

# Hatáspont Tanoda – an afterschool in Gyöngyös

Elemér Szentpétery

Network of cities which use CLLD principles and  
cultural activities to promote inclusion of  
the Roma in Europe 13.10.2017, Resita, Romania





**CONTEXT – CO-EFFICIENT**  
**COMMUNITY IS VALUE!**





2010  
YOUTH WORK NGO OF PUBLIC BENEFIT  
COMPETENCE DEVELOPMENT

NON-FORMAL PEDAGOGY  
MULTICULTURAL ATTITUDE



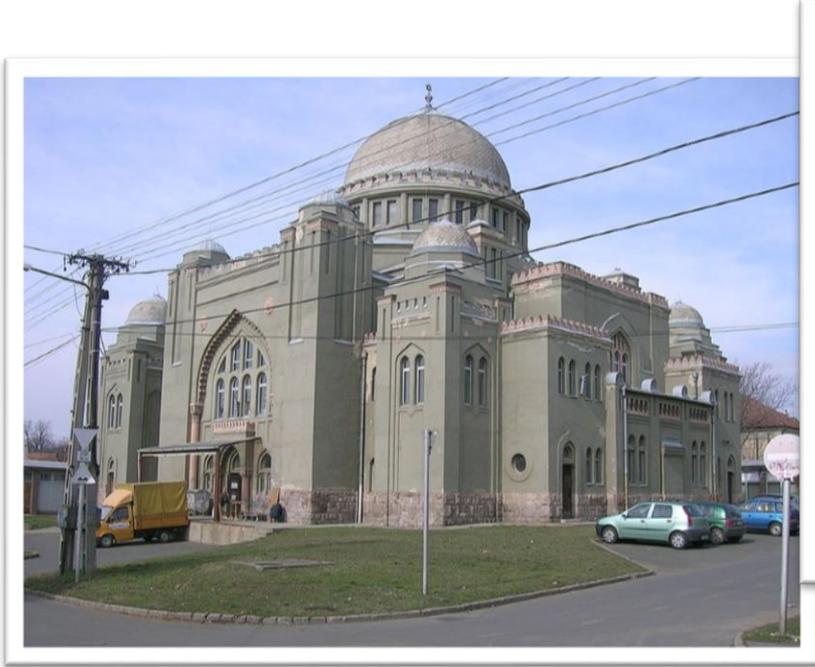


# ÚJPEST YOUTH INFO OFFICE—EURODESK HATÁSPONT TANODA @ GYÖNGYÖS

INCLUSION OF PPL LIVING WITH DISABILITIES  
SURF SAFE — SAFE INTERNET PROGRAMME



# CONTEXT – GYÖNGYÖS



# CONTEXT – SEGREGATES



# CONTEXT – POLICIES

Having a workforce of **educated, competent** citizens is a key condition for a country aiming for a competitive economy

Individuals need to **recognize** the importance of the process of continuous development of their knowledge and skills

Network of institutions **responsible** for education and social fields need to offer the appropriate framework for citizens to develop their value on the labour-market



# HATÁSPONT TANODA (IMPACTPOINT AFTERSCHOOL)

Provides competence development services for more than 30 young people aged 7-18 with disadvantaged background and endangered by ESL since 2014



# TARGET GROUP: 7-18 ENDANGERED BY ESL

The formal **schooling system is not able** to offer appropriate learning methods for young people with fewer opportunities

The process leads to **early school leaving (ESL)** due to various social disadvantages and learning difficulties (e.g. low income level, parents with lack of education and/or suffering from unemployment, roma minority, etc).

Labour-market opportunities for young people lacking certificates are narrowed down, leading to higher unemployment levels and the **conservation of poverty**



# NETWORK OF AFTERSCHOOLS - OBJECTIVES

- A loose national network of independent institutions supporting young people with disadvantaged background and endangered by ESL
- Aiming to decrease the competence gap between the target group and non-disadvantaged learners
- By using learner-centered methods, a mentoring process, non-formal education and recreational activities offered not only for the learners but their families as well
- Leading to stronger ties between the learner and formal schooling system and a higher rate of successful graduation



# STRUCTURE, STAFFING

- Due to the independency of each Tanoda, structure and staffing are colourful
- Compulsory elements as per „Tanoda Standard”, apart from management: three mentors
- Structure of „Hatáspont Tanoda” includes a full time social worker with the task of family caring
- Opening hours are strictly after-school (opening at 16:00)

As of 2017: 32 students, staff of 5, 100 m<sup>2</sup> of space

# ACTIVITIES

- 1-1 and group mentoring process according to individual development plan
- trainings, activities facilitated by specialists (e.g. sensory training to improve concentration and level of attention, art therapy, safe internet workshops, etc)
- Thematic events, open days for families and friends (e.g. Roma holocaust, creative workshops, etc)
- Thematic camps, excursions: bio-village, zoo, theater



# RESULTS





# LEADNFL – CAUSES OF ESL

A two-year long strategic partnership funded by Erasmus+ aimed at researching the causes, circumstances and means to prevent early school leaving and also the connection between early school leaving and having children at an early age.



# THE PARTNERSHIP



# ACTIVITIES

Research (HU, RO)

Methodology  
development

Dissemination (HU,RO,  
BE)



# RESEARCH

Was conducted in Romania and Hungary involving more than 300 (Hungary: 162, Romania:150) subjects in each country using the snowball method as sampling.

Subjects were early school leavers between ages 14-22 all from disadvantaged communities.

The research used both qualitative and quantitative methods: survey and focus group discussions. (not representative)



# KEY FINDINGS

While amongst all ESL students 29% had children, 45% of those were not planned.

Subjects who already had children 72% named having children, 19% named lack of motivation to study, 15% named frequently being absent from school as **the main reason for their early school leaving.**

Starting a family do not have the necessary support from the social/educational system which would allow them to both graduate from school and fulfil their duties as parents.

# RESULTS

- Full research report
- Methodology manual with toolkit
- Website
- 3 large scale dissemination events
- Follow-up – as pilot was not funded
- Three language (HU,RO,EN)

LEADNFL.EU

THANK YOU

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