

## Hungary: case 1 (Social Land Programme)

<p><b>Period:</b> since 1991 (first initiatives) <b>Target population:</b> unemployed rural families <b>Life stage:</b> under execution <b>Investment theme:</b> social economy</p>
<p><b>Short description of the program:</b> Social land programs help socially disadvantaged people with no financial means to engage with agriculture to acquire promotional services and support them in household type agricultural production and livestock farming. The land program supports unemployed participants to produce agricultural goods and acquire competencies in household agriculture. The main objective of the program is to strengthen independence, self-sufficiency and to decrease poverty by strengthening and recreating agricultural activities in rural areas.</p>
<p><b>Policy Area:</b> social, economy, unemployment</p>
<p><b>The legislative and regulatory frame work:</b> In the beginning of the 90's the land program started as experimental projects and the legal background for it was created in 1993. <b>Act III 1993 Section 47</b> entered this type of benefit into the law, and supporting family farms was defined as being a form of non-monetary benefits. To apply for the type of support regulated this way, <b>local governments</b> have to formulate a <b>decree</b> on the operation of Social Land Programmes, the requirements of becoming a beneficiary of the programme, and the obligations and rights of the participants. Afterwards, the participating disadvantaged families have to individually sign <b>contracts</b> in order to receive the benefits provided by the programme. 19/2006. (III. 14.) decree of the Ministry for Agriculture and Rural development assures the opportunity that the cultivation of the land pieces from the National Land Fund can be organised by local entities. On national level, the program is organised by State Secretariat for Social Affairs and Social Integration of the Ministry of Human Resource Development. On a local level the participating municipality decrees regulate the projects.</p>
<p><b>Main actors:</b> municipalities, minority governments, families</p>
<p><b>Innovative elements:</b></p> <ul style="list-style-type: none"><li>- Bottom up organisation, in comparison to the top down coordinated public employment programs here the activity is designed and carried out locally;</li><li>- Attitude towards the target group – enabling and motivating and not sanctions when activating the segments who currently rely on social support;</li><li>- Recreation of the traditional, but forgotten, household economies for the disadvantaged segments;</li><li>- Entrepreneurial municipalities instead of provider municipalities;</li><li>- Flexibility, variety, according to the needs of the target groups the program can be anything from self-sufficiency to goods production;</li><li>- Professional supporting methodology network.</li></ul>
<p><b>Links to to key policy documents, previous research, news reports, etc.</b></p> <p>Jász, Krisztina – Szarvák, Tibor – Szoboszlai, Zsolt (2003): <i>The effects of Social Land Programmes on rural development</i>. In: Rural Hungary before its accession to the EU. 6<sup>th</sup> Village Conference Ed.: Kovács, Teréz, Hungarian Academy of Sciences, Centre for Regional Studies – Hungarian Association of Regional Science, Pécs, pp. 471-478.</p>

[http://kisebbsegkutato.tk.mta.hu/eselyegyenloseg/tudasbazis/moi\\_cig\\_nep\\_kut\\_gyorsjel/jasz\\_szarva\\_k\\_szoboszlai\\_moi\\_cig\\_nep\\_kut\\_gyorsjel.pdf](http://kisebbsegkutato.tk.mta.hu/eselyegyenloseg/tudasbazis/moi_cig_nep_kut_gyorsjel/jasz_szarva_k_szoboszlai_moi_cig_nep_kut_gyorsjel.pdf)

Szoboszlai, Zs. (1999): *The effectiveness of Social Land Programmes*. *Esély* 1999/3: pp. 26–44.

[http://www.esely.org/kiadvanyok/1999\\_1/aszialistafoldr.pdf](http://www.esely.org/kiadvanyok/1999_1/aszialistafoldr.pdf)

Call for proposals of the Ministry of Human Resources, 2015.

[http://www.emet.gov.hu/\\_userfiles/felhivasok/SZOC\\_FP/szoc\\_fp\\_15/palyazati\\_kiiras\\_szoc\\_fp\\_15.pdf](http://www.emet.gov.hu/_userfiles/felhivasok/SZOC_FP/szoc_fp_15/palyazati_kiiras_szoc_fp_15.pdf)

## Hungary: case 2 (Tanoda)

<p><b>Period:</b> since 2004 (first call – however, experimental projects have already been executed since 1997)</p> <p><b>Target population:</b> children with disadvantages</p> <p><b>Life stage:</b> under execution</p> <p><b>Investment theme:</b> complex extracurricular education programme</p>
<p><b>Short description of the program:</b></p> <p>The “Tanoda” programme is a complex programme that helps increase the chances of disadvantaged (especially Roma) children for social integration and also strive toward the implementation of ‘equal opportunity’ in education. It aims to individually develop each participant’s personality as a whole, using methods other than those belonging to public education.</p>
<p><b>Policy Area:</b></p> <p>education</p>
<p><b>The legislative and regulatory frame work:</b></p> <p>According to Public Education Act LXXIX 1993, Section 95, Paragraph (1), Point (m), the education minister’s task regarding public education development include the planning and promotion of extra-curricular activities (also including Tanoda-type programmes) that help enhance disadvantaged students’ performance at school.</p> <p>The legal regulation that named Tanodas was the government decree 1093/1997 (VII.29), that defined the “Tanoda” as an effective tool towards integration. Subsequent governmental decrees and national strategies continuously refer to Tanodas.</p> <p>The first call for proposals titled “Supporting (extra-curricular) model activities similar to Tanoda programmes in order to make disadvantaged students more successful at school” (HEFOP/2004/2.1.4) was announced in 2004.</p>
<p><b>Main actors:</b></p> <p>mainly civil organisations with the support of national grant programmes</p>
<p><b>Innovative elements:</b></p> <p>To compensate for disadvantages in socialising and to prevent drop outs from school, the programme features methods that assist learning and are based on individual needs and alternative, informal items of experiential education. The Tanoda schools provide safety and creates an impulsive/creative environment for children who are frequently raised in a non-stimulating environment. This type of school treats students as partners, it gets them involved in forming and managing a timetable based on individual needs, group work and leisure time activities.</p> <p>An important element of the programme is networking between the people in the children’s environment and the institutions. The programme ensures the shared experience of the child and the parent and it develops parental competencies. The parent and the child can also evaluate the child’s progress at school and the Tanoda.</p>
<p><b>Links to key policy documents, previous research, news reports, etc.:</b></p> <p>Grant programme announcement (HEFOP/2005/2.1.4.B) Supporting Tanoda programmes. Ministry of Social and Employment Affairs. <a href="http://szmm.gov.hu/main.php?folderID=13459&amp;articleID=21756&amp;ctag=articlelist&amp;iid=1">http://szmm.gov.hu/main.php?folderID=13459&amp;articleID=21756&amp;ctag=articlelist&amp;iid=1</a> Date of access: 15/01/2016</p> <p>Anna Csongor <i>The TANODA – „StudyHall” –Programme in Hungary</i> <a href="http://www.tarki.hu/en/research/improve/session_4b_csongor.pdf">http://www.tarki.hu/en/research/improve/session_4b_csongor.pdf</a></p> <p>Németh, Szilvia (2014): <i>Comparing the results of the 2009 and 2013 studies on Tanodas. The main results of the REF monitoring Tanoda programmes. National Conference of Educational Science 6-8 November 2014.</i> <a href="http://www.t-tudok.hu/files/2/onk_2014_tanoda2008-2014.pdf">http://www.t-tudok.hu/files/2/onk_2014_tanoda2008-2014.pdf</a> Date of access: 15/01/2016</p>
<p>Photos:</p>

