

# DARTKE Student Mentoring Program in Service of Szeged and Hódmezővásárhely Desegregation Measures

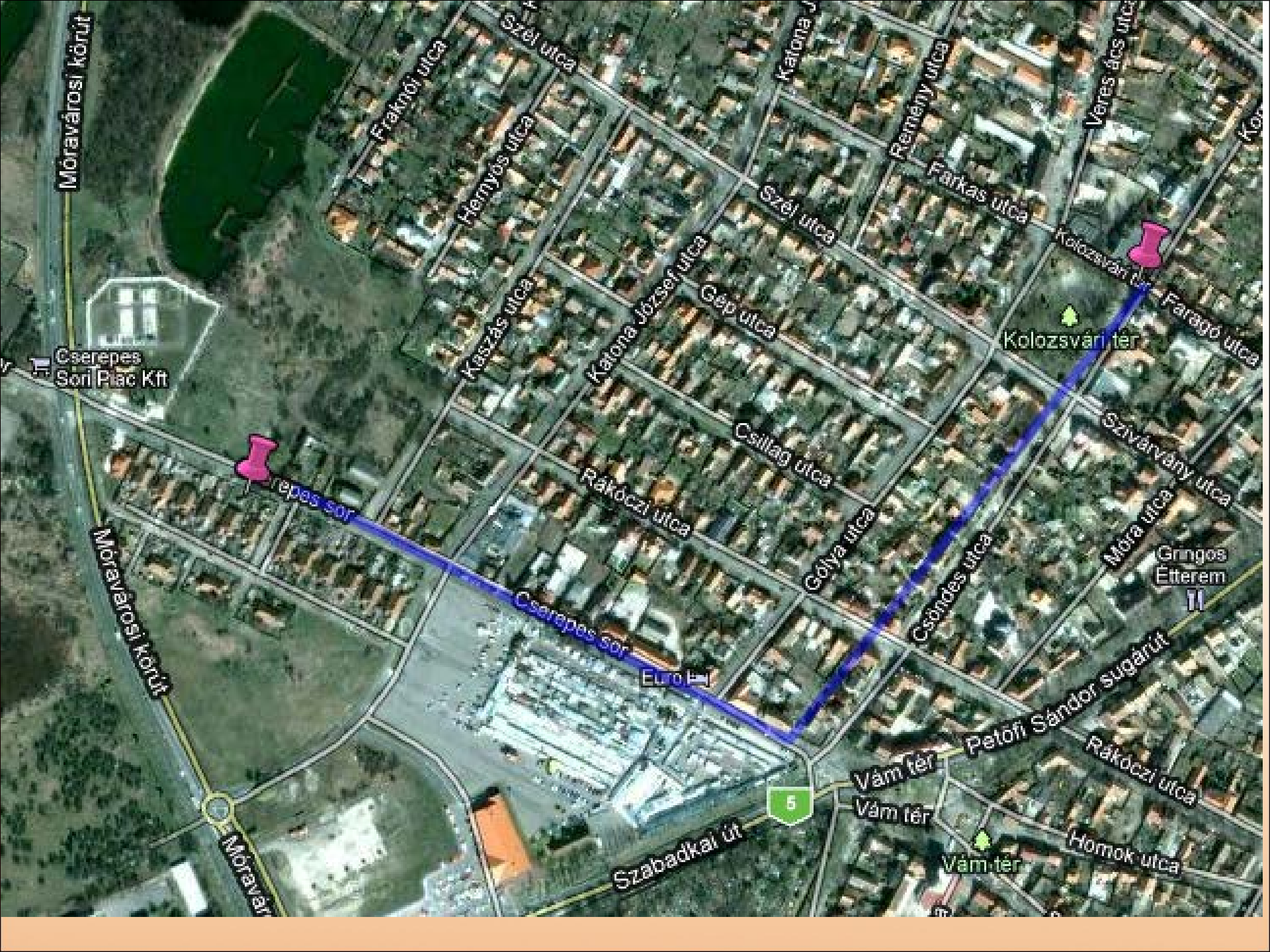
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# Szeged Situation Report (2006/2007.)

- Municipal primary schools (25)
  - 10,590 pupils (headcount: between 163-837)
  - multiple disadvantaged (*hhh*): 396 (0-119)
- Móra Ferenc Primary School (segregating school, serving segregated area)
  - 163 pupils (10 classes)
  - multiple disadvantaged : 119



# Launch of the Desegregation Process

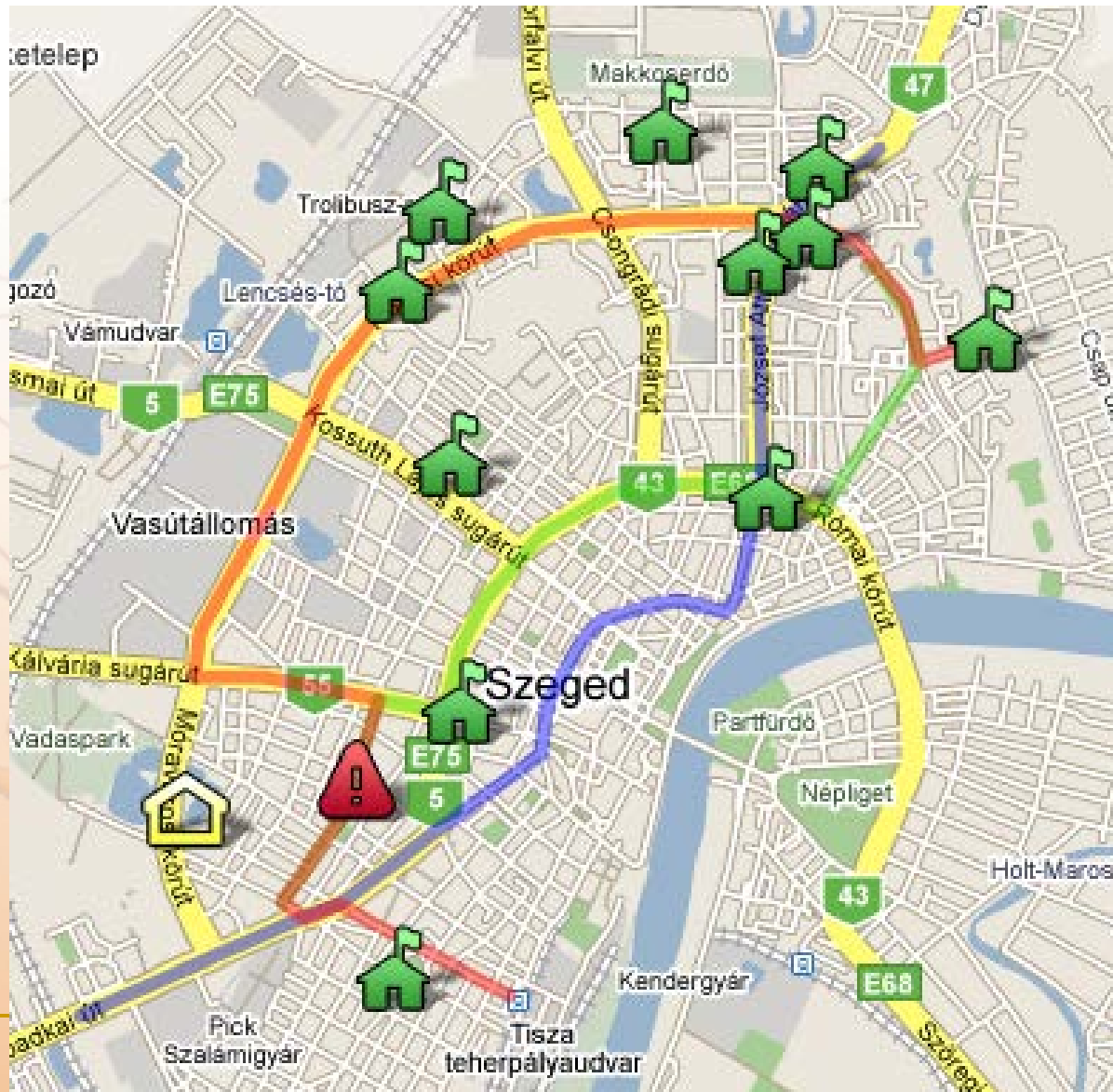
- Change of the legal environment
- Initiative of OOIH – National Educational Integration Network
- The local Gypsy Minority Self-government / Parents joined later
- Results of the competence assessment survey (2006):

	Mathematics	Reading comprehension
Szeged (average)	<b>509</b>	<b>514</b>
Móra Ferenc School	<b>348</b>	<b>296</b>

# Szeged Desegregation Measures I.

- The school was closed in June 2007
- 129 students were moved to eleven elementary schools in Szeged
- The criteria for the distribution of children among the schools and classes were:
  - Free places in receiving classes
  - Language learned formerly
  - The transfer of brothers and sisters into the same school
  - The decision makers were trying to regard to the closeness from living places of children (those not coming from Cserepes sor)

# Major public transportation routes



Receiving school



Móra Ferenc School



Cserepes sor



Tram line 1



Bus line 16



Bus line 90



## Szeged Desegregation Measures II.

- The students received season passes for the local transportation to ease their schoolgoing
- Their teachers were transferred with them as „mentor teachers” to their new schools
- The students received a one time stipend for their schooling
- An association of roma parents, L.I.F.E. Association received funding to ease the burden of desegregation at the Cserepes sor
- The National Network of Educational Integration provided free methodological trainings about integration for schools (4+2)

# Hódmezővásárhely desegregation measures

- Aspects influencing desegregation:
  - Economic Sustainability
    - Number of children decreased
    - School buildings weren't used to capacity
    - Uncertainty of teaching staff jobs
  - Equal opportunities
    - School segregation (Szántó)
    - Multiple disadvantaged pupils / students
    - Roma pupils / students

Aim: Structural and contentwise renewal



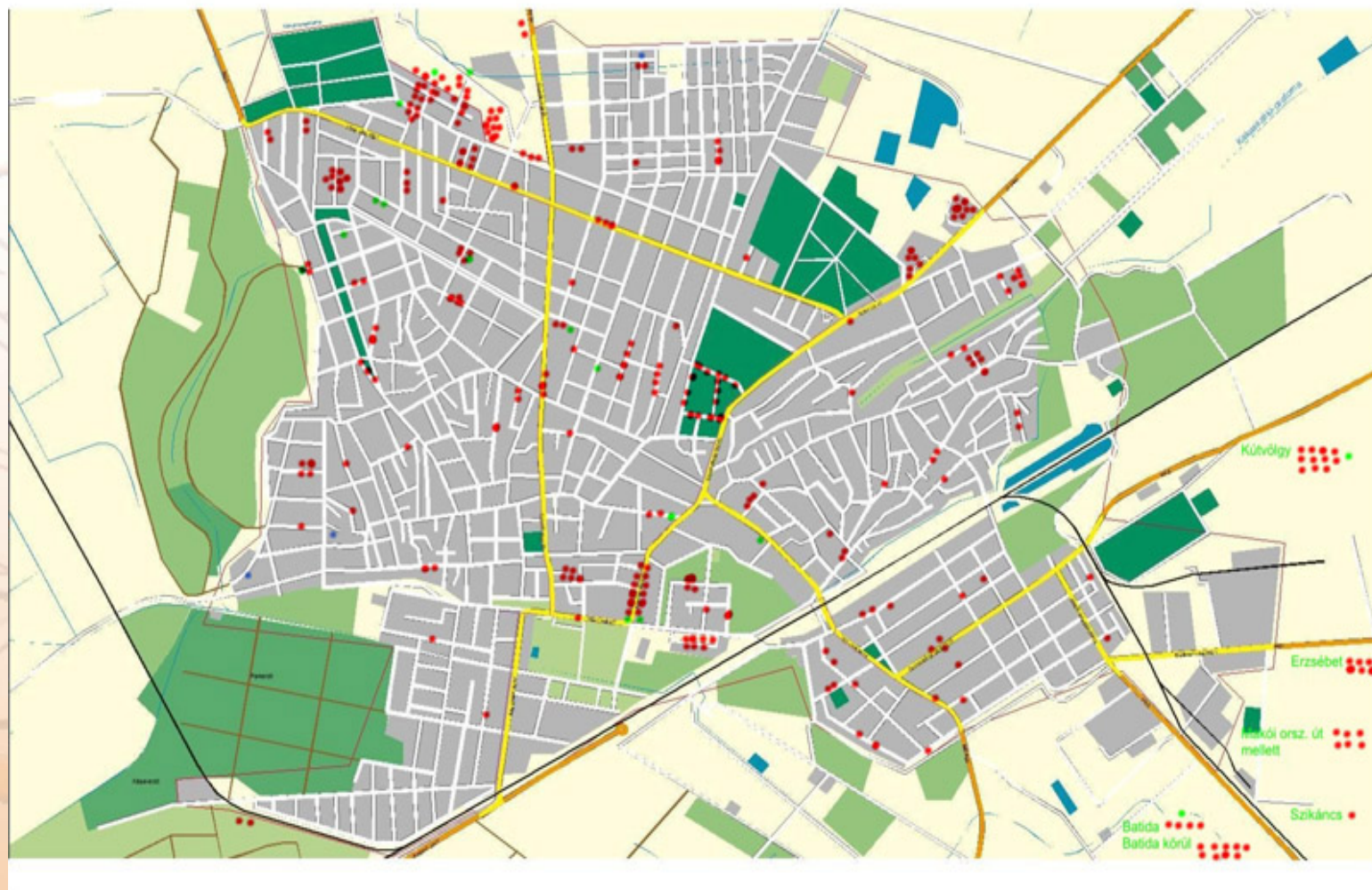
# Hódmezővásárhely desegregation measures

2.

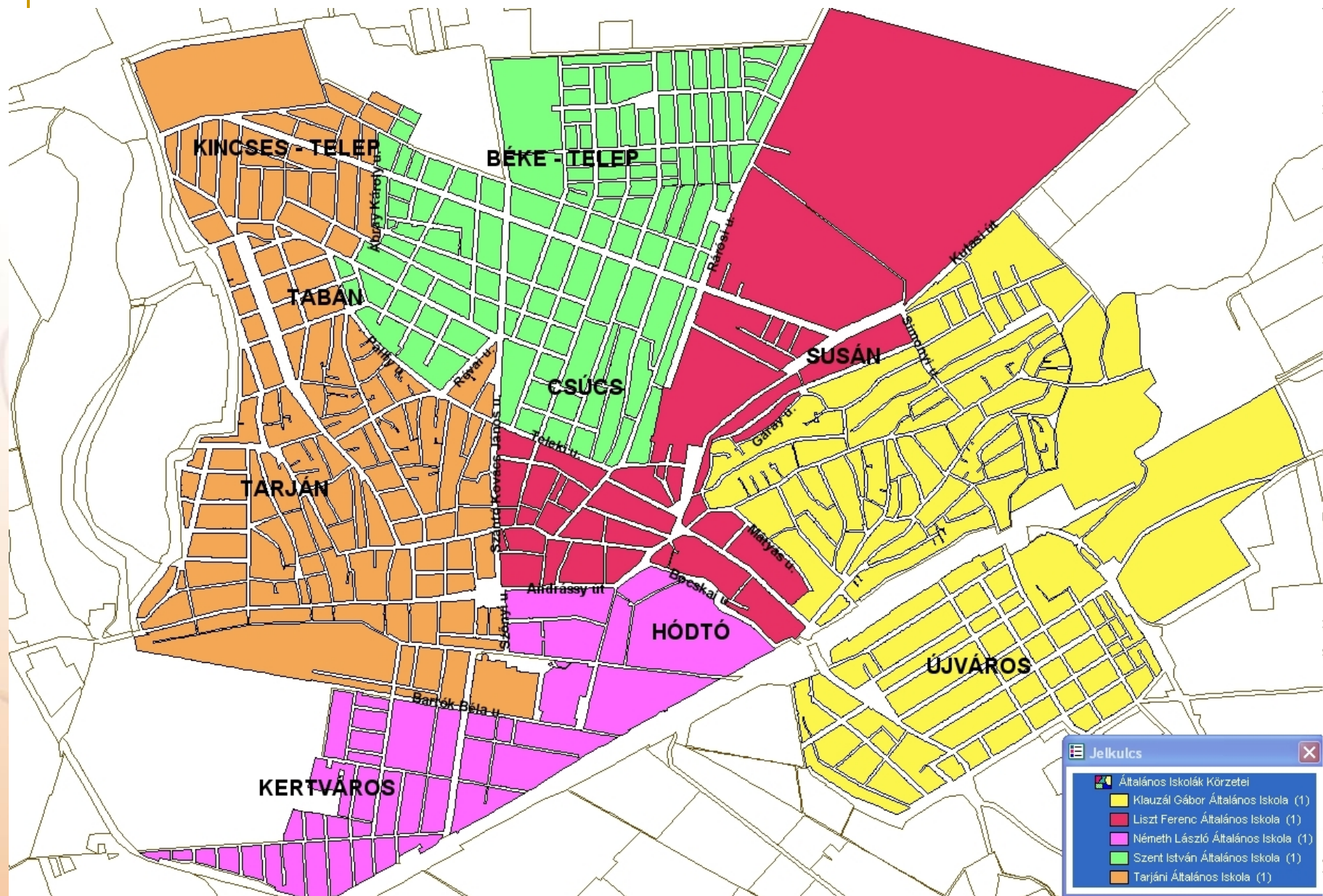
## Establishment of new institutions

- First grade pupils – estimate of required number of first classes based on number of students
  - Elaboration of the number of necessary teaching staff
  - School closures, transformations:
    - There were 11 municipality school in Hmvhely.
      - One was transferred to the Chruch
      - Ten were closed down, and 5 new were formed
  - New schooling district borders were drawn
    - Basedn on geographical location of multiple disadvantaged pupils
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- School buses were started

Halmazottan hátrányos helyzetű tanulók 2006.10.03.







# Hódmezővásárhely desegregation measures

## 3.

### Elaboration of teacher performance, reorganization of school staffs

- Performance-based selection
- Employment of external experts – for reasons of objectivity
- Three aspects of performance assessments:
  - Required behavior related to position filled
  - Achievements and results linked to the position
  - Activities related to the position
- Four pillars of assessment:
  - Self assessment
  - Assessment of the professional group leading person
  - School leader assessment
  - Parent assessment

# Hódmezővásárhely desegregation measures

## 4.

### Contentwise renewal

- Introduction of Integrated Pedagogical Methods in all schools
  - Direct, personally tailored disadvantage compensation
    - „after school” trainings
    - Employment of development pedagogy experts
    - „Traveling” special education teacher network
    - Kindergarden – school transition
    - Development of social competences
    - Everyday Physical Examination
    - Mentor Student Network
- 
- System of dual mentoring when entering high school education

# DARTKE Student Mentoring Program

- **University of Szeged** (Institute of Education, Institute of Adult Education) and the **DARTKE Association** (NGO, founded in 2004) are responsible for the running the project
- Project donor: **Roma Education Fund**
- Start date: 1 September 2007.
- Website: [www.mentorprogram.eu](http://www.mentorprogram.eu)
- Project leader: SZUCS, Norbert
- Project manager: KELEMEN, Valeria
- Around 200 student mentors participated so far
- Around 800, mostly Roma children were mentored so far



# The connection between the desegregation measures and the student mentoring program

Desegregation in  
Szeged

2007/2008

Desegregation in  
Hódmezővásárhely

2008/2009

DARTKE Student  
Mentoring Program

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graph BT; A[DARTKE Student Mentoring Program] --> B[Desegregation in Szeged 2007/2008]; A --> C[Desegregation in Hódmezővásárhely 2008/2009];
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The diagram illustrates the impact of the DARTKE Student Mentoring Program on desegregation efforts. At the bottom, a box labeled 'DARTKE Student Mentoring Program' has two upward-pointing arrows. The left arrow points to a box labeled 'Desegregation in Szeged' with the date '2007/2008' below it. The right arrow points to a box labeled 'Desegregation in Hódmezővásárhely' with the date '2008/2009' below it. The background features a faint watermark of the DARTKE logo, which includes a stylized figure and the letters 'DARTKE'.

# Aims of the Mentor Program

- In Szeged, the primary aim was to support the educational and social integration of the former pupils of the Móra Ferenc Elementary School into their new schools, and to provide helping staff to the mentor teachers and the institutions.
- In Hódmezővásárhely, the same goal applied to students of the former „Szántó” school
- The most important goal was to prevent „rigid integration”

# Selection of student mentors

- The mentor students were selected in an admission process. The selection criteria were the quality of their:
  - motivational letters
  - CV's
  - personal interviews
- They are third, fourth and fifth graders in teachers training. Most of the chosen mentors have former experience of working with elementary school children.

# General methodology of mentoring

- Student Mentors spend 8 hours a week in schools.
- Their job involves:
  - regularly meeting with mentees,
  - monitoring the development of mentees,
  - tutoring mentees,
  - being in contact with mentees' parents,
  - organizing programs to foster community building.

# Concrete mentoring activities 1.

<i>Activity group</i>	<i>Concrete activities</i>
<i>Social integration support activities</i>	<ul style="list-style-type: none"><li>- Weekly creative workshop, playhouse in an integrated environment</li><li>- Competitions organized in an integrated environment</li><li>- Project days</li><li>- Artisan workshops</li><li>- Skill development sessions</li><li>- Preparation for celebrations</li><li>- Movie club</li><li>- Library sessions</li></ul>

## Concrete mentoring activities 2.

<i>Activity group</i>	<i>Concrete activities</i>
<i>Freetime activities for strengthening mentor - mentee relationships</i>	<ul style="list-style-type: none"><li>- Excursions to the zoo</li><li>- Playground sessions</li><li>- Sporting activities (skating, basketball, soccer)</li><li>- Going to the cinema</li><li>- Sightseeing in the city</li><li>- Family visits, keeping in touch with the parents</li></ul>



# Concrete mentoring activities 3.

<i>Activity group</i>	<i>Concrete activities</i>
<i>Educational activities supporting the work of schools</i>	<ul style="list-style-type: none"><li>-Dual classes (application of the dual teaching model)</li><li>- Mentor students act as substitute teachers</li><li>- Mentor students train mentees to county and national mathematics competitions (mentored pupils were members of school teams)</li><li>- Correcting papers</li><li>- Performing and supporting day-care activities</li><li>- Participation in competence measures</li></ul>

# Concrete mentoring activities 4.

<i>Activity group</i>	<i>Concrete activities</i>
<i>Freetime activities supporting the work of schools</i>	<ul style="list-style-type: none"><li>- Participation in school events, celebrations</li><li>- Participation in sporting activities (organizing weekly trainings, acting as judges at competitions)</li><li>- Dance education</li><li>- Participation in weekend teaching sessions in forest schools</li><li>- Taking children to theatre performances</li><li>- Participation in class excursions as escort teachers</li><li>- Visiting exhibitions with children</li></ul>

# Concrete mentoring activities 5.

<i>Activity group</i>	<i>Concrete activities</i>
<i>Other activities supporting the work of schools</i>	<ul style="list-style-type: none"><li>-Participation in the distribution of lunch, escorting children to medical examinations</li><li>-Participation in school staff meetings</li><li>- Preparation of quarterly reports on mentee's development</li></ul>

# Mentored pupils in Szeged

	Number of mentored pupils	Received regular mentoring	Pupils leaving the program	Class failures	Exams successfully retaken
<b>2007/08</b>	<b>129</b>	<b>75</b>	<b>14</b>	<b>37</b>	<b>22</b>
<b>2008/09</b>	<b>179</b>	<b>110</b>	<b>2</b>	<b>28</b>	<b>25</b>
<b>2009/10</b>	<b>153</b>	<b>147</b>	<b>6</b>	<b>15</b>	<b>10</b>

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# Achievements of the DSMP

- It was able to prevent „rigid integration”
  - It is able to keep drop-out rates very low
  - It has significant achievements in the social integration of pupils
  - It has achievements in the competence measures (better maths and reading comprehension results), but it was not able to bridge the „multiple disadvantaged” gap
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# Thank You for Your Attention!



[www.mentorprogram.eu](http://www.mentorprogram.eu)

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