

Inclusion4Schools

D1.1 Report on the First Data Collection for the Later Social Impact Analysis



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Scope

At the beginning of the project a baseline analysis will establish the existing social conditions and the main stakeholders' thinking, norms and values, thus providing a benchmark against which potential social impacts can be assessed. We apply questionnaire, standard and structured interviews and monitoring as research method in the pre-impact and post-impact period. At the end of the project an impact significance assessment is introduced to measure the extent to which the potentially impacted communities and stakeholders have been affected, whether positively or negatively. The result of this survey-based impact analysis provides an excellent possibility to quantify and evaluate the efforts of Inclusion4Schools.

Revisions

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Inclusion4Schools Project Summary

The emerging European context is to a large extent characterized by widening and deepening inequalities, the crisis of democracy, and the disintegration of communities. It is especially the case in the Central-Eastern European semiperipheral, post-socialist context, where there is a growing tendency of rearticulating authoritarian, nationalist, neoconservative discourses, which are increasingly infiltrating the political landscape within and beyond Europe. This „retrotopia“ is conducive to the hegemonic production of an imaginary social homogeneity, which consequently stirs up reactionary xenophobia, fear, and hatred through the construction of external intruders (e.g. the migrant) and enemies within (e.g. the Roma). Such a milieu steeped in fear tears up old wounds and produces new divisions as well, hence the construction of new walls – symbolically, as well as physically. Since the leitmotif of this programme is primarily educational, the proposed action targets such (imaginary, symbolic, and real) walls of exclusion which are intended to segregate children (based on class, ethnicity, gender, etc.), which are meant to divide and alienate the local communities to which those children nonetheless belong, thus actively (re)producing inequalities. **In contrast to the power-relations of exclusion, the culture of silence, and the reproduction of unjust structures, the project aims to foster and promote pedagogical relations of inclusion, a culture of dialogue, and the transformation of unjust structures through education.** Running in parallel to the research and innovation actions the central objectives of the proposed action are

- (1) to support and coordinate community schools (as being central to the constitution and maintenance of cohesive local communities) and their respective communities of practice, and
- (2) to create a place and culture of sharing (knowledge, praxis, solidarity) between such communities by initiating and coordinating the convergence and synergies of local, regional and transnational communities.

The expected impact of the proposed project is to contribute to the European initiatives and interventions that aim at reversing inequalities. Adopting a mission-oriented, impact-focused approach to address the specific challenges of the call, synergies will be enhanced between the relevant stakeholders through coordinating and supporting the cooperation between teachers, researchers, local communities and other relevant stakeholders (such as policy-makers), in order to generate networks of policy development and to promote the policy uptake of the project.

Partners

Participant No	Participant organisation name	Country
1 (Coordinator)	John Wesley Theological College	Hungary
2	Regional Centre for Information and Scientific Development	Hungary
3	C.E.G.A. Foundation	Bulgaria
4	J. Selye University	Slovakia
5	Oltalom Charity Society	Hungary
6	Albanian National Orphans Association	Albania

1. Introduction

This report presents the results of a survey of institutions and settings for disadvantaged children in Inclusion4Schools project partner countries, Albania, Bulgaria and Hungary. The survey took place in the framework of Task 1.2 of the first work package of the project, from January to October 2021.

The aim of the survey was to prepare a social impact analysis that would provide a comprehensive picture of the institutions involved in the project and their environment, with concrete data on the experiences, mindsets, attitudes, goals and concerns of the participants.

The selection of the institutions and communities was carried out in several stages and using a wide range of data. We had undertaken to visit at least ten schools in each country, but to be on the safe side we selected twenty schools per country with whom we would like to establish contact and intensify our cooperation in the coming years.

At the time of compiling this report, we were not yet able to visit all the municipalities and schools due to the Covid-epidemic, and in some of the regions the data evaluation was not fully completed, so the report is a summary and overview of the results so far, including the methodology developed for this survey, the characteristics of our main tools (questionnaires, interview questions, attitude test), the results of the questionnaire and interview surveys for three countries, and the results of the attitude test for two of the countries (Hungary and Albania).

As the mapping of partner schools and target communities was the most intensive work within the WP1, several researchers and assistants worked on the task in each country. In total, there were around 15 team members and 11 authors for this synthesis. The final text was based on country reports on the selection of schools and interview surveys, qualitative analysis of the responses to the online questionnaire and quantitative analysis of the responses to the attitude test. In addition, a case study of Hungary on the historical reasons for the spatial location of schools with a high proportion of disadvantaged pupils and the characteristics of self-selection based on the responses to our questionnaire was carried out.

Thanks to the teamwork, we have gathered a large and varied amount of data and material, which we have tried to put together in a structure that allows the reader to see the differences in approaches and levels of analysis, but still to receive a coherent text.

a. Purpose of the data collection

As stated in our application: *On the bases of data of the explored school settlements, a set of communities will be selected which we can involve into our coordination and support actions in WP3, in order to study how school-community partnership can become beneficial for both, schools and their social environment in segregated context.*

The first work package, as illustrated in the first figure, is closely linked to WP2 and WP3.

The aim of WP2 is to contribute to the statistical-based research on social disadvantage and school segregation through a series of international discussion forums, think tank consultations and expert recommendations. In our survey, we have already been faced with the bureaucratic barriers of access to school data and the discrepancies in the data available in different countries. These experiences will help us to decide who should be invited as members

of national think tanks, which organisations and agencies can contribute to making data collection and provision for research and development unhindered and appropriate.

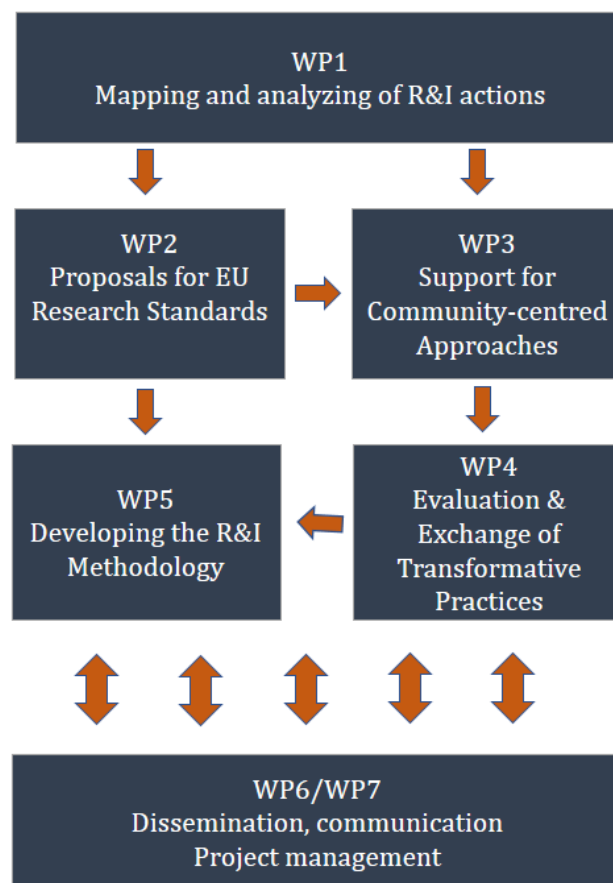


Figure 1: Visual scheme of the main relationship between the WPs

However, the survey has an even stronger link to WP3, which aims to strengthen the partnership between schools and the community around them.

In order to be able to effectively and sensitively engage in the life of communities, organise community-building and awareness-raising events, be aware of the needs and strengths of schools, and the resources and services in their communities that can be offered, we had to get to know the target group members in the municipalities we selected. This was done in WP1. Task1.1 consisted of theoretical research and state-of-art studies, while in Task1.2 fieldwork was our method to map the environment and situation of the schools concerned.

b. Tools of the data collection

Since school segregation is not allowed by EU and national legislation, and at the same time in the countries we studied (including Slovakia) almost all forms of school segregation are present, the topic proved to be quite sensitive, so we had to design our tools very carefully.

1. The first of the data collection tools was the **use of official education statistics** in order to get a complete picture of the existence, quality and applicability of indicators measuring the social background of students in each country. We had to decide within

the consortium which type of school to target and then, in the light of the data, how to define 'disadvantage' for pupils and in what sense can we talk about 'segregation' in schools.

2. Next, we created **online questionnaires**: one to survey schools, one to survey municipal leaders (mayor's offices, municipalities) and one to survey NGOs. The main objective in compiling the questionnaires was to gather information, to map the social composition of the municipality, including the characteristics of socially disadvantaged groups, living conditions, issues of Roma segregation and integration and the relationship between school and community. For the schools, we asked for details on the composition of pupils (disadvantaged groups, minority groups), the composition of teachers (age groups, years in practice, qualifications), the school's relationship with its environment, its self-development activities and good practices, which it would share with others. At the end of the questionnaires, we also asked which of the activities we had planned the organisation would like to participate in. The information collected through the questionnaire was used as a basis for the selection of partner schools and communities of interest.
3. After selecting the schools, our next data collection method was a **personal interview**. We had originally planned to conduct group interviews as well, but due to the closures during the summer and the new wave of Covid-epidemic in the autumn, we did not consider it realistic to conduct group interviews in schools, so we decided to interview at least the school principals, the head of the municipality and some representatives of NGOs with close links to the school in each country. These interviews were eventually carried out either in face-to-face meetings or by online video chat, given the epidemiological situation. The interview questions resulted in detailed descriptions and analyses of the selected schools' and communities' network of contacts, views and experiences of Roma segregation and its impact on schools, and the ways in which they have dealt with this situation. The information gathered through the interviews has already provided a basis for the preparation of the activities planned in WP3, for the selection of the methods to be used, and also for the recognition that methods should be adapted to countries and even schools.
4. Last but not least, we have also developed and applied a tool that offers the most sophisticated technique for continuous monitoring of our activities and for spy impact assessments, and that is an **attitude test**. This test allows us to examine the prejudices and judgements, expectations, fears and desires of the participants in our programmes along three key dimensions: one dimension is attitudes towards social change, another is attitudes towards Roma and the third is attitudes towards the community.

The tools listed above will be described, and the data collected during the survey will be presented and analysed in the next chapters. For the follow-up social impact analysis, we would like to use primarily interviews - probably both the face-to-face and the focus group version - and the attitude test for each participant. We need to refine the method of continuous monitoring and social impact analysis, because in December we will have our first events before and after which we will have to take measurements. The attitude test is anonymous and can be completed online. For data protection, the person completing the attitude test has to accept an Informed Consent Form (see D8.1: H - Requirement No. 3).

c. Principles and methods of selecting schools

In preparing the first data collection, we had to clarify a number of points of principle with the project consortium members.

1. *Who do we consider our primary target group?*

We had to clarify this issue in particular with the researchers of the Selye University in charge of WP1, who in the Inclusion4Schools project would have focused more on children with special learning needs rather than on the socially disadvantaged. The majority view, however, was that we can only deal with one issue and that the concept of "school segregation" is difficult to apply to children with different disabilities, mental illnesses, behavioural disorders etc. Thus, we accepted the theoretical position proposed by the researchers of the Task leader organisation, Oltalom, that:

We would like to support activities of organizations dealing with children and families who are disadvantaged due to social factors (people living below the national poverty line, in small settlements or urban ghettos, children who have undereducated parents, etc.) **and among them especially those organisations, whose good practices can form the basis of proposals for education development, social policy and settlement development.**

There are three distinctive types of social organisations assisting disadvantaged children at local level:

- **local municipalities**, who can maintain schools or can assist the target groups via social institutions and services;
- **schools** that can be considered segregated because of the high proportion of disadvantaged children;
- **non-profit civic organisations** assisting disadvantaged schools, families or children.

2. *In how many schools will the survey be carried out?*

We have committed to involve at least 10 schools in each country. We did not consider this to be a small number, but we anticipated that some schools might drop out along the way (they might close, be integrated into another school, the change of the maintainer or the principal would affect their willingness to cooperate). Therefore, we stayed in it:

The aim of the data collection is to select a minimum of 10 and a maximum of 20 sufficiently different partners of the responding organizations in each country who...

- a. are willing to present to us and to each other their own good practices, which they discuss, evaluate and share, partly on the platform, we offer;
- b. are willing to change their own practices during the project and try to initiate change in their environment as well;
- c. are willing to be in contact with us and with each other throughout the project, and
- d. actively involved in the institutional or system-level developments offered by the project program.

3. What should we pay attention to in the composition of partner schools?

Again, we had to consider this issue carefully, as our partners in three of the countries already had established links with schools, and the first and most obvious solution would have been to involve these schools in the project. Although we did not strive for full representativeness during the school selection, we still had to agree that:

- **The schools involved should have similar characteristics in the four countries**, otherwise we will not be able to try out, test and evaluate our jointly developed methods in different locations. **Therefore, we agreed to target schools that provide general education for children under 14 years (primary schools)**. Special education institutions were used at most as a control group, and vocational training institutions or secondary schools could only be admitted if they were complex institutions connected to a primary school.

- In a project of this nature, even if we could not provide direct financial support or incentives to schools, **we felt obliged to have an equal chance for all schools to participate in the project**.

- Although our online services will cover several European countries (especially the countries of the parallel running RIA projects) and all schools that have the need and ability to participate, are welcome, **it was important that our 10-20 partner schools in each country represent as many school types as possible** that we can find in a segregated situation, in order to analyse the impact, reception and feasibility of each of our activities, and to assess the circumstances that influenced the positive or negative outcome.

4. How should partner schools be selected?

The selection method was recommended by the Task leader, in which each country had to follow these steps:

1. First, **statistics had to be collected on all primary schools** in the country, **in particular on the sociological composition of the school's student population**. As will be discussed in more detail later, access to and content of school statistics varied considerably from country to country.
2. The second step was to analyze and compare student data in order to find indicators that allow us to classify schools in different countries into certain categories. Finally, we were able to link the relevant data to the concept of "disadvantage", of which low parental status, access to family protection or social assistance, and belonging to the Roma or Egyptian minority seemed to be common categories. Based on these indicators, **we created a variable (proportion of disadvantaged students) and established the ranking of schools**, then drew a threshold (knowing the national average) **and selected all schools in the first round that had disadvantaged students above 40 or 50%**.
3. **The third step was to contact the selected institutions by email**. In the letter attached to the email, **we provided a brief description of the goals and plans of our project, sent a link to the project website, and asked school leaders to complete a questionnaire if they were interested in our program**. The number and proportion of responses to these questionnaires varied from country to country, but there were significantly more than 20 responses everywhere.

4. Thus, in the fourth step, **we examined which schools would best meet our expectations by qualitative analysis of the answers to the questionnaires, and we chose approx. 20 schools in each country that we wanted to get to know better** to assess their circumstances, needs, and conditions.
5. The fifth step was to **visit the schools in person** (or eventually online), to prepare the interview data, at the end of which we also asked the institutions to fill in the attitude test.

d. Problems with the data collection

Before we get to the presentation of the survey and its results in detail, we must also talk about the problems, because in the course of the survey we encountered a number of obstacles that we were not prepared for, either because we did not expect them or because we did not consider them to be as serious a risk as they really were.

1. The first, though not the most important, setback was the **Covid-19 epidemic**, which disrupted the planned survey schedule. We had originally planned to visit schools in March-April and report in June 2021, but most of the schools were not open for visits in the spring. So, we had to postpone the school visits to summer and autumn. Due to the fourth wave of the epidemic in Bulgaria, the autumn visits were replaced by online interviews. The Covid-19 epidemic thus had a double impact on the survey: on the one hand, it delayed the school visits and, on the other hand, it did not allow us to visit all schools in person, which is not beneficial for building contacts.
2. Another reason for the delay in the schedule was the **long summer break**. By the time all schools opened at the end of May, schools were already preparing for the end of the year and the summer break. In Bulgaria and Slovakia, it was mid-September that colleagues were able to start the interview survey. Therefore, in fact, school visits and interviews are still taking place in all countries except Hungary, and we will probably finish this preparatory survey in January 2022. However, the quantity and quality of the data collected so far has been sufficient to report the temporary results.
3. Another obstacle was the **access to school statistics**. In Hungary this was not a problem because all the important data is available on the website of the Education Authority or can be requested for research purposes. The Task leader (Oltalom) did not expect that this would be a major challenge in other countries. Unfortunately, this became one of the main reasons why both Bulgarian and Slovakian colleagues were several months behind the staff of Oltalom. The Slovaks were so far behind - for a variety of reasons - that they did not have their country reports ready by the deadline for this report (which was 31 October).
4. The fourth obstacle that we anticipated in the risk analysis but did not know would have such an impact on our work is **the willingness of the groups concerned to cooperate**. We suspected that schools would not necessarily be enthusiastic, given the number of R&I projects that have already taken place in Hungary, and one large project that just ended in 2021, mobilising all public schools affected by early school dropout. So, we knew that we had to offer something different if we wanted to get schools interested. However, we were surprised to find that the further away from the EU centre, the less experience schools had of EU-funded projects, the more they wanted to be involved. We also anticipated that the very mention of 'school segregation' would be met with resistance from schools or local authorities. Nonetheless, we did not

expect that this would force us to modify our outreach strategy and the methods we had developed (e.g., questionnaire survey) at the beginning of the process. We are still working on the communication techniques to be used to address stakeholders who have shown little interest or openness to the topic or the project objectives.

5. There are many obstacles to finding and involving our target groups in the project, but one of the strongest is **the constantly change in the political environment and the direct impact of the policy on our partners**. To illustrate with a few examples: There were elections in Albania and Bulgaria this year, they will be in Hungary next year, which significantly influenced the participation of mayors in our questionnaire survey, which essentially meant not participating. In Albania, a top-down desegregation program could lead to the closure of some schools. In Hungary, for similar reasons, one school has already indicated that it will be closed down, so it withdrew from the cooperation. In Slovakia, after the government crisis, a comprehensive reform of education system was launched, which left the future of minority and segregated schools uncertain, and the partner organization itself feared closure, which completely blocked them. In Hungary, we found 561 registered Roma NGOs in December 2020, including in the settlements we visited, however, we managed to contact only one organization, who have been postponing the interview since August. The existence of NGOs in Hungary depends on politics: how much funding is provided for which programs, which organizations are allowed close to these resources, and who was given a chance to survive during the Covid epidemic, it all depends on political decisions. We are moving in a swampy terrain in every country, with many unpredictable factors, with the uncertain outcome of already established relationships.

Despite all the difficulties encountered, we have evaluated the data collected in the survey and feel more prepared to implement the objectives of WP3. We rely on the knowledge gained and relationships established in the organization of community building events, the development of the knowledge sharing portal and the compilation of open-school class programs.

2. Process and outcome of the selection of partner schools

In this chapter, we present the methods, tools, process, and outcome of school selection in detail. The selection of schools was crucial for the implementation of all further project objectives, but especially for WP3 activities. In the first round, we needed the cooperation of at least 10 schools operating in (mostly Roma) segregated areas dealing with disadvantaged children.

a. Access to basic school data

The initial work was carried out to find contacts and necessary details of students' composition as per indicators agreed upon by the project partners. These indicators were guiding partners on data selection. Basic school data was not available, all partners needed to ask for these. Albania and Bulgarian partners turned to ministries and their regional branches, while Hungarian partners to the Education Authority – not having a separate ministry for education.

In Albania initial contacts involved meetings and contacts with the Ministry of Education, Sports and Youth. Data received were not complete, but indicated the first list of selection for the team. They received data from different sources: there were ones coming from regional directorates as well - these were more accurate. The team had the list of schools, but contacts were missing, and consequently they had to use different approaches to find contacts of school directors, which took the longest time to achieve the result. The project used WhatsApp to contact and send materials, because it turned out to be the most effective tool to communicate. There are 1835 basic education schools in Albania, and 256 of them were identified as per criteria agreed upon the project.

In Bulgaria there are no official data on schools that are segregated. So, they needed to use different data sources, mainly social data on different districts: Bulgarian partners defined districts with the lowest value of poverty line for households with 2 and more children; the districts with the biggest share of socially excluded and found the schools with disadvantaged children there. They purchased some additional data from the Ministry of Education and had to collect contact details manually, too. The schools in the database are 311.

Hungarian partners used the data system called KIR (Public Education Information Management System) and used their databases. Many could be downloaded freely and some other tables were asked through personal acquaintances. The dataset on schools were complemented with data on settlements from public sources. Contact details of school principals were collected manually, too, from public sources of the KIR and the National Association of Settlements. In the KIR database, the analysis was based on the numbers of disadvantaged and cumulatively disadvantaged pupils, and the sum of these ratios was used as the selection criterion. Schools with more than 50% of pupils in these two categories were selected. The total number of these schools was 458.

b. Indicators of “disadvantaged student” and “segregated school”

In selecting the partner schools, a number of indicators could have been used to measure social disadvantage. In our methodological workshop, we collected dozens of possible indicators, the most common of which are: education, occupation, employment, residence, marital status, number of children, housing conditions, belonging to a minority group, receipt of state assistance.

However, the school statistics available in the four countries offered a much more limited possibility to identify the disadvantaged status of children. The simplest situation was in Hungary, where “disadvantaged status” is a category used in the educational administration with reference to the relevant article of the Child Protection Act and defines “disadvantaged status” in three ways: low educational attainment of the parent, long-term unemployment of the parent, and poor housing conditions of the child. In addition, children who have at least two of the above characteristics, or who have been in state care or are adults and still in aftercare, are placed in a separate category, they are ‘cumulatively disadvantaged’.

In Albania eight indicators were found to describe the disadvantaged situation of children: students from social/economic aid scheme families, students without one of their parents, students without parental care, students with disabilities, students with learning difficulties, students with Roma background, students with Egyptian background, students coming from minorities.

In the Hungarian and Albanian statistics, the family protection aspect seemed to be the common denominator: the children who receive state support because of their social situation are disadvantaged. Once this common aspect was found, it was hypothesised that this might be a statistic that would be well-likely to be recorded in the systems of other countries.

As expected, we also found data on disadvantage defined in this way in school statistics in Bulgaria. The baseline data was taken from the Order of the Ministry of Education for the application of the compensatory mechanism in 2020 in the system of school education. The Order includes the number of disadvantaged children in different schools, which was approved by the Minister, for providing additional transfers to the 2020 school budgets for conducting specific measures for overcoming educational disparities of disadvantaged children.

Another basic question was how to identify segregated schools. Here, it did not even occur to us to find this category in any official documents or statistics. But we also did not need to create a scientifically elaborated concept, since we described our target group as being in a segregated situation, for which it was sufficient that the schools themselves considered this to be true (often calling themselves ‘Roma school’) and in addition, that statistics showed that they were dealing with disadvantaged groups in society, far above average.

Segregated schools are the target group we wanted to work with. Their situation is mostly a consequence of the socio-economic isolation and deprivation of their environment. In such institutions, the interdependence between school and community is stronger, and desegregation can only be achieved through the joint development of school and community – provided that lasting and value-preserving results are to be achieved. Such communities and such schools may be most in need of models that build on school-community collaboration.

But finding the right schools is not just a matter of statistics and indicators; it is the school’s self-definition, its embeddedness in the culture of its surroundings, its relationship with other institutions, its goals, needs and aspirations that together make it a suitable partner.

1. Questionnaire survey of segregated schools

The purpose of the online questionnaire survey was to collect data on the condition, attitudes, experiences, and willingness to work with us of the members of the target group.

In the questionnaires for schools, the questions were structured as follow:

- **general information** (name of organisation, location, details of the person completing the questionnaire)
- **pedagogical features** (special methods the school uses to educate disadvantaged pupils)
- **basic statistics** (number of pupils, teachers, grades, classes, presence of Roma and other minorities in the school)
- **composition of teachers** (experience, age, qualifications, support staff)
- **composition of students** (number of disadvantaged students, number of private students, estimated percentage of Roma and other minority students, number of drop-out students)
- **services in the school** (services for children, parents, partner organisations, in-service trainings, programmes in which they have been involved in the last ten years)
- **future cooperation** (activities offered by the project, programmes in which they would be involved)

The questionnaires completed by schools and local authorities are available in English at the following links:

Questionnaire for schools:

https://docs.google.com/forms/d/1yeKZi_k8iLMRB9f97ZoihPMVnSTHILq5vYqUXD5PW7U/edit

Questionnaire for municipalities:

https://docs.google.com/forms/d/1Bs7o58UAzTsz3kGBgJPGMf5znsMCXTc6A9q0Mx3Cq_g/edit

2. How the questionnaires were developed

There was a separate working group to compile the questionnaire.

Although Wesley was not a contributor to Task1.2 as a project coordinator, it helped develop and implement the concept for the first data collection and survey. The basic methodological elements of the questionnaire were developed by Péter Tibor Nagy and Zsuzsanna Hanna Biró, which were agreed with the three Consortium members (ANOA, CEGA, Selye), and based on the methodological instructions, Ágnes Kende (Oltalom), György Mészáros (Wesley) and Tamás Tóth (Wesley) formulated the final version of the questions in English.

The working group started its operation in December 2020 and held several online meetings. The first meeting served to discuss basic principles of the work. Consortium members agreed that the aim of the questionnaire is not to be representative but to have a tool by which they can effectively select the most important partners for the project. Partners discussed the important dilemmas that were connected to the different contexts of the countries, so zero level problem being: different sets of available data, the different terms, like 'disadvantage' that might occur in different terms in national contexts. Based on the first meetings' results Oltalom set up three sets of questions: one to be sent to schools, one to municipalities where

they are located and the third one to relevant NGOs. The working group discussed these questionnaires in January and the final versions of the questionnaires in English were ready by mid-February. These versions were translated to national languages.

3. Procedure for the questionnaire survey

As for the platform, after thorough consideration of options, partners agreed to use Google Forms. It was centrally organised by Oltalom. The three questionnaires (schools, municipalities, NGOs) were organised in Google Forms format and duplicates were created for all partners. The links were shared with partners, they could thus create their national language versions. These national questionnaires were ready by 15th March.

A separate technical description guide was elaborated, that helped partners start working with the surveys.

The working group decided to send out the questionnaire first for the schools and municipalities and wait with the ones dedicated to NGOs. Personalised cover letters were created to all recipients. These cover letters were written by Oltalom in English and sent to all partners. Partners could translate those into their national languages and shape them to local expectations. The format of the survey was a personalised email, addressed to principals of the schools or to the mayors of the settlements, containing a link to the Google Forms page.

The questionnaires were sent out to schools and municipalities a little later than planned by the partners, mainly due to problems that could not be anticipated: e.g. access to schools' data was difficult, datasets had to be purchased from ministries and authorities.

The letters were sent out parallel in all three countries: the first days of sending was 29th March in Albania, 6th April in Hungary and 9th April in Bulgaria. Since the elaboration of the email: checking all details, contact information, etc. was time-consuming and there were technical limitations, too (a maximum number of emails that could be sent from one account a day) sending out all surveys took 3 to 5 days in each partner country. Emails were sent out to 256 schools in Albania, 314 in Bulgaria and 458 in Hungary. Emails with the survey were sent out to the municipalities parallelly.

Results were expected and monitored closely. In Albania and Bulgaria several schools were contacted, mostly via phone and also some in person. In Hungary, due to the passivity of the institutions the survey was sent out to all recipients again starting from 20 April. Later 150 schools were contacted by phone in Hungary, too to have more results.

Response rates in the respective countries:

Albania:

- the questionnaire was well received by 256 schools;
- the questionnaire was **filled in by 144 schools –56.25 % of the sample.**

Bulgaria:

- the questionnaire was well received by 314 schools;
- the questionnaire was **filled in by 112 schools – 35,6% of the sample.**

Hungary:

- the questionnaire was well received by 458 schools;
- the questionnaire was **filled in by 56 schools – 12,2 % of the sample**.

The responses were gathered in tables and could be downloaded as Excel files for latter analysis. An analysis of the responses of Hungarian schools and local governments has already been made (see Excursus 2).

4. Problems encountered in the use of questionnaires

The foremost problem in all countries was passivity.

In Hungary, after sending out the letters twice, only 27 schools completed the questionnaire, so assistants selected another 150 schools that they called by phone to find out why they were not interested in our project. The responses revealed that schools receive a lot of letters every day. Many times, they simply did not notice our letter (unknown sender, unusual topic). Once they read it, they still needed more time to think through whether they would have the capacity for it. Many schools were just involved in similar projects, and could not take on more tasks. Usually, they were “conflict avoided”: clearly enthusiastic on the phone, promised to fill out the questionnaire, and then changed their minds, mostly because of a lack of capacity. Finally, responses from 56 schools came in.

In Bulgaria they got the responses from 50 schools in the first week, so they had to call schools directly, too. Schools are mostly interested in specific activities and do not have time for anything else: in this respect, topics that are more research oriented prevent the schools from joining. Furthermore, Bulgaria is a more bureaucratic country and a questionnaire was seen as another burden.

In Albania only Tirana schools were reluctant to answer. They were overwhelmed with projects they were tired of methodologies and statistics and they think they know enough. Schools further from the centre were more active and optimistic.

We have all noticed that **teachers are overburdened, there is a lack of capacities of teachers and also the bad experience with similar projects**. The pandemic made the situation of the schools even more difficult with online trainings and unpredictable measures.

For mayors, the probability of responding was even lower. This was partly due to a lack of capacity and largely due to the political context.

In Hungary, the mayors were clearly influenced by the ability to respond to whether the organization that sent the letter was identified as one of the organizations that openly opposed the ruling Orbán government. Thus, the responses received from the mayors did not help in the selection of schools, as there were only two municipalities where both the school and the mayor completed our questionnaire. In both Albania and Bulgaria, we received responses from very few mayors, so there was a consensus among us to look for municipalities again after selecting potential partner schools based on the responses to the questionnaire.

Due to the negative experience with municipalities, the questionnaire for NGOs was no longer sent out, but we were looking for organizations that were available in all countries around the selected schools and were still active despite the Covid epidemic.

5. Selection of partner schools

Partners established common criteria for the selection of schools they would like to work with.

Criteria for selection included:

1. Settlement / involvement – if the municipality where the school is located has answered the questionnaire;
2. Geographical coverage of the country;
3. Poverty / Degree of social exclusion, vulnerability of the area / community;
4. Level of segregation of the school;
5. Approximate share of the disadvantaged students from vulnerable ethnic minorities in the school;
6. Participation of the school in projects/programs and readiness to share their own good practices;
7. Partnerships of the school with NGOs, parents;
8. Distance from the project centre (Komarno, Budapest, Sofia, Tirana) due to the high number of events to be organized in schools.

All three partners worked based on these basic criteria and adapted those to local peculiarities.

In Hungary the primary criterion for selecting schools was a high proportion of children with a low social status. Since in Hungary there is no official registration of children's belonging to an ethno-cultural minority, the assessment of Roma origin was left to the schools' estimation. As the 20 schools were located in economically underdeveloped small or medium-size villages or urban Roma ghettos, the schools themselves became segregated as a result of spatial segregation. A case study of Hungary was also prepared on the historical and sociological reasons for the location of segregated schools and on the territorial representativeness of school selection (see Excursus 1).

Another key criterion for the selection of Hungarian schools was that each school should a) show interest in our programmes in WP3 and WP4, b) have good practices to share with others, and c) have an established network of contacts with organisations in their community. Hungarian team members tried to include state and church-run institutions as well, as the role of the church in the educational system in Hungary has grown significantly in the last ten years and churches are often attacked for contributing to school segregation. The church schools included in our project can provide a counter-example to this tendency.

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In Bulgaria all the schools who have replied to our questionnaire met the selection criteria, firstly, for involvement of vulnerable students from poor, socially excluded Roma communities, and secondly, for the availability of good practices at the school and some experience in project implementation and partnerships with NGOs, parents, etc. These schools also provided diversity of conditions with regard to the size of the settlement, age of the students, location within Bulgaria, levels of segregation, social isolation of the communities. 20 schools were involved closely into the project in Bulgaria.

In Albania the list of schools was reduced to 23 based on the same criteria as above. The method of choice was a group discussion, too. The only difference was that the geographical coverage

was taken into account from a different perspective: they have tried to work with clusters, meaning that a cluster of schools from the North, South and Central Albania. In this way, in terms of coordinating the work it would be easier to organize a series of events in a cluster of schools that are located near each other. Networking will be also easier for those schools. The ratio of participation from the capital was much lower, as highlighted above, but a school from Tirana was included in the project.

All partners made individual short reports on the process of selection and the list of partner schools that were available to all project staff to consult and formed the bases of this present section.

6. Excursus 1: Some universal and local correlations of the territorial distribution of disadvantaged schools

I. The impact of territorial inequalities

The individual success in schooling, the obtaining of different grades in school-system, the achievements are fundamentally dependent on local conditions, as children are much less able to travel from their place of residence on a daily basis than employees when they visit their workplaces or people using non-daily services, such as health care, or shopping in huge department stores. The costs of living, to buy the necessities of life, and illness of different family members are stronger motivators than education – therefore the efforts required for schooling have ranked back within the virtual target list of the family resource-allocation. In the lower groups of society, the effort is sustained by the force of the law, the compulsory schooling.

If a government like the Hungarian one in 2011, takes down the age limit for compulsory schooling it will increase the disadvantages for those whose schooling of their children is less important than other family responsibilities, and especially for those whose school attendance should be provided with travel.

When, as a result of social development, secondary education begins to become more widespread, new (not historically inherited) secondary schools will open in bigger settlements where there are *numerically enough* children of the appropriate age – in Hungary it has been 14 years since 1945 - who can use it *in principle*.

In addition, we also know that people, employed in the tertiary sector are much more ambitious, people employed in industry, somewhat more ambitious concerning educating their children compared to the employees by agriculture. The benefits of *educated people* (among their colleagues and bosses) are more easily felt by those who are working in commerce and industry, than by those who are working in agriculture.

The educated are always more ambitious than the uneducated, since the decline of the *relative* level of education (practically: a little higher than the level of the education of parents, since the inflation of educational level are perceived by the educated people) of their children would mean a symbolic defeat in the status-positioning strategy of the family.

People with few children are always more ambitious than those with many children - the first group can concentrate more family resources on one child, than the second one.

These factors are relevant, since in larger settlements, the bigger part of the population is engaged in industry and trade, the bigger part of the population belongs to the more educated group, and the bigger part of the population belongs to the “family with fewer children” group of society than in smaller settlements.

Thus, in a larger settlement, there are more new schools *not only* because there are more children per square kilometre due to the higher population density, *not only* because more children live within a given-size radius circle, but also because more of them want to go to school due to social circumstances. Bigger part of *potential pupils* becomes *real pupils* in towns, than in villages.

In the urban labour market, the number and social prestige of jobs that require a higher level of education are growing faster in the social history of 19-21st century, than in rural areas. Because of this, the town dweller social groups who do not prefer the schooling of their children in a given period, change their attitude faster than village-dwellers.

For the more educated people living in the villages, the different possibilities offered by the educational system of town and the “educational system” (sometimes one nursery school and one elementary school) of village are clearer, so whoever is ambitious to educate their children is more likely to move (not travel, but change the flat of the family) to a larger settlement than one who is not ambitious.

So, the educated population leaves the village quicker, or a bigger chance, especially the part that could be an informal leader of the local parent-community.

Without parents, who are “strong actors” of local society, the “weight of education” has become smaller in the local political arena of a village compared to other social issues – living conditions, streets, canalisation, travel possibilities, social care - the potential actor of these fields remain the village with a bigger chance comparing the actor of education.

A young person who finishes an urban school - not only because the labour market and not only because the labour reasons, but also for the attractiveness of urban lifestyle and cultural consumption, is less likely to remain a villager after completing his high school years than a person who has not studied further, more likely to start a family in the city. So the chance of *grandchildren of any particular village group* for getting to “move to town group” *correlates the level of education of grandchildren.*

All these factors mean that it is *not a static state* that there are fewer schools in smaller settlements, but spontaneous processes constantly *deepen the difference between small and large settlements.* Thus, until a level of education attainment begins to saturate, the gap between the village and the city in terms of the average level of educational attainments will always increase. After saturation of the compulsory level of education attainment, this role is taken over by a higher school grade, and when it is saturated, the less prestigious, rarer majors of the same grade take control of the process.

This process is *logically universal, although the extent of the disadvantage of small settlements is greatly influenced* by the transport system conditions of countries and regions, development policies, subsidies, scholarships, etc.

It should be noted, however, that the largest form of support coming from the EU (support for agricultural products) *has been increasing the trouble*, because it masks/covers the trouble with conserving uncompetitive, local production that does not require the education or training of the inhabitants.

However, it is extremely difficult to measure the extent of the disadvantage and compare it internationally because of the fact that historically different settlement categories and settlement type names have developed in different countries of the world and Europe. The EU and international statistical organizations have also accepted: "Different levels are needed for regional statistics depending on the purpose of these statistics at national and European level. It is appropriate to have at least three hierarchical levels of detail in the European regional NUTS classification. *Member States could have further levels of NUTS details, where they consider it necessary.* (REGULATION (EC) No 1059/2003 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 26 May 2003 on the establishment of a common classification of territorial units for statistics (NUTS))". The parliamentary veto of the Hungarian right-wing opposition (FIDESZ) in 2006, and the traditionalist-populist Orban government in the post-2010 period refused the changes of the public administration system toward the NUTS2 system, because the traditional county system has been more adequate for clientele policy, and covering the corruption.

The *trends* are not the same either, as there are countries where administrative boundaries increasingly coincide with those dictated by socio-economic processes, but elsewhere these territorial units remain separate administratively and nominatively in the interests of local or governmental elites.

Four examples of this from Hungarian history are:

1. The industrial towns which had enlarged in the neighbourhood of Budapest (Újpest, Csepel) that make up an economy and society attached to Budapest were kept separate until 1950 to reduce the presence of social democrat voter worker class in Budapest's electorate.
2. After 1990 dozens of Budapest's green agglomeration settlements formed separate units, leading to statistical distortions. Settlements where there is a very little productive activity, but where one million citizens (including non-active ones) live and go to work into the capital, stand out with high tax revenues and high average educational attainment.
3. After 2010, the government transformed the former micro-regional system, which had organized villages around 174 industrial and commercial centres, into a 198-element district system, prioritizing administrative and symbolic considerations hundreds of years ago over the comfort and interests of people living today.
4. Instead of statistical planning regions that fit into European development logics, the government maintains an 10-11-th century (somewhat perhaps obsolete) county structure.

The comparability of statistics is further aggravated by the fact that the secondary schools themselves, are existing where they had been founded for historical reasons. So, the pupils of these schools "improve" the level of settlement of the school – and there are periods and countries, when and where the school data-system does not provide answers for the question, who has come from the nearby streets – and who has come from a nearby settlement, (surrounding villages).

We have a *single* source that includes data that reflects this *in all countries and for all decades of the past half century*. These are the censuses. This is because children born in different years can always be separated, their place of residence and the number of school grades already completed by them can be precisely separated. The average number of finished school grades of the children of municipality is comparable to the average number of finished school grades of children of the country *in all countries in all cohorts, in all point of time axis of the last half century*.

There is usually some data about their pupil-status, and sometimes their attendance to different school types. Similarly, all censuses contain data on the educational attainment of young adults, of whom the parents of school-age children are recruited and, although in very different ways from country to country, what is their position in the labour market. From this combination of data, we can obtain both time-series and internationally comparable data.

In order to show the settlement disadvantage in a way that is independent of the “naming policy” of historically changing governments and the historically developed international differences, we recommend mechanically to third or to fifth the settlements based on the data of the number of inhabitants.

In the present study (prepared for the purpose of Inclusion4Schools), we used the data of the 2011 census to rank the more than 3,000 Hungarian municipalities according to the number of people living in them.

This order of settlements strongly correlates with the indicators of the potential disadvantages such as rate of unemployment, accessibility of health care, average level of education attainment, life expectancy, quality of roads, canalisation, proportion of higher prestige occupations among the local population, level of real estate prices, competitive indicators of school achievements.

With a very mechanical way – following this order – we called one third of the Hungarian population “Inhabitants of small municipalities”, we called the second third of the Hungarian population “Inhabitants of medium size municipalities”, and we called the third of the Hungarian population “Inhabitants of big municipalities”.

Residents born in 1994 were selected from the 2011 census, and in the 10% sample of the census, there are 10.729 persons. They are children aged 16-17.

1.6% of them had not yet completed eight-grade primary school. (In the group of 15 year old children, this proportion is higher, but we do not use the data of 15 year old ones, since there are children who had started school at the age of 7 (instead of 6) due to an expertly established “child-underdevelopment” or at the request of their parents, who think their kid “too small” for schools, need more child-like lifestyle, ensuring by the nursery school, ensuring by the no-school-attender status. These groups seem to be statistically a year “loser”, *without learning difficulties, without social disadvantage.*

But the fact that a child has not finished the 8th grade of elementary school *for her/his 16-17 year is a real indicator* of the backwardness of schooling.

Another 2.5% of children are not learning anything at the moment – they have completed their elementary studies, they have obtained 8 grades of school, but they are not trained, so they will be employed as unskilled worker or semi-skilled worker, or enlarge the precariat.

24.3% of children have studied in apprentice school, in a type of school that

- a. provides a skilled worker certificate, but the proportion of general subjects is low in the curricula, in preference order of school, and in the daily use of time of that pupil;
- b. does not lead to graduation, (German type maturity) which is a formal precondition for further education and higher education;
- c. usually lasts three years.

34.4% of the children study in a vocational secondary school, in which there are

- a. more general subjects, nearby a vocational profile;
- b. leading to graduation/maturity and
- c. usually lasts four years, sometimes (type which were developed by the World Bank) five years.

Vocational high school graduates can continue their education in higher vocational education, and they can be admitted to colleges or universities, although the sociological chances of this are much lower than in the case of pupils of gymnasium.

There were apprentice schools in the 1990s, which were able to change their name and profile to vocational school, but the social background of pupils and quality of teachers of the “new-comer” and “original” vocational school remained very different.

37.1% of children study in a gymnasium (similar to American high school, British grammar school, German type gymnasium) in which there are

- a. almost exclusively general subjects in curricula, which are more important for joining to “middle class”, a kind of central European “Bildungsbürgertum”;
- b. it leads to a maturity and
- c. lasts four years.

After 1990 8-grades subtype of gymnasiums and 6-grades subtype of gymnasiums have been created, but these subtypes invite pupils who finished only the 4th or 6th grades of elementary school, who are 11- or 13-year-old ones. So the expectation for the maturity of the pupils of 6-8 grade-subtypes of gymnasium is similar to the expectation of pupils of 4-year-long subtype of gymnasium – all of these pupils will be ready for maturity after obtaining 12th grade of their schooling.

It should be noted, however, that the subsequent career of graduates of gymnasium is sharply divided. Those who are admitted into higher education will be in a significantly better labour market position for their 30th birthday compared to their vocational secondary school graduated counterparts, but those who enter the labour market with only a maturity given by a gymnasium, they will be in a worse position than their vocational secondary school graduated counterparts.

If we look at all school which leads to maturity two-thirds of girls are pupils of gymnasium and two-thirds of the pupils of gymnasiums are girls. In that third of gymnasiums, where the chances of getting to university are higher, the proportion of girls and boys is more balanced. Girls who graduated in gymnasiums, which serve a less typical source of recruitment of students of university, will be employed mainly in lower positions of the tertiary sphere and in lower administrative positions of industry. Their marriage market position is open to men who have a better-earning physical job, and are trained by a vocational secondary school.

In vocational secondary schools and especially in apprentice schools, the majority of students are boys, according to the order of income and prestige of the expected professions, the higher the prestige and expected income, the higher the proportion of boys among pupils of the institution.

This structure clearly reflects the relative chance of those living in smaller, medium, larger settlements.

	have not finished the elementary	non attend school in this moment	apprentice school	gymnasium	vocational school	Total
small size municipalities	64,4%	67,5%	53,2%	27,0%	37,4%	38,5%
medium size municipalities	19,2%	20,8%	29,5%	33,3%	35,7%	32,7%
big size municipalities	16,4%	11,7%	17,3%	39,8%	26,9%	28,8%
	100%	100%	100%	100%	100%	100%
N	177	265	2611	3984	3691	10729

Table 1: The 1994-born children as pupils and as inhabitants of different size municipalities (10% sample of the 2011 Hungarian census)

If we see a figure of 33-33-33% in the Total column of Table 1, it would show the normal distribution of the population born in 1994 among the inhabitants of different settlements. The real data of the column shows that the child population of small settlements is 1.15 times higher, the child population of big settlements 0.86 times smaller than the national average. The children population of medium size settlements is very close to the national average, but the demographic circumstances of big and medium size municipalities are little more similar to each other than the medium and small. This means that the relative size of group of children who are suffering the circumstances of the “weakest” third of settlements will become bigger and bigger in every decade.

	have not finished the elementary	non attend school in this moment	apprentice school	gymnasium	vocational school	Total
small size municipalities	1,67	1,75	1,38	0,70	0,97	1
medium size municipalities	0,59	0,64	0,90	1,02	1,09	1
big size municipalities	0,57	0,41	0,60	1,38	0,93	1

Table 2: Over-representation index concerning the 1994-born children as pupils and as inhabitants of different size municipalities

The second table shows how much lower or higher the risk of young people living in small settlements born in 1994 to be in a weaker educational attainment position in 2011 than the average: 1.67 times higher in the group of “not yet completed primary school”; 1.75 times higher in the group of “do not continue their studies”; 1.38 times higher in the group of “apprentice school attender”.

The indicator is 0.7 for groups of the gymnasium that statistically have the biggest chance to step into tertiary learning. (If we share the gymnasium – type to subtype of “royal route to university” and to subtype of “training of secretaries” we see a more intensive underrepresentation in the previous one).

The difference between “small” and “medium” is much larger than between “medium” and “large”, as it is shown in the third table (also in version a, b).

	have not finished the elementary	non attend school in this moment	apprentice school	gymnasium	vocational school
small/medium	2,84	2,76	1,53	0,69	0,89
medium/big	1,03	1,56	1,50	0,74	1,17
	2,748	1,763	1,018	0,932	0,756

Table 3 a.: The small/medium and medium/big relation on the basis of overrepresentation

	have not finished the elementary	non attend school in this moment	apprentice school	gymnasium	vocational school
small/medium	3,35	3,25	1,80	0,81	1,05
medium/big	1,17	1,77	1,70	0,84	1,33

Table 3 b.: The small/medium and medium/big relation on the basis of percentages

The most extreme is the disadvantage of the inhabitants of the “small settlement” in the two lower education careers, but the apprentice school means a kind of backwardness too, since it is impasse – seeing from up.

The two types of secondary school detailed above are somewhat balanced, so an explanation should be sought from higher education and, in the case of vocational secondary school, from professions with lower and higher prestige lower and higher income positions – in another paper of mine.

Thus, it is worth depicting the nature of each region and settlement, which emits an educated / uneducated population, not by the educational composition of the *current population*, but by the educational *composition of people born* in the given area, since the most educated part of any cohorts left the villages belong to the “smallest third”.

It is expedient to find out in what proportion in 2001, 2011 and 2016 we can observe the proportion of persons starting the first grade of elementary school in the smallest villages, but for the life period of admit to higher grades of elementary school *the whole family have already moved from their place of birth to the greater village or the town, for ensuring better school circumstances for the child.*

We can also state that people born in areas with a low school supply – no matter how old! – whether they moved from there and when they obtained their education compared to their move. If the level of education attainment is higher than the average education attainment of the other person of the cohort, it is not irrelevant whether this level of education attainment was obtained *after the family had moved from the village to town or it had obtained before the family moved from the village to town.* What is the “reason” and what is the “consequence”?

The move from disadvantaged settlements may have taken place in several stages, as can be seen from the data of those who had another place of residence between their current privileged residence and their place of birth with a very disadvantaged status – to check whether this intermediate residence was in a secondary school.

Of particular interest is the situation of families with several children, if one of the children had started her/his schooling career before moving, and the other started it in the new place. In this case, the changing residence status of the family creates (or does not create) a difference in educational opportunities between the children of the *same* family. (Especially if it was not accompanied by any other change, i.e., the parents did not change partners and did not obtain their highest level of education in this period of family history).

II. The schools in territories with great backwardness

However, when we examine what is (what was, what will be) the educational chances of the children who are in this adequate age for schooling, we have to interpret it from the backwardness of the current population of the settlement.

In the first four map, we show

1. The level of GDP/inhabitant in 2009 in absolute number
2. The relative value of flats/inhabitants (average for all=1)
3. The relative rate of inhabitants less than 8 school grades
4. The relative rate of inhabitants not more than 8 school grades



Map 1: Contribution to GDP of the NUT2 regions (with the official Hungarian names of region) and GDP per capita, 2009 in Hungary

The NUT2 – English and Hungarian names:

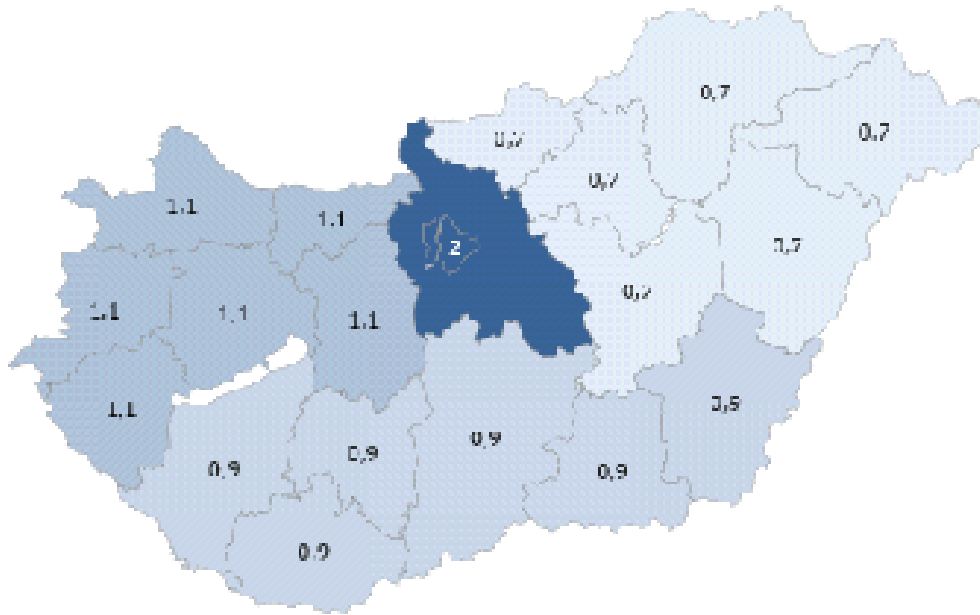
<i>Közép-Magyarország</i>	<i>Central Hungary and Budapest</i>
<i>Nyugat-Dunántúl</i>	<i>Western part of Transdanubia</i>
<i>Közép-Dunántúl</i>	<i>Central part of Transdanubia</i>
<i>Dél-Dunántúl</i>	<i>Southern part of Transdanubia</i>
<i>Észak-Magyarország</i>	<i>Northern part of Hungary</i>
<i>Észak-Aföld</i>	<i>Northern part of the Great Plain</i>
<i>Dél-Aföld</i>	<i>Southern part of the Great Plain</i>

You see Lake Balaton in blue. It is a natural border of North, West Transdanubia and South Transdanubia. Lake Balaton is important in GDP because – nearby Budapest, it is the most important in tourism.

You do not see Budapest. It is in the most developed zone, under the “high column”.

The map has been created from a Hungarian version of it, made by portal portfolio, based on the data of Central Statistical Office.

<https://www.portfolio.hu/gazdasag/20111225/haromszorosa-tagult-a-kulonbseg-az-oroszag-egy-es-regioi-kozott-160369>



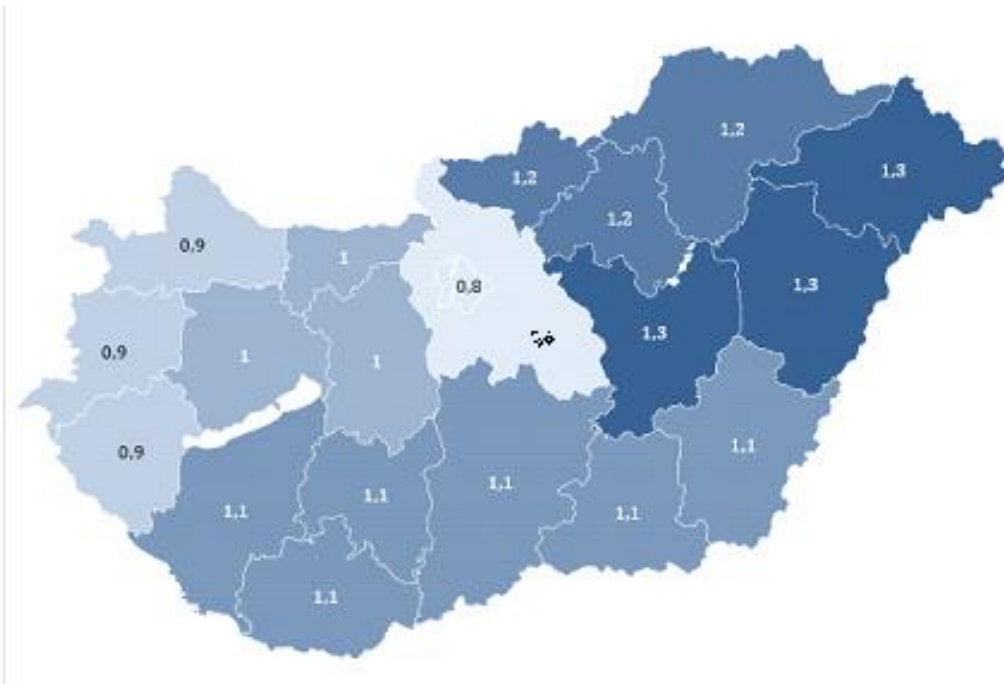
Map 2: Representation index for the value of flats/person in 2010, on the basis of inheritance tax base (Average for all=1)

You see the borders of NUT3 counties, but the index is calculated for NUT2 regions.

You see Lake Balaton in white. The value of flats in the bank of the lake is atypically high compare to the values of flats in other part of the three regions.

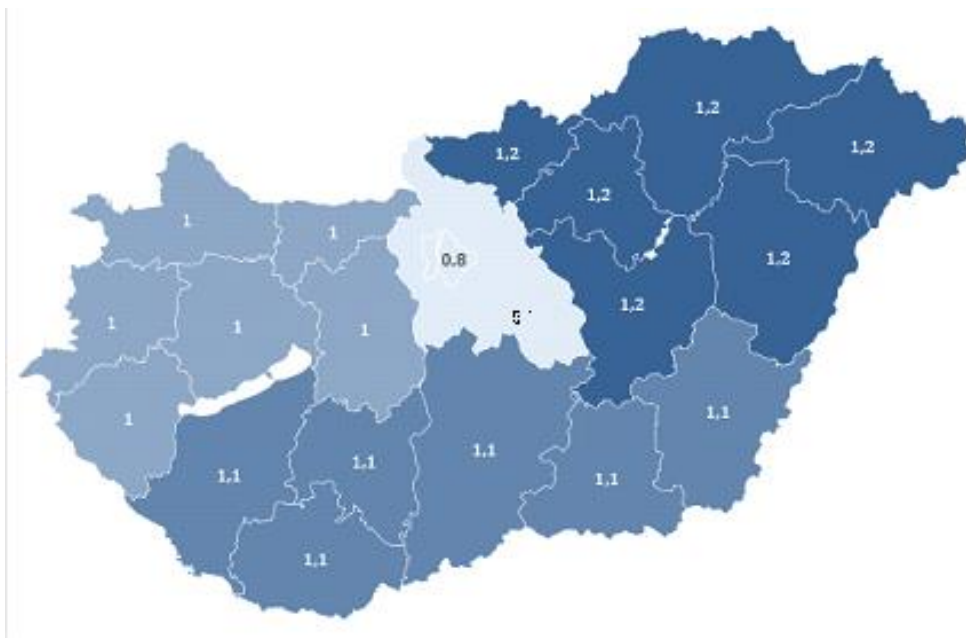
You see the borders of Budapest in the heart of most developed region. The line from North to South within Budapest is river-Danube – it is not an administrative border in the central part of Hungary, but it is the natural border between west Slovakia and Hungarian Transdanubia, and it is the natural border between Southern part of Transdanubia and Southern part of Great Plain.

The map has been created from a database of Nagy, Peter Tibor, based on the information from the Hungarian Tax Office.



Map 3: Representation index for population obtained less than 8 grades of elementary school on the basis of population older than 6 (Average for all=1)

The map has been created from a database of Nagy, Peter Tibor, calculated from the data of the 2011 Census. https://www.ksh.hu/nepszamlalas/tablak_iskolazottsag



Map 4: Representation index for population obtained not more than 8 grades of elementary school on the basis of population older than 6 (Average for all=1)

The map has been created from a database of Nagy, Peter Tibor, based on the data of the 2011 Census. https://www.ksh.hu/nepszamlalas/tablak_iskolazottsag

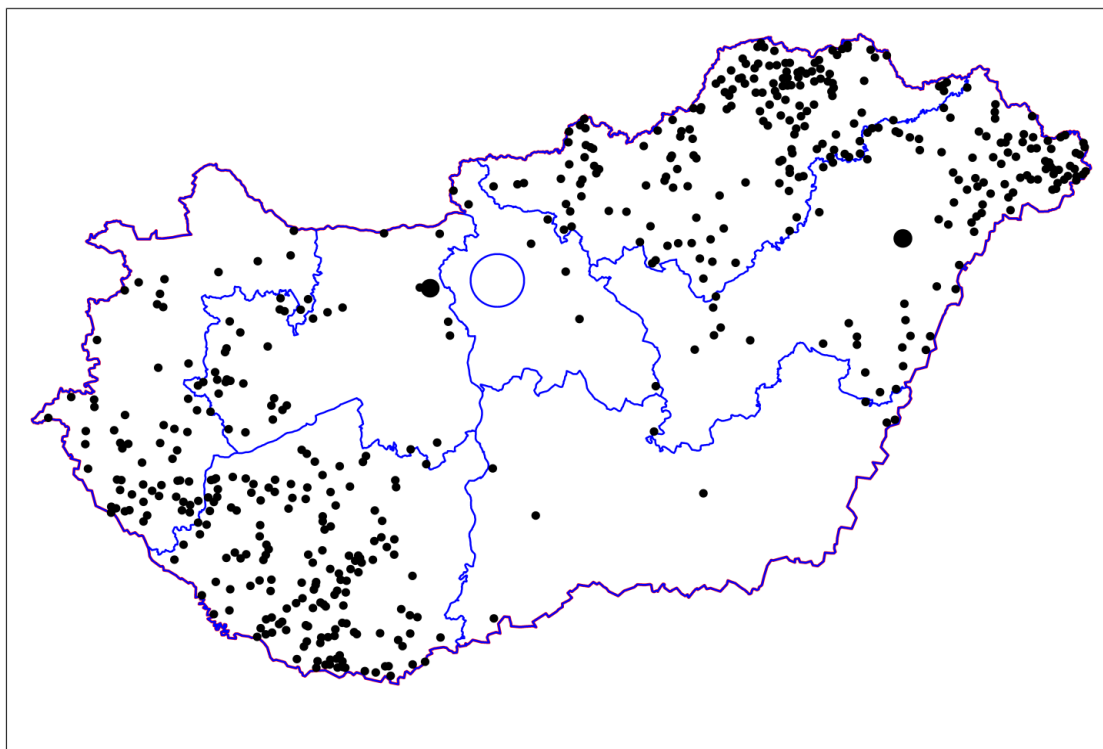
These maps use indicators which serve proxy for different type regional inequalities.

The map, which shows the difference within the GDP, (created not by me, but the statistical office) offered a kind of inequalities which principally no determinative relation to the backwardness of population. For example, more than forty percent of the energy used by Hungary is produced by one (1) nuclear power plant. located in south Transdanubia, an under-developed region. This company products 507 million Euro with 2518 employee, it means 200000 euro/person – but naturally this extremely high number not determine the *real* social development of the region.

As the value of dwellings represents 80% of the wealth of the population, the distribution of the inheritance tax base in 2010 is a good indicator of the inequality among the population living in certain regions – it is shown by another map.

The proportion of people who have not obtained the 8th grade of elementary school, which is compulsory since 1945 mirrors two types of backwardness: the proportion of the 7-14-year-old children, and the proportion of adults who are very weak position in the labour market, or as parents and grandparents of contemporary pupils. (The shortage of obtaining of 8th grade of elementary school exclude the getting of driving licence, which is perhaps the most important chance to fight against unemployment among non-skilled workers, and which offers chances for the inhabitants of smallest villages.)

The last map shows the proportion of people, who has not finished more than 8th grade of elementary school, so for example they could not be employed as skilled workers.



Map 5: Settlements with the 5% worst educational attainment conditions of Hungary

The labour market – after the collapse of classical socialist industry in 1990 and especially in the technological revolution of the 21st century – does not offer good chances for them. The

chances, offered by European labour market (working abroad as lifestyle, financing the family from Austria, Britain, Germany) is a relevant factor for skilled workers – but not for unskilled ones.

The purpose of map No.5 is to show the spatial distribution of the most disadvantaged settlements in Hungary.

Like all European societies, Hungarian one is characterized by the fact that there are more elderly among the under-educated people and that there is a significant emigration of the active population from small settlements. At the same time, the number of children in the under-educated population is high. Therefore, the strength of education attainment in settlements is not best expressed by the percentage of the population with less education than the eight primary classes generally, but by the level of education of potential parents, especially young adults – showing if the proportion of these under-educated people is high among them. Therefore, using the data of the 2011 census, we ranked more than 3,000 Hungarian local governments according to the percentage of the population aged 30-35 that their educational attainment does not reach 8 primary school grades. We started from the most disadvantaged settlements, Balvalenke, Ökörvölgy, Árka, Megyer, Keménfa, Csenyéte, Fáj, Boldogkőfalu, Abaújlak and Nyésta, where more than half of the young adults completed less than eight elementary school grades. (We have listed these names (not familiar not only for foreign readers, but rarely known for Hungarian readers) because researchers of Hungarian Roma know *not from the census, but from field experience, that almost only Gypsies live in these villages*). The role of Roma would be another indicator of backwardness but the different strategies of local political leaders influence the how often the local people – called Roma by their neighbours and by researchers – call themselves “Roma”, in the census. So, the data concerning the proportion of Roma are not really reliable compared to the data concerning the proportion of different educational attainments or unemployment, weak infrastructure, several children of family and similar objectivation of backwardness.

From this disadvantaged village, following this order, we selected so that their population aged 30-35 together would reach 5% of the Hungarian population aged 30-35.

The map shows that the points multiply in two areas. Southwest and northeast. Both “dark spot” has historical reasons. The historic Carpathian Basin had two developed “stripes”, one representing the counties along the line connecting Budapest-Vienna and the other the lines connecting Budapest-Krakow. The counties on the two sides of these lines were most able to join the two dominant trade routes. The Budapest-Vienna line in the northern part of Transdanubia, basically north of the long (and narrow) Lake Balaton line, reduces the risk of being disadvantaged. The northern part of the Budapest-Vienna line zone is the contemporary South-Western Slovakia.

There was no such historical developmental effect in the areas south of Lake Balaton, so the relative disadvantage of the area, which had been developed during the Turkish occupation of 16-17-th centuries, remained.

The 80% of the areas of the Budapest-Krakow line are located in Middle-Slovakia. The position of the areas east from this line after 1918 was determined by their location between this developed Central-Slovakia and the West (Bratislava, Prague, Vienna). In the areas east of this line - today's Eastern-Slovakia and North-Eastern-Hungary – this advantage factor is missing.

In one part of this region, a puppet state of Turkish Empire of 17th century existed, the other zone was occupied by Turkish empire directly, the backwardness of the territory inherited from that time.

We see fewer dark spots in the south-eastern part of the country. The most obvious explanation for this is that the 15-year long Habsburg-Turkish war at the end of the 17-th century took place mainly here and this area was completely destroyed, the majority of the population appeared. During the reconstruction, larger settlements were created by Habsburg-state and the size of the settlements – when development began to be determined by industry in the 19th century and trade and the third sector in general in the 20th century – proved to be beneficial.

The selection of schools for the Inclusion4Schools project

In a regional sense, in the same regions, which we call Northern-Hungary, the Northern-Great Plain, and Southern-Transdanubia as statistical development regions (NUT2), we also find the vast majority of *schools* that are of interest to us. We have included in the I4S research those schools where, according to the records of the administration, the proportion of “disadvantaged” children is higher than 50%. By definition,

“A child who is entitled to a regular child-raising allowance and an adult who has one of the following conditions is disadvantaged:

(a) the low level of education attainment of the parent or foster carer, if both parents raising the child together, the single parent or the foster parent can be found, on the basis of a voluntary declaration, to have no more than a basic education when claiming regular childcare allowance;

b) low employment of the parent or foster carer, if it can be established from any of the parents raising the child or the foster carer that he / she is entitled to care for the active age under §33 of the Act 1997. XXXI. or a person registered as a jobseeker for at least 12 months within 16 months;

(c) the child’s inadequate living environment or living conditions, if it can be established that the child lives in a segregated living environment or semi-comfortable, uncomfortable or emergency housing or in a house/flat with limited conditions for his / her healthy development. ”

By definition, “cumulatively disadvantaged” children are:

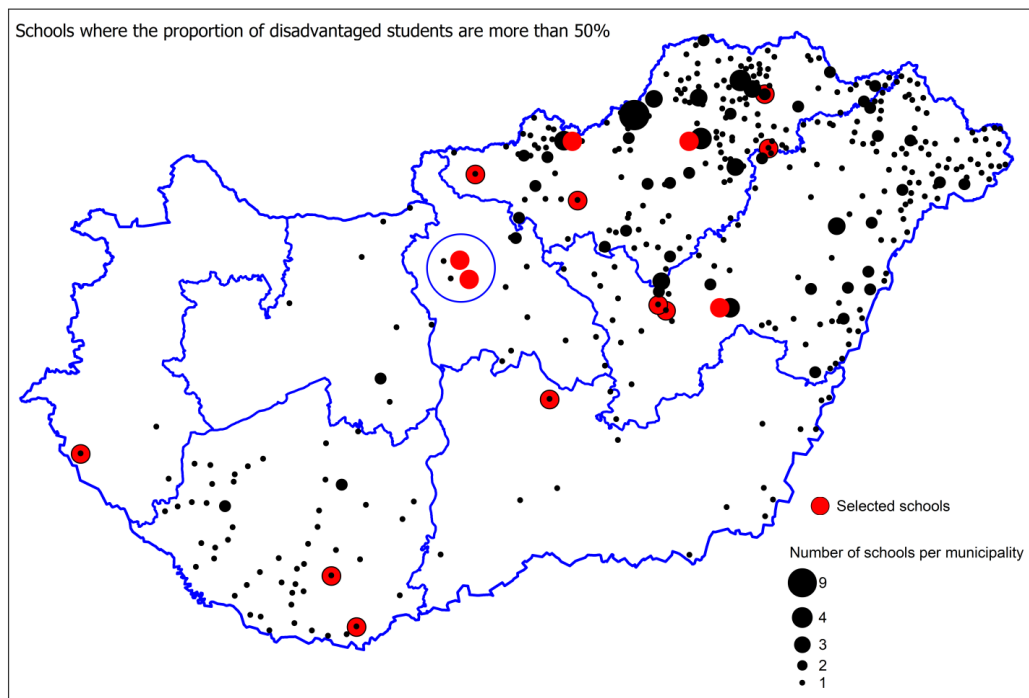
Children entitled to regular child protection benefits and who meet at least two of the conditions set out in points (a) to (c). In addition, children in state care and children in aftercare.

“At the same time as assessing the entitlement to the regular childcare allowance, the guardianship authority shall, upon request, determine in a separate decision, for a period equal to the entitlement to the regular childcare allowance, the existence of a disadvantaged or cumulative disadvantage of a child who has reached the age of majority. The establishment of the existence of a disadvantaged or cumulative disadvantage may be applied for after the establishment of the entitlement to the regular child protection allowance. In that case, the existence of the specified conditions shall be examined in relation to the date of submission of the application and the disadvantage and cumulative disadvantage may be established from the date of submission of the application for the duration of the existing regular child protection allowance. ”

Thus, it can be seen that although the disadvantaged situation is integrated into the national school database by the system of school administration, *its establishment is influenced by the system of child protection institutions and authorities*. Thus, the decision about categorisation

of the child is not made on the basis of the learning achievements or behavioural performance provided at school, but on the basis of other observations. It can also be examined whether this is a school in a single or multi-school settlement, where the high proportion of disadvantaged children simply reflects the fact that the settlement is generally very high in terms of illiteracy and poverty, or that the society of the settlement is somewhat “designated”. the school to gather disadvantaged children.

The following map shows the location of the disadvantaged schools we have contacted with our questionnaire.



Map 6: Schools where the proportion of disadvantaged pupils more that 50%, and the schools which have been involved in our project

The dots locate the disadvantaged schools. These dots are concentrated for the regions, which backwardness we explained earlier, the north-eastern and the south-western part of the country. There are more small black dots in the South-West since these schools work in small villages, determined by typical backwardness of that type of municipalities. There are relatively more big black dots in the North, showing that there are several schools with backwardness within one municipality. These municipalities are bigger, determined by classical socialist heavy industry in the 1950-1990 period. This type of backwardness is similar to the backwardness of traditional heavy industry zones of other European countries, but contrary to them, the Hungarian government has not used the European money to intensive reorganisation of the economy and society of the region.

56 of that schools have reacted to our questionnaire, the profile of them is described in the next Excursus. The 15 red dots in the same map show the schools, which we had involved as partners into our project for next years, selecting from that 56.

There proportion of non-state schools was over-represented among the answers, compare to their proportion among disadvantaged schools, because in the autocratic conditions of post-

2010 Hungarian politics, the leaders of many public schools are afraid to answer without permission of the deconcentrated educational authorities. This worrying is deeper in small villages, since the political forces of opposition much weaker in small villages than in towns.

Based on the responses received, we selected the schools to be included in the project to represent the three problematic statistical regions that we have mentioned before.

Despite the high proportion of low-educated population, shown in the map No.5, there are only a few black dots in map No.6 in the southern part of Western-Hungary. One school selected from us to be a partner of Inclusion4Schools. It could be interesting to see a situation when local elites or school leaders prefers "to show" or "let to see for public opinion" their school avoiding the stigma of "school with backwardness", contrary to majority of the municipalities where the "self-categorisation" of school or school categorisation of authorities correlates to statistical data about the relative backwardness of society of settlement. The latter group – perhaps – hope a kind of state support referring to their fight against backwardness, so they do not keep secret the data which prove the backwardness of school in the county, which is a kind of "scheme", bed for "marketing" of school in the local society, among the parents.

This one school signed by red dots without several black dots in the Western-Hungary region, located in Zala County. Zala, among scholars of territorial inequalities is the most frequent case study, caused by the very small average size of villages of the county.

We also considered it important to deal with the urban ghetto phenomenon, so we have involved two schools in Budapest in the analysis, whose disadvantage index were not so bad. (So, they received a red dot signal without having previously received a black dot signal.)

Otherwise, Budapest would have been left out altogether, because the schools in Budapest that belongs to category of "school the over 50% range of disadvantage" are connected to children's homes. However, living in orphanages, children's homes as a disadvantage is such a separate topic that

The involvement of a countryside urban ghetto explains the appearance of a single red dot on the Southern Great Plain, which is not a typical region of disadvantaged schools.

7. Excursus 2: What we learned about Hungarian schools from the answers to the questionnaire

Considering the high proportion (above 50%) of disadvantaged students, we sent the questionnaire to 458 schools, of which 56 responded in Hungary. It is a response rate of 12.2%.

The online questionnaire was asking for basic information about the schools, the social composition of children, the professional experience of teachers and finally, what services they have in place to help pupils and how they would like to join Inclusion4schools project.

Schools have been classified into 4 categories based on the number of pupils, a small school is defined as a school with less than 100 pupils, bigger, but still small school with between 100 and 200 pupils, schools with between 200 and 300 pupils are considered medium sized and schools with more than 300 pupils are considered large schools. Our sample thus included 15 small schools, 26 already larger, 11 medium and only 4 large schools.

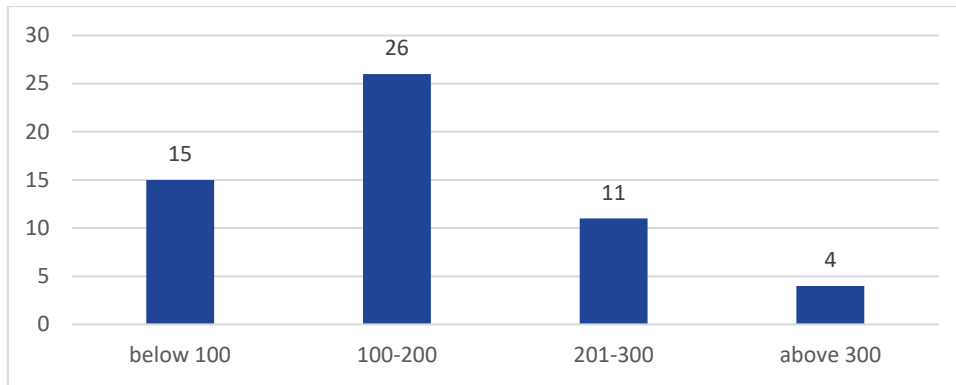


Figure 1: Number of students

The vast majority of schools that responded to the questionnaire are primary schools with 8 grades, only there are three schools with 6 grades and five schools with 12 grades include also secondary education within the school.

The number of teachers is roughly complied with the size of the school. The number of years of teaching experience of teachers varies so much that no pattern could be detected in relation to the number of pupils in the school.

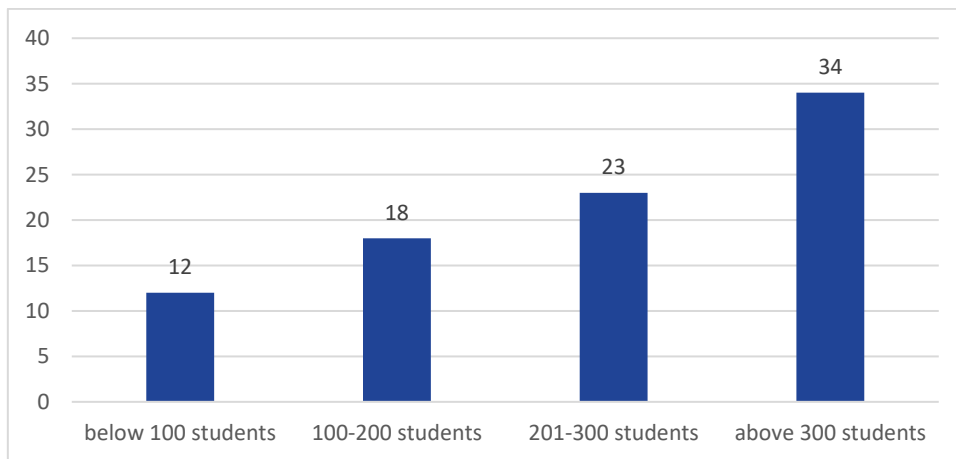


Figure 2: Average number of teachers according to the number of students in school

In the case of the schools in the sample, it is not the smallest schools that have the worst situation in terms of teachers without qualifications or not teaching the subject that corresponds to their qualifications. The graph below shows that the situation is best in the smallest schools and worst in the largest schools. It is true that there are so few of them that the results may be distorted.

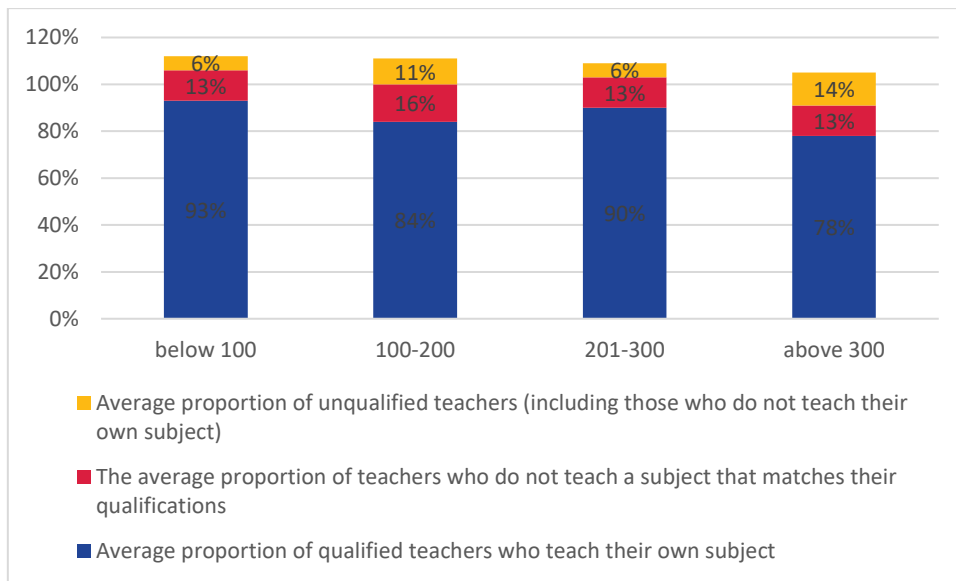


Figure 3: Qualified/non-qualified teachers according to the number of students in school

Figure 4 illustrates how few additional professionals are working in schools. In addition, most of the professionals (school psychologists, developmental teachers, pedagogical assistants, social workers, special education teachers, etc.) are not employed full-time, but usually spend a few hours a week in the school as itinerant professionals. Their number varies on average between 2 and 6, depending on the size of the school.

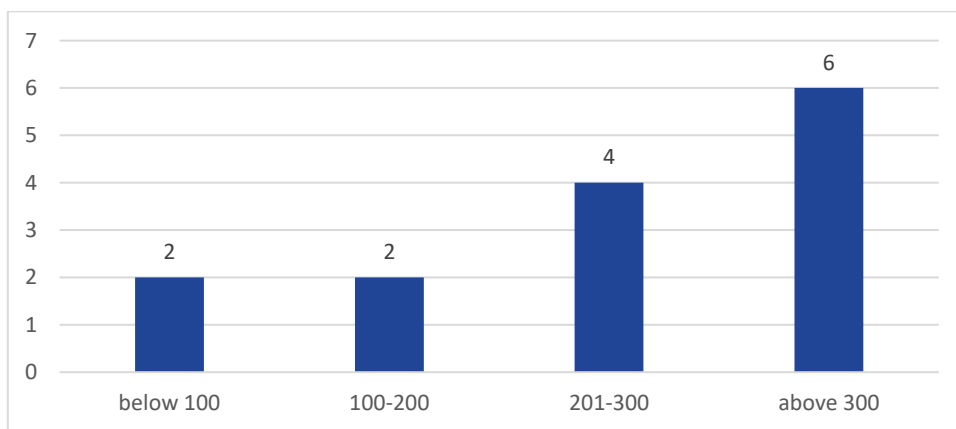


Figure 4: Average number of professionals in addition to teachers according to the number of students in school

Figure 5 shows the composition of pupils by school size. It is clear from this, that there is a strong correlation between disadvantage and perceived Roma origin, and that there is no school type where the proportion of the disadvantaged children and the Roma children are lower than 60%. The situation is worst in medium sized schools with between 200 and 300 pupils, but due to the small sample size and lack of more detailed information it is difficult to say what causes this at this stage.

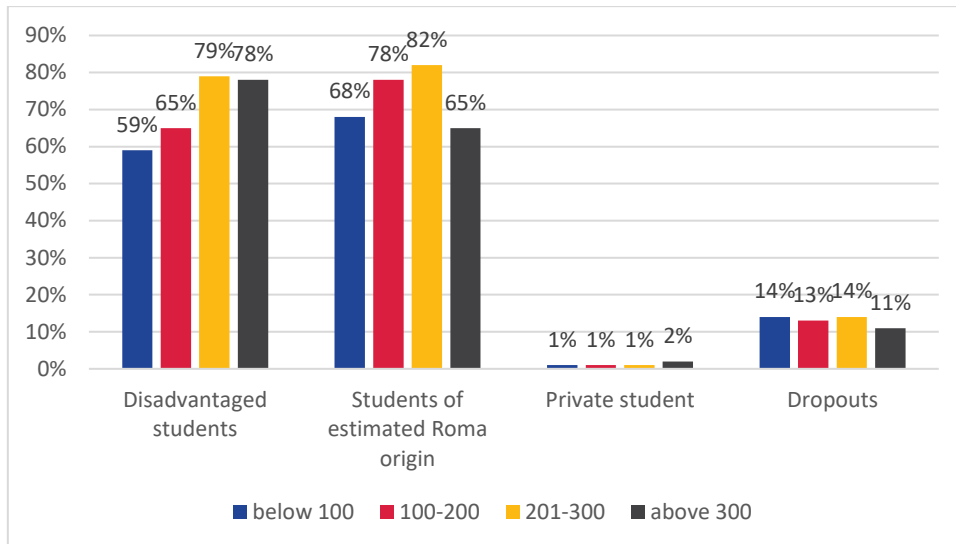


Figure 5: Average rates according to the number of students in school

The sample clearly included segregated schools (53), although the question asked whether the school had a segregated class. However, it is clear from the composition of pupils in the schools that it is not only the classes that are segregated, but the school itself, indicating that the classes in the sample are not segregated within the school, but that the school itself is segregated.

The following chart summarises which services for children and their families are most common in the responding schools. It is clear from the responses that services related to poverty, rather than learning, are most needed in these schools.

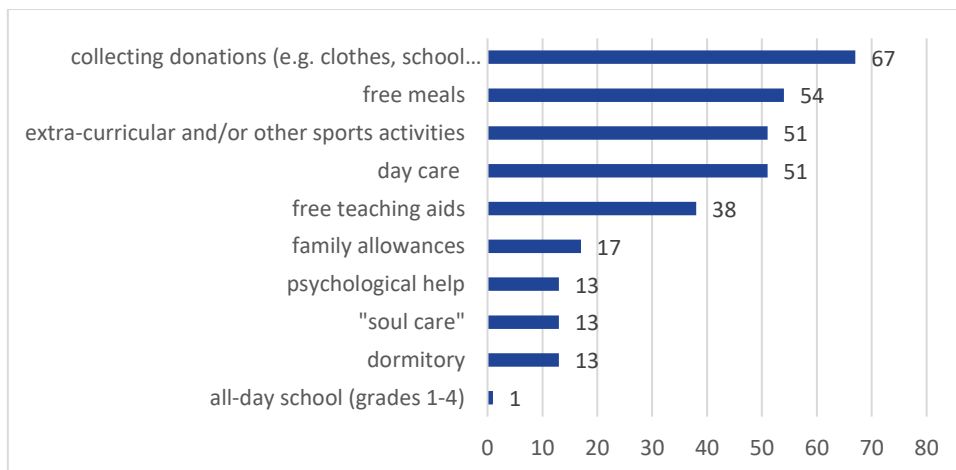


Figure 6: What services help children and their families?

Figure 7 shows the results of the improvement of the pedagogical work of schools. The most common were staff training and teacher collaboration, while the least common were the development of new teaching materials and methods, partly for structural reasons, as schools are completely deprived of professional autonomy.

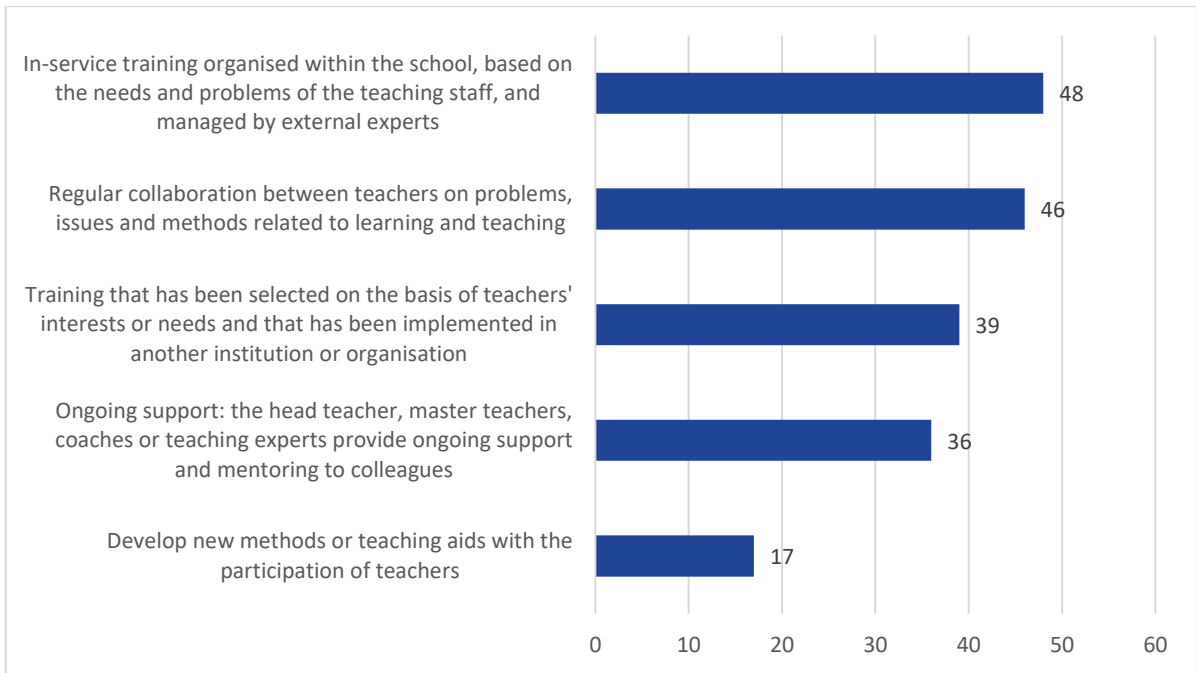


Figure 7: What development projects or inhouse training have teachers been involved in over the last 10 years?

Finally, the last figure shows what kind of support they would most expect from Inclusion4schools project. Community development programmes are the most popular request, but many would also like to receive help from teacher training institutes. However, there was concern that these segregated schools are the least keen to receive training on educational inequality and disadvantage and to share their own good practices which should be one of the most goals of our project.

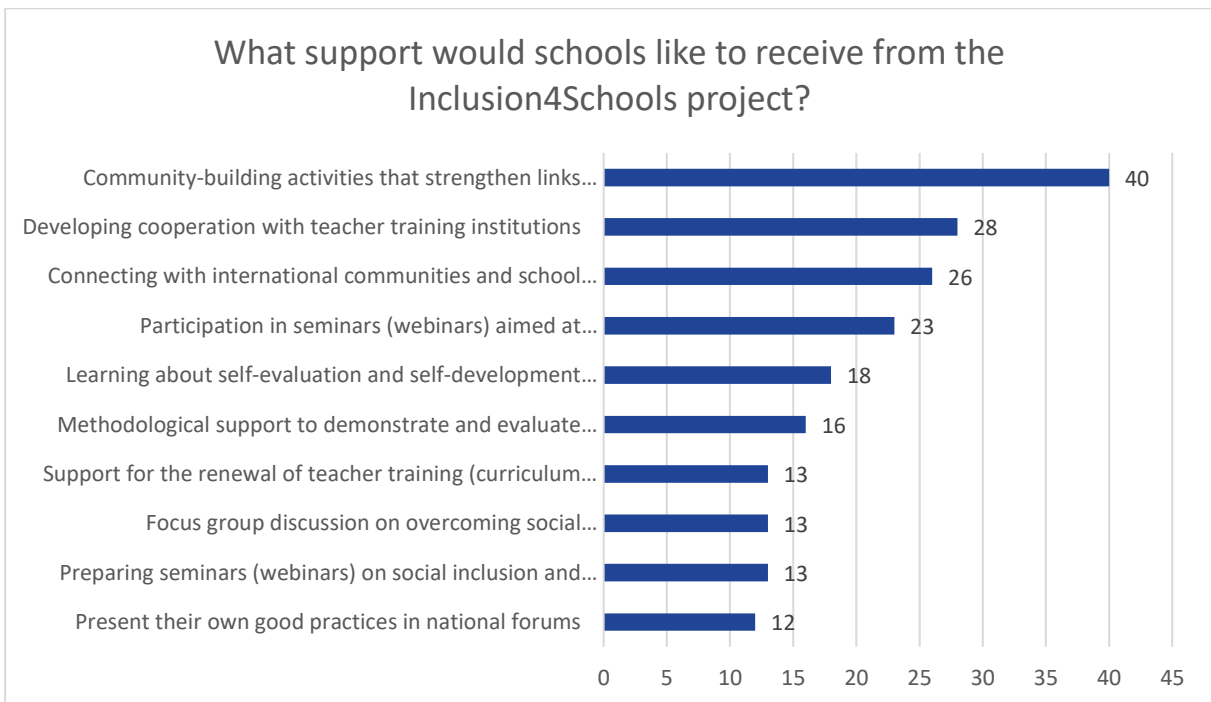


Figure 8: What support would schools like to receive from the Inclusion4Schools project?

In analysing the responses of the schools, in addition to the student composition (the high proportion of disadvantaged students) we mainly examined the network of schools (did they name any organizations they could expect help from) and their willingness to participate in activities important to our project. In this way, we primarily sought out schools that had their own good practices and were willing to share them with others, wanted to participate in national or international networks, and address issues related to social exclusion and disadvantage.

3. Field survey in segregated schools and their surroundings

a. Circumstances in which the interview survey was carried out

i. Dates of the interviews

Albania: 21th of June to 7th of September 2021

Bulgaria: 15th of September to 10th of October 2021

Hungary: 16th of August to 15th of October 2021

ii. Number of schools visited

Albania: 9 but they plan to visit 5-7 more during the autumn

Bulgaria: 10 schools

Hungary: 15 schools

iii. Method for the interviews

In Albania all the interviews were made in person. In some cases, there were other actors invited to the meeting.

In Bulgaria the survey was conducted mainly online or by phone: Structured on-line and phone interviews have been conducted with 10 school principals. The online approach has been selected as the fourth COVID 19 wave in Bulgaria started earlier as what the health experts have predicted. The school principals needed to organize the smooth beginning of the school year under the COVID-19 circumstances and suggested to postpone the meetings for the end of September and early October. After the outbreak of COVID-19 in the country (now Bulgaria is in the dark-red zone) a decision has been taken to postpone again the live meetings and the field visits in the communities. Additional online and phone meetings with schools and local governments were conducted to collect additional information. The 10 schools, involved in the online survey will be visited on the spot for conducting in person meetings and discussions, when the pandemic situation in Bulgaria is improved.

In Hungary 3 online interviews and 22 in person interviews were carried out. The survey was conducted in the educational institutions, local government offices, social institutions or online by Wesley and Oltalom team. We have interviewed in 15 schools altogether, in 14 of them in person and only 1 online. In every interview at least the principal or the vice principal of the institution answered our questions. In some case several teachers or administrative staff was present.

b. Interview questions and topics

The interview questions were elaborated by Oltalom and discussed among partners. The original English version was then translated to national languages. These were followed in each interview so that the content of the survey could be analysed and used later in the project. There were three different sets of interview questions: the ones dedicated to principals, to NGOs and to mayors or municipality staff. The interview questions in the three sets overlap in their general parts. The interview questions for principals will be presented in their complete form herein and only the differing questions from the other two.

i. Structured interview questions – schools

Identifying problems
What are the main problems schools face and struggle with?
<i>Specifically, what is the situation regarding the followings (from individual to structural problems):</i>
Child–school relations: child’s individual capabilities, struggles and learning difficulties, present/missing professionals and expert knowledge
Relations between children: typical conflicts, forms of solidarity, assisted learning (e.g., study groups, tutoring)
Child–Family relations: family’s socio-cultural background, parental educational qualification, role of family ties in facilitating learning, supportive or unfavorable environment
Family–School relations: channel of communication with parents, parental role in school life, plan to have/have parent-teacher meetings, parental panels and clubs
School–School board relations: How would you describe the relationship in a few words? (e.g., bureaucratic, supportive, commanding/controlling, dictating, innovative/progressive) Are you satisfied with the available resources? If given more resources, where would you invest it?
Relations between schools and other organizations: What relations do you have with external organizations? How do you keep relations with them? Did you cooperate and prepare programs together? What plans do you have for the future? If there are no civil organizations assisting the school, why is that?
Local residents and municipality: How would you describe the local leader/mayor (e.g., active, helpful, efficient, conflict-avoidant)? Who can you rely on locally besides the parents?
Educational public policy: Do central/governmental educational policies/politics support children from disadvantaged backgrounds, if so, how? Which are the problems the current policies do not offer a solution to?

Segregation
How would you describe the local social structure? Is the local society divided? If so, how and why?
To what extent does the local community support its disadvantaged groups? If solidarity is low, what is the explanation for that?
How typical is early dropout in your school? What happens to students who drop out?
How typical is in your residence that non-roma children are taken out from Roma-majority schools? What school these children are brought to instead?
Is any form of Roma integration realized in your settlement? If so, in what ways? If not, what is the explanation? What are the challenges and struggles for Roma integration?
Need assessment
What would be your three wishes that you see as improving your work output quality and goals? What tools, methods or assistance do you require the most?
Finding solutions
What do you see as major solutions for integrating disadvantaged children?
What pedagogical good practices have you implemented already or considered doing so?
What practices have you tried but were not successful, and why?
Which practices worked and likely why?
Who did you reach out to in developing and implementing the (new) methods and practices? Were they professionals? Are there expert groups (researchers, practitioners) who have a permanent relationship with the school?
What is the direction one should take to further progress and innovative pedagogical practices?
School-community relationship
Which statement best describes the present situation: "The school serves the community" or "The community serves the school" How much influence does the local community have over the school? How independent is the school from the community?
What communication channel is available between the school and the community?
Is there a platform available for discussion and dialogue? (e.g., debate panel, roundtable, open day)
Who initiates these discussions?
What issue was last discussed (either openly or closed-doors) that involved the school and the community? Where was this discussion held? Who participated?

Do you consider the relations between school and community important or central?

Would locals endorse community building programs and trainings? Were there such initiatives in your settlement/ in the school?

ii. Specific questions for municipalities

Identifying problems

How is your **relationship with the school** / school principal / school maintainer?
Are they in a close, daily relationship? What is the way to keep in touch? If there is no contact, why not?

What kind of matters does the school usually contact you about? (e.g. What was the last occasion that they did this?) To what extent are you able to help with these?

What is your **relationship with NGOs or church organizations** that visit the schools?
Do these organizations also contact the mayor's office to make arrangements?

What is your **relationship with the local population** and community? In what forums can they discuss their common issues? What are the most common topics?

Educational public policy: Do central/governmental educational policies/politics support children from disadvantaged backgrounds, if so, how? Which are the problems the current policies do not offer a solution to?

iii. Specific questions for NGOs

Identifying problems

Organization–school relation:

How many schools do they have a relationship with? How do they contact schools?
Was there a school that reached out to you? Is there a school where you established a permanent/regular relationship? Is the relation with schools generally positive or negative?
How do they welcome the organization? Was there a school that didn't welcome the organization? why? Did you cooperate and prepare programs together?
What was successful, what were the challenges and difficulties?
What plans do you have for the future?

Organization–municipality relation: How would you describe the local leader/mayor (e.g., active, helpful, efficient, conflict-avoidant)? How is your relationship with the municipality?

Educational public policy: Do central/governmental educational policies/politics support children from disadvantaged backgrounds, if so, how? Which are the problems the current policies do not offer a solution to?

c. Schools participating in the survey

The schools and other institutions and organisations contacted and participating in the survey are listed on the following pages. Unfortunately, circumstances were far from ideal for personal visits and also for arranging group meetings. While many of our target institutions were locked down during the spring, they spent most of the summer with planning, with catching up with administrative duties and many were on their well-deserved holidays.

Albania

No	Name of School	Municipality	Type of school	Number of pupils	Percentage of disadvantaged pupils
1	"Bajram Curri"	Municipality of TIRANË, Central Albania	1-9 years mandatory, public	626	Poor (parents living under economic aid scheme) 22% Roma 22% Egyptian 52%
2	"Xhezmi Delli"	Municipality of TIRANË, Central Albania	1-9 years mandatory, public	131	Poor (parents living under economic aid scheme) 5% Roma 1% Egyptian 51%
3	"Grekan"	Municipality of BELSH, Grekan Central Albania	1-9 years mandatory, public	140	Poor (parents living under economic aid scheme) 54% Roma 0% Egyptian 0%
4	"DRITA ÇOMO"	Municipality of CËRRIK, Central Albania	1-9 years mandatory, public	154	Poor (parents living under economic aid scheme) 40% Roma 0% Egyptian 61%
5	"Ptoleme Xhuvani"	Municipality of ELBASAN, Central Albania	1-9 years mandatory, public	242	Poor (parents living under economic aid scheme) 23% Roma 2% Egyptian 52%
6	"ISUF GJURA"	Municipality of LIBRAZHD, Central Albania	1-9 years mandatory, public	79	Poor (parents living under economic aid scheme) 86% Roma 0% Egyptian 1%
7	"Amaro - Tan"	Municipality of POGRADEC, South-East Albania	1-9 years mandatory, private	112	Poor (parents living under economic aid scheme) 57% Roma 27% Egyptian 50%. This is a very interesting project-based school. A humanitarian organization has

No	Name of School	Municipality	Type of school	Number of pupils	Percentage of disadvantaged pupils
					established and supports it financially and provides very diverse services for the kids and community.
8	"LIRIA"	Municipality of SHKODËR, North Albania	1-9 years mandatory, public	119	Poor (parents living under economic aid scheme) 43% Roma 35% Egyptian 63%
9	"Hasmashaj"	Municipality of Peqin, central Albania	1-9 years mandatory, public	135	Poor (parents living under economic aid scheme) 52%

Bulgaria

No	Name of School	Settlement, municipality, district	Type of the school	Number of students 2021 ¹	Number of disadvantaged students ² 2020	Criteria for selection 2021 ³	Criteria for selection
1	SU "Otetz Paisii"	Medkovez village Municipality of Medkovez, Montana district North-Western Bulgaria	High school, 1 st to 12 th grade	250	249	238	93% Roma students are enrolled in the school. It is a big village in North-Western Bulgaria – the poorest region in Bulgaria and in EU.
2	OU "Vassil Levski"	Vratsa city Municipality of Vratsa, Vratsa district	Primary school 1 st to 7 th grade	260	259	258	School with 40% of Roma students. The city is a District center in North-Western

¹ Data from the online questionnaire, conducted under WPI

² Number of disadvantaged students in the school, applied by the school principal and approved by the Ministry of education for providing additional transfers to the 2020 and 2021 school budgets for conducting specific measures for overcoming educational disparities of disadvantaged children. See Orders of the Minister of Education for 2020 and 2021 <https://www.mon.bg/bg/100276>

³ The number of disadvantaged students for the respective budget year is applied by the school principals in advance, based on their prognoses for the number of students in the coming school year. For that reason, there are small differences between the actual number of students in 2021 and the approved number of disadvantaged students in 2021 – see the schools #3, #7 and # 10.

No	Name of School	Settlement, municipality, district	Type of the school	Number of students 2021 ¹	Number of disadvantaged students ² 2020	Criteria for selection 2021 ³	Criteria for selection
		North-Western Bulgaria					Bulgaria – the poorest region in Bulgaria and in EU.
3	OU “Hristo Botev”	Glozhene village Municipality of Kozloduy, Vratsa district North-Western Bulgaria	Primary school 1 st to 7 th grade	144	133	145	83% Roma students are enrolled in the school. It is a big village in North-Western Bulgaria – the poorest region in Bulgaria and in EU.
4	OU “P.K. Yavorov”	Kurdjali city Municipality of Kurdjali, Kurdjali district South-Central Bulgaria	Primary school 1 st to 7 th grade	313	346	342	Segregated school with 100% Roma students in a city – district center with mixed ethnic population.
5	OU “Ivan Vasov”	Harmanly town, Municipality of Harmanly, Haskovo district South-Central Bulgaria	Primary school 1 st to 7 th grade	477	442	459	A school with 30% Roma and 4% Turks. Small town, municipal center.
6	OU “Shandor Petiofi”	Haskovo city, Municipality of Haskovo, Haskovo district South-Central Bulgaria	Primary school 1 st to 7 th grade	340	383 ⁴	0 ⁵	12% Roma and 5% Turkish children are studying at the school. Haskovo is a big district center.
7	OU “Yordan Yovkov”	Yambol city Municipality of Yambol, Yambol district South-East Bulgaria	Primary school 1 st to 7 th grade	739	730	741	Segregated school with 70% Roma students and 30% other ethnic minorities (Turks). Big district center.

⁴ The number of disadvantaged students in OU “Shandor Petiofi”, approved for additional transfers by the Ministry of Education in 2020, covers also the preschool classes (5-6 years old), which are not included in the total number of students between 1st to 7th grade.

⁵ The school OU “Shandor Petiofi” didn’t apply for additional transfers in 2021, protesting against the heavy bureaucratic system of the Ministry of Education for management of these funds.

No	Name of School	Settlement, municipality, district	Type of the school	Number of students 2021 ¹	Number of disadvantaged students ² 2020	Criteria for selection 2021 ³	Criteria for selection
8	School "Saint Cl. Ohridsky"	Tishevitsa village Municipality of Vratsa, Vratsa district North-Western Bulgaria	School 1 st to 10 th grade	124	119	124	90% Roma students are enrolled in the school. It is a relatively big village in North-Western Bulgaria – the poorest region in Bulgaria and in EU.
9	OU "N.Y. Vapzarov"	Selanovtsi village Municipality of Oriahovo, Vratsa district North-Western Bulgaria	Primary school 1 st to 7 th grade	141	152	141	53% Roma students are enrolled in the school. It is a big village in North-Western Bulgaria – the poorest region in Bulgaria and in EU.
10	OU „D.N. Matevski“	Merichlery town, Municipality of Dimitrovgrad, Haskovo district South-Central Bulgaria	Primary school 1 st to 7 th grade	110	113	111	A segregated school with 99% Roma and 1% Turkish students in a small town.

Hungary

No	Name of school	Settlement	Complexity	Number of students	Proportion of disadvantaged students	Proportion of Roma students
1	Salgótarjáni Általános Iskola Dornay Béla Tagiskolája	Salgótarján	elementary school	136	57%	est. 80%
2	Taktakenézi Petőfi Sándor Általános Iskola	Taktakenéz	elementary school	122	97%	est. 90%
3	Wesley János Családi Bölcsőde, Óvoda, Általános Iskola, Szakképző Iskola, Technikum és Kollégium	Abaújkér	nursery, elementary school, vocational school	238	73%	est. 98%

No	Name of school	Settlement	Complexity	Number of students	Proportion of disadvantaged students	Proportion of Roma students
4	Gyöngyösoroszi Árpád Fejedelem Általános Iskola	Gyöngyösoroszi	elementary school	112	58%	est. 100%
5	Tereskei Általános Iskola	Tereske	elementary school	84	76%	est. 95%
6	Szent Pál Marista Általános Iskola	Karcag	elementary school	260	81%	est. 95%
7	Kecskeméti Belvárosi Zrínyi Ilona Általános Iskola Tóth László Általános Iskolája	Kecskemét	elementary school	102	60%	est. 80%
8	Néri Szent Fülöp Katolikus Általános Iskola és Óvoda	Pécs	nursery and elementary school	113	73%	est. 95%
9	Pécsi Református Kollégium Nagyharsányi Általános Iskolája	Nagyharsány	elementary school	153	57%	est. 60%
10	Nyitott Ajtó Baptista Szakképző Iskola, Középiskola, Általános Iskola, Óvoda, Szakiskola és Kollégium	Miskolc	nursery, elementary school, vocational school and high school	300	73%	est. 80%
11	Magyar Máltai Szeretetszolgálat Tiszabői Általános Iskola	Tiszabő	elementary school	337	96%	est. 100%
12	Szent Gellért Katolikus Általános Iskola	Kőtelek	elementary school	124	72%	est. 94%
13	Móricz Zsigmond Egységes Gyógypedagógiai Módszertani Intézmény	Lenti	united special educational institution	129	54%	est. 43%
14	Wesley Kincsei Általános Iskola és Gimnázium	Budapest	elementary and high school	105	24%	est. 60%
15	MÁV telepi Wesley János Óvoda, Általános Iskola, Szakközépiskola, Szakgimnázium és Gimnázium	Budapest	nursery, elementary school, vocational school and high school	69	16%	est. 90%

d. Other organisations, persons participating in the survey

ALBANIA

No.	Settlement	Local government	Civic organization	Social services	Other
1	Tirana	Arjola Byzyka, Director of Education Policies in the Municipality, & Adela Krajka- EU corner Tirana Municipality		Denisa Babasula, specialist by the Children Protection Unit in Tirana Administrative Unit No 4, where Xhezmi Delli School is located.	Marjeta Ramaj, deputy director of "Bajram Curri School"
2	Shkodra	Brisela Kadija, Chair of the Municipal Council , Municipality of Shkodra & Denis Lesha, Secretary general of the Municipal Council, Municipality of Shkodra & Stela Mardusha , EU Corner specialist, Municipality of Shkodra		Lorena Bardeli Chief of the Directorate of Social Services, Housing and Public Health	iditë Duraj, Mathematics Chief of Department , "Luigj Gurakuqi" University of Shkodra & Sindis Sulja, Director , Education Local Office
3	Librazhd	Marjola Omeri- EU corner by the Municipality of Librazhd			Ermal Tirollari- World Vision representative in Librazhd,
4	Peqin	Lorenc Tosku, Mayor of Peqin Municipality	Unitet Sinani- Local Roma and Egyptian Organization „Sfinx“		

No.	Settlement	Local government	Civic organization	Social services	Other
		& Xhesjana Dokja – Deputy Mayor of Peqin Municipality & Flutura Nuka- Director , Education Local Office , Peqin	& Ali Kurti- Private kindergarten and center for disadvantaged children, funded by a Christian foundation		
5	Elbasan	Anila Çota- Head of the Education Local Office Elbasan	Ervis Çota- Roma and Egyptian Youth Movement		
6	Pogradec	Blerta Çomo, EU corner Pogradec Municipality	Herolinda Shkullaku- Administrator, Nehemiah Gateway University, funded by Nehemia Gateway Foundation (that finances our partner school , Amaro Tan)		

BULGARIA

No.	Settlement	Local government	Civic organization	Social services	Other
1	Medkovez		Nikolay Kirilov, Roma-Lom Foundation & Milen Gechovski, Zakrilnitzi Association	Radoslava Radkova, health mediator, hired by the Municipality of Medkovez	Dessislava Venzislavova, Secretary of the Community Cultural Center (chitaliste) to the Municipality of Medkovez
2	Vratsa			Kalin Dikov, health mediator, hired by the Municipality of Vratsa	
3	Glozhene			Valery Petrov, health mediator, hired by the Municipality of Kozloduy	
4	Harmanly			Fanka Ivanova, health mediator, hired by the Municipality of Harmanly	
5	Tishevitsa	Albena Kisiova, Roma expert at the Regional Governor office of Vratsa district			
6	Selanovtsi			Radostina Shishmanova, health mediator, hired by the Municipality of Oriahovo	

HUNGARY

No.	Settlement	Local government	Civic organization	Social services	Other
1	Abaújkér		Kovácsné Palkó, Ludmilla Leader of the Club for the Elderly		
2	Gyöngyös- oroszi	Tóth, Szilveszter Mayor of the settlement			
3	Karcag	dr. Bukács, Annamária notary of the settlement & Sándor, Rózsa Leader of the Department for Social Issues at the Local government			
4	Kecskemét			Oláh, Annamária Leader of the Sure Start Children House of the settlement	Kabai, Virág Leader of „Hajnalcsillag Tanoda”, the After-School Support Program
5	Miskolc	Varga, Andrea Klára Local Deputy mayor of the settlement			
6	Pécs	Dr. Osztásné dr. Varga-Pál, Viktória Leader of the cultural department of the settlement			
7	Salgótarján	Dr. Huszár, Máté Deputy mayor of the settlement			

No.	Settlement	Local government	Civic organization	Social services	Other
8	Taktakenéz	Molnár Tibor Mayor of the settlement			
9	Tiszabő		Olajos Sándorné Leader of the Family Care Center of the settlement		

e. Documentation of the survey

Besides the general rules of project documentation, we did not set any other requirements for the interviewers than to summarise and analyse the content of the interview according to the criteria given, so at least a note of each interview had to be taken, and if the interviewees agreed, an audio recording had to be made. The table below summarises the documents used in the three countries as the basis for the observations presented in the following sub-chapter.

Type of documentation	ALBANIA	BULGARIA	HUNGARY
minutes	9	10	5
photos	9		13
transcriptions		10	
summaries			20
audio recordings			16

f. Survey results along the interview questions – Themes for mapping the circumstances

i. Main problems identified

Same observations, common phenomena

Most municipalities have many families living in extreme poverty. With a few exceptions, school buildings and infrastructure are in need of renovation.

Child care takes priority over education. This is also due to the fact that the majority of the families have values that are different from mainstream society, live in poverty with no prospects. Often, they cannot afford food, medicine or adequate clothing, resulting in high absenteeism.

Early marriages, childbearing and drop outs at the age 12-15 for Roma girls is a common issue.

Lack of motivation to learn, especially in places where unemployment is high, and bringing children from their households to schools is a big challenge.

Shortage of professionals in areas where children's social problems or individual learning difficulties should be addressed.

Different experiences, special circumstances

Schools in general do not have the independence to raise funds and to put them in use for repair, school materials and equipment. Some schools asked to have the possibility of providing a free meal for the pupils. (Albania)

Non-Roma parents take their children out of the Roma-majority school, claiming that they would not be able to develop properly there. On the other hand, the reverse movement is also typical: Roma parents also take their children away from the majority school if there is a Roma school nearby, as this reduces discrimination. Both trends increase school segregation. **(Hungary)**

Crime, abuse and drugs are a problem in many places, and in two of the municipalities we visited there is a very high proportion of families using drugs. **(Hungary)**

ii. Schools' relations with parents

Same observations, common phenomena

The practices of the schools vary, although all experience problems with different groups of parents, the most often the most marginalised.

Schools generally find it difficult to develop a cooperative relationship with parents.

Unfortunately, **there is a general lack of interest in parents' involvement in their children's learning and education.** This is compounded by the fact that they see the child as a member of the family with earning potential, so they put the child to work as soon as possible instead of going to school.

Different experiences, special circumstances

Predominantly, all the schools that have Roma and Egyptian background pupils, stated that in a considerable number parents are illiterate and they cannot support the schools in checking the progress of their kids at home. Often the support required by schools for the parents, involves behavioural matters, which are not properly addressed at a large scale. Education for the parents of these children is a "problem" that belongs to the school and has no relevance to the parents. **(Albania)**

In **Bulgaria** all schools have educational mediators and/or assistant teachers to support the communication with the families and the enrolment of the students. In some places it can function outstandingly well, where the school has the support of parents in ameliorating the school grounds and planting trees and flowers. The school has a proactive Board of Trustees and a Public Council who have fundraised for digital equipment, projects to the municipality and charity events.

Extreme, frightening examples were seen in **Hungary**: in one village there have been requests from parents offering a few million forints to stop their child from repeating the grade, or a school admitted that they have a high incest rate in their municipality, but they dare not officially report it because they have no evidence and fear that they will lose what little trust they have with parents.

iii. Schools' relations with the maintainer

Different experiences, special circumstances

The financial model on which schools operate in **Albania** is human resources are financially funded by the government and infrastructural interventions, reconstructions, building is covered by the local government, which in its turn usually applies to national funds to receive funds for reconstructions or new buildings. Other running costs of the schools like, electricity,

water and cleaning supplies are also covered by the local government units. School directors state that the support on running costs has been consistent but any other school restoration has been almost missing. It requires a lot of communication and requests.

However, when it comes to cases of child exploitation or child abuse the Child Protection Units by the Local Government Units are responsive to a certain extent to address critical cases.

Some schools address their pupils to municipal community centers, that provide after school services and hygiene services together with free meals.

All schools in the project in **Bulgaria** are municipal ones. The duties of the local government are very limited and relates to the reconstruction of the school permits and in delegating additional funds in the cases where the state subsidy is not sufficient. Although the local government has the obligation to appoint a representative to the Public Council of each school, her/his role is rather symbolic and the tool is rarely applied.

In **Hungary** many schools have very good relations with the maintainer. They get the support and resources. However, some schools feel they have less resources because of the state maintenance, e.g., the assets they receive are of poor quality and they do not have the status of a district school, thus stabilising their segregated situation. The effectiveness of state maintenance varies widely from area to area.

Unfortunately, one town's school also reported that it was only at the beginning of the school year that they were informed that they were to be closed. A church-run school complained that it was only providing adequate funding to one of its three schools, elevating it to an elitist position. The other two schools in the segregation area receive much less support, despite the fact that their teachers are highly qualified and dedicated in their work.

iv. Schools' relations with the local government and churches (if they are not the maintainer)

Different experiences, special circumstances

In this respect **there were no common points of experience** and the question was replied to in the previous section in the case of Albania.

In **Bulgaria** the survey shows that in the case of a small municipality there are greater engagement of the local government with the school. In the cases of bigger municipalities, the schools educating Roma children and children from the ethnic minorities are in the periphery, both spatially and as rating. They are often excluded from the priorities of the administration.

The field of interaction between the school and the local government in all cases are the Teams for enrolling children at school. The teams are set based on a Decree of the Ministry of education and are cross-sectorial. All schools report good communication within the teams and support from the members from the other institutions.

In **Hungary** there are some schools that have a very good relationship with the municipality. In general, in schools where there is a close personal relationship with the mayor and municipal employees, the municipality supports the school in various ways, even though it is no longer the owner. In most places, however, the involvement of municipalities in school life and support is quite minimal.

In the case of church-run schools, the relationship and cooperation with the local government is not always smooth, and the local government has difficulty accepting the presence of the church in education. In some municipalities where the majority of the population is Roma, the various churches have withdrawn from the support system.

v. Schools' relations with civic organisations

Same observations, common phenomena

The only common element in the reports of the three countries is that the **relations with civil society organizations differ from one school to another**. There seem to be no established patterns or ways of cooperation that are universally valid to our target schools.

Different experiences, special circumstances

In **Albania** one form of support identified is the "Sponsorship program" of the World Vision, where specific pupils were assigned a defined sum of money, given in the form of school supplies, clothes or another item they necessitate. Another form is supporting schools with stationaries. Colleagues identified one example where a Civil Organization of Roma and Egyptians, play an advocacy role for the school, concerning the risk of segregation of the school and also on the poor conditions of the school that hosts a majority of Roma pupils.

The practices vary in **Bulgaria** as well: only one school has a practice of extensive partnerships with civic organizations. It has a joint project with Caritas Bulgaria and a good collaboration with the local Rotary business club. Some of the reasons to have active partnerships is the refugee centre located in the town and the numerous civic interventions during the migration crisis in 2015.

In the North-west of Bulgaria, the schools establish partnerships with civic organizations. The majority work with regional or national level Roma organizations and with the local community centres.

In some municipalities of **Hungary**, the presence of supportive NGOs is completely absent, which is much missed by schools.

Schools in the capital or in larger municipalities are more easily contacted and reached by different organisations and therefore more likely to receive support and assistance. Only in a few settlements is there a presence of a Roma self-government or an ethnic self-government.

The role of the so-called "Tanoda" is outstanding in those municipalities where this type of organisation is available. It complements school education to a high standard by supporting and organising after-school learning and other activities.

vi. Distribution of the population of the municipality, spatial distribution, forms of segregation

Unfortunately, we have no data from **Albania** in this respect.

All schools involved in our project are located in segregates for historical reasons.

Further observations concerning **Hungary**:

- In many settlements, the majority community is not accepting of Roma and non-Roma people living in extreme poverty. Various forms of prejudice and segregation towards these disadvantaged groups are present.
- In general, parents who can afford it, take their children out from schools where the proportion of Roma children reaches 20%.

- In settlements with a predominantly Roma population, there are usually no conflicts, only when families move in from elsewhere, bringing in and reproducing their problems.
- In some settlements there is no discrimination, Roma and non-Roma families live peacefully side by side, and there are many mixed marriages.
- In several settlements, the “public work programme” is having a positive impact on the lives of disadvantaged families and provides a handhold to help them move out of deep poverty.
- In the poorest settlement in Hungary, disadvantage affects everyone, the village itself is a segregate.

vii. The impact of social segregation on schools

Same observations, common phenomena

Schools are mainly a reflection of the population living around them.

If one school has the reputation of belonging to one community (i.e. Roma school), consequently the chances of segregation increase and it is unusual for a parent from the majority population to send their kids in these schools.

There are less added funds for the schools, and **less communication between school and community.**

There is a weak support from the family due to the social exclusion which also had implicated poor educational status.

Different experiences, special circumstances

Poor mastering of **Bulgarian** language due to the social and spatial segregation of the neighbourhood.

Disadvantaged schools struggle with teacher and professional shortages in **Hungary.**

Social segregation can also divide the school community, with schools generally reflecting all the attitudes that are prevalent in the locality. If the community in the settlement is accepting and cooperative, this will also have an impact on the school climate. If conflicts between the different socio-cultural groups living in the settlement are a feature of the settlement, it will be equally reflected in schools where the pupils are of mixed composition. (**Hungary**)

viii. Roma integration and solidarity in the settlement

Same observations, common phenomena

With a few exceptions Roma do not meet solidarity within the community. At individual and family level there is acceptance, but when it comes to group solidarity the attitudes are usually negative.

Secondary segregation when the number of Roma children is increasing in a school, the parents from the majority withdraw their children and enrol them in “ethnically clean” schools.

Different experiences, special circumstances

Roma issue is addressed together with Egyptian community and so are policies and action plans on a national and/or local level. There are several initiatives in action: The Action Plan for Integration of Roma and Egyptians by the Government of Albania, coordinated by the Ministry of Health and Social Protection; ROMACTED: "Promoting good governance and Roma empowerment at local level", is a Joint Programme between the European Union (DG NEAR) and the Council of Europe. **(Albania)**

What Roma and Egyptian kids profit from the local government are: free of charge nursery, kindergarten and preschool education, free texts books, free transportation in cases they have to travel to their respective schools. In a couple of state schools free meal support centers for afterschool services and meals. **(Albania)**

In several settlements, both the people living there and the schools have done a lot to bring Roma and non-Roma together as a community. There are settlements where the Roma self-government has also taken concrete steps towards integration through various action programmes and ongoing support. **(Hungary)**

There are examples that the school has employed a Roma teacher and brought Roma traditions into the school, which also promotes integration, although this was not generally important to Roma families. **(Hungary)**

ix. The main wishes of schools

Same observations, common phenomena

- **to have sufficient funds** – both for supplies and infrastructure and for staff and experts,
- **methodological support** for effective teaching,
- **to have funds for extracurricular activities**, excursions,
- **guidance on how to have better relations with the parents and the community.**

Different experiences, special circumstances

Further wishes from the partner country institutions include:

In **Hungary** while asking the principals, teachers about their three wishes, the answers reflected utmost modesty, many of them could not even name a third wish, only two.

The most common wishes were

- to have moral and financial respect for the teachers in society,
- the school should be maintained by the church, rather than by the state
- the establishing a mission center,
- collaborative partner institutions, good relations with neighbouring municipalities,
- accessible infrastructure in the school,

- desegregation, abolition of segregated classes.

Bulgarian schools' wishes could be grouped as follows:

- Methodical: trainings for how to retain children at school; increasing the skills for work in a multicultural environment; work with parents from disadvantaged communities; self-assessment and development.
- Practical: exchanges good practices in teaching Roma children and in enrolling drop-outs back to school; joining networks or groups to share experiences of working with disadvantaged communities; community development activities.

Overall, in the visited schools, the common concern is financial support or financial autonomy, in **Albania**. Moreover:

- An added motivation for the teachers who are working in these schools,
- More flexibility (e.g., in one school they had the permission to start school later, since teachers had to collect pupils from their homes). Sometimes they wished to be treated as special needs schools, and sometimes they were afraid to be labelled as segregated, since that would jeopardize the existence of the schools.
- They wished they had less time dedicated to discipline, hygiene, collecting kids, dealing with family drama etc, and have more time to focus on education itself, since very often they would forget they were teachers.

x. Finding a way out of segregation

Same observations, common phenomena

The schools cannot stop segregation. National level commitment and measures are needed.

The situation of segregated schools is even more difficult in remote, rural areas.

- One of the ways out of overcoming segregation in education is **increasing the quality of education in segregated schools and in those enrolling children with disadvantaged families** and equalizing it with the one in mainstream schools.
- Another strategy would be **a state policy of desegregation and of gradually closing down the ethnically segregated schools in the towns**. The approach is hardly applicable in the case of schools with over 500 pupils. **In the case of the rural schools with predominantly Roma children and no other school in the locality, the above-mentioned approach is the only alternative**. The desegregation is not fully supported even by Roma civic organizations.

Practices that are usually put in place have more the tendency towards quality education and bringing and keeping kids at school, rather than desegregation. **It is in this mindset that we should see the agent for change.**

xi. Good practices that schools have tried

Albanian schools focus on pupil attendance and continuity of attendance. Their solutions are:

- keep them in school at any cost, by providing minimum requirement education activities so that they would not get too overwhelmed and overworked,

- free transportation to schools,
- donations, e.g. clothes, meals and economic aid scheme for the family, so that they do not need to take children at work at an early stage.

In **Bulgaria** the good practices that the schools assess having a positive impact are predominantly funded by state national programs and by the Centre education of children from ethnic minority communities. They mainly refer to increasing the motivation of students for better education, motivating children via digital devices and resources; engaging parents in activities. One of the schools has been working for several years to support high school graduates to continue their education at university. Nearly half of the graduates continue their education.

There were many good practices identified in **Hungary**. Some were complex perspectives, some certain elements used in teaching, some tried ones and some own innovations. For the sake of example:

- Using the school's garden to learn about distance, surface, volume (e.g cooking jam);
- Creating different projects and implementing about ten of them during the year: sports, environment, the month of the fairy tales...etc;
- Two-teachers' model;
- Earning trust of the pupils, lay more emphasis on consciousness, on getting to know them, their problems, to help them deal with their emotions;
- Following their own protocol in child protection;
- Organising different competitions each week (mathematics, drawing, reading, spelling, sports, etc) and results are shown on boards, so that many pupils can have a feeling of accomplishment, of success;
- Chart of moods for the pupils: they can indicate their present mood and state of mind and if they feel frustrated, teachers acknowledge their feelings;
- Using balls in classroom to elevate frustration.

Most of the schools underlined the importance of own inventions, to flexibly responding to identified needs, to being flexible, innovative and open. The individual needs of each child must be taken into account.

xii. Who helped them in innovation and organisational development

With exception of one case where the school is partnering with a national branch of an international organization, **Bulgarian** schools rely on the national operational funding programs for innovations and organizational development. The majority of the schools have applied for funding for digital equipment, including interactive boards and touchpads. Some schools have applied for innovative school program to assure funding for innovations. The national programs are managed by the Ministry of Education and are open to schools on a competitive basis.

Usually, in these cases schools have implemented innovation and organizational development activities, they have relied mostly in Civil Society Organizations in **Albania**. This is what they see as partners for innovation activities and what they perceive as innovation.

Many of the schools in **Hungary** can turn to their maintainer with their problems. Church-run and state-run schools mentioned their maintainers in every case: they could turn to them with problems, because there is enough knowledge and capacity to help. There are experts, retired teachers, researchers, who can provide guidance or assistance. There are networks of schools and experts that can help. Some of the schools turned to NGOs and adapted their methodologies or relied on them in the solution of a particular problem. One school mentioned the Pressley Ridge Foundation, who provided them a special methodology to deal with the children. One school could rely on an international network of schools through their maintainer, the Marist Brothers.

xiii. The relationship between schools and the community in general

Same observations, common phenomena

All of the schools found that the school serves the community and not the other way around.

With few exceptions, the connection between the school and the community in the settlement is not good. In small settlements, mostly villages, there are young families, mostly Roma, whose children are educated by elderly members from the majority. A small part of the Roma parents is active and participate in school life.

Representatives of the majority, if they do not have school-age children, do not show interest in school events. One of the serious challenges for school principals is the activation of the local community and the inclusion of disadvantaged ethnic minorities and the majority in joint activities for the benefit of children and the school. In this respect, almost all schools need support.

Different experiences, special circumstances

Some teachers confirmed, though, that once the results of the pedagogy are visible, locals accept the school more: many principals laid great emphasis on the behaviour of the pupils on the street, on creating meaningful opportunities to present their talents: guitar events, theatrical plays to broader audiences. Results of the pedagogy can earn respect for the schools. **(Hungary)**

Sporadic efforts involve schools daily work with parents or grandparents of their pupils, to convince them to come to school and sometimes help them solve small problems they can manage to solve. These are small awareness raising activities that depend on the will of teachers or directors and not necessarily properly addressed. **(Albania)**

xiv. Communication channels and methods that are considered effective and the ones that work

Same observations, common phenomena

As discussed earlier, **most of the parents demonstrated lack of trust or respect towards the school, most of them had very negative experience, associated them with authorities and did not simply believe in the use of education.** In this hostile environment, the communication with the parents is crucial, it is important to involve them into the work and also -as many of the interviewees said, to educate them, too.

Formal parent conferences do not work, so informal occasions should be found to talk about the child.

The general opinion is that **an effective way to communicate and to engage parents are the events organized by the schools and cultural centres / community centres where children took part.** Then the parents are ready to get involved in organizing and implementing the events.

Different experiences, special circumstances

The segregated schools in **Albania** serve a community that cannot afford technology so mainly what we have understood from the meetings with the partner schools is that there are two ways of communicating: through TP (teachers-parents) meetings, or individual visits of teachers at home, when the need arises. However, since the pandemics it is mandatory for teachers to create WhatsApp groups for each class to communicate on schedules, and other related class issues.

The main links between the school and the community are established by the educational mediators who are appointed at all schools. In some of them there are also social workers, and teacher's assistants - a form that has existed for 30 years. According to school leaders, there has been some progress in recent years to engage parents in school life. It is reported that the fault for poor communication is not only because the parents are inert and disinterested, the schools themselves are also passive. According to school principals this is due to their lack of time because of their engagement with education and the excessive bureaucracy imposed by the Ministry of Education. **(Bulgaria)**

Almost all of the schools could find innovative ways to communicate with parents. All of them emphasized how important it was to communicate the positive activities, achievement of the child. Many parents were used to be called only when there is problem with the pupils, consequently there were negative feelings towards any connection with the teachers. Furthermore, parents had negative experience in school. Most of the schools communicate regularly – some by phone, some in persons – to report on the achievement of the child. Some schools operate Facebook groups for parents, because they can express themselves freely there and are actually more active in the virtual space. **(Hungary)**

xv. Opportunities for community building, key players to rely on

Same observations, common phenomena

All of the schools visited acknowledged the importance of community building activities and the involvement of local players, actors, community into the work of the school.

Different experiences, special circumstances

Community building activities should necessarily involve the school, parents' councils by the school, school boards, representatives of education offices in the towns, municipality representatives ideally decision-making representatives and also municipality representatives (mainly from Child Protection Units, Social Services Units, Education Units). On the other hand, it is imperative to involve local civil society representatives, since they share the philosophy of working with project related activities and sometimes are very familiar with the issues at stake. While we talk of financial support needs, we might see a chance of involving the local businesses, that can be very utilitarian in terms of efficient delivery, without going in the long process of approvals that the public administration usually has to undergo. **(Albania)**

The educational mediators whose function is to develop relationships with the community and to bridge it with the school are the most relevant players to rely on community building. All of the researched schools have appointed educational mediators. However, it is crucial to have the support of the principal who runs initiatives to develop a school community, including the parents. Otherwise, the role of the educational mediator is predominantly limited to bringing back children to school, without building a supportive network. **(Bulgaria)**

There were sporadic attempts to common celebrations connected to holidays, sport or family days organised to larger communities, but none of these were regular. Schools could mostly rely on the local Roma self-governments or the Tanodas (after-school activities organized mostly by NGOs). None of the institutions visited could report a successful community building past. Some of the schools, two in particular, told us about hostility of local leaders and local inhabitants towards the school. **(Hungary)**

g. Survey results along the interview questions – Questions for a deeper understanding and interpretation of the observations

xvi. Which of the factors that hinder school de-segregation do you consider to be the most important in your country?

Same observations, common phenomena

Current legislation prohibits all forms of school segregation in the three countries studied. Nevertheless, we find a significant number of schools everywhere affected by segregation. The main reason for this is that the economic backwardness of some areas is accompanied by social decline, with the poorest groups in society settling in the backward areas, among whom

the Roma are strongly over-represented. Thus, in most cases, territorial segregation also means Roma segregation. **As long as there is no strategic solution to eliminate territorial inequalities and the Roma remain on the margins of society, Roma segregates will be virulent in both villages and cities.**

Enrollment of primary school students takes place on a territorial basis in all three countries, with parents living and working in the school district. This is the case in most education systems in the world. **The social composition of the school population only reflects the social composition of its environment.** Attempts have been and are being made in all three countries to implement cross-district desegregation programs, but these have generally not been effective. **Both majority parents and minority parents affected by segregation want to know their children are safe, in an environment where they cannot be discriminated against, their development is ensured, they receive the right quality of education.** If these conditions are not seen as secured by the parents, every "stone will be moved" to enroll their children in the appropriate school for them, which usually again leads to the segregation of disadvantaged groups.

Inter-school mobility cannot be prevented by administrative means, even if segregated schools are closed and minority pupils are distributed in mainstream schools, **nor can we achieve deeper social change as long as parents live in fear that their child will be disadvantaged, if he/she studies with children from different backgrounds and especially with those belonging to a culture that is considered inferior by the majority.** There are other factors behind the fears that are country-specific as well.

Different experiences, special circumstances

Poor infrastructure appears to be determinant in most of cases when tackling segregation. The school managers, in the visited schools, state that usually little focus and funding is allocated to the segregated schools, by the central and local government. Consequently, majority population parents, prefer to send their children in better schools, by using their connections and influences, or by using flexibility of the laws in some cases, which the parents of disadvantaged do not know how to use. **(Albania)**

A further possibility for free choice of school, which is particularly exploited by parents with an intellectual background and higher socio-economic status, is that some types of schools are above the district enrolment rule. These include church-run schools, foundation-run schools, schools for ethnic minorities, schools with alternative educational programmes, schools with a specialised curriculum (e.g. specialising in sports or music) or bilingual schools. The establishment of such schools can facilitate the 'transfer' of children from better social backgrounds from traditional state institutions, which inevitably leads to a homogenisation of the social composition of state schools, with an increase in the proportion of lower-status parents. **(Hungary)**

The segregated schools in **Bulgaria** have been set after Second World War when the communist authorities established schools in the segregated Roma neighbourhoods. They cover the eight-year educational grade only. The declared goal was to eradicate illiteracy among Roma, which rated to over 50% in some neighbourhoods. In these schools has been introduced a school curriculum with reduced number of general subjects at the expense of vocational training, sports, music, etc. Thus, they became second-rate schools that "produce" low educated youngsters, without a real chance to continue their education in secondary and higher stages. This practice was abolished only in 1991, when the general education curriculum, valid for the

whole country, was introduced in segregated schools as well. However, the level of education in these schools remains significantly lower than in mainstream ones.

xvii. How does the pedagogical programme in segregated schools differ from the practice of other schools? (e.g. more emphasis on education as opposed to teaching, more time devoted to individual development, more methods adopted from special education, etc.)

Same observations, common phenomena

The national education laws do not allow segregated schools to have a different curriculum from other primary schools, as they do not recognise the fact of educational segregation itself, nor do they consider these schools to be special, unlike, for example, nationality schools or special education schools.

Nevertheless, **these schools operate under specific circumstances that affect school standards, learning organisation, teaching methods, teachers' duties, the relationship between school and parents, school and authorities, school and community**. Some typical differences from the average (majority) school:

- We have observed that **schools provide different services, that do not constitute the standard**. Very often they go to **raise awareness among parents to enroll children in schools**, or convince them to not let them drop out of school.
- **A significant proportion of teaching time is devoted to mental health support** (e.g. for children who come to school hungry, sleep-deprived, etc.).
- Common phenomenon is the **reducing the performance expectation**. The development of the basic skills of disadvantaged children lags behind that of their peers, so teachers have to adapt the curriculum and the pace of progress to this.
- It is more common in these institutions to **individualize the learning program, expectation, and assessment**. However, the conditions for implementing differentiated education vary from school to school.
- In general, we can say about all visited segregated schools that **educators are extremely committed to supporting disadvantaged families and children, they take on a complex role**, and the role of social supporter is very pronounced. They build knowledge transfer primarily on the relationship with children and not on their professional or personal authority.

Different experiences, special circumstances

Teachers have to accompany children from their homes to schools. **(Albania)**

Segregated schools included in our study and those with a predominance of children from ethnic minorities or disadvantaged groups took advantage of the opportunities provided by the law and the resulting regulations and government programs. These schools have joined on the Ministry of Education programs, like "Success", "Support for Success", "Your Hour", etc.

Programs, funded by the state budget, enable schools to include most of the students in additional hours on basic subjects such as Bulgarian language and literature for Roma and Turkish children, mathematics, and the humanities for disadvantaged children. **(Bulgaria)**

Although schools with more disadvantaged pupils receive increased funding (higher capitation) and have more teachers per pupil, this alone does not address the needs of schools, as most children would need individualised learning programs. In comparison, there is a shortage of around 10,000 teachers in the system and it is much more difficult to recruit teachers in rural schools in deprived areas than in other areas of the country. **(Hungary)**

xviii. What specific pedagogical values have emerged in these schools? Are they seen as values by the educational administration, the maintainer, parents and the community?

Same observations, common phenomena

Specific values in segregated schools are:

- **empathy** and the ability to address children on the most sensitive issues
- **a complex approach** to children's problems and how to deal with them
- **versatility**, combining different support roles
- **social sensitivity**, socially critical approach
- **commitment**, ethos of the teaching profession
- **seeking break-out points** (e.g., project involvement, applications, network building)
- **consciously strengthening resilience** by developing their own methodology, curriculum or teaching materials

However, we should point out that the schools we have selected are the most open, usually with an agile, determined headteacher who can raise funds, retain good teachers, and build relationships with local leaders, parents and the maintenance staff.

Different experiences, special circumstances

Segregated schools and schools with children predominantly from ethnic minorities and disadvantaged families are traditionally perceived as second-class, both by educators and the general public. Serious financial resources have been directed to these schools in recent years, but the human factor remains determinative. **(Bulgaria)**

The majority of schools reported that there is little recognition from the outside world of the effort they make to support disadvantaged children. Although the system compensates the school for the high proportion of disadvantaged children by allowing teachers to teach in smaller groups, this is far from enough help in relation to the complexity of the tasks. The opinion of parents and the wider community does not reach the school and the school authorities. One of the reasons for this may be the fact that ten years ago the state school maintenance was taken out of the hands of the municipalities, so that the Klebelsberg Centre in Budapest and its regional units control all schools far away from the people who are using the schools. The opinion of the local community does not matter when it comes to judging schools or teachers, nor can the municipality directly intervene in school-related issues.

Another reason why the school receives little feedback from parents is that most segregated schools in villages become segregated by collecting pupils from 20 to 40 different villages by school bus. Parents thus live far from the school, with few opportunities to go to school. Although the law on public education requires schools to set up school councils as an advisory and evaluation body, in which parents must also be represented, the school councils are completely formal. (Hungary)

xix. How strong is the professional autonomy in these schools? Who are they most dependent on: parents, the operator, supervisory bodies?

The three countries are quite different in terms of school autonomy, as the dependence on the maintainer is strongest in all three, with the state in one, local government in another, and other actors such as the church in the third.

Different experiences, special circumstances

Professional autonomy comes with the financial and administrative autonomy, that the schools do not have in Albania, generally, and segregated schools especially. The process starts with the Ministry of Education with Law No. 69/2012 „On Pre-university Education in the Republic of **Albania**” Article 13 sets out the basic competencies for all the education level. The core curriculum document is the basic document, which regulates the progress of the process teaching, based on the Curricular Framework of Albania. Within it the results of it are described learning for each key competence and area of learning, according to the curriculum levels, curriculum implementation methodologies, student assessment and time allocation (plan teaching) for each area. The only flexibility of schools is choosing among three 3 text-books, previously approved by the Ministry of Education and Science. Teachers should revise their teaching plan on a three months basis, and this can be reviewed in terms of reaching learning outcomes earlier or later (depending on the class performance). Each educational institution has its own board consisting of parents, students, teachers, local government and community representatives. The board contributes to the well-being of the educational institution and reports on its activity to the council of parents of the institution. Usually, the board just approves what is being handed over to them, by the school director. No relevant decisions are made in these boards, but the functions are there to be examined and used for specific needs of the schools.

Professional autonomy of segregated schools and those with a high percentage of children from ethnic minorities and disadvantaged families, had the professional autonomy like all other schools in **Bulgaria**. According to the Preschool and School Education Act (PSAA), each school has the freedom to provide educational services according to the needs of students, taking into account the state educational standards and curricula adopted by the Ministry of Education. The school and the individual teachers can choose the textbooks and teaching resources among a set approved by the Ministry of Education, have the right to include compulsory and optional subjects in the school curriculum depending on the needs and interests of students, and can involve students in additional extracurricular activities to improve their knowledge and motivate them to receive a better and higher-quality education. Local authorities (municipalities), which are the actual owners of the schools, do not interfere in the learning process. Only if the school asks for additional funds in addition to those

provided by the state budget could rise frictions and dependencies. Methodologically, schools are subordinated to the Regional Education Departments – the district structures of the Ministry of Education. The main functions of the Regional Education Departments are to monitor the implementation of state educational requirements, support the educational process, and intervene only when the schools don't perform according to the law when there are complaints about violations.

The autonomy of schools has decreased significantly in **Hungary** over the last ten years, due to the centralisation and subordination of state institutions to a single supervisory body (Klebensberg Centre). Churches enjoy relative freedom to manage and develop their own school networks, and have advantages over state schools in terms of funding (e.g., they have autonomy in deciding how to use the funds they receive to maintain their infrastructure), but it is now church-dependent to what extent the school principal is free to make decisions or receive support to address local problems. The strongest financial and organisational dependency is therefore on the maintainers. In the case of state schools, supervision is carried out by the Klebensberg Centre's bodies, which are divided into school districts, and in the case of church schools by the methodological centre run by the church concerned. According to the schools, the relationship with these supervisory bodies is generally good, although they are not always able to provide real help. Our overall impression was that segregated schools were rather left to their own devices to deal with their problems. This is not freedom, but the Munchhausen effect: each school is trying to fight against segregation on its own. The biggest fear for schools is that even before they can develop an educational programme that works and is adapted to the needs of the local community, they will be closed down for political reasons so as not to worsen the statistics. In that sense, the institutions are very much at the mercy of not only certain members of the community, not only the maintainers, but also the educational policy that threatens their very existence.

xx. What tools are available to involve the local community and what are the main obstacles?

Same observations, common phenomena

The relationship between community and school was generally considered to be very weak.

The school can establish links to the community through parents who take the initiative and influence others or through NGOs supporting the school.

Local government could play a key role in strengthening the relationship between school and community, and in the joint management of school-related issues. However, the election of local government leaders is not independent of the political party/parties currently in power. **Highly politicized local government councils do present an obstacle** in effective community involvement.

Each educational institution has its own **school board consisting of parents, students, teachers, local government and community representatives**. Usually, these boards do not play any significant role in schools, but that is one of the instruments that bring together all the important actors and stakeholders of the school. **Empowering the school boards could benefit the schools especially on terms of improving infrastructure, services, school management, fund raising and teaching staff.**

One of the main problems in parents' involvement in the life of schools is the remoteness of the segregated neighbourhoods from the schools themselves. **The parents themselves can't participate in projects activities because they can't reach the school.**

Different experiences, special circumstances

Considering that Roma and Egyptian parents there is a problem of illiteracy or what they say functional illiteracy. They do not have the capacity to assess situations and reflect on time to make the needed changes. **(Albania)**

In all schools, educational mediators have appointed on their initiative, and in some of them, social workers. They are from the respective ethnic or disadvantaged communities, and their role is to provide a direct link between the school and parents in these communities. According to both school authorities and community representatives, the involvement of educational mediators in school life has increased community confidence in educational institutions and has helped establish a dialogue between them. They also contribute to changing the attitude of parents towards the education of their children. Due to the increased trust and interest in education, some parents enrol in programs to complete their education. **(Bulgaria)**

A more difficult question is how to reach the opinion-forming groups of the majority society. This is something that the schools have not really been able to cope with, and where the inertia of local government is showing. Even if the municipality offers the school various opportunities for cooperation, the schools cannot use them without the permission of the maintainer. Here the political opposition of the local government is a clear obstacle. **(Hungary)**

Another obstacle is in **Hungary** if the Roma community itself is strongly divided. The divisions can appear in several dimensions, but the most common is a) cultural (belonging to the most assimilated Romugro group or to the Beas and the Lovaris, which prefers to preserve its identity and language), b) historical-social (who are the old and who are the newcomers), c) socio-economic (poor and rich families) or other special divisions within the Roma community (e.g., belonging to the group of distributors or consumers in a village where the population predominantly lives from drug production).

The third major obstacle is the lack of community forums, or their formal nature, the very low level of debate culture in **Hungary**, the almost total lack of knowledge of citizens' rights, in other words the incompetence of the average citizen in dealing with community affairs. The technique of mediation is not used at all in the public administration, and not many people in the social sector are familiar with it, so it is difficult to find such professionals, especially in rural areas.

xxi. Which of the possibilities for knowledge sharing and professional assistance have they used so far?

Same observations, common phenomena

In all three countries, there is some kind of **teacher training programme** developed **within the framework of the quality assurance system**, from which schools or teachers can choose according to their interests. Some of these training courses are EU-funded and centrally managed, others are offered by local education institutions or companies to meet the needs of schools.

In addition to teacher trainings, **EU-funded school system development projects** and **Erasmus programmes** offer opportunities for collaborative learning and knowledge sharing.

There were no reports from schools on the use of knowledge-sharing portals, so the fact that several schools responded positively to the news of the development of our own knowledge-sharing portal was no guarantee of anything.

Most of the schools we selected also have some kind of **in-house workshop**, where the school's teachers work together to develop curricula, teaching tools or methods.

Different experiences, special circumstances

The AQPUE webpage and institution is a reference point for all school managers, directors and staff, since all the guideline documents, instructions, by-laws and laws, related to schools are there. It should be pointed out that there is only one document on that page referring to Good Practices in Teaching supported in the frame of "Schools of 21st Century -funded by the British Government and implemented by British Council, **Albania**".

Most of the schools apply every year with projects to the Centre for Educational Integration of Children and Students from Ethnic Minorities (a special fund to the Ministry of Education), in which the mandatory element is the training of teachers to work in the multicultural environment. (**Bulgaria**)

The in-service teacher training programme and requirements are very clearly regulated in **Hungary** (Government Decree 277/1997 (XII.22.)). All teachers are required to attend a mandatory 120 hours of in-service training in every seven years. In-service trainings must also be accredited by the state. The range of in-service training is constantly expanding and schools can choose the topics. School principals have to draw up a five-year training plan and after consultation with the teaching staff, agree it with the maintainer. This is a very detailed system and a market built on it, but there are at least three problems that makes the current system not as effective as we wished, especially for segregated schools.

- One problem is that there are teacher training programmes, mostly funded by the EU, which are quasi-mandatory for teachers, limiting their freedom of choice and not necessarily adapted to local needs.
- Another problem is the overload of teachers, mainly due to a shortage of teachers. In addition, the state only now intends to pay the extra work and overtime in public schools for several years, which is a serious problem because schools cannot fully absorb the costs of in-service trainings. Hungarian teachers may have the lowest real wages in the EU, are obliged to work overtime without additional pay, and partly pay for their in-service training.
- The third problem is the closed system of in-service teacher trainings: as it is a business, there are no materials available in the internet and it is not possible to predict the quality and the benefit of the training. This is the reason why opinions differ on the usefulness of trainings, which could be an important venue for knowledge sharing, anyways.

4. The attitude test developed for the impact assessment

a) Introduction

For the Inclusion4Schools international project we designed and implemented an attitude test, which has two goals and purposes, **baseline condition and need assessment (goal #1)**, and **intervention impact assessment (goal #2)**. For goal #1 we aim to gain an understanding about the baseline and general attitudes of stakeholders. We also aim to see the problematic areas and challenges, possibilities and requirements for effectively supporting and integrating disadvantaged communities. Specifically, we assess the experiences and opinion of professionals at our partner institutions and organizations who work with or around children of disadvantaged background. For goal #2, we employ a pre/post-test design and aim to assess stakeholders' attitudes both *prior* (baseline) and *following* civil, communal, or other professional intervention programs (for example, cultural-diversity webinar training for teachers).

The investigated stakeholders include teachers, educators, school principals, civil workers, municipality personnel, and mayors. For both goal #1 and goal #2 we aim to investigate attitudes by "grouping" stakeholders, specifically, to test how attitudes and attitude change differ by various sections of stakeholders, for example, through professional sectors (e.g., teachers, political actors), or age/experience sectors (e.g., unexperienced professionals).

In the administered test, which we designed for the purpose of the current project, we measure attitudinal factors which are considered significant in *mobilizing and achieving social change* (for example, injustice and efficacy perceptions, e.g., Van Zomeren, 2013). We also measure different aspects of *prejudice towards Roma people* that are found to be consequential in Eastern-European societies (e.g., Kende, Hadarics, & Láštiová, 2017), especially in the framework of educational outcomes (Bruneau, Szekeres, Kteily, Tropp, & Kende, 2020). Finally, because social and professional community-building is a core principle of the Inclusion4Schools project, we assessed individuals' perceptions and beliefs about different *aspects of community*.

In the present interim report, we present our **initial findings and the first stage of our attitude testing**, where we focused on goal #1 and assessed stakeholders' social attitudes and requirements to achieve social change. In this stage, we focused on and collected responses from **teachers in Hungary** (36 respondents) and in **Albania** (30 respondents).

b) Theoretical background

The attitude test was based on interdisciplinary sociological and (social) psychological empirical work. The test is composed of three parts measuring: (1) attitudes on social change, (2) attitudes about Roma people, and (3) attitudes about community relations. We review the theoretical background of these constructs.

i. Attitudes on social change

The first part of the test focused on attitudes on social change. For this assessment, we used the *Social Identity Model of Collective Action* (hereafter SIMCA; van Zomeren et al., 2008; 2011; based on Klandermans, 1997; Simon et al., 1998) as a framework. This empirical work focuses on **collective action**, which is defined as any action that individuals undertake with other people (directly or indirectly) with the subjective goal to improve a given social condition (van Zomeren & Iyer, 2009; Wright, 2009). Collective action is often aimed to battle collective disadvantage, for example action taken to improve the status of a disadvantaged group in society. Individuals who are not part of the disadvantaged group but engage in the goal of improving disadvantaged people's situation, that can be considered solidarity-based collective action (Louis et al., 2019; Radke et al., 2020). Collective action can be anything from donating, through community programs to any forms of activism, like protesting, petition, boycotting, or even voting.

In empirical work of SIMCA, four core motivations are identified as factors that inspire individuals to welcome or engage in collection action (van Zomeren et al., 2008; 2011; van Zomeren, 2013):

a) moral values: Individuals' moral values and beliefs about social affairs, such as opposing social inequality, or believing in fairness of society. If the individual personally does not belong to the disadvantaged group, then it is their moral values that are especially important in guiding and motivating collective action intentions;

b) identification: The extent individuals identify with the disadvantaged group or the social cause. For example, the extent they empathize with the disadvantaged group, or consider the cause central to them personally. The stronger is individuals' social or politicized identity, the more likely they are to welcome or undertake action.

c) perceived injustice: The extent individuals perceive social conditions as unjust. The extent they believe that a societal problem even exists, and if it exists do they perceive it as unjust. Beyond recognizing injustice, it is important whether they acknowledge their own (limited or not) privilege in society, and that they have personal responsibility in society;

d) perceived efficacy: The extent individuals believe that they personally (self-efficacy), and others engaging in collective action (collective efficacy) are able and capable of making political or systematic change. Efficacy perceptions can be explained by how individuals believe their actions can be successful in terms of achieving their goals. For example, the extent they believe through activism or community work the situation of disadvantaged people can improve (e.g., Hornsey et al., 2006). This belief is also strongly connected to the emotion of hope, that is, whether individuals are hopeful that change is possible.

ii. Attitudes about Roma people

In the second part of the attitude test, we focused on attitudes about Roma people. As one of the largest and most disadvantaged minority in Eastern Europe and Balkan (United Nations Development Program, 2005). Given that the Inclusion4Schools project focuses on children of disadvantaged background, it is important to consider the social standing of people of Roma ethnicity in Eastern European societies, i.e., in countries that participate in the current project. Accordingly, we aimed to measure beliefs, attitudes, and prejudice toward Roma people, and we focused on roughly five aspects of attitudes: a) stereotype, b) attributions, c) emotion, d) socio-political narrative, and e) behavioural intentions.

The first one considers stereotypes, namely **a) perceived warmth and competence**. That is, the extent individuals perceive a group (such as a minority group) as higher/lower in warmth (such as likable, nice) or competence (such as intelligent, talented) determines the type of emotions and behaviour that group elicits (such as from the majority society) (Stereotype content model; Cuddy et al., 2007; 2008; Fiske et al., 2002; 2018). These warm/competence dimensions, resulting in four types of stereotypes, reflect the predominant nature of prejudice of a group: If a group is perceived high warmth/high competence they elicit pride or admiration, and help or tolerant behaviour; If a group is perceived low warmth/low competence, they elicit contempt and ignorance or harmful acts; If a group is perceived low warmth/high competence, they elicit envy and depending on sense of (cultural or economic) threat it may elicit tolerance or harmdoing; If a group is perceived high warmth/low competence, it elicits sympathy or pity and either ignorance or (condescending/paternalistic forms of) help. Based on empirical work, Roma people tend to be perceived as low on both perceived competence and perceived warmth, as documented in Greek (Durante et al., 2013), in Norwegian (Bye et al., 2014), and most importantly, in a representative Hungarian sample (Szekeres, 2020). However, some initial evidence points to the caveat that individuals working in the social support system, such as social and civil workers, teachers, especially those who work with Roma people, are more likely to perceive Roma as higher in warmth – but still low in competence (Polrom, 2020; Szekeres, 2020). Accordingly, we deem it important to assess how those professionals who we reach out to and participate in the Inclusion4Schools project in some form, perceive Roma people in these dimensions.

The second aspect of attitudes measured is regarding people's explanations for the situation of Roma, namely, **b) internal or external attributions**. When individuals are faced with the disadvantaged situation of Roma people (e.g., high unemployment rate), they have two ways to interpret this condition, they may believe it is due to internal causes (group dispositions, e.g., Roma people being lazy), or due to external causes (situational factors, e.g., Roma are being discriminated against in society). Unfortunately, people have the universal tendency to attribute other groups' failure and unfavourable situation to internal causes instead of external causes (fundamental/ultimate attribution error; Todd et al., 2012; Pettigrew, 1979) similarly to how individuals, to be able to uphold the stabilizing idea that the world is just and predictable, have a tendency for victim blaming (Lerner & Simmons, 1966). Moreover, when individuals are faced with their own group's (e.g., majority society) wrongdoing towards another group (e.g., Roma), they tend to justify this wrongdoing with derogating the other group (e.g., Castano & Giner-Sorolla, 2006). Accordingly, we contested that measuring attributions of the situation of Roma people is important – especially since recent studies conducted in Hungary suggest that such attributions can influence the impact of prejudice-reduction intervention programs (Szekeres, Lantos, et al., in prep.)

The third aspect of attitudes that we measure is an emotional component, **c) empathy**. Recent representative surveys conducted across five countries (Hungary, Slovakia, Romania, France, Ireland) indicated that empathy towards Roma people was the most important predictor of positive behavioural intentions, such as helping, but overall empathy is low in all countries (Polrom, 2020).⁶ Similarly, they also found that while antigypsyism is acceptable to most people in Hungary, Slovakia and Romania, but it is indifference rather than hatred which is the most typical reaction to Roma people among majority society in these countries. Altogether, we considered empathy to be an important indicator of attitudes towards Roma people.

The fourth aspect we tested is a typical socio-political narrative and belief in Eastern Europe that Roma people receive too many benefits and preferential treatment in society (shown in data from Hungary and Slovakia; Kende, Hadarics, & Lášticová, 2017), that is, they receive **d)**

⁶ <https://polrom.eu/wp-content/uploads/2020/05/d2.11-comparative-report.pdf>

undeserved benefits. Endorsement of this popularly held belief can also be interpreted as a colourblind attitude toward Roma people, interpreting the situation of the Roma mainly as a welfare issue (Weinerová, 2014). Even more destructively, it also means interpreting Roma people's current situation in society with denial about (negative) discrimination, and instead overemphasizing their alleged positive preferential treatment.

The fifth aspect we measure is behavioural intention towards Roma youth in school, specifically, **e) paternalistic educational attitudes.** As mentioned before, individuals working in social support system, such as social workers and teachers, may hold ambivalent stereotypes about Roma people that is characterized by perceptions of high-warmth and low-competence, especially regarding Roma children. Such stereotypes often trigger "paternalistic" attitudes, that can be described as an interplay of good intentions, condescension, pity, or patronizing attitudes. How consequential this attitude is in the education context was shown in research, where Hungarian preservice teachers were asked to evaluate dozens of Roma and non-Roma students based on their portfolios (that were manipulated and pre-matched for performance level), and they found Roma students were less likely recommended to higher track schools relative to equally qualified majority students (Bruneau, Szekeres, Kteily, Tropp, & Kende, 2020). Importantly, the tracking bias was not conscious or intentional, and it was not predicted by dislike of Roma people per se but by perceptions of inferior capabilities (dehumanization). In follow-up work, researchers found that paternalistic educational attitude (e.g., "Even if Roma students oppose a task in class, the teacher should nevertheless go through with it, because Roma students don't always know what's good for them") was associated with such tracking bias both among preservice teachers and among practicing teachers (Szekeres, Kende, & Kteily, in prep.). To this reason, we included the measure of paternalism in educational context in our attitude test.

Finally, we aimed to measure people's **f) awareness of personal prejudice** (generally, and not specific to Roma people), because empirical work suggests that awareness of one's own bias is the initial step in reducing one's prejudicial response to groups (Devine et al., 2012; Rudman, Ashmore, & Gary, 2001).

iii. Attitudes about community

As part of the core focus of the Inclusion4Schools project, we measured three aspects about people's perceptions and beliefs about community. The assessed constructs (questions) were created for the purpose of the current project. We measured who they define as their community, who they reach out to in their work and service (for disadvantaged groups), and how do they perceive as the ideal relationship between school and community.

c) Method

General

The test was/will be administered to stakeholders with using an *online survey* platform (Qualtrics, qualtrics.com/uk/) to allow for (real) anonymity to encourage completion of the test, and for feasibility of collecting responses across various countries and multiple times. The surveys are sent out through email, but we have no way to identify the person who completes the survey. Through a personalized code we match the responses of individuals across multiple completion of the survey.

Goal #1: To assess baseline conditions and needs.

The survey will be administered to stakeholders, and we analyse their responses in the survey as descriptive statistics, correlations, and regressions to assess stakeholders' baseline attitudes and relationships between their attitudes. Once we have a sufficient sample size, we will also compare attitudes based on sectors of respondents (e.g., grouping them by profession, experience, personal moral values).

Goal #2: To assess the impact of programs.

To assess the impact of programs that organizations and stakeholders participate in, we employ a pre/post-test design and aim to assess stakeholders' attitudes both *prior* (baseline) and *following* civil, communal, or other professional intervention programs (for example, cultural-diversity webinar training for teachers). The follow-up surveys will be administered multiple times to assess both short-term and long-term effects of interventions. If viable, we will use a pre/post-test experimental design by employing a control group. The control group would constitute of individuals, who are like the intervention group (in terms of demographics, such as profession, residence, age, and baseline attitudes about disadvantaged groups), except they do not participate in programs and interventions.

Measures

Listed below in titles are the measures used in the attitude test (number of items in brackets). For more details on these measures and full items can be found in the results section and we placed the full online survey (in English) in *Appendix*.

Source of measures are indicated. Measures on attitudes of social change were adapted from the SIMCA (Social Identity of Collective Action) literature and altered for the purpose of the current project. If source is not indicated, then (other) measures were created to the purpose of the current project.

In the survey, **we informed respondents that the questions refer to disadvantaged groups.** We informed them that for disadvantaged groups we mean individuals, who are objected to:

- Social inequality/Lack of equal opportunities
- Residential/housing or school segregation
- Discrimination in housing, healthcare, education, or labour

More specifically, we continued, we focused on disadvantaged primary school children who live in absolute poverty, and/or belong to the Roma minority.

Attitudes on social change

Moral and social beliefs

- Right-wing authoritarianism (3) (*taken from Altemeyer, 1981*)
- Social dominance orientation (1) (*Ho et al., 2015*)
- Meritocratic beliefs (3) (*Day & Fiske, 2017*)
- Group immutability (1) (adapted from Levy et al., 2001)

- Societal immutability (1) (adapted from Levy et al., 2001)

Identification with social cause

- Centrality (3)
- Empathy (1)
- Solidarity (1)
- Perceived social norm (1)

Injustice perceptions

- Free association of primary injustice (open-ended)⁷
- Perceived existing problem (3) &
- Perceived injustice (3)
- Personal role
 - privilege unawareness (1)
 - personal responsibility denial (1)

Sense of efficacy

- Self-efficacy (3)
- Collective efficacy (3)
- Hope (2)
- Efficacy of collective action examples (4)

Collective action welcoming and engagement

- Welcoming collective action (5)
- Situational problem to collective action (open-ended)
- Financial support allocation (4 types; across two dimensions of Independent vs. Dependent-oriented help, Short-term vs Long-term support) (*adapted from Becker et al., 2019*).

Attitudes about Roma people (prejudice)

- Warmth, competence (1-1) (*Szekeres, 2020*)
- Attribution (5) (*Szekeres, Lantos, et al, in prep.*)
- Undeserved benefits (3) (*Kende, Hadarics, & Láštiová, 2017*)
- Empathy (1) (*Polrom, 2020*)
- Paternalistic educational attitudes (5) (*Szekeres, Kteily, & Kende, in prep.*)
- Awareness of personal bias (1)

Attitudes about community

- Define your community (4)
- Professional reach out (4)
- School-community (2)

Demographics: Age, gender, residence, education, work type, work experiences in years

⁷ This item will be analyzed as word cloud at the end of data collection.

The questions in the survey were assessed on a 5-point Likert scale (unless otherwise indicated) from '1' denoting the lowest value of response (e.g., strongly disagree, strongly disapprove, not at all true, completely untypical) and '5' denoting the highest values (strongly agree, approve, completely true, completely typical).

For the post-test survey, we will include additional measures about the intervention programs that stakeholders participated in.

d) Method (1st stage)

Data collection

During July and August 2021, we built and designed the attitude survey, translated it to various languages (English, Hungarian, Bulgarian, Albanian) and pilot tested the attitude test. Once finalized, we started collecting responses in mid-August in schools. Data collection is still ongoing. The results presented in this document were downloaded on 20th October 2021.

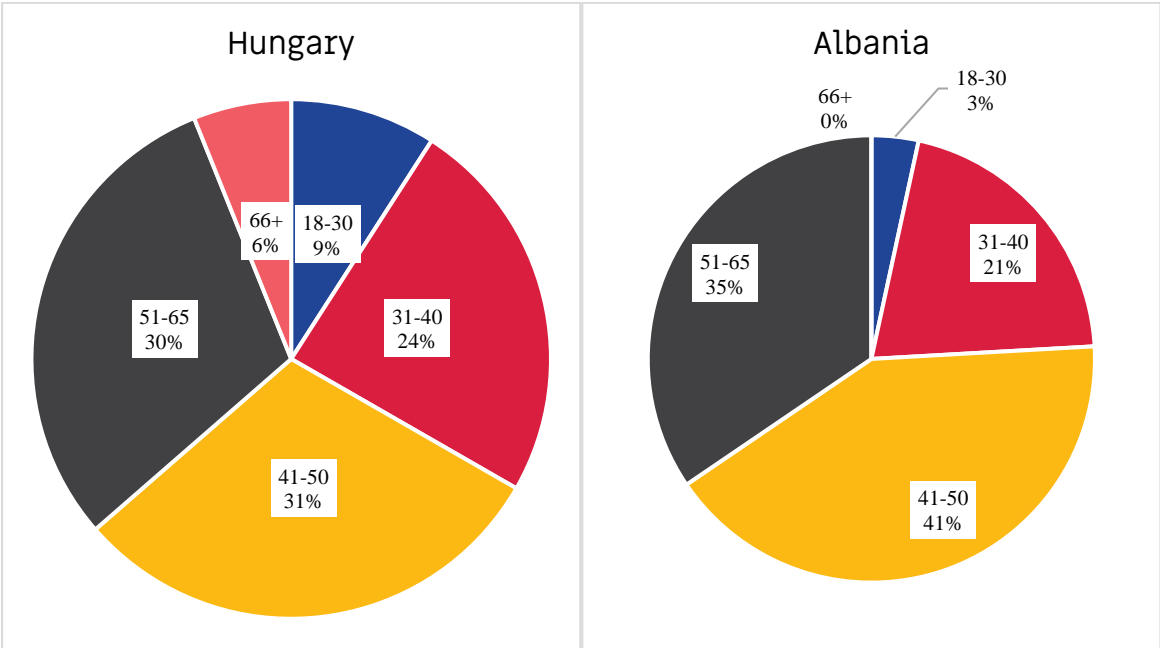
Characteristics of respondents

Only teachers.

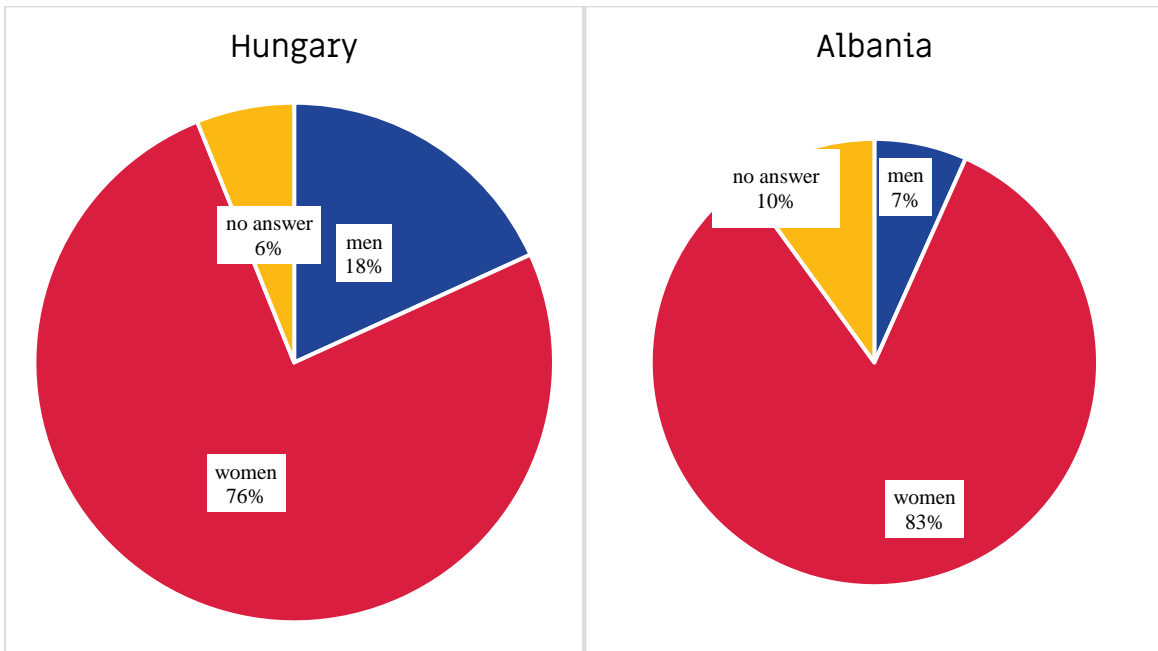
36 respondents in Hungary, 30 respondents in Albania.

See demographic characteristics of respondents presented in the graphs below.

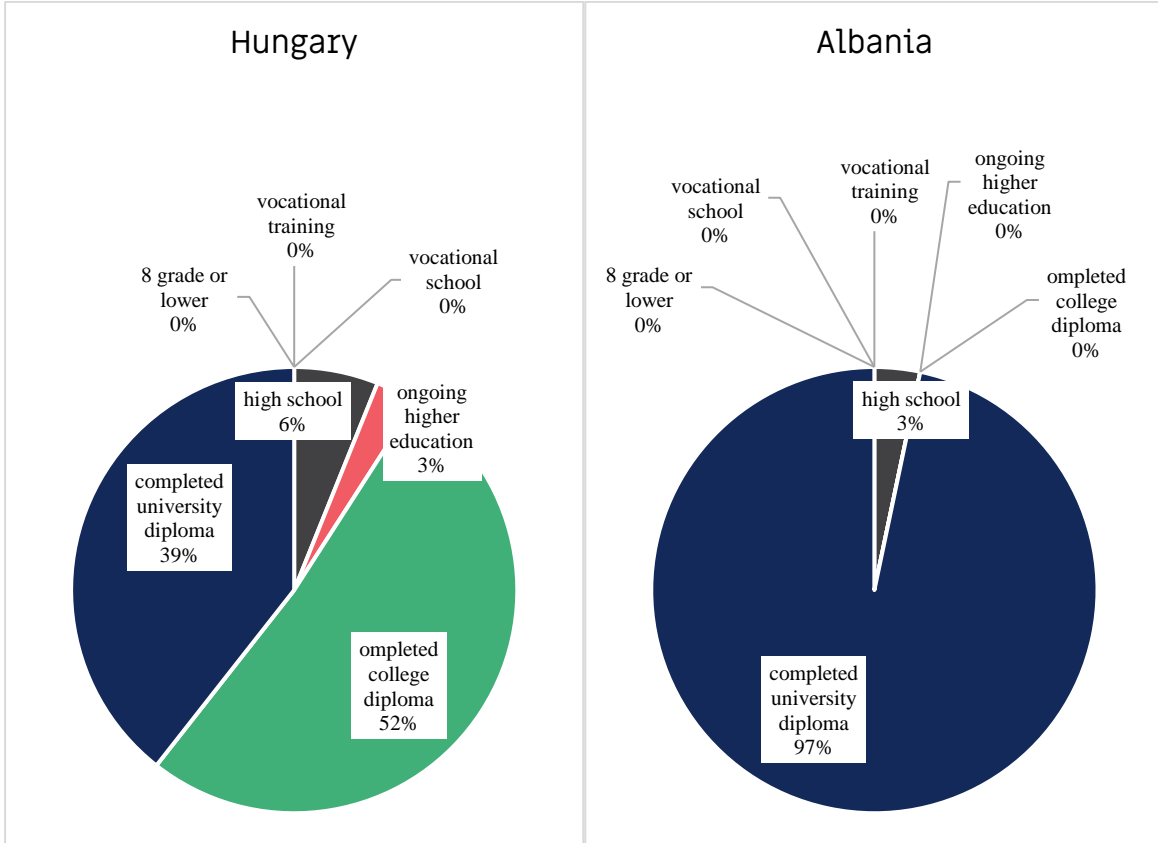
Age



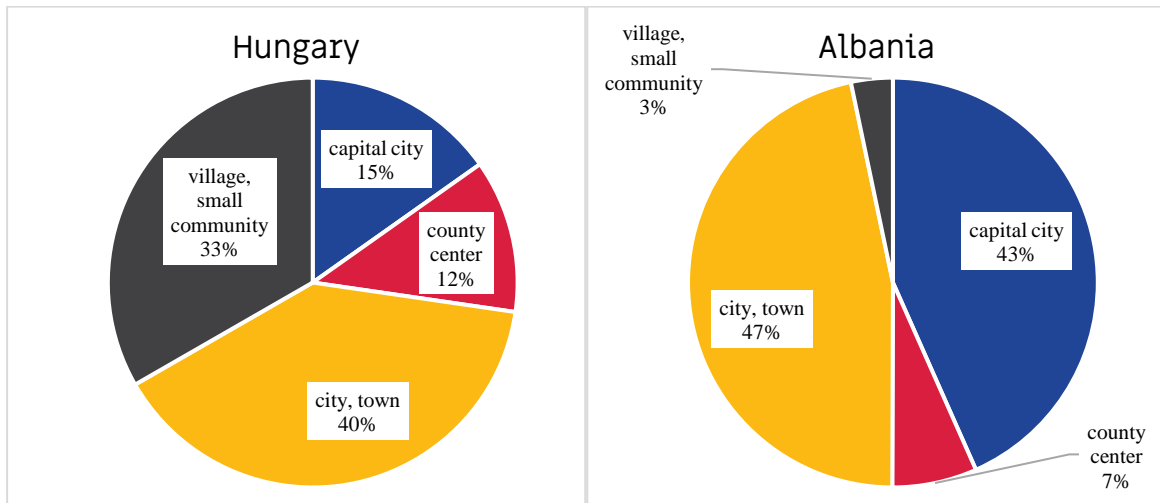
Gender



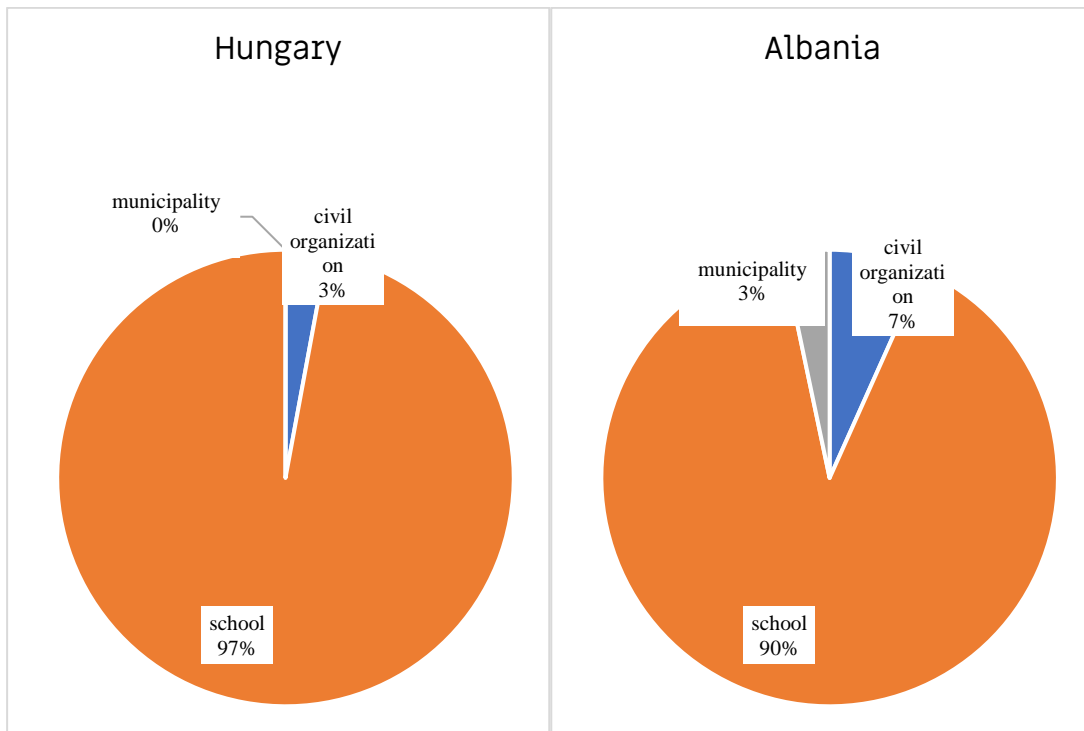
Education



Residence



Work type



Work years

How many years you have been working for/with disadvantaged children?

Hungary: Range=1-40, Mean=17.09, SD=12.14

Albania: Range=0-37, Mean=13.90, SD=11.08

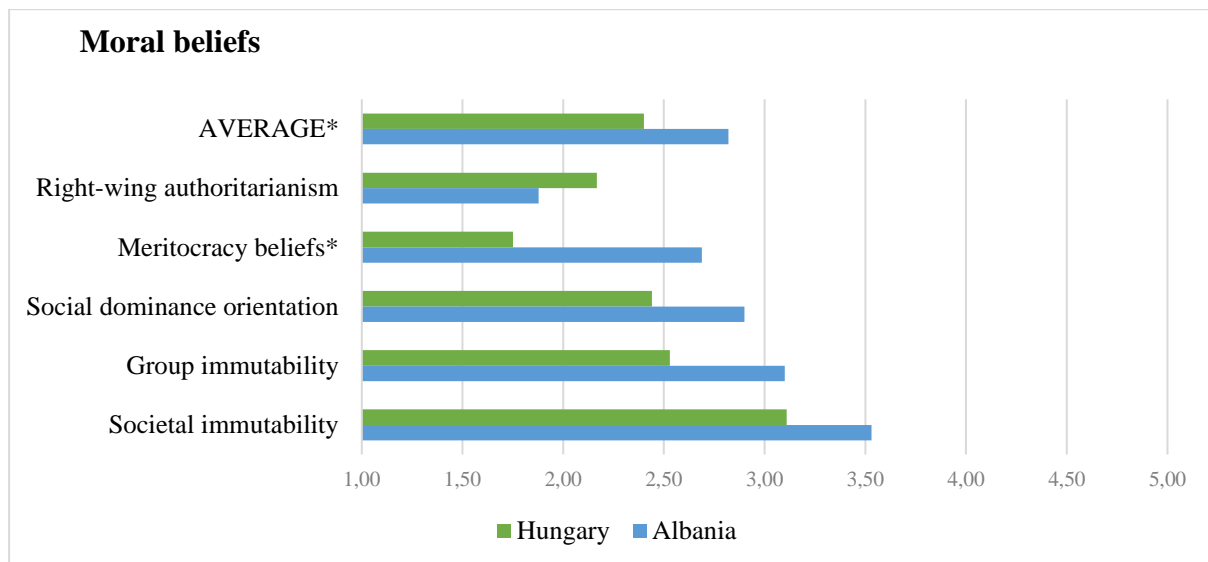
e) Results (1st stage)

The data is analysed and presented as descriptive statistics (presenting Means), and we also exploratorily tested correlations and regression models.

* = showed in graphs denotes significant difference (at the conventional 5% level, $p < .05$) between Hungary and Albania on the given measure. This means a difference between two countries is meaningful, and not only a tendency.

i. Attitudes on social change

a) Moral beliefs about social affairs

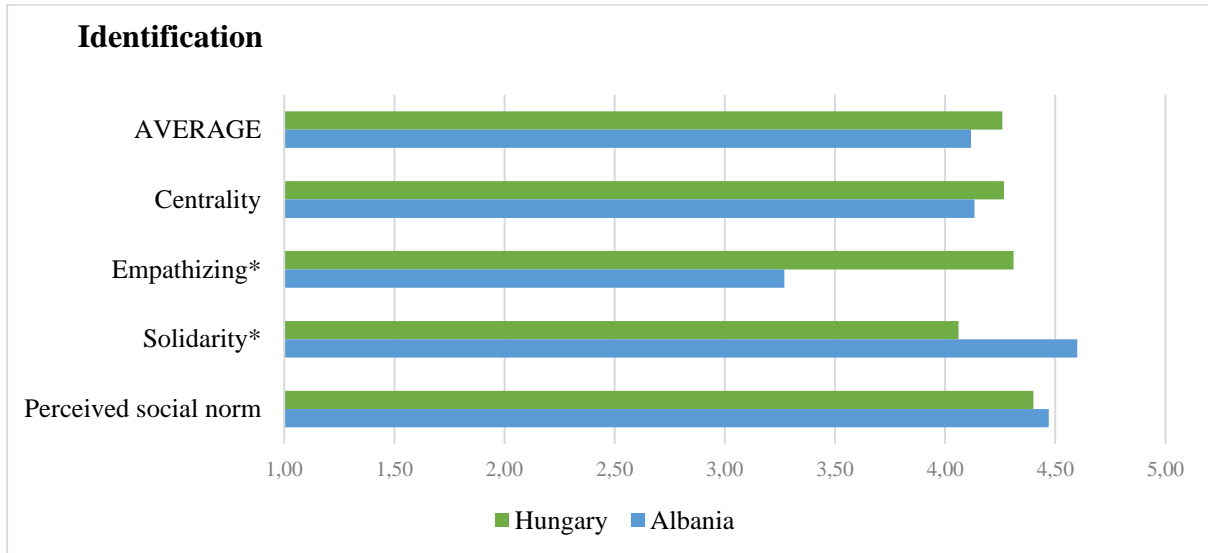


Questions. *Right-wing authoritarianism (RWA)*: 1. Our society would be much better if we would be more tolerant and understanding towards those people representing untraditional values and views. / 2. It is important that those groups who are different than others can also exercise their rights. / 3. Today in our country those people cause the most harm who do not respect their leaders and the order of society. *Social dominance orientation (SDO)*: We should not necessarily push for equality between groups. *Meritocracy*: 1. Most people who do not succeed in life, did not work hard enough. / 2. The poor are poor because they don't try hard enough to get ahead. / 3. Society is built in a way that people usually get what they deserve. *Group immutability*: There are certain disadvantaged groups, who will never change regardless of how much effort we put in improving their situation. *Societal immutability*: There are certain situations in society, that we can't change no matter how hard we try. AVERAGE is composed of the mean score of all items where higher scores denote more benevolent/favourable attitudes.

In regard to personal moral and social values, in Hungary, majority of the measures are below midpoint on their scale indicating that overall moral and social beliefs are rather positive than negative, with one exception of **social immutability** (which beyond personal values, also

relates to perception of efficacy), which also only slightly higher than midpoint. In Albania, the pattern is similar, with all measures higher on the scale, and in case of the overall averaged scale and meritocracy beliefs significantly higher. In the Albanian sample, also societal immutability is the highest.

b) Identification with social cause and disadvantaged group

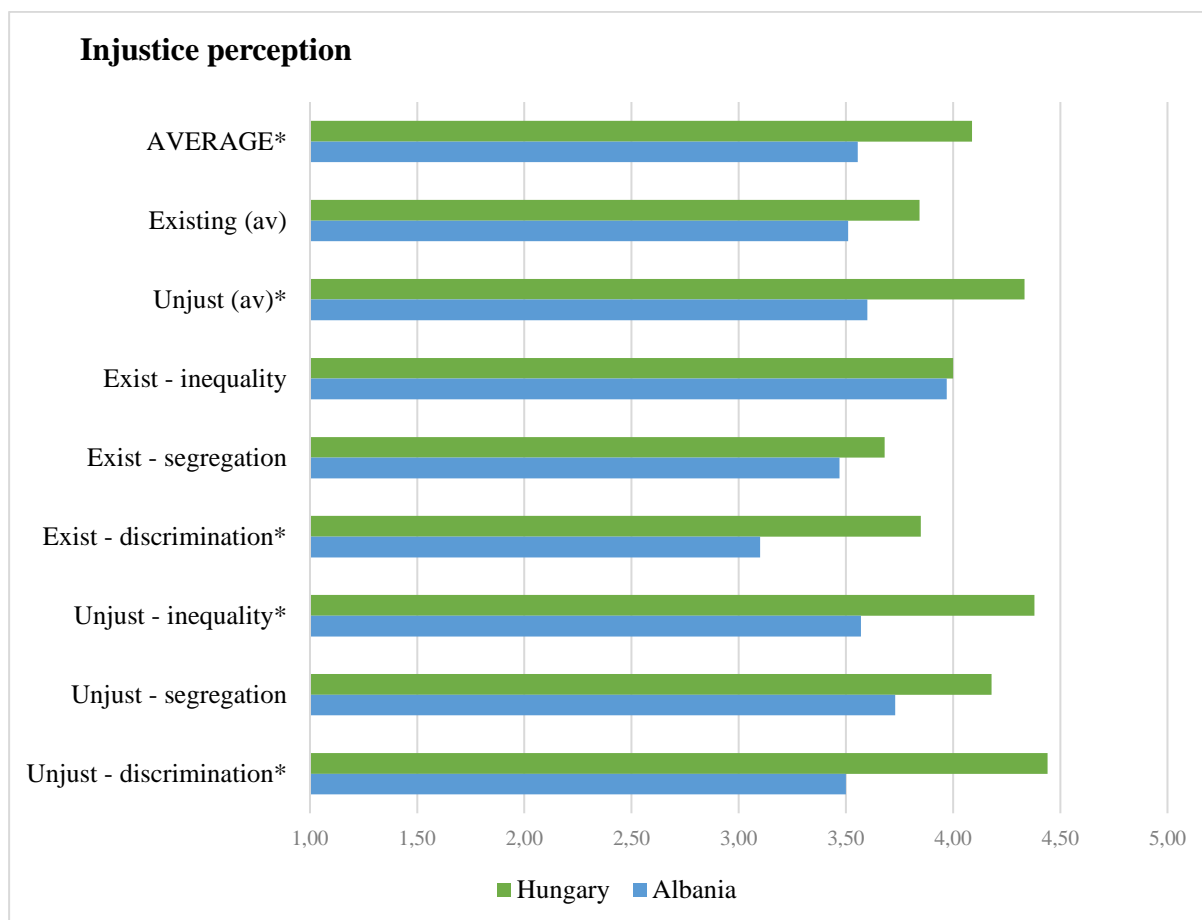


Questions. Regarding disadvantaged groups... *Centrality*: 1. it is personally important to you to help them. / 2. you often wonder about how you could help them. / 3. you feel personally responsible to help them. *Empathy*: you empathize with them. *Solidarity*: you feel solidarity for them. *Perceived social norm*: In your environment it is considered important to help disadvantaged groups. AVERAGE is composed of the mean score of all items where higher scores denote more benevolent/favourable attitudes.

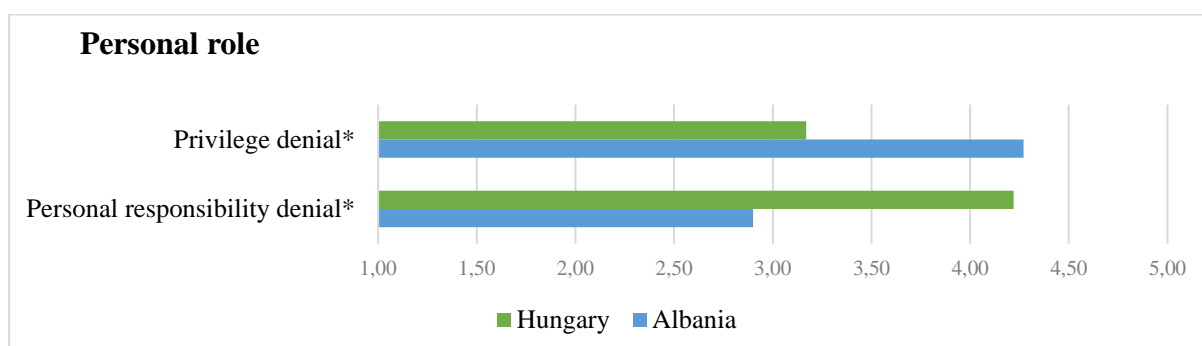
Both in Hungary and in Albania, identification with the social cause and disadvantaged group is rather high (with the only exception of empathizing with the disadvantaged group in Albania, which is lower⁸). What is especially promising is the high **perceived (positive) social norm**, that is, teachers feel that in their environment it is considered important to help disadvantaged groups. This condition is especially important because social norms have strong influence on individuals' attitudes and behavior towards disadvantaged groups, and also affects the impact of prejudice-reductions programs (see study in the context of Roma/non-Roma students in Hungary; Kende, Tropp, & Lantos, 2017).

⁸ Note, there might have been a misunderstanding regarding the Albanian word 'empathizing'.

c) Injustice perceptions



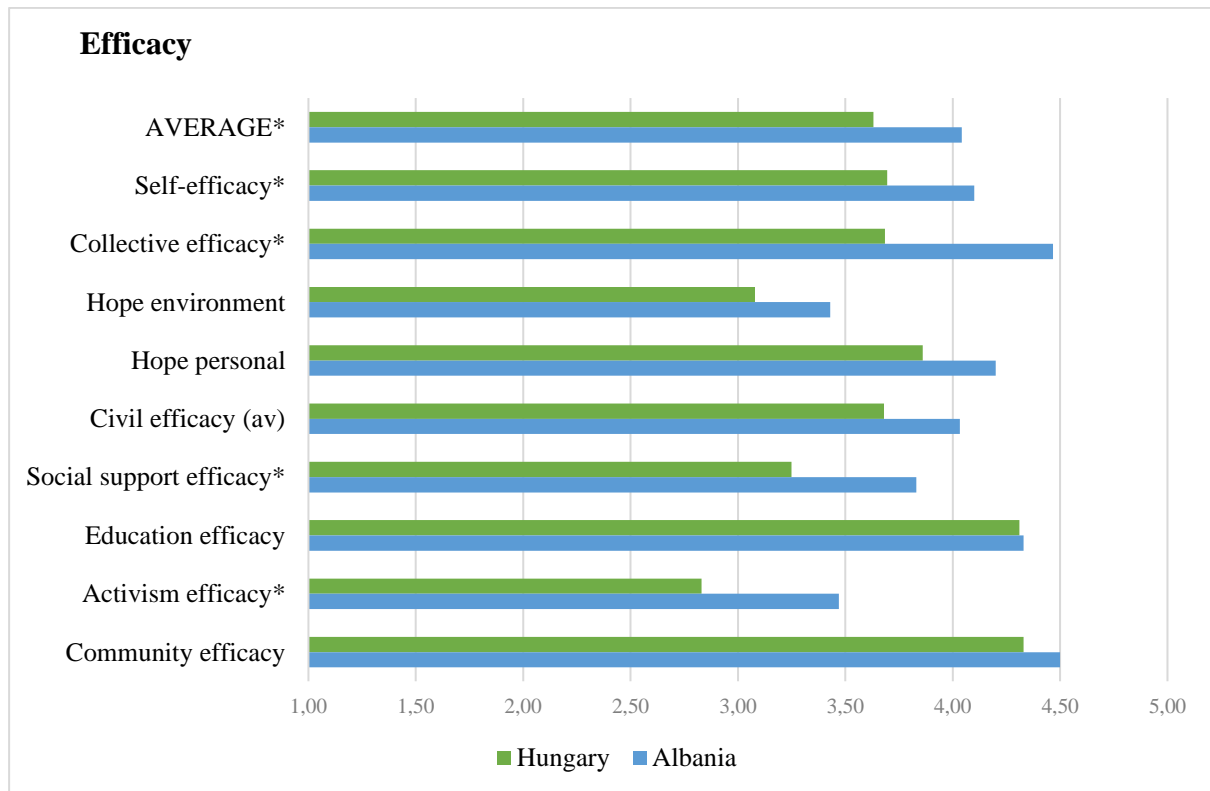
Questions. *Existing:* In regard to disadvantaged groups, to what extent do you personally consider these below as **existing** societal problem? *Injustice:* In regard to disadvantaged groups, to what extent do you personally consider these below **unjust**? – Social inequality/lack of equal opportunities / Housing and school segregation / Discrimination in housing, healthcare, education or labour. AVERAGE is composed of the mean score of all items where higher scores denote more benevolent/favourable attitudes. Existing (av) composed of existing items, and Unjust (av) composed of unjust items.



Questions. *Privilege denial:* Even if it is true that people in similar situation like you are considered privileged in society, you personally do not benefit from these privileges. / *Responsibility denial:* Even if it is true that discrimination towards disadvantaged people still exist today, you personally do not contribute to this.

In Hungary perceptions of injustice is rather high, although beliefs whether given social problems even *exist* is slightly lower, especially in regard to segregation. In Albania, these perceptions are significantly lower, and especially discrimination is only moderately considered an **existing problem**. Moreover, feeling **personal involvement** in social affairs is moderate, with high denial of personal privilege in Albania, and high denial of personal responsibility in Hungary.

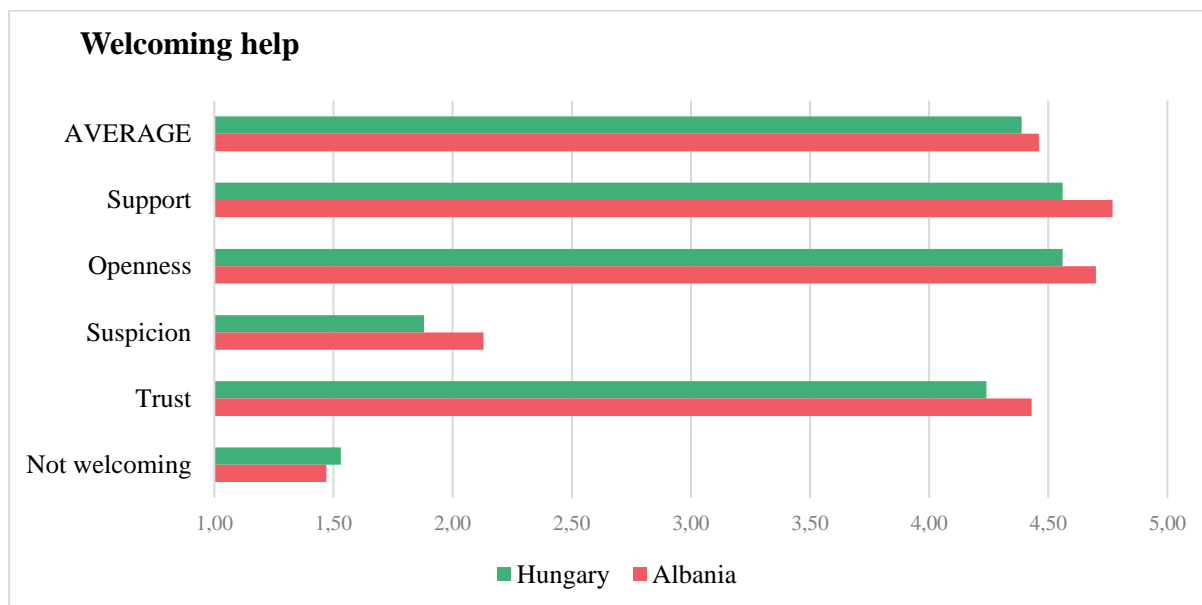
d) Sense of self-efficacy, collective efficacy and hope



Questions. *Self-efficacy:* To what extent these statements are typical or untypical of you? – 1. You are competent to make changes in your environment. / 2. You can successfully overcome challenges. / 3. You are confident in your effective problem solving abilities. *Collective efficacy:* With civil/community coordination and cooperation... – 1. One can effectively stand up for disadvantaged groups. 2. One can reduce discrimination facing disadvantaged groups. 3. One is able to influence social processes and achieve a more equal society. *Hope:* In regard to improving the situation of disadvantaged groups... – People around you (your environment); You personally. *Civil efficacy:* What civil programs and initiatives do you consider effective in helping disadvantaged groups? Social (material) support (e.g., donation, clothing, food supplies); Learning assistance (mentoring, trainings); Socio-political activism (petitions, demonstrations, pressuring the municipality); Community programs. AVERAGE is composed of the mean score of all items where higher scores denote more benevolent/favorable attitudes. Civil efficacy (av) composed of the 4 items that follow it.

In Albania, perceived efficacy is moderate to high, with sense of collective efficacy, efficacy of community and educational programs being high. Community and education programs are also perceived effective in Hungary, however other perceptions are significantly lower than in Albania, they move around moderate level, with **sense of efficacy of activist programs and perceived hope** (in one’s environment) being lowest.

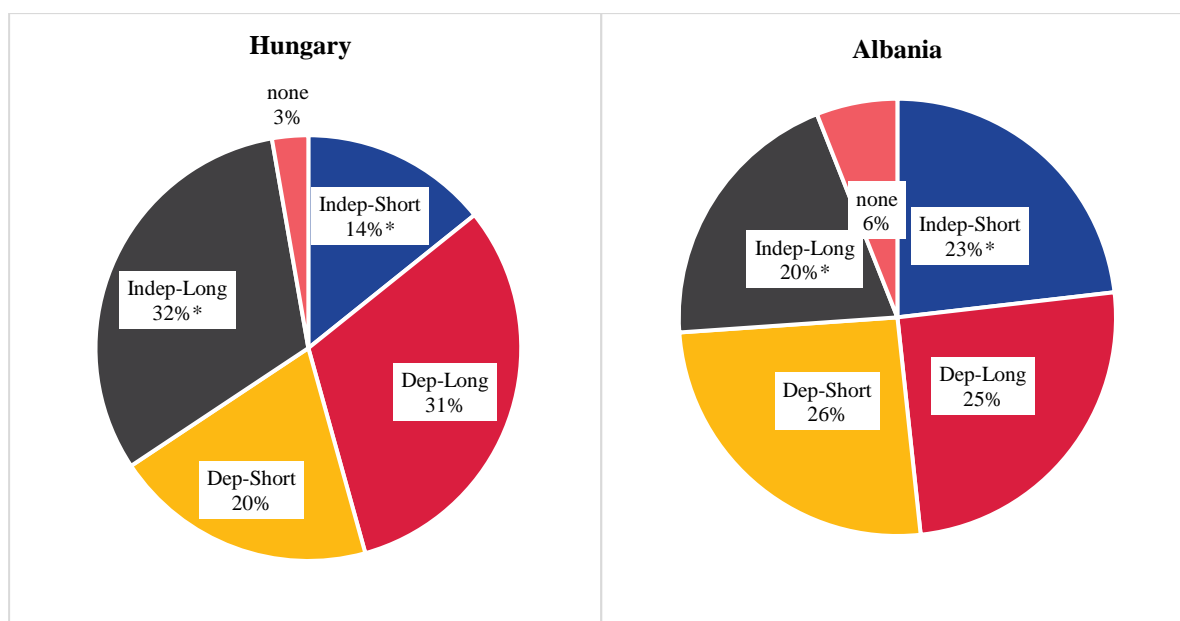
Welcoming and engaging in collective action



Questions. If a civil/community organization comes to your residence to help disadvantaged groups, then how would you welcome them? – with being supportive / with openness / with suspicion / with trust / I would not accept them. AVERAGE is composed of the mean score of all items where higher scores denote more benevolent attitudes.

In both countries, respondents are rather highly welcoming, open, and supportive towards civil and community organizations. Among these attitudes, only **trust** seems to be relatively lower in Hungary, however it is not concerning.

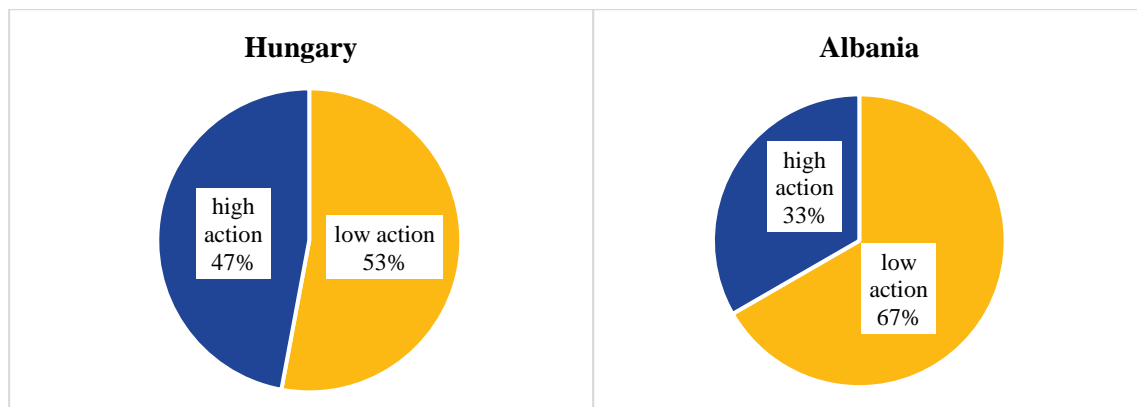
Financial support allocation



Questions. Imagine you are a local decision maker, who has the opportunity to allocate 30,000 euros to the below initiatives. Please indicate in percentages how much you would spend on each initiative. (The minimum value can be anything even 0, each, but the total maximum amount can't be higher than 100%). **1.** Share the amount among the poorest families. [independent-short] / **2.** Give it to the local school to spend it on their own programs (targeting those children most in need) [dependent-long] / **3.** Buying commodities for learning assistance (e.g., computers) for the poorest families. [dependent-short] / **4.** Supporting learning assistance programs and services (e.g., tutoring, trainings) [independent-long]

In Hungary, the most supported initiatives were those that are *long-term* (both independency and dependency-oriented help) constituting 63% of funds. In Albania, each type of initiative was supported in equal ratio (around 25%), with dependency-oriented help slightly more supported than independency-oriented help.

Situational engagement in collective action

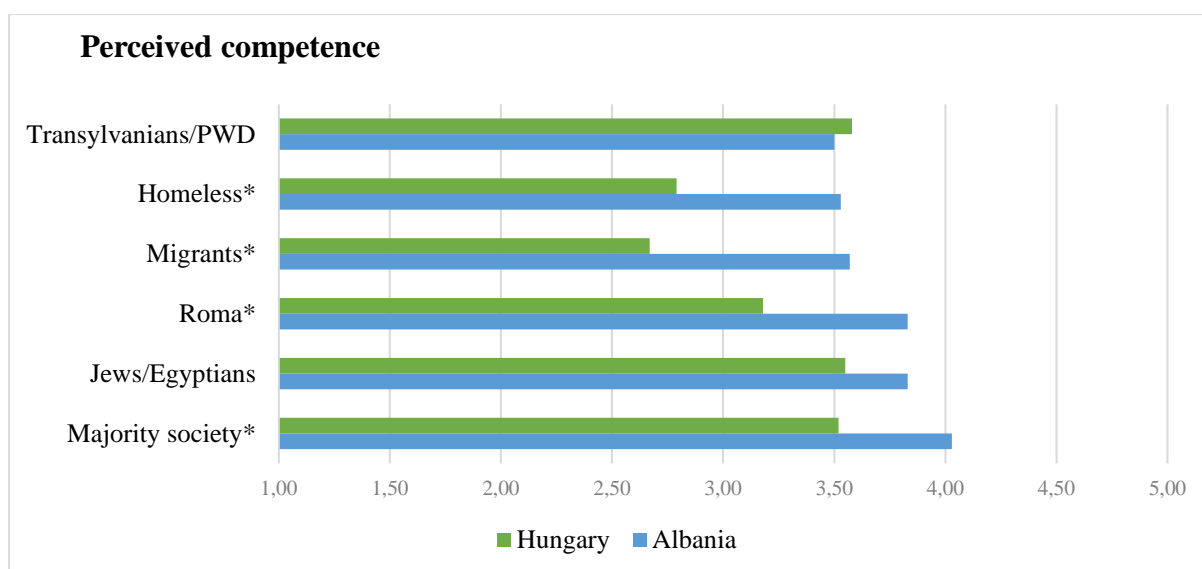
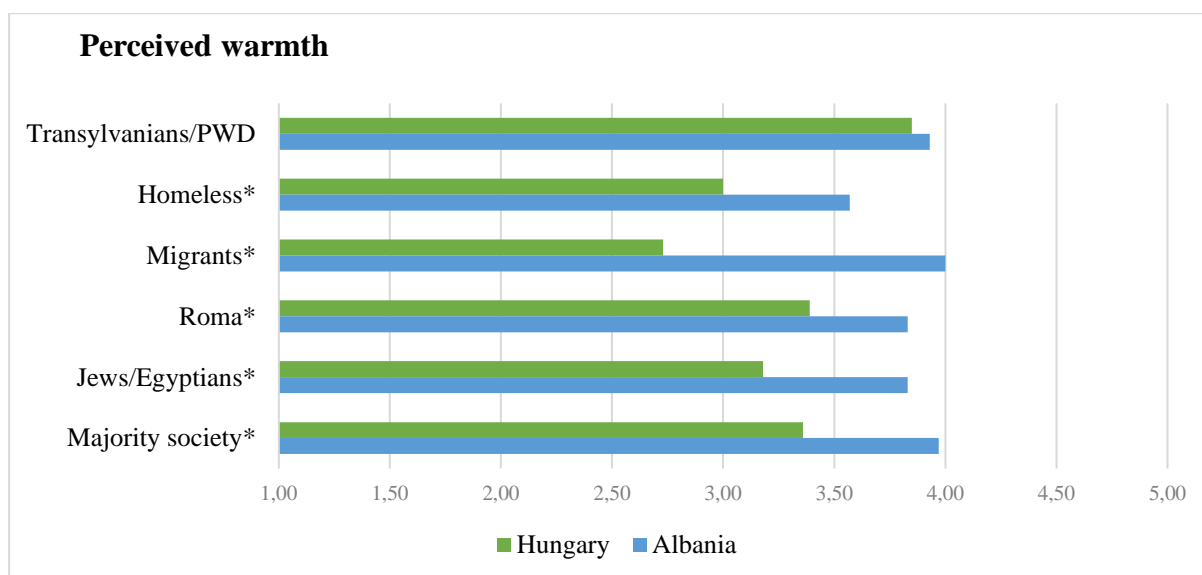


Questions. Imagine the following situation: In your residence, cyberbullying is very much increasing in the local school, and students abuse each other on Facebook, they address each other with hurtful and threatening messages and comments. If you would be a decision maker in the community, what would you do in this case? [Open-ended]

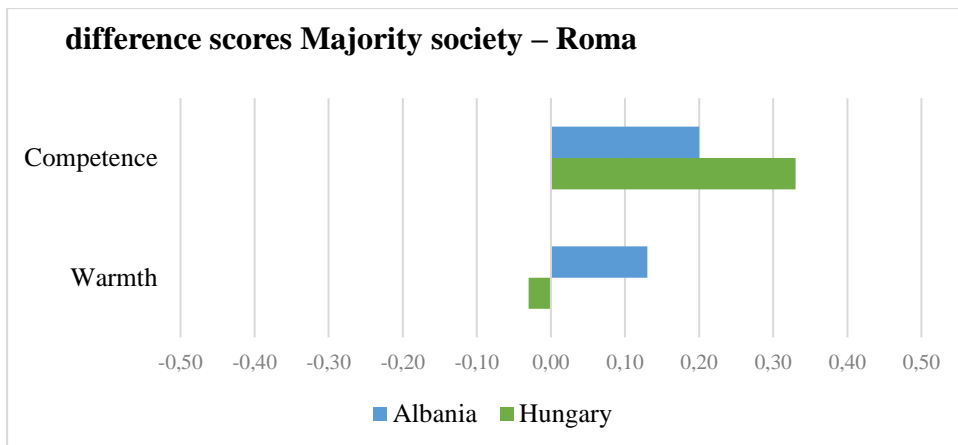
This question was content analyzed and at this 1st stage we only coded whether respondents' answers are characteristics of *low* (e.g., "shut off internet") or *high action tendency* (e.g., "discussion with kids and parents, workshop for kids, invite psychologists and organizations to hold sensitivity training" etc.).

In both countries, respondents were more likely to react with low (vs. high) action tendencies to the situational problem, although in Hungary high-low action tendency is around equal likelihood.

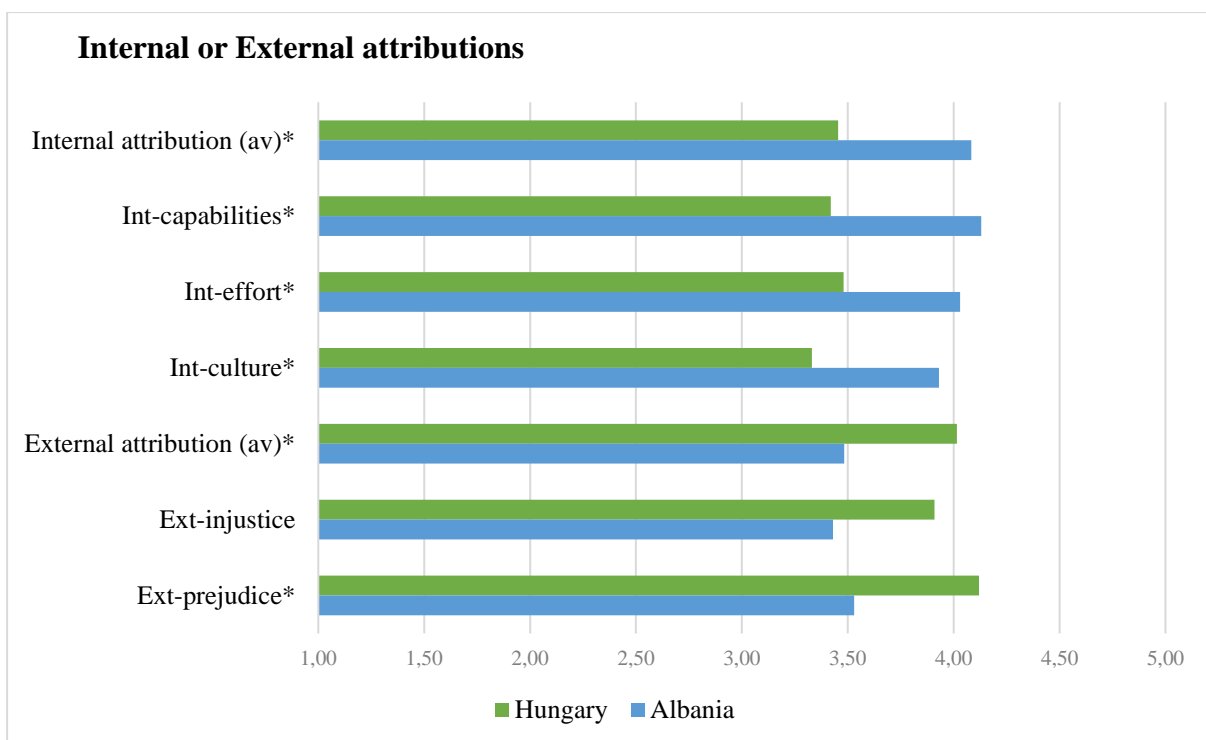
i. Attitudes about Roma people



Questions. Based on your impression and perspective, how typical are the following traits of the average member of the groups listed below: [Warmth] warm, likeable, nice. / [Competence] competent, talented, intelligent.



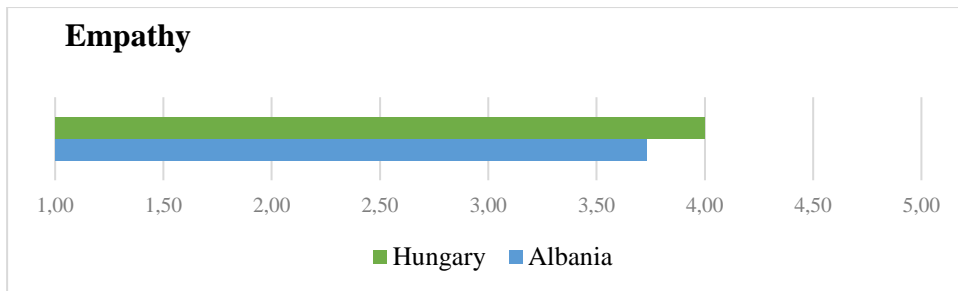
Both perceived warmth and perceived competence of Roma is at moderate level (while also perceptions of majority society), while significantly lower in Hungary than in Albania. Compared to other groups (which we included for the purpose to disguise the focus group of this question, and also to assess the standing of other disadvantaged groups, as well), the standing of Roma people is not characteristically lower or higher. However, as described in the theoretical background section, thus as expected teachers' perceived warmth of Roma is more favourable than competence perceptions.



Questions. To what extent do you believe that these factors are significant or insignificant in influencing the fate/life outcome of Roma people? – Their abilities/capabilities / Their effort / Cultural characteristics / Social injustice / Social prejudice. Internal (av) is composed of capabilities and effort (not culture). External (av) composed of ext items.

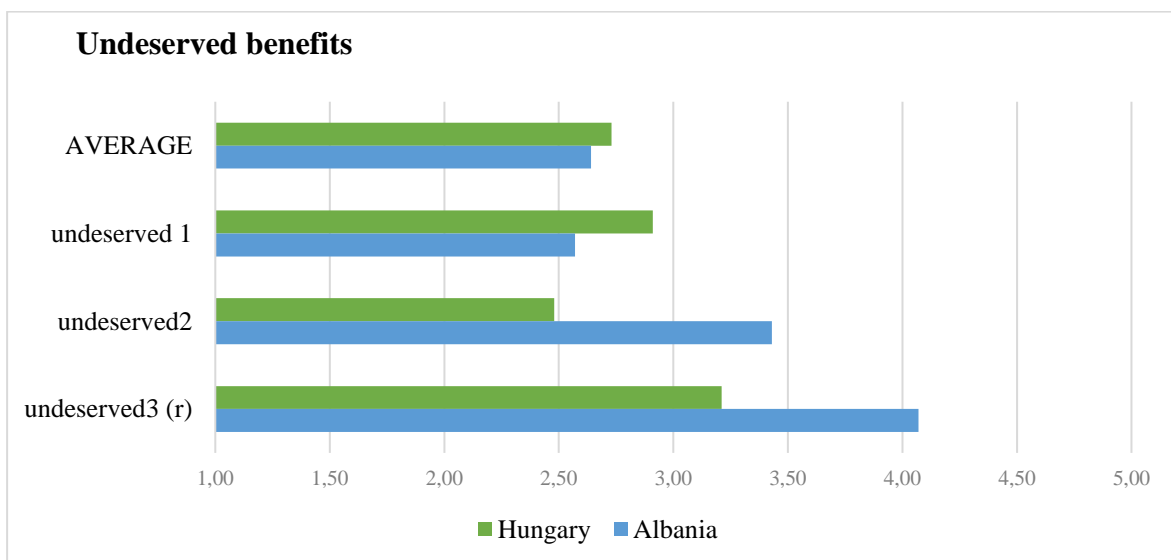
Both internal attributions and external attributions of Roma people's situations are at similar moderately high levels, which makes it difficult to draw conclusions from this attitude, except

that, higher internal attributions were made in Albania (vs. Hungary), and higher external attributions in Hungary (vs. Albania).



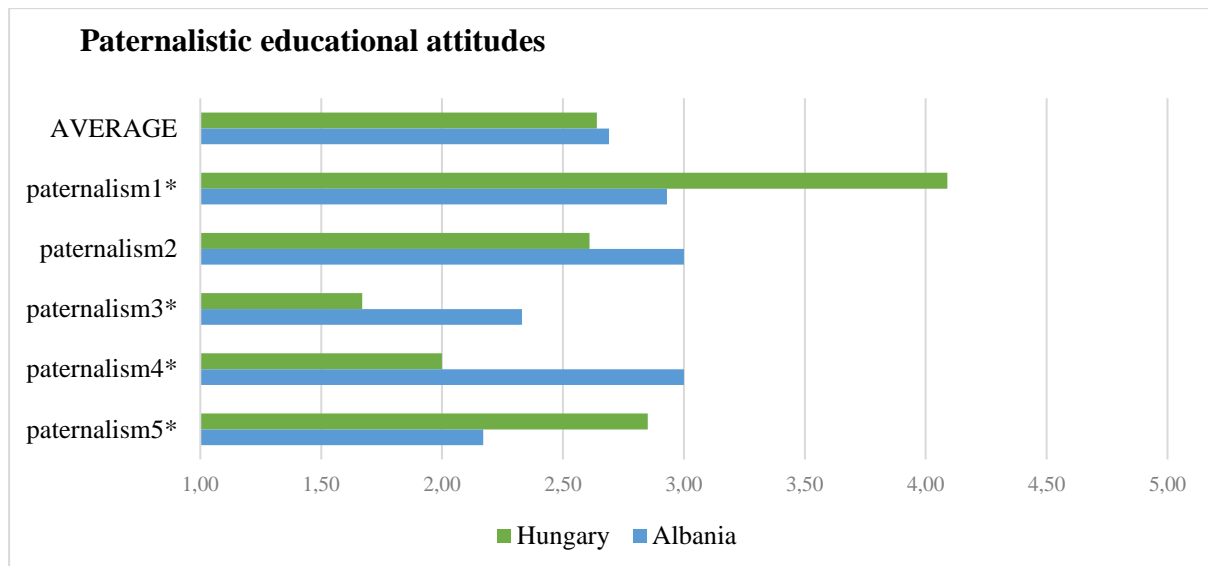
Question. About the disadvantaged situation of Roma people... 1=I feel indifference to 5=I feel empathy.

Empathy towards Roma people are much above midpoint, in Hungary it is rather high and in Albania it is moderate, which does not signal acute caution. However, it is also not characteristically high, which is unfortunate considering that empathy is a strong motivator for helping and taking collective action for Roma people (Polrom, 2020).



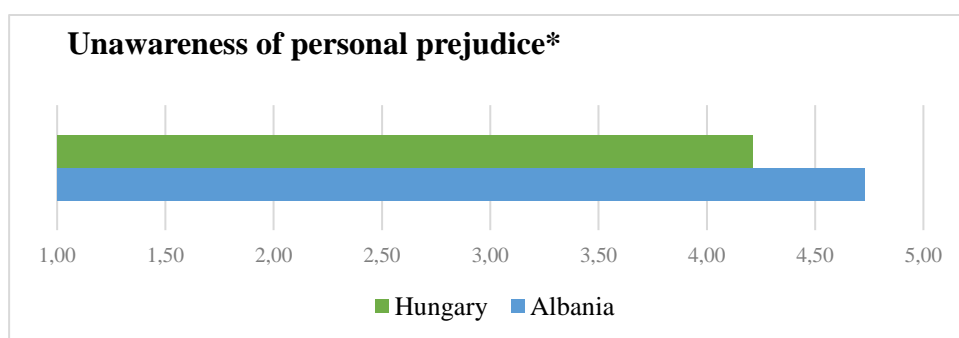
Questions. 1. The real damage is caused by organizations which offer an undeserved advantage to Roma people. / 2. I think that Roma people in this country are given preferential treatment in certain aspects. / 3. Roma people should be given more support than they currently receive.

In both countries, the socio-political narrative and belief that Roma people perceive undeserved benefits is somewhat popular even among teachers, however on average it remains moderate.



Questions. To what extent do you approve or disapprove when educators relate to Roma students the following ways? – 1. Roma students generally should be treated with more care than their non-Roma students./2. Roma students should be given easier tasks so that they can feel a sense of accomplishment. / 3. When difficult materials come up, I think it’s a good idea to divide Roma and non-Roma students so that the Roma students’ self-esteem does not suffer. / 4. It’s important not to give Roma kids work that is too challenging for their level. / 5. Even if Roma students oppose a task in class, the teacher should nevertheless go through with it, because Roma students don’t always know what’s good for them.

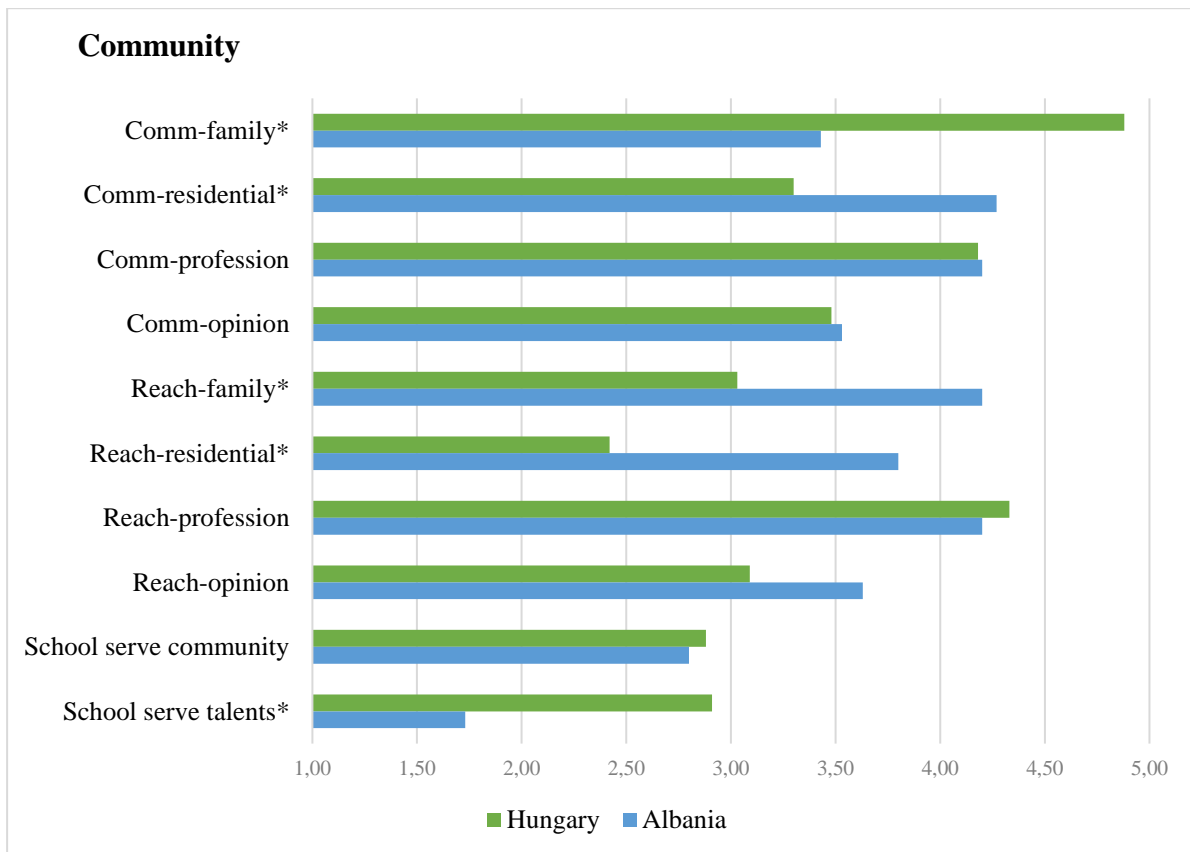
While paternalistic attitudes were around midpoint in both countries with sometimes even very low paternalism, the item about „Roma students generally should be treated with more care than their non-Roma students” was characteristically high in the Hungarian sample. This attitude alone (independently from the other items in the measure) is a benevolent approach to Roma students, however teachers should be aware to avoid being overprotective and risking potential paternalism.



Question. To what extent it is typical of you that you are able to treat people equally regardless of their origin or background?

In both Albania and Hungary, teachers believe that they can treat people without bias and prejudice. However, based on prior studies teachers unconsciously discriminate disadvantaged children when evaluating school children’s performance (for studies conducted in Hungary, see Bruneau et al., 2019; Kende & Neményi, 2006). This finding indicates that teachers may not be aware of their own bias, but it nevertheless guides their behaviour.

ii. Attitudes about community



Questions. Comm: Who do you consider your community? Reach: In your work and service for disadvantaged groups, to what extent do you rely on the following entities (ask for opinion or information or concrete help)? – Family, friends / Residential community / Professional community, collegiate network / Opinion and interest group. School serve community: In your opinion to what extent should the local community have influence or not over the school? 1= The school should be completely independent from the local community (full autonomy) to 5= The school should be completely dependent on the local community (full influence). School serve talents: Some people believe that educational resources (e.g., teachers' work hours) should be spent on educating the whole of the community, and there are people who believe that the school's most important role is to achieve individual mobility and investing in talented students. Which opinion do you personally endorse? – 1= the school should serve the whole of the community to 5= the school should serve individual mobility and talents.

In Hungary, respondents strongly consider their family and friends as their community, followed by their professional, then their residential and opinion community. In Albania, respondents consider professional and residential community more central. In terms of who individuals reach out to for advice in professional matters, in Hungary it is clearly the professional community, while in Albania it is just as much family/friends and residential community. Regarding school's independence, both countries are just a bit above midpoint leaning only moderately towards that school should be completely dependent on the local community. In terms of who should the school serve, in Hungary teachers are only slightly more likely to think that the school should serve individual mobility and talents, while Albanian teachers clearly think that the school should serve the whole of the community.

Correlations and predictors (regression)

For exploratory purposes, we analysed the associations between main attitudinal factors (using the averaged scored constructs). When we have more data, we will also look at correlations between specific measures. The results outlined below are mostly exploratory, once we have more data, we can draw more reliable conclusions.

Attitudes on social change

In **Hungary**, we found significant positive associations between (1) moral values with almost all factors; between (2) identification with injustice and efficacy; between (3) injustice perceptions and welcoming collective action. When we analysed how morality, identification, injustice, and efficacy predicts welcoming collective action, we found that while the full model is significant, namely all factors together predicted welcoming collective action, none of the factors independently and uniquely predicted it.

In **Albania**, there was a positive significant association between (1) identification and efficacy, also between (2) efficacy and welcoming collective action. When we analysed how morality, identification, injustice, and efficacy predicts welcoming collective action, while the full model is not significant, *efficacy* positively, independently and uniquely predicted it. Indicating that increasing sense of efficacy among individuals also increases collective action acceptance.

Hungary

	1	2	3	4	5
1. Morality	1				
2. Identification	-.646**	1			
3. Injustice	-.678**	.434*	1		
4. Efficacy	-.655**	.493**	.225	1	
5. Welcoming collective action	-.443**	.340	.455**	.169	1
6. Situational collective action	-.116	-.030	.186	-.071	-.023

Albania

	1	2	3	4	5
1. Morality	1				
2. Identification	.141	1			
3. Injustice	.276	.276	1		
4. Efficacy	-.081	.364*	.046	1	
5. Welcoming collective action	-.203	-.036	-.051	.427*	1
6. Situational collective action	.019	.058	.099	.297	.022

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation (r) coefficient is shown.

Attitudes about Roma people

For exploratory reasons, when analysing associations between different aspects of attitudes about Roma people, we found in **Hungary** significant negative association between (1) external attribution and undeserved benefits and (2) empathy and undeserved benefits.

Hungary

	1	2	3	4	5	6	7
1. Warmth (difference)	1						
2. Competence (difference)	.620**	1					
3. Internal attribution	-.222	-.243	1				
4. External attribution	-.260	-.220	.255	1			
5. Empathy	-.342	-.247	.221	.191	1		
6. Undeserved benefits	.221	.023	-.145	-.382*	-.464**	1	
7. Paternalism	-.085	.219	.049	.137	.274	-.142	1
8. Unawareness of bias	-.296	-.182	.244	-.247	.316	.046	.058

Albania

	1	2	3	4	5	6	7
1. Warmth (difference)	1						
2. Competence (difference)	-.033	1					
3. Internal attribution	-.092	.358	1				
4. External attribution	.056	-.011	-.059	1			
5. Empathy	.397*	-.068	-.169	.170	1		
6. Undeserved benefits	-.075	.030	-.013	-.011	-.315	1	
7. Paternalism	-.084	-.032	-.046	.168	.259	.015	1
8. Unawareness of bias	-.118	.174	.336	.268	-.006	-.085	.302

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Pearson correlation (r) coefficient is shown.

f) Summary of results (1st stage)

Based on the initial results of the attitude test, which was conducted among teachers in Hungary (N=36) and Albania (N=30), we can cautiously conclude some strengths (social achievements) and weaknesses (challenges), which are outline below.

Attitudinal strengths

Our sample up to now included teachers, who are expected to have more positive attitudes towards disadvantaged groups than the general population. These attitudes were especially positive and strong in the following areas:

- **Identification** with social problems and disadvantaged groups were especially high.
- Welcoming, open, and supportive attitudes towards **collective action**, specifically towards civil and community organizations.
- Overall, **attitudes about Roma people** were *not* characteristically negative.

Attitudinal challenges

Stakeholders and intervention programs that aim to improve the situation of disadvantaged groups should focus on addressing the following weaknesses and challenges (as evidenced by the initial findings in the attitude test):

- ⇒ *Moral values*: Increasing **societal immutability** (relating both to personal beliefs and sense of efficacy), that is, individuals' beliefs about how change in society is possible.
- ⇒ *Injustice*: Informing individuals about the **existence of social problems**, and more importantly, to communicate to individuals that they are part of society and for better or worse, they are **involved and responsible** for societal conditions.
- ⇒ *Efficacy*: Instilling a sense of **hope** and communicate that **activism** can be effective in achieving social change, and motivate a sense of **collective efficacy** (especially in Hungary).
- ⇒ *Collective action*: Training stakeholders for (readily) planning solutions to social problems. When respondents were asked to imagine a specific social problem in school (bullying) which they were asked to solve, majority of the respondents were less responsive, tended less to engage in collective action, namely, found it somewhat difficult to come up with an action/solution plan.
- ⇒ Attitudes about Roma people and general prejudice
 - Awareness should be raised to how teachers' perceived warmth of Roma people is more favourable than perceived competence and given that it coincides with overprotective attitudes towards Roma school children, it may result in paternalism.
 - Increase **empathy** and perspective taking towards Roma people. Empathy is moderately high (lower in Albania than in Hungary) but not characteristically high, which is unfortunate considering that empathy is known to be a strong motivator for helping and taking collective action for improving the situation of Roma people.
 - Awareness should be raised to teachers (likely) **misbelief of personally being free of bias and prejudice**. All people have biases that unconsciously guide their judgment and behaviour; therefore, teachers have them, too, especially when prejudice in society is characteristically high toward certain disadvantaged groups.
- ⇒ *Community*: Increasing sense of local/residential community would be beneficial. One condition is clear from our initial results is that in Hungary, individuals tend to see their friends and family as their primary community, and that sense of residential community is low.

g) Upcoming tasks

Goal #1

In the following months we plan to execute the following steps:

- We continue to collect data among professionals working in schools in Albania and in Hungary
- We start data collection in Bulgaria in schools
- Translate the survey to Slovakian, and collect data in schools
- We collect data among professionals working in civil organizations and in the municipality across all countries, using the same attitude test.

Goal #2

In the long run, once the partner organizations and stakeholders participated (or not, i.e. control group) in the intervention programs, we will start to work on the attitude test, complementing the present set of measures with new measures that assess aspects of the programs.

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i) Appendix: Attitude survey

welcome Dear respondent,

As part of the Inclusion4School international project, in the present online survey we aim to assess the experiences and opinion of professionals at our partner institutions and organizations who work with children of disadvantaged background.

The survey is **anonymous** and takes around **20 minutes** to complete.

Note, that you can only advance forward in the survey, and not backwards to previous questions. You can stop the survey at any time and continue from where you left off (on the same device).

Thank you for filling out the survey and if possible, sharing it with your colleagues

If you wish to learn more about our program, about the research results and output (you can also indicate this at the end of the survey), please feel free to contact the principle investigator of the project, Dr. Zsuzsanna Hanna Biró at inclusion4schools@wjlf.hu.

ethics [Information about the research and data handling:](#)

Your participation in this research is voluntary and completely anonymous. We cannot, and do not intend to identify the participants who take part in this survey. The data obtained from this research will be analysed and published in an aggregated form, from which the identities of the participants will not be revealed. The answers given during the completion of the survey will be treated confidentially, used for research purposes only, and will only be accessible to the persons conducting this assessment.

Q44 Informed Consent Form

I have read the above information relating to Inclusion4Schools project.

The purposes of the project were explained to me and what will be required of me. I agree to the arrangements described above in so far as they relate to my participation. It was explained to me what information will be collected about me, what it will be used for, who it may be shared with, how it will be kept safe, and my rights in relation to my data. I understand that participation is entirely voluntary and that I have the right to withdraw from the project any time, and that this will be without detriment. I understand that the data collected from me in this study will be preserved and made available in anonymised form, so that they can be consulted and re-used by others. I am able to copy the text of this Consent Form and all the information described above, if I feel it's necessary.

Q47 By advancing to the next page you state that you are over 18, you received information about the circumstances of your participation, you agree to them and consent to participate.

End of Block: welcome

Start of Block: code

code During the period of the project (until fall of 2024) we will contact you twice more to fill out such surveys. To be able to link your responses across these surveys please provide us with your day and month of birth, the first two letters of your father's given name (Christan name/first name), the first two letters of your mother's maiden name.(With these information we do not aim nor able to identify your personal identity, and these information will be erased immediately after linking your data)

- Month and day of your birth represented in numbers, month-day (e.g., in case of 28th April then: "0428"): (4) _____

- First 2 letters of your father's given name: (5) _____

- First 2 letters of your mother's maiden name: (6) _____

End of Block: code

Start of Block: Injustice (open-ended)

What social injustices you are touched by and come first to your mind?

Q3 You have 1 minute.

End of Block: Injustice (open-ended)

Start of Block: intro

Q46 Please read the below text carefully.

Q4

In this survey, we will ask questions about disadvantaged groups. For disadvantaged groups we mean individuals, who are objected to:

Social inequality/Lack of equal opportunities Residential/housing or school segregation

Discrimination in housing, healthcare, education or labor

More specifically, in this survey we focus on disadvantaged primary school children who live in absolute poverty, and/or belong to the Roma minority.

Q12

In this survey, there is no right or wrong answer. Please respond to the questions honestly, according to your own preference, opinion and feelings.

If you feel that you are not able, or do not wish to answer a question, then for that item mark the mid-point of the scale, the neutral answer, which denotes neither agree nor disagree.

End of Block: intro

Start of Block: Moral/personal conviction

To what extent do you agree or disagree with the following statements:

	strongly disagree (1)	somewhat disagree (2)	neither agree nor disagree (3)	somewhat agree (4)	strongly agree (5)
Our society would be much better if we would be more tolerant and understanding towards those people representing untraditional values and views. (rwa1R)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important that those groups who are different than others can also exercise their rights. (rwa2R)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Today in our country those people cause the most harm who do not respect their leaders and the order of society. (rwa3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We should not necessarily push for equality between groups. (sdo1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most people who do not succeed in life, did not work hard enough. (merit1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The poor are poor because they don't try hard enough to get ahead. (merit2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Society is built in a way that people usually get what they deserve. (merit3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even if it is true that people in similar situation like you are considered privileged in society, you personally do not benefit from these privileges. (privil)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even if it is true that discrimination towards disadvantaged people still exist today, you personally do not contribute to this. (respden)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are certain disadvantaged groups, who will never change regardless of how much effort we put in improving their situation. (immut1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are certain situations in society, that we can't change no matter how hard we try. (immut2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Moral/personal conviction

Start of Block: Identification



Regarding disadvantaged groups...

	strongly disagree (1)	somewhat disagree (2)	neither agree nor disagree (3)	somewhat agree (4)	strongly agree (5)
it is personally important to you to help them. (central2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
you often wonder about how you could help them. (central3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
you feel personally responsible to help them. (central1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in your environment it is considered important to help disadvantaged groups. (socnorm)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
you empathize with them. (emp)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
you feel solidarity for them. (solid)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q43

Questions in the survey refer to disadvantaged primary school children, who live in absolute poverty, and/or belong to the Roma minority.

End of Block: Identification

Start of Block: Injustice

existing problem In regard to disadvantaged groups, to what extent do you personally consider these below az **existing** societal problem?

	not at all true (1)	somewhat not true (2)	neither (3)	somewhat true (4)	completely true (5)
Social inequality/lack of equal opportunities (ex_ineq)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing and school segregation (ex_seg)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discrimination in housing, healthcare, education or labor (ex_discr)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In regard to disadvantaged groups, to what extent do you personally consider these below **unjust**?

	not at all true (1)	somewhat not true (2)	neither (3)	somewhat true (4)	completely true (5)
Social inequality/lack of equal opportunities (inj_ineq)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing and school segregation (inj_seg)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discrimination in housing, healthcare, education or labor (inj_discr)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q45 Questions in the survey refer to disadvantaged primary school children, who live in absolute poverty, and/or belong to the Roma minority.

End of Block: Injustice

Start of Block: Efficacy

self-efficacy To what extent these statements are typical or untypical of you?

	strongly untypical (1)	somewhat untypical (2)	neither (3)	somewhat typical (4)	strongly typical (5)
You are competent to make changes in your environment. (selfeff1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You can successfully overcome challenges. (selfeff2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You are confident in your effective problem solving abilities. (selfeff3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

With civil/community coordination and cooperation...

	strongly disagree (1)	somewhat disagree (2)	neither agree nor disagree (3)	somewhat agree (4)	strongly agree (5)
One can effectively stand up for disadvantaged groups. (colleff1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One can reduce discrimination facing disadvantaged groups. (colleff2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One is able to influence social processes and achieve a more equal society. (colleff3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In regard to improving the situation of disadvantaged groups...

	1=disillusioned , pessimist (1)	2 (2)	3 (3)	4 (4)	5=hopeful, optimist (5)
People around you (your environment): (hope_env)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You personally: (hope_pers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What civil programs and initiatives do you consider effective in helping disadvantaged groups?

	not at all effective (1)	rather not effective (2)	neither (3)	rather effective (4)	strongly effective (5)
Social (material) support (e.g., donation, clothing, food supplies) (effsocial)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning assistance (mentoring, trainings) (effedu)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socio-political activism (petitions, demonstrations, pressuring the municipality) (effactivism)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community programs (effcommunity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q46

Questions in the survey refer to disadvantaged primary school children, who live in absolute poverty, and/or belong to the Roma minority.

End of Block: Efficacy

Start of Block: Collective action

help acceptance If a civil/community organization comes to your residence to help disadvantaged groups, then how would you welcome them?

	not at all true (1)	somewhat not true (2)	neither (3)	somewhat true (4)	completely true (5)
with being supportive (supp)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
with openness (open)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
with suspicion (susp)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
with trust (trust)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would not accept them (notacc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

situational act

Imagine the following situation: In your residence, cyberbullying is very much increasing in the local school, and students abuse each other on facebook, they address each other with hurtful and threatening messages and comments. If you would be a decision maker in the community, what would you do in this case?



Imagine you are a local decision maker, who has the opportunity to allocate 30,000 euros to the below initiatives.

Please indicate in percentages how much you would spend on each initiative.

(The minimum value can be anything even 0, each, but the total maximum amount can't be higher than 100%)

1. Share the amount among the poorest families. : _____
2. Give it to the local school to spend it on their own programs (targetting those children most in need) : _____
3. Buying commodities for learning assistance (e.g., computers) for the poorest families. : _____
4. Supporting learning assistance programs and services (e.g., tutoring, trainings) : _____

Total : _____

Q46 Questions in the survey refer to disadvantaged primary school children, who live in absolute poverty, and/or belong to the Roma minority.

End of Block: Collective action

Start of Block: Prejudice Roma 1 - warmth

Based on your impression and perspective, how typical are the following traits of the average member of the groups listed below:
warm, likeable, nice.

	strongly untypical (1)	somewhat untypical (2)	neither (3)	somewhat typical (4)	strongly typical (5)
Transylvanians* (WTransyl)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homeless (WHomeles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Migrants (WMigrant)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roma (WRoma)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jews (WJews)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Majority Hungarians* (WMajorit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Prejudice Roma 1 - warmth

Start of Block: Prejudice Roma 2 - competence

Based on your impression and perspective, how typical are the following traits of the average member of the groups listed below:
competent, talented, intelligent.

	strongly untypical (1)	somewhat untypical (2)	neither (3)	somewhat typical (4)	strongly typical (5)
Transylvanians* (CTransyl)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homeless (CHomeles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Migrants (CMigrant)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roma (CRoma)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jews (CJews)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Majority Hungarians* (CMajorit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Prejudice Roma 2 - competence

Start of Block: Prejudice Roma 3

To what extent do you believe that these factors are significant or insignificant in influencing the fate/life outcome of Roma people?

	strongly insignificant (1)	somewhat insignificant (2)	neither (3)	somewhat significant (4)	strongly significant (5)
Their abilities/capabilities (Icapab)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their effort (Ieffort)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural characteristics (Icult_r)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social injustice (Einjust)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social prejudice (Eprej)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree or disagree with the following statements?

	strongly disagree (1)	somewhat disagree (2)	neither agree nor disagree (3)	somewhat agree (4)	strongly agree (5)
The real damage is caused by organizations which offer an undeserved advantage to Roma people. (undes1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that Roma people in this country are given preferential treatment in certain aspects. (undes2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roma people should be given more support than they currently receive. (undes3_r)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



About the disadvantaged situation of Roma people...

- 1=I feel indifference (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5=I feel empathy (5)

Page Break

To what extent do you approve or disapprove when **educators relate to Roma students the following ways?**

	strongly disapprove (1)	somewhat disapprove (2)	neither approve nor disapprove (3)	somewhat approve (4)	strongly approve (5)
Roma students generally should be treated with more care than their non-Roma students. (pat1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roma students should be given easier tasks so that they can feel a sense of accomplishment. (pat2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When difficult materials come up, I think it's a good idea to divide Roma and non-Roma students so that the Roma students' self-esteem does not suffer. (pat3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This is a technical attention check question, please mark here the response choice somewhat disapprove. (AC2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's important not to give Roma kids work that is too challenging for their level. (pat4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even if Roma students oppose a task in class, the teacher should nevertheless go through with it, because Roma students don't always know what's good for them. (pat5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

To what extent it is typical of you that you are able to treat people equally regardless of their origin or background?

- strongly untypical (1)
- somewhat untypical (2)
- neither (3)
- somewhat typical (4)
- strongly typical (5)

End of Block: Prejudice Roma 3

Start of Block: Community

Who do you consider your community?

	not at all true (1)	somewhat not true (2)	neither (3)	somewhat true (4)	completely true (5)
Family, friends (C_fam)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residential community (C_resid)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional community, collegiate network (C_profess)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opinion and interest group (C_opinion)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your work and service for disadvantaged groups, to what extent do you rely on the following entities (ask for opinion or information or concrete help)?

	not true at all (1)	somewhat not true (2)	neither (3)	somewhat true (4)	completely true (5)
Family, friends (R_fam)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residential community (R_resid)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional community, collegiate network (R_profess)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opinion and interest group (R_opinion)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

1 In your opinion to what extent should the local community have influence or not over the school?

- 1= The school should be completely independent from the local community (full autonomy) (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5= The school should be completely dependent on the local community (full influence) (5)

Some people believe that educational resources (e.g., teachers' work hours) should be spent on educating the *whole* of the community, and there are people who believe that the school's most important role is

to achieve individual mobility and investing in talented students. Which opinion do you personally endorse?

- 1= the school should serve the whole of the community (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5= the school should serve individual mobility and talents (5)

End of Block: Community

Start of Block: demographic

Q38 Finally, please answer a few questions about yourself.

Your age:

- 18-30 (1)
 - 31-40 (2)
 - 41-50 (3)
 - 51-65 (4)
 - 66+ (5)
-

Your gender:

- Male (1)
 - Female (2)
 - I do not wish to answer (3)
-

Your residence:

- Capital city (1)
 - County center (2)
 - City, town (3)
 - Village, small community (4)
-

Your highest educational level:

- 8 grade or lower (1)
 - Vocational training (2)
 - Vocational school with possible entrance to university* (3)
 - High school (7)
 - Ongoing higher education (4)
 - Completed college diploma (5)
 - Completed university diploma (8)
-

At what type of institution do you work?

- Civil organization (1)
- School (2)
- Municipality (3)



How many years you have been working for/with disadvantaged children?

End of Block: demographic

Start of Block: komment

If you have any remark or comment regarding the survey, please feel free to express that in this textbox (not mandatory):

End of Block: komment
