

## **Support and development policy based on equal opportunity principle**

### **Proposal of the Hungarian presidency for the countries taking part in the Decade of Roma Inclusion Program**

#### **1. Challenges: Desegregation-why is it a purpose?**

It has been revealed through series of researches that in countries taking part in the Decade of Roma Inclusion Program non equal access to quality education, elementary, everyday infrastructure are coming not only from regions and settlements' worse conditions populated by the Poor/Roma in larger amount. It is also influenced by the fact, that:

- 1.1 The poorest citizens have weaker ability for lobbying for distribution of development sources;
- 1.2 Without effective desegregation measures/actions developments are not sustainable, and even at best, they only function as painkillers- segregated conditions lead automatically to decay of the more important indicators and public services in general.

#### **A specific example for connections: 35 years of a community**

A Roma-settlement from Borsod-Abaúj-Zemplén County in Hungary was drowned by flood in 1974. Only those People „who deserved it „were allowed to buy building plots in the brink of the village, in the area that is in front of the gipsy-settlement and that also has been under subdivision recently( so this place became semi-populated, this is the reason it is called „chess- quarter” by the locals. The others got their own building plot in the old place of tumble down cottages, where the illegal refuse dump has not been closed for ages by the local government in spite of proposals for years yet. From this so called” chess- quarter” non Roma people are moving out constantly, new streets built up by Roma people are not bituminized, the ambulance does not even come in case of emergency in winter. Beside moving out Roma people are being kept away from the non Roma with educational institutions held up for people from the Roma-settlement –this is a good example how could living segregation lead to derogatory discrimination from education to health care. Children from the Roma-settlement are getting to the local school for children with learning disabilities in large numbers, while children from chess-district attend a normal school held up for this purpose . The quality of education in this school is weaker than in the elite school. Close to the Roma-settlement a nursery has been made for children; its indicators are worse on every account (e.g.: opening hours, physical circumstances, pedagogical provision etc.). But the story is also a good example of starting the eradication of Roma –settlements in the '60-s, '70-s: terminating their maintenance and the way they shift the circumstances upon those who suffer wrongs. In this settlement, everyone, from the director of the nursery school to the mayor, makes the belief mixed with contempt stronger you can learn the good example by close observation from Hungarians, the non Roma, and this prejudice has been accepted partly by Roma people moved from the Roma-settlement. They are to realize nothing can be done, all they did was in vain, because they found themselves in a new Roma-settlement, and their children are to be kept off their institutions in the future, too. Meanwhile the village was growing, it has been promoted to a rank of town in 2007. Investments, improvements are to be seen everywhere. In the Roma-settlement and the „chess –district” not even the snow will be cleaned away.

### **Public education is a good example for dynamism of public services' deterioration:**

-segregated conditions **go with standards' depreciation; it is inevitable:** besides a few committed teachers those who can choose from offered positions (e.g.: because they have a better degree), they will choose those schools /classes where they can get favourable results for the same wage with less energy. (For family helps with the homework makes children study easier or pays for private lessons.)

- the fact, children study by taking patterns most of all, **sets limits to reachable pedagogical results.** On the other hand blending problems gives teachers unsolvable work.
- it has been revealed through mess **of researches** that Roma children taught in segregated classes can get only education at a lower standard, even worse than they could get in the local school: the school buildings are more ruined, there is a lack of demonstrative instruments and lessons given by teachers of a special subject. The improvement should be limited by the first and the second impact: e.g.: there will not be a single good teacher in a well fund school for a longer period.

## **2. The way you can develop wrong**

According to several fact-finding researches most of the newly joined members of the EU suffer from the same problems just like in Hungary. However funds for development were unavailable before, after the joining process sources will flow in these countries. Equal opportunity, living conditions of poor people and deprived groups (in Eastern-Europe Roma people) or women are treated as stressed priority in several documents of the EU. However these principals, or from the other side, scoring sheets help evaluating local projects, in itself it does not guarantee danger of drop out will be reduced through these improvements.

Sources for development can be spent *wrong* in many ways:

- only wealthy can benefit from these sources (supporting funds enforce regions at a disadvantage on the basis of equal opportunity principle);
- an important goal in itself does not take it into account that children from poor families don't go to nursery school (might be sensitive on the surface but not relevant from the point of view of equal opportunity); or as well
- a settlement makes a tender only in order to develop the infrastructure of the „gipsy school” maintained by the local government , however it does not do anything against destroy starts because of segregation(taking it's impacts into consideration these developments are weak and unsustainable).

Three stories, three will the same disquieting results.

The three samples also tell us that support policy pointing to the directions of equal opportunity should work carefully, analyze local needs particularly, and appreciate impacts.

## **3. Two prototypes of support policy based on equal opportunity principle**

Proposal of the Hungarian presidency of Decade of Roma Inclusion Program: to avoid growth of disproportions, beside **regional targeting and intersectorial harmonizing of interventions**, it is also important that **sources for development** are to be distributed in the real light of equal opportunities.

For implementation needed: the settlements are to have clear, general survey in some stressed fields based on well measurable indicators made with the help of independent experts ; and on the basis of these elements they will need defined( but optional, not compulsory) plans and commitments.

These plans are to cover those extended range goals targeting measurable improvement of condition even in middle distance, and the impact of competition projects on these extended range goals, however independent sources should be given to implement these plans.

#### **Cases:**

##### **1. Living conditions: ROP Urban-rehabilitation programs:**

For equal opportunity we have to pay attention particularly to people living in a lower social status in every case of infrastructural developments and settlement rehabilitation supports.

The practice of making possible people get near to (social) infrastructure and observing whether freedom from discrimination and segregation is real or not is definitely important.

We have to make it dependant on strict conditions for awarding additional funds by making working out and realizing documentation of settlements equal opportunity programs' chance making activity in order to avoid and reduce the growth of actual strength of flats in those parts of the settlements where poor people live.

In order to get sources of ROP with expanding, completing function candidates are to make their own Anti-Segregation Plan; this plan is part of their town-planning strategy.

In the first place the Anti-Segregation Plan observes territorial dimension from the point of view of segregation process, the existence of equal opportunity problems in a given settlement.

The role of Anti-Segregation Plan is to make the settlement observe it is own parts where segregation has already started or is in an advanced state and make programs to eliminate segregation; these programs will be implemented through town-rehabilitation programs, in 2007-2013.

The government sends experts during plan making process to be a help by controlling and confirming plan making to guarantee it is adequacy.

Anti-Segregation Programs will be guided and helped by a certain network of experts after the plan making process is over.

**2. Education:** In Hungary from 2007 maintainers are to make equal chance action plane for public education based on Public Education Act.

Making and implementing these plans:

To be able to candidate in Hungary or in the EU you have to make these kind of plans and follow through their implementation. Manual of the Ministry of Education and Culture is to be used during the plan making- process. This manual is a kind of help. The equal chance situation report and program based on the manual observes the given institutions' practice in educational organizing, and whether the settlement is free from segregation , and the pupils' educational and social integration is supported or not.

The Ministry of Education and Culture provides experts for the plan making process and the observation. There will be a100 million Forint's source to enforce the best equal opportunity programs.

#### **4. Proposals for planning support policy based on equal opportunity principle**

Support policy based on equal opportunity can be implemented through think over, refinement and harmonization of sources in different ways. Making manuals and surveys giving basis for situation reports and setting up experts' network is needed, but the review of

calling for tenders, programs, evaluation sheets, the evaluation process and introducing relevant examinations in connection with equal opportunity is also important.

There is a need of wide-spreading consultation with experts and decision makers from the EU who are responsible for planning and grant of ESF/ERDF (European Social Fund/European Regional Development Fund) sources, and last but not least high level of commitment of the participants is also needed.

Being president of the Decade of Roma Inclusion Program, for Hungary it would be a great honour to help with enforcing programs of the Decade of Roma Inclusion with his own means.