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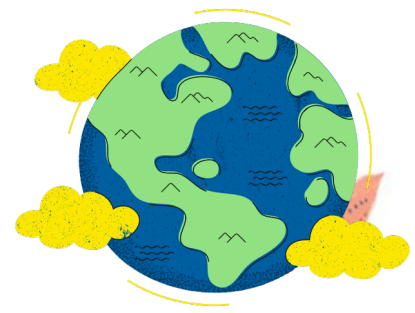


**"And you must learn, otherwise you will never  
have anything in life."**

## **Tackling early school leaving**

**KONKAV , Budapest**





## TABLE OF CONTENTS

INTRODUCTION	03
CHAPTER 01: Definition and literature review	07
CHAPTER 02: DATA ANALYSIS	14
CHAPTER 03: ACTION PLAN	22
CHAPTER 04: REFERENCES	30

INTRODUCTION

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3

## **Addressing Early School Dropout Rates: A Comprehensive Strategy Overview**

We are excited to present an overview of our comprehensive strategy aimed at tackling a significant social issue within our district: early school dropout rates.

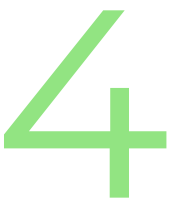
Our strategy involves a meticulous examination of the multifaceted factors contributing to early school dropout rates, followed by a systematic collection of best practices from various sources, including educational institutions, community organizations, and governmental agencies. Through a series of interviews with educators, students, parents, and community leaders, we have conducted a thorough analysis to gain a deeper understanding of the underlying causes of this concerning trend.

Based on our extensive research and insights gathered from stakeholders, we have identified three key solutions to address early school dropout rates. These solutions encompass targeted interventions such as

- mentorship programs,
- restorative practice workshops
- supervision for teachers

Importantly, these proposed solutions are not only theoretically sound but also practical and actionable, reflecting our commitment to driving tangible change within our community.

However, to effectively implement these solutions and achieve our objectives, we recognize the critical importance of securing support from various stakeholders, including educational institutions, government agencies, non-profit organizations, and community leaders. Therefore, our primary objective with this strategic document is to initiate a dialogue, foster collaboration, and cultivate partnerships that will provide the necessary resources, expertise, and support to realize our project's goals and create lasting positive impact.



## Meet the Konkáv Community Center

The community space run by the Konkáv Foundation is located in Budapest, in the Central Ferencváros district. Since the industrialisation in the 19th century until recently, the area has traditionally been known as a place of residence for working families of lower social status. With the decline in the demand for resources from agriculture, there has been an intensive influx of the rural population and traditionally this area has also been home to Roma workers, often as labourers in the factories in the area. Social tensions, cramped living conditions with no or low levels of comfort, low incomes and urban existence have always attracted deviance. In the previous century, the district was one of the central areas of crime and prostitution. Some kind of intervention was therefore essential. For more than three decades, this part of the district has been undergoing a continuous rehabilitation process, with old, often uncomfortable housing being demolished and replaced by new, often significantly more expensive, mostly privately built houses. The new housing has led to the ongoing gentrification of the district. It has slowly changed the face of the area over the last decades. Open street crime is a thing of the past and it is now possible to walk peacefully around the neighbourhood at night.

There is a major transformation underway in the district, with a significant reduction in the number of rented homes, particularly those available on a social basis. Many people cannot/will not be offered new rented housing by the municipality, they receive financial compensation and move to outer districts or to the countryside. But the change is not yet complete, with many streets still retaining their old, worn-out atmosphere and hundreds of families still living in conditions of the last century. Many of them are still affected by social problems such as unemployment, crime, poverty and general hopelessness. KONKÁV offers its services mainly to this population.

Besides housing, education is another priority area that affects our clients. Almost without exception, the children who come to us all go to the same two schools, while there are many other options in the district. There are no officially segregated schools in Hungary, yet we see that these two schools are almost exclusively attended by Roma children. Early school leaving is very common, school violence and learning dysfunction are systemic. In many cases, there is no escape from these institutions, as those who try to apply for a change of school are often faced with the fact that there is no school that will take them.

The Konkáv Community Space celebrated its sixth anniversary last spring since opening its doors. Initially dedicated to creating an integrated community day service for the local residents of Central Ferencváros, our main goal was to support and promote the local community, facilitate social integration, and encourage personal development. We offer a variety of services ranging from providing learning opportunities to assisting with official matters, as well as organizing various cultural and artistic programs. These include art therapy, music club days, and various community events such as theater performances or movie screenings. Thus, the Konkáv Community Space serves as an important hub for local community life and cultural activities, contributing to the personal development of participants and strengthening cooperation.

## INTRODUCTION

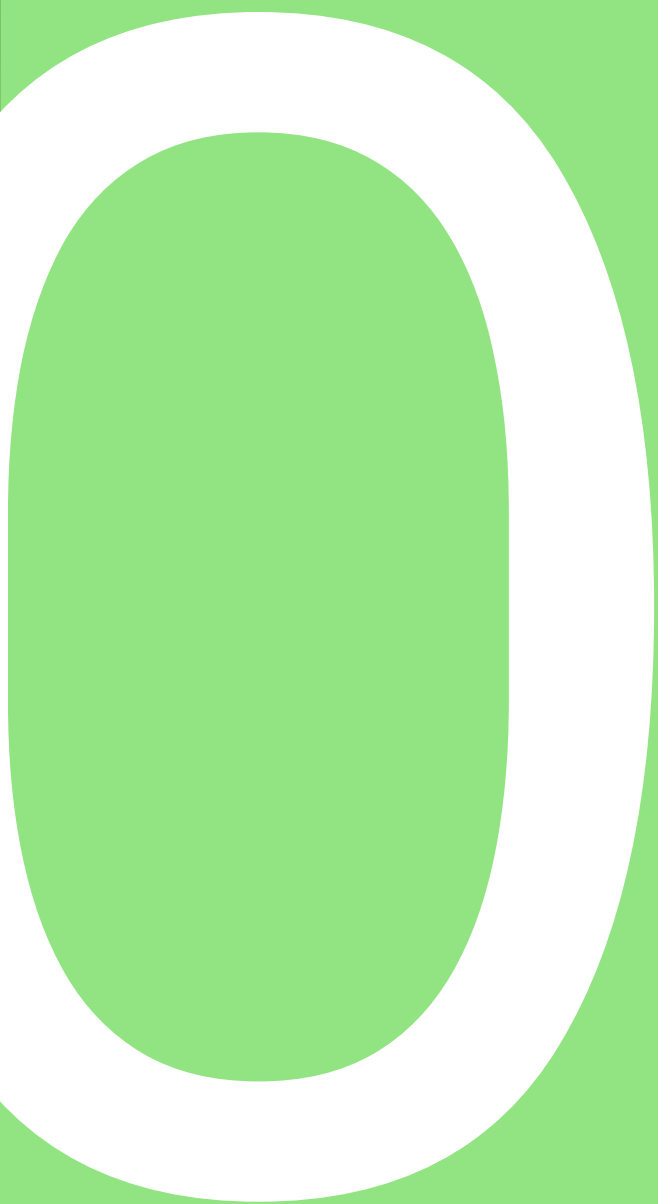
Over its six-year journey, the foundation has continually expanded and enriched its initiatives. Especially during the challenging times of the COVID-19 pandemic, the foundation stepped up by offering online education and support to children facing barriers to learning due to lack of resources. This led to the creation of a study space run by dedicated volunteers, providing invaluable assistance to students in need.

Moreover, the foundation actively guides young minds in career exploration through regular orientation sessions for high school students. They also pair volunteers with students to help improve academic performance and navigate future career paths. These community-driven efforts by the Konkáv Foundation not only strengthen local bonds and individual growth but also play a pivotal role in fostering social inclusion and building bridges across diverse social groups.

We regularly work with professionals from the 9th district of Ferencváros on joint projects and share experiences of our work with children and young people. We work with a variety of methodologies with different organisations: mentoring, tutoring, individual and community skills development, community building, presence-based youth work, music and other arts activities, art therapy, sports development, etc. However, there is a recurring and complex problem we are facing year after year: the dropping-out of young people from school, early school leaving and the emergence of additional problems. The aim of this analysis is to list the main factors of early school leaving and to make strategic recommendations that can be applied in the 9th district.

### **Choice of theme:**

The Includate project Konkáv Foundation is the Hungarian partner in the Erasmus+ funded Includate project. The partnership explores new forms of inclusion through innovative tools. The project is based on the premise that European societies are getting increasingly more diverse and that immigration itself is a source of diversity. Building on this, the European Commission has complemented its immigration policy. Priorities include promoting an integrated approach to inclusion and involving immigrants and citizens with an immigrant background in policy-making and integration measures (EC 2020 Action Plan). To this end, we have also carried out survey and analytical work on a local level within our partner organizations using community mapping and community reporting methods. During this analytical work, experts from several fields of research highlighted that there is a systemic problem in the field of education in the district and that the education of students from several social groups are thought to be affected (EDUCATING FOR INCLUSION analyzing INCLUDATE communities 2023). Therefore, we chose the theme of education, and within that, the area of early school leaving in this strategy document.



## Early School Leaving - Definition and literature review

*This chapter attempts to define the problem, briefly reviews the relevant literature and identifies indicators.*



"Based on the history of the district and the effect of the past development processes, organisations like Konkav Foundation have to face the serious level of early school drop-out rates. Consequently, this chapter attempts to define the problem of early school leaving, and we briefly review the relevant literature to identify indicators. With analysing the problem, Konkav Foundation aims to understand the depth of the early school leaving and attempts to define a possible intervention method and an action plan.

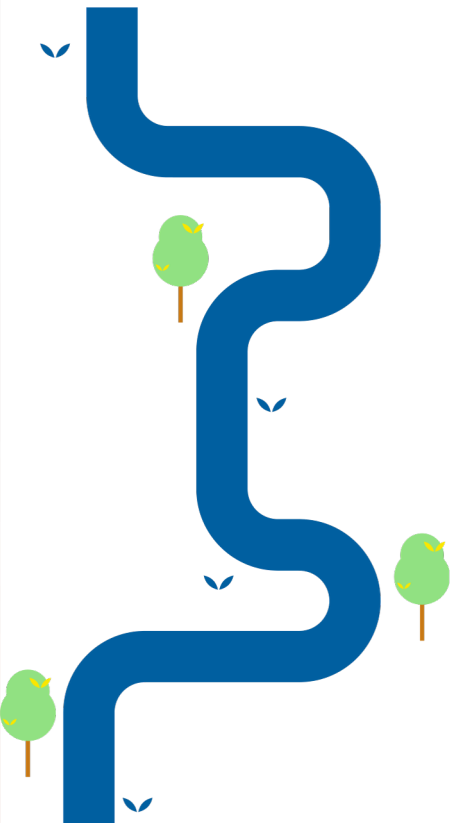
## Country statistics

"The past decade has not brought any improvement in early school leaving. In 2021, the early school leaving rate was 12.0% (compared to the EU average of 9.7%, which is showing an improving trend, and the EU target of 9%). This rate is higher in the least developed regions and among Roma (62.7% compared to 9.9% for non-Roma) (MNTFS, 2022). Data on educational attendance shows that the reduction of the compulsory school age from 18 to 16 in 2012/2013 had a significant negative impact on school attendance (KRTK-KTI, 2021). Although the reform intended to facilitate the entry of those young people into the labour market, who left secondary school early, it did not improve the probability of their employment. Instead, the reform has increased the likelihood that 16-18 year old school leavers are neither in school nor employed (Education and Training Monitor 2022 - Country Report November 2022)." The following accurate summary shows that we are by no means facing a District 9 problem. It is clear that, based on measured trends in education, early school leaving is a significant problem that needs to be addressed in the long term.

## SUSTAINABLE DEVELOPMENT GOALS

Sustainable development goals are identifying numerous areas of general human development and serve as a driving agenda for many organisations that implement developmental work. As Konkav Foundation aims at working on the field of education and community development, we also highlighted the most important goals regarding our problem analysis.

Among the international guidelines, it is important to mention the Sustainable Development Goals (SDGs), which summarize the understanding of increasingly complex problems of global concerns and the steps towards their solution. Based on the "Transforming our world: an agenda for sustainable development to 2030", the SDGs include specific targets and tasks to be achieved. Point 4 covers Quality Education, which is relevant for us, and states: Equal opportunities, universal access to quality education and lifelong learning opportunities for all. Here, we list the sub-goals and tasks that are necessary to reach the above stated points, according to the NGO Roundtable on Sustainable Development Goals, which are important in reducing the early school leaving.



#### “4.6. UNIVERSAL LITERACY AND NUMERACY

By 2030, we ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

#### 4.7. EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

By 2030, we ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

#### 4.8. BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS

We build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.”

#### **NEET Youth**

There is another area of problem identification that serves as an important background knowledge for our work. The NEET Youth is a frame which is used widely among several organisations to define one of the main problems related to the future and development of youth.

The global goals and challenges identified indeed set out the main directions for quality education. The sub-goals include the importance of young people obtaining vocational and other qualifications, without which our target group could become not only early school leavers but also NEETs.

We call those young people early school leavers, who are not in employment, education or training, NEET Youth for short. A large proportion of young Hungarians aged 15-29 are not in education, employment, or training (NEETs), according to Eurostat, and are not entering the labour market, or are drifting out of it (Eurofound NEETs).

## Early school leaving and skills

At this section the most significant defining factors will be analysed to understand what are the environments leading to early school leaving.

It can be seen that young people who are not in education or employment could be drifting out of the labour market in the long term. But what leads to this trend? Early school leaving is a complex process of interacting factors with pedagogical, social and other aspects (Hanák 2016, p.3). Some examples:

- early school years: underdevelopment of learning skills
- school environment: students do not feel comfortable in school, teaching methods are unsatisfactory
- not meeting their needs, there are no opportunities to be active, no sense of achievement;
- if schools lack individual attention then differentiated development practices won't be effective
- 

There are multiple categorisations in the international literature:

According to Schargel, Franklin - Thacker, Tony - Bell, John (2007), the reasons for early school leaving can be divided into four risk factors: previous school experiences; personality and psychological characteristics of the student; problems in the family background; school risk factors (Hanák 2016).

Based on the recently published results of last year's competency assessment, the results paint a bleak picture of the skills of 6th, 8th and 10th graders in public education: „According to the assessment of the Education Office (OH), 40 percent of the 90,000 students, about 36,000 children nationwide, tested in the final year of primary school, cannot understand text at basic level' (Zsuzsanna Balázs 2023).

## Indicators of dropout

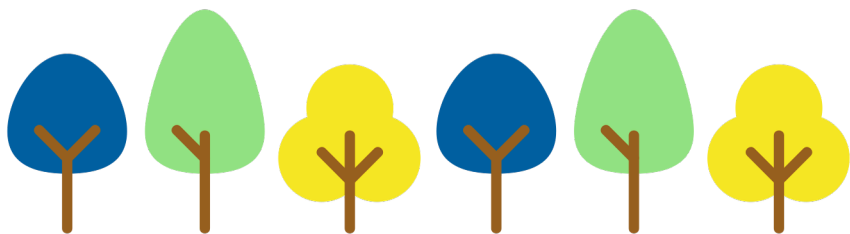
In summary, early school leaving is a widely researched topic as the problem is not new in Hungary. After understanding the background factors of this issue, it is important to analyze the main factors that lead to school drop-out in the educational institutional settings. To have a structural understanding of the local situation, statistical data would be needed on the following criteria:



A student is considered to be an early school leaver if, on the same day of the previous year, they are still on the register of students, but on the reference date of the year in question (1st of October and 1st of February of each year) they are no longer on the register and they have not completed secondary education. This can be analysed with the following legal status categories and has legal status codes (Fehérvári 2015). The following characteristics are also useful in exploring the problem in Ferencváros:

- Completed vocational education without obtaining a vocational qualification
- Successful completion of the final year of vocational school (without vocational qualification)
- Discontinued education by own decision (not compulsory education)
- Completed lower level vocational education without obtaining a lower level vocational qualification
- Non-payment of late fees (not in compulsory education)
- Termination of employment due to unauthenticated absences (not compulsory education)
- Failure to complete studies for the second time, with unilateral declaration by the school (not subject to compulsory education)
- Expulsion, disciplinary decision
- Legal obstacle (age limit)

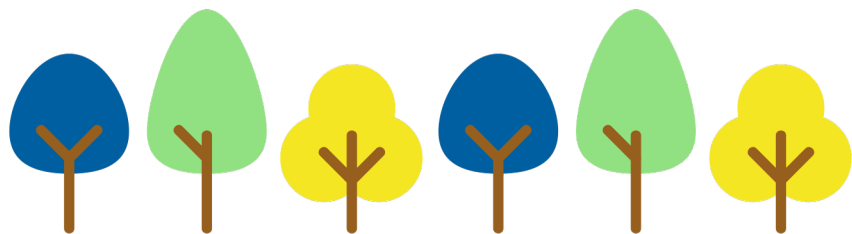
Unfortunately, the Konkav team has not received any data from the school district to analyse; consequently we miss the quantitative background information. The school system is centralised and administered by the adequate school district system. A qualitative research was conducted in order to have a clearer view.



## Overview of local institutions

In order to identify the main actors in the life of the children and their families as beneficiaries, the list of local institutions are going to be listed. These organisations are also considered as stake-holders that can influence the problem of early school leaving.

Inner-Pest School District Centre and the South Pest School District Centre: two central educational distribution offices that are responsible for 9th district of Budapest. There is a handover currently going on to the South-Pest District Centre. Secondly, the Human Development Office of the 9th District Municipality has to be mentioned, which is the operative management office of all public, social and cultural departments of the district including social housing and Ukrainian refugee shelters. There is also a drug prevention office funded by Blue Point Foundation responsible for local and city-wide prevention programmes and education workshops with a lot of experience in local schools and communities. The local Social Institution Centre is responsible for working with local inhabitants through programmes and different offices dealing with the social needs of the district inhabitants. It is also utmost important to mention the school social workers' team that are the agents of the local social institutions and they are the real bridges between the families, the children and the local educational institutions. Last but not least, we need to mention the local youth organisations that are representing an informal and safe place for the district children and youth and are also part of the local child protection network; consequently, these organisations are also partners in spotting and acting against early school leaving signs. In summary, these are the local agents of change that can be directly contacted to work on the early school leaving problem.



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## DATA ANALYSIS - INTERVIEW EXPERIENCES

*In the next section, we quote from interviews to gain a better understanding of the problem and to explore local relevance. The interviews have been organised according to four criteria, in an attempt to synthesise what was said into categories.*

In order to have a deeper understanding in the early school leaving issue, we dedicated a full section for local qualitative data. To gain a better understanding of the problem, semi-structured interviews were conducted with district students, involved parents, social case managers, school social workers, youth workers and other educational professionals. The interview experiences provide full evidence of risk factors leading to early school leaving and help to gain a better understanding of the problem and to explore local relevance. The interviews have been organised according to four criteria, in an attempt to synthesize what was said into categories.

## 1.SUPPORTIVE ENVIROMENT - HOME

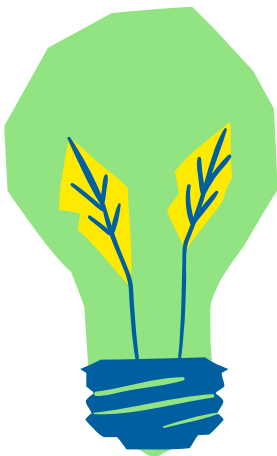
13 year old student's experience:

*"To make sure I don't get distracted, I need a desk, a chair and a place to study. No constant noise, like it is now. There are 14 of us living together and so studying at home is often not possible. I don't think it's possible to study like that. I need to have a separate environment where I can do my homework, whatever." " ...Let's say there's a problem with your family. You have to leave school to help your parents."*

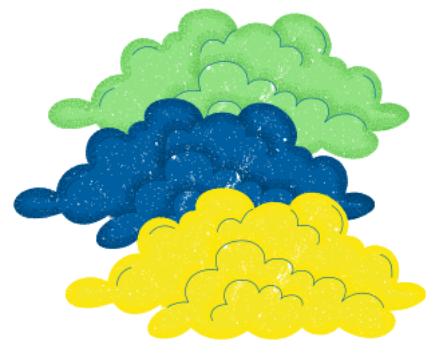
**The above listed interview section is straightforward: if a family home is overcrowded and there is no private space for a child to have a quiet moment to sit down and study, it can easily result in enormous drawbacks in his/her education process. It is important that local institutions compensate the lack of study space.** The experience of a school social worker in the 9th District:

*"The kind of cultural, family background that can support school attendance is missing and let's face it, that's the most important thing on the road to early school leaving. In these families there is no value in learning, no value in knowing. In fact! They don't even value it in such a material sense because they don't see that knowledge can improve their life conditions. They assess what a child's learning is good for and then they pretty much conclude that it's good for nothing. Which of course is not the case, statistically we know that better educated people find it easier to get a job."*

**As mentioned in the literature review, the family background is one factor that is enabling the study process of a child or hinders it with the difficulties at home. It is vital that local institutions strengthen the importance of studying and reinforce the connections with the family and the school.**







School social worker in the 9th District:

She sees it as "Generally, the family is the starting point of everything and it's mostly the families with multiple disadvantages. The causes are e.g. extreme poverty, low education, housing problems and unemployment itself. They cannot afford the things that a child needs."

**Many professionals can identify the structural issues that the local families are struggling with, namely low income related everyday difficulties. Well-implemented state and local social policies are needed to tackle these issues in the long-term.** Teacher at a special education secondary school funded by a foundation

*"The current education system cannot overcome the difficulties of a family's socio-cultural background. It is completely out of step especially for children where the socio-cultural background is not oriented in this way. Education doesn't have a value because that is not traditional and for these families the school cannot offer an alternative."*

*"In general, children are excluded from school because school does not only not eliminate these differences but in many cases even reinforces them."*

**There are several quality studies regarding the systemic problems of the Hungarian educational system and how it is not helping the mobility of children, but conserving their social status. This can be counter-affected by better schools and the education sector.** A mother from the district

*"The situation is that I have lot of siblings. I always had to help someone, I was always looking after small children. I always put my siblings before myself and I also met my partner early. It was always me sitting at home with the 1-2 year olds and they would ask me for papers of justification from the family doctor. "*

*"Well, a stricter parent who is firm and says 'you're not staying at home, school is number one priority. Not that I could do whatever I wanted. In some ways I regret stopping at sixth grade but now that I look back I helped my parents and siblings a lot at the time."*

**Young people who drop out of school early often come from families where learning cannot be regarded as a priority due to low income and daily struggles. Even parents often have low education and often face financial insecurity. Housing poverty, which is unfortunately also common, means that they cannot provide a place for their children to study in peace. In addition to their daily struggles, parents no longer have the energy to help and encourage their children to go to school and learn. It is also very common for girls to have to look after their younger siblings and relatives during school hours so that the adult members of the family can bring money home for the family.**

## 2. SUPPORTIVE ENVIROMENT - SCHOOL

As a second area of focus, there will be institution-related factors listed to see the responsibility and struggle of the local institutions.

14-year-old student

*It is important for her that "They [the children] get praise from the teachers because it motivates me, for example. And it's also good for me that I've received several scholarships".*

**It is understandable from the above mentioned quote that children often interiorise negative feedback or the lack of quality feedback. They are the ones also struggling with problems at home. Consequently, children might feel discouraged by professionals.** 13-year-old student

*"...teachers are nice and don't tell you off and aren't rude. And that if you do something wrong you don't get laughed at. And that whoever has a problem, don't make other things involved.*

*- What do you mean, don't get involved?*

*- Not to be judged for what one has at home, but instead help them. "*

**Many of the professionals in low income areas of the district are struggling with several problems: high class number, lack of methodologies to address children. At the end of the day, very often they are facing burn-out or tiredness and have the students feel that.** School social professional working in Ferencváros

"Now schools are where the teachers go in, give their lesson and then separate themselves from the students. There's no organic presence because these schools are scary, I think, for teachers as well. It's the kids from these very bad socio-cultural backgrounds that form the school environment and not the teachers. "

**The school social worker group is a professional team that work in local institutions. Many times they have numerous institutions and more than 1000 kids to look after from their position. The real advantage of having their professional support at school is mainly lost by the number of clients they have to serve daily.**

### 3. SCHOOL-HOME RELATIONSHIP

School social worker "the school is not following up with the children and that is a huge mistake. There is an attitude that it is the parent's job to catch up. Here, unfortunately, there is no value in parents and teachers having a relationship. We try to make up for these in small jobs on the weekdays, or do it instead of them."

**As mentioned before, there is a lack of capacity of the school staff to build real relationships with families and children.** , School social worker "For example, against skipping class, it would be useful if the student knew that by the time they got home, parents would already know they skipped classes. If there is no information flowing, then its easy to just leave school and hang out.

**In several cases, the students feel the lack of adult supervision, so they can easily skip classes without any outreach due to lack of capacity.** Teacher in an alternative school *"What's also very important is that no one feels excluded or vulnerable because they come from a different background from their peers. Usually, children are left out of school because school not only does not erase these differences, but in many cases it reinforces them."*

**Professionals say it is important that there is communication between the school and parents. It would be desirable for parents and teachers to keep in regular contact and provide each other with information about the child. In this way, for example, the number of truancy cases could be reduced dramatically. In addition to this, it is important that students feel at home in their school and can connect to their teachers. School should be a place where it is good to arrive, where it is good to be.**

### 4. SCHOOL ENVIRONMENTS AND METHODOLOGIES

In this section another main factor of early school leaving will be analysed: the school environment.

Social worker in Ferencváros

"Another problem: these schools, which have huge student numbers, are a hotbed for children with behavioural problems. [...] These schools don't have any methodologies like the Presley Ridge method that we had here at the Domino's School."

*" I see several functions of this. It's important to develop a relationship of trust and not only with the child but often with the family. Credibility and consistency should be very dominant in that.*

**If schools can represent a calm and safe space for children with necessary limits and expectations, the available methodologies can help students to stay in the institution. The lack of these methodologies result in a malfunctioning school environment.** Teacher in an alternative school

*"The school should provide a community that engages young people and makes them feel like they own it. We need adults in schools who are authentic and worth learning from and worth being with."*

*"I think such a mentoring school is for everyone, not just those at risk of early school leaving. But for those who are at risk, I would put a bigger emphasis on mentoring.*

**The school environment is not complete with the presence of authentic and stable professionals that can work with children at the verge of early school leaving, as the above listed quotation illustrates as well.** School social worker working in Ferencváros

*"There was a boy whose mum and I made a deal that I would go to their house every morning before school started and have coffee with the mum until he got ready. Luckily, I didn't have to do it for months because the kid realized that I wasn't going to give up and keep coming until he started school on his own. It made a big difference that by me getting to know his family back home we had a point in common."*

*"We had a very close bond with the families and it was our job as family carers to be a bridge between the family and the school. But the child was always at the centre. It was the child's job to find the gaps, how he could fit in there."*

**The schools most affected by the problem do not have an appropriate pedagogical programme and are so overcrowded that it is impossible to tackle early school leaving effectively. The professionals interviewed stressed the importance of mentoring in addition to schools that support children. The importance of mentoring where parents, teachers and mentors work closely together for the children.**

## Identified problems

In summary, a core list of problems can be identified related to early school leaving. These are the following: lack of support at schools, not ideal atmosphere at the educational institutions, lack of training for professionals, the lack of background information for structural issues in the case of families the children at risk of school drop-out, lack of qualified professionals in number at different institutions, the missing of a diagnosis and action plan related to children at risk of school drop-out, lack of conflict management methods on the long term between schools-families-children-professionals, and lack of supportive family background. In order to have a better understanding of the situation of 9th district, a qualitative research was conducted.

With some necessary feedback and data analysis, Konkav team has developed an action plan to tackle the issues with the organisations' tools and staff. The organisation has ten volunteers and several professionals to work with in order to develop the local institutional professional networks and the professionals' methods to work with the children. In the following section a proposed solution is going to be presented that the Konkav team is planning to implement in order to tackle the problem of early school leaving and in case there is adequate funding.



## ACTION PLAN

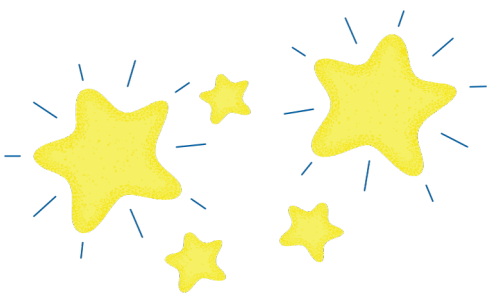
*This chapter presents potential responses to the outlined issue. We introduce an intervention, mentoring, which can be effectively implemented within our organization's modest budget, utilizing our existing resources and capabilities. Additionally, we discuss two other interventions that would be highly beneficial but currently surpass our organizational capacity, and unfortunately not feasible given the current political climate.*

Based on a brief literature review of the topic and an analysis and systematisation of the recorded interviews, we have prepared proposals for solutions. Solutions that could be started immediately at local level, with the involvement of local organisations and the support of the local government. We have tried to highlight the opportunities for immediate change. We present programmes that could be implemented as a kind of pilot programme, first on a small scale, but then, after evaluation, could be extended to the whole district.

## MENTORING PROGRAM

Mentorship programs play a crucial role in preventing school dropout rates by providing valuable support and guidance to students facing various challenges. One of the primary functions of mentor programs is to offer personalized attention and assistance to at-risk students, helping them navigate through academic, social, and personal difficulties. Mentors serve as positive role models and advocates for students, fostering a sense of belonging and motivation to succeed. By establishing trusting relationships with mentees, mentors can identify early warning signs of disengagement or academic struggles and intervene promptly to address underlying issues. This proactive approach helps to mitigate risk factors associated with school dropout, such as low academic achievement, lack of parental support, or social isolation.

Furthermore, mentorship programs contribute to creating a supportive school environment conducive to student success. Mentors collaborate with teachers, counselors, and other stakeholders to implement strategies for academic enrichment, skill-building, and goal-setting tailored to individual student needs. Through structured activities, workshops, and one-on-one mentoring sessions, students gain essential life skills, resilience, and self-confidence, enhancing their overall academic performance and well-being. Moreover, mentor programs often incorporate family involvement and community engagement initiatives, fostering a holistic approach to student support. By strengthening connections between students, families, schools, and communities, mentorship programs create a network of support systems that reinforce students' commitment to education and resilience in overcoming obstacles, ultimately reducing the likelihood of school dropout.





## **Our mentoring program plan**

### **The mentoring process**

The programme, facilitated by the Directorate of Social and Child Welfare Institutions of Ferencváros (FESZGYI), focuses on providing support to primary school students up to the age of 24 based on recommendations from school and district social workers. The selection process considers criteria such as need, vulnerability, and motivation. Participants receive a monthly scholarship of 30,000 HUF for five months, funded by the municipality. The initiative aims to address a range of needs through additional budgetary elements, including mentorship, training, joint camps, workshops, and therapy sessions.

The programme operates in 5-month phases from September to January and February to June, with a maximum of four phases per participant. Progress is assessed at each stage, involving activities such as mentor meetings, group sessions, restorative conflict resolution, and mentor team discussions. Participants commit to active involvement, cooperation, and collaboratively planning grant expenditures with their mentors. Mentor responsibilities include weekly consultations, goal-setting, organizing group sessions, liaising with the mentored person's family and teachers, and keeping progress logs.

Evaluation encompasses process evaluations through reports, progress logs, and team meetings, feedback questionnaires from mentees, parents, and teachers, as well as an annual evaluation summarizing the programme's achievements after the first two phases.

The comprehensive approach ensures a holistic and impactful support system for the participants.

### **Our proposal outlines the detailed tasks and subtasks of the mentor program.**

#### **1. Preparations:**

- **Detailed Planning:**

Elaborate the detailed plan for the mentoring and scholarship program, taking into account the needs of the target group and the program's objectives.

- **Staff Selection:**

Select and prepare 5 mentors working in the Concave Community Space for mentoring activities.

- **Setting Objectives:**

Establish consensus among participants regarding the program's goals and expectations.



## 2. Communication and Community Involvement:

- School and Community Information:

Inform students and their parents about the scholarship program's opportunities and application requirements through the District Family and Child Welfare Center, school teachers, and staff of the Concave Community Space.

- Application Reception:

Collect applications for the scholarship program from students selected from the designated school.

## 3. Commencement of Mentoring Activities:

- Mentor-Student Pairing:

Pair mentors and students considering the suitability of applicants and mentors.

- Start of Mentoring Period:

The first mentoring phase commences in September and lasts until December. Mentors hold weekly individual meetings with their mentees.

- Organization of Group Programs:

Mentors organize group programs for mentees, including art therapy, sports, and other leisure activities.

## 4. Community Building and Family Support:

- Family Days and Celebrations:

- Organize family days and celebrations for mentees and their family members during school breaks and holidays.

- Communication with Families:

Mentors maintain regular contact with mentees' parents and family counselors to support students during mentoring.

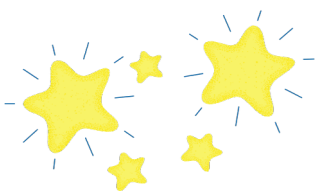
## 5. Scholarship Management and Goal Achievement:

- Financial Planning:

Assist students in planning the use of the scholarship to support their learning and personal development.

- Goal Achievement:

Support students in achieving their set goals and regularly monitor progress.



## 6. Evaluation and Development:

- Regular Evaluation:  
Periodically evaluate the program's performance and gather feedback from participants on the effectiveness of the mentoring and scholarship program.
- Improvements:  
Identify areas for improvement and enhancement of the program based on evaluations.

*The following suggestions are more of an exploratory nature, as their implementation far exceeds our financial and human resource capabilities. Furthermore, achieving such integration would require a level of collaboration between the civil sector and the education system that is currently unimaginable given the present political climate.*

## TRAINING OF PROFESSIONALS, SUPERVISION

Restorative techniques offer valuable tools for addressing conflicts and fostering a positive school environment conducive to preventing early school leaving. These techniques emphasize repairing harm, restoring relationships, and promoting accountability through inclusive and collaborative processes. By focusing on dialogue, empathy, and mutual understanding, restorative practices enable individuals involved in conflicts to express their perspectives, feelings, and needs in a safe and respectful space. Rather than resorting to punitive measures, restorative approaches aim to empower both students and teachers to take responsibility for their actions and actively participate in finding constructive resolutions.

### 1. Organize Professional Workshops

- Identify suitable restorative techniques and practices relevant to addressing conflicts in schools.
- Invite experienced facilitators or trainers knowledgeable in restorative justice principles to conduct the workshops.
- Determine the schedule, duration, and logistics for the workshops, considering the availability and convenience of teachers in Ferencváros.

## 2. Implement Restorative Techniques in Schools

- Introduce restorative techniques to teachers, providing them with comprehensive training and guidance on how to effectively implement these practices in their classrooms. Encourage teachers to incorporate restorative approaches into their
- daily interactions with students, promoting a culture of empathy, communication, and accountability. Monitor the implementation of restorative techniques and provide ongoing support and feedback to teachers, addressing any challenges or
- concerns they may encounter.

## 3. Evaluate Impact and Effectiveness

- Assess the impact of restorative techniques on reducing conflicts and improving the school atmosphere through qualitative feedback from teachers and students.
- Collect quantitative data on disciplinary incidents, student engagement, and retention rates before and after the implementation of restorative practices.
- Analyze evaluation findings to identify strengths, weaknesses, and areas for further improvement in the application of restorative techniques within the school context.

## Supervision for teachers

Supervision plays a crucial role in ensuring the effective implementation of restorative techniques within schools, providing ongoing support, guidance, and professional development opportunities for educators. Supervision sessions offer a structured platform for teachers to reflect on their practice, share experiences, and receive feedback from experienced supervisors or peers. Through supervision, teachers can deepen their understanding of restorative principles, refine their skills in facilitating dialogues and conflict resolution processes, and address any challenges or concerns encountered in applying restorative techniques in their classrooms.

### 1. Establish Supervision Sessions

- Design a schedule for regular supervision sessions, considering the availability and workload of teachers in Ferencváros. Identify qualified supervisors with
- expertise in restorative practices to facilitate supervision sessions and provide guidance to participating teachers. Determine the format and structure of
- supervision sessions, incorporating opportunities for case discussions, role-plays, and skill-building exercises related to restorative techniques.

## **2. Support Teacher Development**

- Provide resources and materials to support teachers' ongoing learning and development in restorative practices, such as relevant literature, articles, and online resources. Encourage teachers to set personal learning goals related to the
- implementation of restorative techniques and facilitate opportunities for peer learning and collaboration during supervision sessions. Offer additional training or workshops on specific aspects of restorative justice as identified through
- supervision sessions or teachers' needs assessments.

## **3. Monitor Implementation and Progress**

- Regularly review and evaluate the application of restorative techniques in classrooms through observation, feedback from supervisors, and self-assessment by teachers. Identify areas of strength and areas for improvement in
- teachers' use of restorative practices, providing targeted support and guidance as needed. Document and celebrate successes and achievements in implementing
- restorative techniques, acknowledging the efforts and contributions of teachers to creating a more positive and inclusive school culture.

## **4. Foster a Culture of Reflection and Learning**

- Encourage teachers to reflect on their experiences and insights gained through supervision sessions, fostering a culture of continuous improvement and professional growth. Facilitate opportunities for teachers to share best
- practices, success stories, and innovative approaches to implementing restorative techniques during supervision sessions. Solicit feedback from participating teachers on the effectiveness and relevance of supervision
- sessions, adjusting content and format as necessary to better meet their needs and preferences.

OC



Balázs Zsuzsanna: Lassan a magyar nyolcadikosok fele funkcionális analfabétának tekinthető; a következmények beláthatatlanok

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Co-funded by  
the European Union



**INCLUDATE**  
Educating for Inclusion



Published 2023 by KONKÁV Foundation - Budapest  
(*version 1.0*)

The Programme was edited and published in the Frame of the Erasmus+ Strategic Partnership  
*Include - Educating for Inclusion - 2021-1-DE02-KA220-ADU000035355.*

FREE OF CHARGE PUBLICATION

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