



Pioneering policies and practices tackling educational inequalities in Europe

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Evidence-based co-authored and open-access report of most promising pioneering policies and practices

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Complex Development in Segregated Roma Communities by Bagázs Public Benefit Association [25]

Country	Hungary	
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Name of the policy / practice	Complex Development in Segregated Roma Communities by Bagázs Public Benefit Association [25]	
Short description and the main characteristics of the policy / practice	<p>Bagázs is a non-governmental organization founded in 2010, working to promote the inclusion of people living in segregated communities in two villages near Budapest. Their approach aims to target the complexity of issues faced by Roma families living in poverty. In their programs organized for children, they focus on the development of cognitive and social skills, as well as increasing the mobility of the children. These programs are conducted by professionals and trained volunteers as well, and include individual mentoring, individual cognitive development, support for parents (studying with children, accessing services), youth groups, and summer camps (locally and outside the settlements).</p>	
Target group of the policy / practice:	<p>The practice reaches two segregated communities in Pest County, in the villages of Bag and Dány. Both villages have approx. 4000 inhabitants, in Bag, 350, in Dány, about 600 people live in the segregated settlement. The programs target whole families and school staff as well. According to data from 2021, the NGO was regularly working with 48 families in Bag and 38 families in Dány (Both & Illyés, 2022: 11–13).</p>	
Educational stage or transition phase of the policy / practice	From kindergarten to upper secondary school (ISCED 0, 1, 2, 3)	
Level of implementation	Micro: individual, family, community	
MILC dimensions	<p><u>Multilevel</u>: while working with the children, the NGO aims to cooperate with families and schools, developing parental skills and even shaping the attitudes of teachers. Moreover, they share information about systemic issues, attempting to approach macro-level issues, too.</p> <p><u>Life-course perspective</u>: the NGO works with children from kindergarten age up to upper secondary education, however, in practice this is limited by the constraints of human and financial capacity (ie., there are not always resources ready to follow up on every child throughout the life-course). In the past they also had an adult education program, helping 18+ (mostly older) people to learn how to read and write, complete ISCED 1 and 2-level years or gain a lower secondary diploma.</p>	
Key dimensions of the identification procedure		

CONDITIONS: Foundational premise level	<i>Comprehensive</i>	The practice is highly reflexive about the complexities of social inequalities and their intertwined nature with educational inequalities. It aims to address as many aspects of inequality as possible, such as those in the school system or the job market. Despite its local focus, it takes on the challenge of “giving voice” to systemic issues in public discourses.	high
	<i>Coherent</i>	The practice puts emphasis on individual development and fosters cooperation with families and institutions in which the children live and study. However, such cooperation is limited by the closed and unresponsive nature of the formal education system, as well as reservations and challenges in families.	high
	<i>Continuous</i>	The continuity of different programs of the NGO are at risk due to unreliable human resources (i.e., the availability of volunteers) and funding (based completely on private and corporate donations, rather than the state).	medium
ELEMENTS: Structural level	<i>Contextual</i>	Programs of the NGO are developed in accordance with local characteristics (for example, Vlach Gypsy traditions in Dány, consequences of deep poverty in Bag). Volunteers receive support from professional project coordinators to take children’s individual needs into consideration during the implementation.	high
	<i>Relational</i>	The practice is highly flexible. Programs are evaluated and, if necessary, modified regularly according to the changing needs of individuals, families and communities.	high
TOOLS: Action level	<i>Autonomous</i>	The NGO hires professionals (e.g., psychologists, special educators, teachers), who support the work of volunteers in a highly autonomous way. Individual needs, particular situations and professional experience play a part in the way of implementation.	high
	<i>Reflexive</i>	In the operation of the practice there is great emphasis on reflexivity and learning from past experiences, successes and failures. Throughout the operation of the practice, programs and approaches have been revised multiple times.	high
Evidence backing the policy / practice:		The study of Révész & Dőry (2021) used the method of Social Return on Investment to provide numerical data on the social impact of BAGázs programs. They found that during a period of 20 years, every 1 HUF invested in the programs produces 2.63 HUF profit – 66% of which is gained by the state, while 34% by the beneficiaries. (In terms of education, they measured the impact of BAGázs intervention into the accessibility of services for	

	<p>SEN students.) Applying the qualitative method of the Most Significant Change, Aczél (2018) found that stories depicting positive change in terms of acceptance, solidarity, community, breaking out (of the settlement), own goals, self-confidence were told by adults living in the Bag settlement. In the adults education program of BAGázs, which was running for a few years following local initiative, at least 4 people reached 8th grade (ISCED 2) diploma, 10 stepped up in their ISCED 1 or 2-level studies, and 7 grown-ups learn how to read and write (data cited by BAGázs, 2018: 5). Szilveszter et al. (2021), researching children in the Bag settlement vs middle-class children, found that success in the digital schooling period correlated with organized family routines and the individual motivation of children, rather than SES – and argued for further intervention among low-SES families strengthening individual motivation among both children and parents. Data collected from BAGázs’s professional employees during WP5 indicate that the approach of the NGO is pioneering because it is targeting service providers (meso level) as well as children and parents (micro level) to increase educational equality.</p> <ul style="list-style-type: none"> • WP5 interview and focus group participation with professionals of the NGO • Aczél, Zs. (2018) 7 év–A legfontosabb változás. A BAGázs Közhasznú Egyesület közösségi munkájának hatása a bagi szegregátumban [7 years – The Most Significant Change. The impact of the communal work of BAGázs Public Benefit Association at the settlement of Bag]. Párbeszéd: Szociális munka folyóirat, 5(4). DOI: 10.29376/parbeszed/2018/4/7 • BAGázs KHE (2018) 7 év: A BAGázs Közhasznú Egyesület munkájának hatása a bagi szegregátumban [7 years: The impact of the work of BAGázs PBA at the settlement of Bag]. https://bagazs.org/wp-content/uploads/2019/01/Bagazs-7-ev-A-legfontosabb-valtozas-roviden.pdf • Révész, É. and Dóry, B. (2021) A BAGázs roma telepeken végzett munkájának hatásmérése SROI módszertannal [Social Impact Measurement of the work of BAGázs in Roma settlements with SROI methodology], IFUA Nonprofit Partner (https://bagazs.org/wp-content/uploads/2022/01/IFUA_Nonprofit_Partner_BAGAZS_SROI_20211123-1.pdf) • Both, E.K. and Illyés, T. (2022) A Bagázs tíz éve. Módszertani összefoglaló 2011-2021 [Ten years of Bagázs. Methodological summary 2011-2021]. Budapest: Bagázs Közhasznú Egyesület. (https://bagazs.org/wp-content/uploads/2022/02/BAGazs_modszertani_osszefoglalo_v8.pdf) • Szilveszter, Á., Kassai, R., K. Takács, Zs., and Futó, J. (2021) Az otthoni tanulás sikerességét bejósoló tényezők a Covid-19 okozta vészhelyzet miatt kialakított digitális munkarendben eltérő szocioökonómiai helyzetű családok esetében [Factors indicating the success of home learning and digital schooling during the COVID-19 emergency period among families of different SES]. <i>Educatio</i>, 30(1): 88–102. https://doi.org/10.1556/2063.30.2021.1.7
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Brief concluding analysis of policy / practice in the context:	The practice has a holistic, complex approach to social and educational inequalities. The NGO works with children, responding to their individual needs, but sees them in the context of their families and schools. Moreover, they aim to speak about systemic issues publicly. The practice, however, has been moderately successful at its attempts to influence teaching practice and attitudes in the formal education system.
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