

Summaries

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Educational institute, faculty, study: University of Szeged, Faculty of Health Sciences and Social Studies, Social worker BA

The title of the study: Roma children's way to higher education, the process of becoming educated

Supervisor: Mária Mihálka (SZTE ETSZK)

This essay focuses on the changes of Gypsy identity and education. In order to understand their motivations it is important to put into context of school, education, and their parents' and teachers' support. We need to take into account the life of Romani people in Hungary, the successful and unsuccessful integration, focusing on personal cases and stories.

A part of the people who studying in the higher education as gypsy. We can get to know their motivations, experience about education, and the situation of discrimination. We can say something was changed in their life, and family. Their family supported them, and give motivation which changed their mind and future.

Romani people had different ways of life, but we can say, most of them had connections with the Hungarian culture and identity. They have double identity, one of them is the Roma identity, the other is the Hungarian identity.

It is useful to highlight important facts of their life of education, they had a teacher who supported and helped them. They have the different experience but we have to research it so we can understand their life and identity.

Keywords: *identity, Romani people, Gypsy, education, school, integration,*

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The title of the study: „Inclusion or use of funds" or What purposes the funds allocated for Roma inclusion was used for”

Supervisor: Ildiko Laki PhD (SZTE JGYPK)

The aim of this study is to inspect the efficiency of various resources spent on Roma integration developments as well as to explore and possibly to evaluate their results. In order for Roma inclusion, measures, strategies, convergence and integration plans have been formulated and provided with funds by the state. Despite the fact that the sponsoring organizations determine the applicants qualified for support, the rate of support, the amount of support, the supported activities, the operational rules and the available assets, the objectives of the proposals called by state apparatus do not always meet the expectations. Therefore, lack of consistency between the goals and the assigned assets may appear. As the reason is to reach a more effective integration, this study makes attempts to find the causes of inefficient sources and implementations that reduce the chances of organizations to prevail. Yet, the expected difficulties – or at least part of them – seems can be solved.

The target of my thesis is to disclose projects and their action plans promoting social inclusion 2014-2020 as well as to introduce operations of NGOs in Hungary, the history of Roma society and its present situation, the resources allocated for convergence, the rational use of funds or the lack of funds through surveying five Roma non-profit organization

Keywords: NGO, European Union, project, roma, gypsy

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Educational insitite, faculty, study: University of Szeged Juhasz Gyula Faculty of teacher training, Physical Education-History Teacher, MA

The title of the study:The hardships of disadvantaged children, especially Roma children face when attending school

Supervisor: Ildikó Laki PhD (SZTE JGYPK)

This study focuses on the reason behind the failures among the disadvantaged Roma/gypsy students in school, with the help of different thesis and interviews. Disadvantaged students are require special attention in school. The Roma children are facing more obstacles in this school environment since they were socialized differently than their fellow students. This could be viewed as a deficit by the teachers and the school, therefore making Roma children to fall behind their peers in the early years of their education. After reviewing the academic sources this study will concentrate on the definition of what being 'disadvantaged' means, and after that it will focuses on the importance of school in our society. The next section will deal with the Hungarian Roma/Gypsy society's education-politics, furthermore will define the concepts of integration, inclusion and multiculturalism. The theoretical part will be completed by a number of interviews, which gives us an insight of the competence of teachers in Makó. The questions asked in the interview were concentrating on the teacher's contented or rather the fact that how much they are satisfied with their institution's condition system, and school environment. The real reason behind the study is to get to know about how the disadvantaged children are performing compared to their social-economically well situated classmates. Also it compares the achievements of Roma/gypsy children in comparison to their same status holder peers. Naturally, to assume anything from this study is not possible, since it was not a representative research, especially if we look at the number of participants. However its usefulness is in the fact that it highlights the inequality in the school system. Furthermore raising awareness among the participant was another achievement.

Keywords: school, roma minority, education, integration, behaviour

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Educational institute, faculty, study: University of Szeged, Faculty of Health Sciences and Social Studies, Department of Social work and Social Policy, Social Policy MSc

Title of the study: The integrational opportunities of the refugees who live in Hungary in the world of work

Supervisor: Péter Szabó (SZTE ETSZK)

My goal with this essay was to show to the reader what kinds of opportunities in the integration have the refugees who live in Hungary. It is a two-way process, so in order to give a perfect view, I tried to show both sides as well. Therefore I asked 75 people from the receiver society via a questionnaire and I made 7 personal interviews with refugees.

In the first study I wanted to get closer to the Hungarian people's standpoint and examine their attitude according to the refugees. The research wasn't representative, the majority was well-educated. To the economical questions most of the responders rejected the fact that the refugees are harmful for the Hungarian economy although their role in the society isn't that much outstanding either. Some of them expected a cultural variegation and perspective development. The responders were aware of the fact that the Hungarian society is repulsive towards the foreigners, especially refugees. Most of them don't count the refugees as criminals or terrorists but many of them were insecure about these questions. Except the financial support, the responders were open-minded about accepting the refugees in the Hungarian society however when they had to choose from the Chinese, Arabic, African or Hungarian cross-border job candidates, every time they chose the Hungarian as an employee.

In the second study my goal was to show and listen to the other side's opinion. Besides the theory, I was curious how it works in the real life. They told me that the greatest help was given from their friends and the NGOs. The biggest difficulty was the poor knowledge of Hungarian language and the lack of qualifications. Many of them experienced discrimination according to their refugee status. The employers are not informed well, how they can employ them and they are afraid of it. The bureaucracy makes it very difficult also to find a job and the fact that the officers and the social workers don't speak in English. But the NGOs, which are specialized to help their integration, are ready to cope with these problems. So their work is extremely useful in this process.

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Educational institute, faculty, study: University of Szeged, Juhász Gyula Faculty of Education, Minority Politics MA

The title of the study: Jewish Migration from Hungary to Palestine 1945–1949: Fate-turning Decisions – Identity Choices

Supervisor: Lajos Olasz PhD (SZTE JGYPK)

This essay focuses on the changes of Jewish identity after World War II and the migration of Hungarian Jews to Israel (Palestine) between 1945 and 1949. In order to understand their motivations it is important to put into context their life before and after the war, to know general trends and personal issues of migration, especially their social situation and their age distribution. Besides, we need to take into account the life of migrant Hungarian Jews in Israel (Palestine), the successful or unsuccessful integration, focusing on personal cases and stories.

A part of the people who survived the Holocaust and World War II in Hungary or in the camps decided to leave their home country. Among the causes of this decision we can find the loss of the family, of movable and immovable properties, the situation of discrimination, the deprivation of Hungarian citizenship and the growing dictatorship. We can say something was broken in the Hungarian identity of the people who took part in this migration process.

After the migration to the new country and the building of their life in Israel, all Hungarian Jews had different ways of life, but we can say, most of them still had connections with the Hungarian culture and identity. This has continued to the present day.

It is useful to highlight important facts of the history of this migration, based on human personality and the actions of people. Sometimes it is hard to separate personal matters and general issues, since this subject is very tangible, and the objective and subjective views can be twisted. It is just because of these difficulties, and because of the lack of research and publications in this field that the work with this subject is more interesting and exciting.

Keywords: *identity, Jew, Holocaust, migration, Israel/Palestine, integration*

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The title of the study: Higher education in Hungary - Roma/Gypsy in the hungarian higher education

Supervisor: Ildikó Laki PhD (SZTE JGYPK)

Hungarian higher education is part of our centuries-old nation and culture. Initially it was only in the Church's reservation and then under the direction of the state. The structure of higher education changed after the political transformation. Several ecclesiastical institutions have emerged, and universities with foreign universities have instituted institutions in Hungary after the political transformation. The number of students grew in higher education, and the government developed a strategy for financing education. Participation of Roma and Gypsies in higher education is very important. The largest minority in Hungary. Education and disadvantages can be found in the study, as there are few Roma and Gypsy young people participating in higher education. One of the reasons for this is segregated education, which is largely present in Hungary. The number of aid programs and scholarships is very high for Roma and Gypsy young people. However, only a few get into higher education and have a successful school career behind them.

Keywords: *roma, gypsy, higher education, government, scholarship*

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The title of the study: „Show me where you live and I will tell who you are!” – Prejudices generated by housing situations

Supervisor: Péter Szabó (SZTE ETSZK)

In my everyday work I get in contact with high or very high risk families, and I had to face, that they suffer from many negative aspects of life. I work in one of the 19 most disadvantaged region of Hungary. The poverty and unemployment rate is very high, the only working option is the public work. Families from this region are disadvantaged from many viewpoint. I soon realised that these families have to live amongst very bad living conditions, so I started to wonder are these bad conditions generating any prejudice in the majority of the society?

My hypothesis was that in this region the housing conditions are worse than the hungarian average. So that these families had to suffer from prejudices that are generated by their housing situation. Prejudices in social contacts, employment, official administration and so on. I did my research in two areas. In the first one, I measured a „most disadvantaged region’s” housing situation through 90 responder . In the second one, I did an attitudinal examination with 170 responder.

Keywords: prejudices, housing, living conditions, society, high-risk , family

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The title of the study: The rights of the correctional institution's children

Supervisor: Ildikó Laki PhD (SZTE JGYPK)

In this study I'm trying to show what kind of rights the children have in correctional institutes. The one who stands under criminal responsibility, in this case the person who lives in reformatory, always stands under judicial restriction. Particularly, it's about the limitation of the fundamental rights according to the judgement, but not further, and also a prevention from the abuses. The Penalty and Implementation Constitution ensures and helps the restrained person to be uninjured. As in fact they're distracted from their freedom, there are some rights which only can be practised as the law restrict them. Human rights get an important role. During the reformatory education bigger attention should be shown on the restricted person's family and social relationships, and the rights guarantee these to happen. Furthermore, the rights of life, the rights of physical and mental wealth and the rights of the human dignity are also important to be guaranteed.

Keywords: correctional institute, criminal responsibility, judicial restriction, rights, judgement, statute, young, reintegration