



„Give kids a chance” program in Szécsény micro region

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The fight against child poverty in Hungary

Key social factors leading to poverty:

- low activity rate
- educational attainment
- lack of vocational qualifications
- poor living conditions
- living in a depressed region
- poor health
- belonging to the Roma population



National Programme To Combat Child Poverty

**The National Strategy 2007-2032 “Making Things Better
for our Children”**

The goal of the program over one generation is to

- 1. significantly reduce the poverty rate of children and their families to but a fraction of the current one;**
- 2. put an end to the exclusion of children and the extreme forms of intense poverty;**
- 3. transform the mechanisms and institutions which currently reproduce poverty and exclusion**



Social situation of Roma children

nearly half of the Roma population is considered to live in extreme poverty



their schooling is related to the problem of the education of the „disadvantaged” and „multiply disadvantaged” children.

	Roma children	Non Roma children
disadvantaged	80%	38%
multiply disadvantaged	65-70%	17-19%



Failure in education of Roma children

Children in Hungary who

- do not go to kindergarten, and
- go to secondary schools that do not award a graduation diploma

are more likely to be **Roma**



But at the same time...

the issue of the education of the Roma **does not equal** to the issue of education of poor children



Roma pupils are exposed to **prejudices** and suffer from the consequences of the **school teachers' stereotypical way of thinking**



Segregation of Roma children - Data

The number of segregated schools has increased constantly in the past three decades

The proportion of Roma students among entire school age children are **doubled** but the homogenous Roma classes are **8 times more** than in 1980's.

1/3 of Roma students study in entirely segregated schools



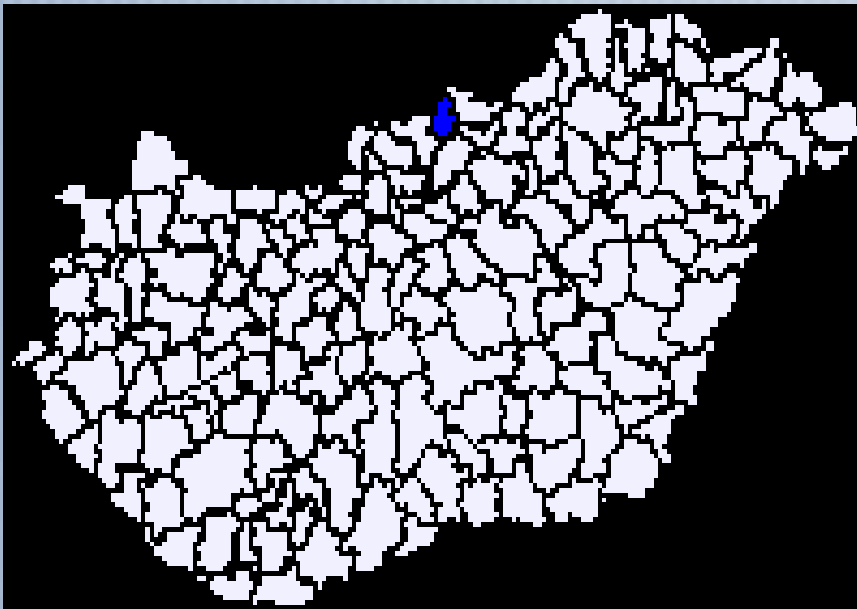
PISA Report

Hungary's system of education is **the least successful** in compensating for social background among all OECD countries

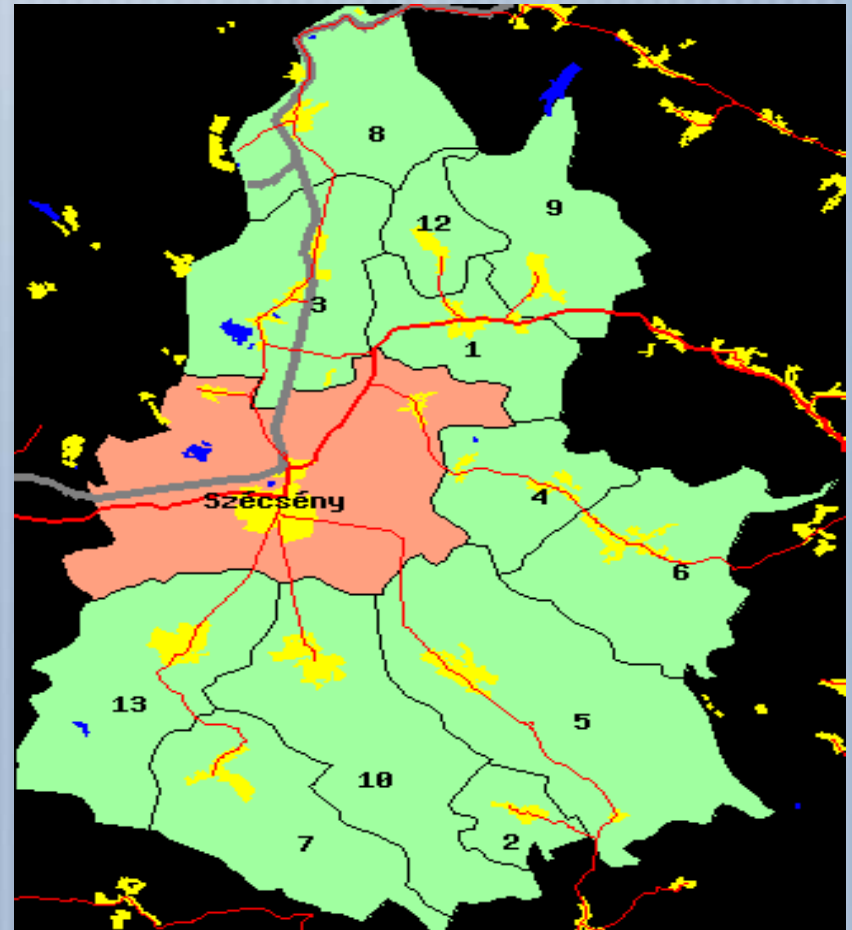


Szécsény

**Szécsény micro region in
Hungary**



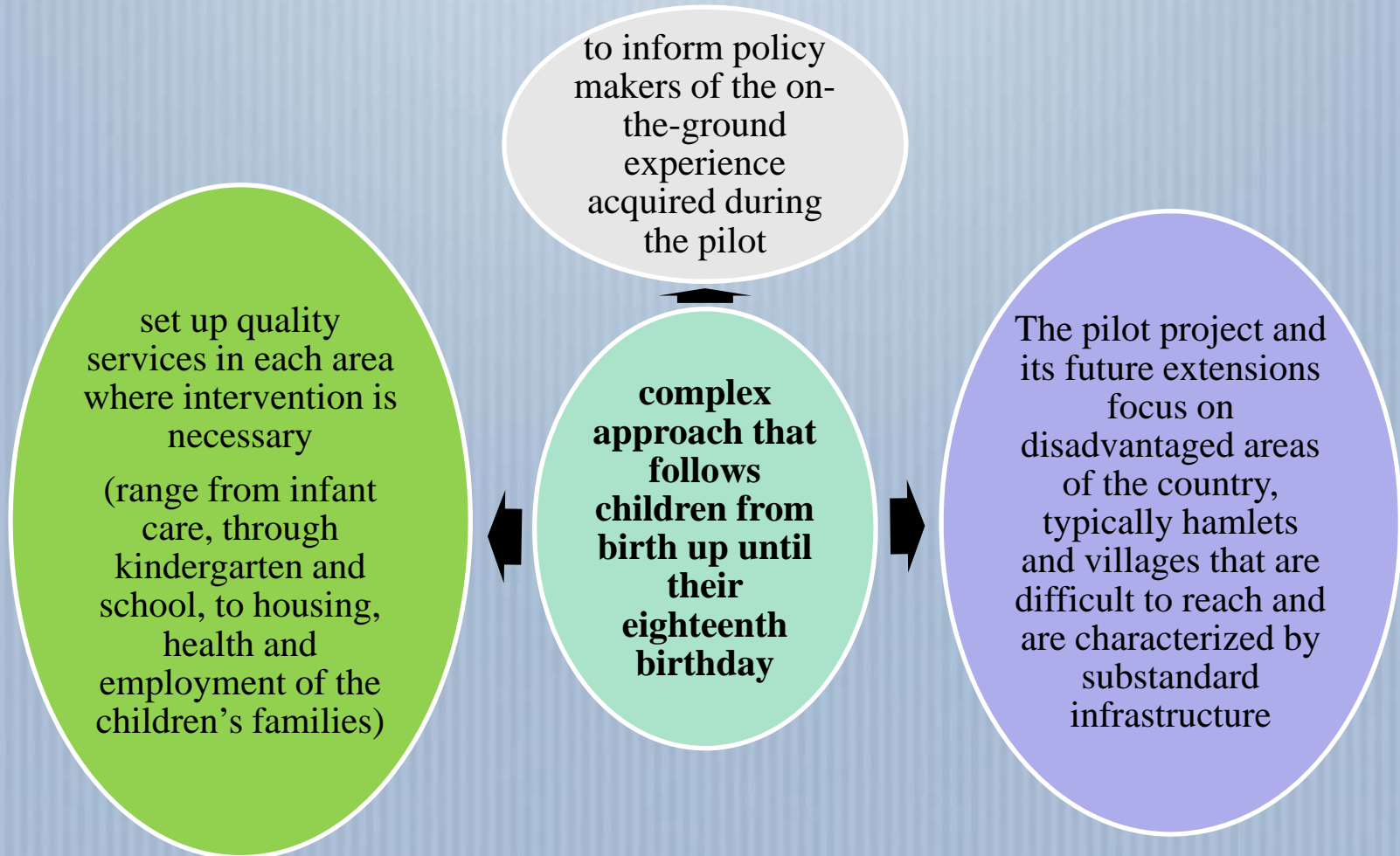
Szécsény micro region





„Give kids a chance”

The Child Opportunity Program of Szécsény





The Experience of The Child Opportunity Program of Szécsény

- Without structural changes at national level, it is hard to influence institutions at local level
- Without the commitment of local decision-makers, it is hard to build child opportunity programs – that is not the priority and often against the local social will (fear of positive discrimination in favor of Roma children and their families)



The Experience of The Child Opportunity Program of Szécsény

Instead of influencing mainstream services and elaborate integrated approach to a complex, inter-sectorial cooperation in favor of children



The Program built alternative services to replace the missing and disfunctioning services



Early childhood development. Sure Start program

Children houses
Early childhood development
Improving the kinder garten situation

Public education development

- School coordinator network
- Study halls in the afternoon (tanoda)
- Afternoon services in the school
- Teacher trainings
- Day time activity in summer and summer camp

Youth development

„second chance” program

Social and community work

- Work with families
- Community center – studying and leisure time activities
- Community work
- Operating inter –professional
- Psychological advices



Educational Project in The Child Opportunity Program of Szécsény

Two types of services

Institutions

the internal organization of the institutions, their pedagogical programs, and training of their teachers, and basically aims to effect an attitude shift to make kindergartens and schools more accepting and integrative in nature

Children

**service is aimed directly at the children:
to make learning more effective and time
spent outside of school more fun**

- set up learning workshops to help the children with their school tasks
- in the afternoons organizing activities such as drama, dance and hand craft
- in the summer, take children to summer camp, and organize daytime activities to fill up the long summer holiday

Try to emulate the **'all-year and all-day school' model**, even if the regulatory environment does not make this entirely possible













