expert teams in order for a successful implementation. The team leader will be an expert in welfare matters and there will be representatives of the local Roma self-government, the local Roma NGOs<sup>4</sup>, visiting nurses, a staff member of the job centres and of the social, education and health departments of the municipalities involved.**

The welfare expert will act as the local coordinator of the programme and his task is **to inform the participants about the conditions, help to chose the proper housing solution, find employment and access to public utilities.** During the course of the project will continually be in touch with the participating families and will support and control the compliance with the contracts signed. Since the applicant municipalities may not have fully developed basic services, **a social worker, possibly a Roma, should be involved in order to implement the pilot programme.** The number of social workers to be employed will largely depend on the local conditions, but at least 2 persons will be needed in any local programme. So the budget should also allocate money to fund the salaries and related costs (e.g. travelling costs, administration, infrastructure, etc.) spent on these social workers.

Another element of social assistance is that the participating families, especially those who will move into a new environment, should receive **housing allowance. Allowances will reach the families through the coordinator of the local programme, assisted by the social workers, who will determine together with the families the use of the allowance** (which can be spent on furniture, clothing or consumer goods). The main objective of the allowance is to facilitate the establishment of the family in the new environment. The amount will depend on several factors, e.g. the monthly income per capita in the family, the number of children or the number of dependents, etc.

### Employment

The key question of the social integration of the families participating in the programme is the **re-entry of the unemployed members of the family in the labour market**, since this is the guarantee of the existential security of the family. Participation in the programme is subject to the commitment of the given person to cooperate. **It will be the task of the municipality to ensure employment for the unemployed members of the families** with no income, by way of the following methods:

- In conjunction with the local job centres, making use of the services provided by them, like job-search, training possibilities, public employment, venture development, etc.,

<sup>4</sup> Roma NGOs are all social organisations and foundations, which stipulate in their Charter that they intend to promote the social integration of the Roma.

- Providing a job in the municipality institutions, companies and organisations,
- Participating in the rehabilitation of their own neighbourhood and home.

**Depending on the type of job, the people in question will be remunerated (salary, bonus, etc.), which partly can be financed from this programme.**

#### Access to health care

**To improve the chances to access to basic and special health care services means to assist the families to make use of these services.** It is the task of the local coordinator to participate in attaining the following objectives:

- to acquire a social insurance number for the families,
- to register the members of the families in the adult and child health care system and the visiting nurse system,
- to make sure the children of the families get vaccinated,
- to take care of expecting mothers and newborn children,
- to involve the members of the families in the different public health screening programmes (breast, lung, colon, genitalia cancer, etc.),
- to prepare health promotion plans for the microenvironment (health days, health clubs in the Roma community centres, health promotion plans to meet the special needs of the Roma community, etc.),
- to improve the health and environment conditions of the area (waste management plans, strengthening the role of the National Public Health Authority).

In order to enhance the access to health care, the applicant municipalities can allocate further funding to the programme elements, that may be granted to them accordingly.

#### *Education*

One of the most important factors to enhance the mobility of the families is **to enable school-age children to study under integrated conditions.** These conditions must be ensured also by the municipalities and their educational institutes: The basic institutions of the National Network for an Integrated Education can provide assistance to nurseries and schools to prepare their educational programme.

The costs of nurseries and of primary school (meals, school supplies, etc.) can be covered from the normative welfare system (with the help of welfare experts, visiting nurses, etc.). The municipalities will have the chance to employ an assistant in Roma pedagogy, who will act as a tutor and mentor, thus helping children to catch up with the others.

For the secondary school age group the objective in education should be matriculation. **Only those programmes may be considered successful, if after two years 30% of those who are then 16 years of age are participating in some kind of a secondary education. During the course of the project alternative forms of education may also be organised, and with the help extra-curricular educational programmes to help disadvantaged children catch up.** The programme of the Arany János Hall of Residence can provide assistance to create the alternative forms of education. The alternative form of education may be granted a support in the framework of the programme.

The entire project can be offered as a possibility for practice for graduating health school students, economists, welfare politicians, teachers, theologians, engineers and law school students.

#### *Conflict management*

During the preparation and implementation of the Housing and Social Integration Programme it seems advisable **to set up teams to assist the integration and to prevent possible conflicts (IKMs)** in the settlements involved in the programme and these should work under the auspices of the local coordinating bodies. The members of these teams will be the representatives of the organisations and groups of people involved in the programme, people delegated by the local authorities and some external experts.

#### **The funding of the programme**

**The Housing and Social Integration Programme for those who live in segregated or similar settlements will be funded from the central budget.** For the local implementation of the project other resources will also be available, and it will be a precondition for participation to make the best use of the funds available. Central and regional funding will play a prime role mostly in the case of programmes aiming at social inclusion.

**67% of the total funding will be spent on improving the housing conditions and 25% will be allocated for projects aiming to enhance access to welfare, employment, health care and education as well as social inclusion.**

Under the housing programme, 47% of the budget will be allocated for the transfer of families into an integrated environment and 20% for the rehabilitation of the original environment.

**8% of the expenditures will be spent on the tasks of professional and financial management.**

The table below shows the costs of the different elements of the programme. It is obvious that smaller changes might occur related to the needs emerging during the local implementation.

- The social integration and housing programme for those living in segregated or similar settlements 2005 – 680 million HUF (central government budget)
- The social integration and housing programme for those living in segregated or similar settlements 2006 – 400 million HUF (central government budget)
- The social integration and housing programme for those living in segregated or similar settlements 2007 – 400 million HUF (central government budget - plan)
- Co-operation with other ministries
- 2005 - 150 million HUF + 70 million HUF
- National Labour Foundation – 110 million HUF
- Roma Education Fund – 90 million HUF
- Cities Alliance pályázat – 100 million HUF

#### **Mentor network**

The housing and social integration programme is being implemented by the participation of numerous stakeholders. The main actors are: Romany and non-Romany residents of the settlements, representatives of the local institutions, leaders of the local and Roma self-

governments, and representatives of the MoYFSAEO. Due to the fact that the programme is addressing a socially highly sensitive social issue where many different kind of social problems could jeopardize efficiency decision was made to employ professionally trained and experienced social workers (Mentors) in order to serve as bridges between the MoYFSAEO and the local actors, between local managements and target groups, and solve conflicts on local level. The main goal of the mentoring networks has been to give support for the local authorities, the settlements' inhabitants, and the whole local community in order to fulfil the requirements of the programme.

The MoYFSAEO has invited the Head of the Department of Social Politics at ELTE University to delegate Mentors for each settlement. Mentors are well-trained experts, experienced in working with local governments and families. Usually they are professionals in social and politics issues, working on behalf of - but independently from - the MoYFSAEO. The Mentors keep direct contact with the settlements and visit them on weekly basis. The main goal of their work is to help the cooperation between the local institutions, inhabitants of the settlements and local governments.

The scope of the Mentors' work has been secured by a letter of commission (issued by the Minister of MoYFSAEO) and a contract. The basic principles are ossified by the ethic-codex of social workers. The substance of these basic principles is loyalty towards the inhabitants of settlements who are the final beneficiary of the project. Mentors are obligatory members of local management teams as well. The work and responsibility of the Mentor can be identified basically as community social work; therefore, as a consequence communication rules must meet the requirements of the norms defined in the ethic-codex.

#### **Mentors' scope of work:**

- Keeping systematic and direct contact with the village's local municipalities which holds responsibility for the tasks to be accomplished set in the grant contract.
- Professional involvement, general/technical guidance and assistance in the preparation of vocational accounts, following execution of projects and technical evaluation tasks to be accomplished set in the grant contract. Counselling on adjustment or modification of the planned activities if necessary.
- Conflict-management and assistance in local professional/social issues arising during the fulfilment of grant activities.
- Establishing and keeping contact with and motivating the families concerned in the programme.
- Giving professional assistance and keeping contact with associates of the programme and other individuals, minority self-governments, local organizations and institutions concerned.
- Establishing and keeping contact with consortium partners involved in the fulfilment of the programme (such as employment agencies; micro-regional associations; Regional Development Councils; general county assemblies).
- General assistance in the sustainability of the progamme (e.g.: helping to access other state grant applications or structural fund projects).

- Assistance in finding the appropriate social workers for the programme; training, coordinating and coaching their work in excavating and digesting social situations of inhabitants living in the settlements; exploring the social situation of local Roma and forming possible treatments for the problems.
- Identifying other (others than defined in the grant programme) institutional and NGO activities and duties concerning the integration of the settlement inhabitants and enhancing and encouraging their implementation.

The work of the Mentors so far has been mainly establishing contacts and exploring the strata's local peoples' situations, measuring and surveying families, and organizing the duties of social workers. Subsequently, the Mentors prepare a Strategic Action Plan for describing their duties in details and start write memos regarding their daily and weekly work, which are to be submitted to their team-leaders and the MoYFSAEO. The two team leader hold monthly meetings in order to share experiences, exchange practical observations and work out solutions to specific problems.

The Mentor could sense processes that mislead the programme's original goals and values or the application's main principles. In this case the Mentors team works out possible solutions and prepares an evaluation report to submit it to the MoYFSAEO's Under-Secretary.

General terms and conditions of the successful work of the Mentor:

- As clear and direct communication between the MoYFSAEO and the Mentors team as possible;
- Effective information flow between the MoYFSAEO, Mentors and the beneficiaries;
- Instant and responsible responsiveness;
- With regard to the requirements of the official and legal processes flexible handling of carrying a motion of necessary modification.

Based on the experiences so far the work of the Mentors play an important and very effective part for all the actors (the MoYFSAEO, the local self-governments, the final beneficiaries, and the whole community) concerning the success of the programme, namely the aim of achieving integration and social inclusion.

#### **Further steps:**

Based on the experiences of housing program and taking into consideration latest statistical data on ghettosation there is a plan to launch a new project, focusing on 25-30 most disadvantaged micro-regions of Hungary. Number Roma and other disadvantaged people in these regions is significantly higher than in other micro-regions of Hungary, and they should face very poor infrastructural and human resource conditions.

Main objective of this project:

- Komplex development of disadvantaged micro-regions
- Support of mobilisation

Main proposed elements of the project:

- Development of public services, infrastructure, and human resource
- Management of programs, focusing on elimination educational and housing segregation
- Support of employment services
- Access to high quality education
- Social work
- Community development

Budget

- Basic project elements will be financed by European Social Fund and European Regional Development Fund (2007-2013)