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## STUDIES

László Sipos

3 **Endowments and their founders**

**School endowments and their founders in Szabolcs-Szatmár-Bereg County, Hungary**

As much as 60 percent of the endowments surveyed in the present study were established by private individuals (typically by the parents, occasionally the teachers), while schools themselves were endowers in about 30 percent of the cases. Contrary to popular belief, local governments and municipalities were endowers in only one out of seven endowment schools. School endowments typically start out with a small initial sum, less than HUF 100,000 in 30 percent of the cases. Our hypothesis – that school endowments were among the first endowments once this was made legally possible – turned out to be wrong. On the contrary, they appeared relatively late among grass-root civic initiatives. Public support, expected in the case of the school endowments, was mainly moral support with little financial aid. Although the assets of school endowments have grown significantly, no radical rise in revenues were found.

Márta Hunya

27 **eLEMÉR: a tool to measure ICT use in top schools**

**Pitfalls of self-review – reliability of measurement tools**

The name eLEMÉR refers to a tool to measure 'e-related things', that is the ways in which schools use information technology and digital pedagogy in their teaching. It was launched as part of a TÁMOP project by the Institute of Educational Research and Development. This complex self-review tool makes monitoring possible for individual schools as well as at the national level. The first national snapshot was taken on February 28th, 2011, Elemér Day (the name is also a Hungarian first name) and the present paper communicates the findings and the procedures that were used to check the reliability of the data. Our focus was to minimize the subjective nature of self-reviews.

Erzsébet Korh Máté–Márton

46 **Inbred and aging within the teaching profession**

**An analysis of the age of pre-school teachers in the school district of Kaposvár, Hungary (2010)**

Teachers tend to be ladies old enough to be grandmothers. The present empirical research paper, by taking a close look at longitudinal changes in the past 25 years of the age and service data of pre-school teachers in the school district of Kaposvár, Hungary, aims to draw attention on the fact that a long-term development of an early retirement scheme for pre-school teachers would be in the best interest of children. With fewer

and fewer preschool-aged children, less and less career alternatives for teachers in the job market – combined with the high job security guaranteed by the Public Employee Act – what we now have is an inbred and aging community of preschool teachers in urban areas.

*Ágnes Arany-Uigh – Valéria Kiss-Benke – Mrs Ferenc Tárkányi*

**53 *The second phase of the educational programme  
Promoting a Healthy Lifestyle at Schools***

The present study outlines an educational experiment in environmental health that, by means of cooperative teaching techniques and hands-on experience, helps form health consciousness and ways to lead a healthy lifestyle. János Bolyai Elementary School, Kindergarten and Primary-Level Art Education Centre is an eco-school and as such attributes prime importance to environmental education – its top priority being a harmony of environmentalism and a healthy lifestyle. The aim of the school is to form an environmentalist and health-conscious attitude. In the 2-year period of the programme the school established outside links and managed to involve civil society into its daily life. During the first year of the project (academic year 2008/2009) the initiative was taken by a co-worker of the Hungarian National Public Health and Medical Officer Service (ÁNTSZ), author of textbooks promoting public health and hygiene. In the second phase (academic year 2009/2010) some more professionals, volunteers from E.ON, joined the project promoting an environmentally sound lifestyle.

**PROJECT SPRINGBOARD OF THE PUBLIC FUND  
FOR THE EQUALITY OF THE DISABLED**

*Csilla Szauer – Ildikó Fehér – Andrea Gombkötő – Péter Lakatos –  
Zsuzsa Anita Nagy – Tünde Páter – Beatrix Perjés – Tamás Schüttler  
– Benjámín Simonics – Miklós Szentkatolnay*

**69 *Training and complex rehabilitation as a small step towards  
the integration of those living with a challenge***

UN documents guarantee that people with disabilities are entitled to the same political, civil, economic and social rights as their non-disabled fellow humans (UN, 2006). The Public Fund for the Equality of the Disabled (FSZK) believes its mission is to make sure that disabled people can exercise and enjoy these rights and freedoms. Our founder is the government of Hungary. We have now had 10 years of experience of working with and for the disabled. Our trustees are professionals who act on behalf of the founder and who are appointed by the government minister responsible for the equality of chances.

## Mária Bognár

### 102 *Project Springboard launched by the the Public Fund for the Equality of the Disabled*

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Project Springboard is about the implementation of a preparatory year for vocational schools. It is aimed at school dropouts aged 15-24. It is based on an individual progress plan and its objective is to enroll young people in a training programme or help them find a job in the labour market. The project has operated under the supervision of The Public Fund for the Equality of the Disabled (FSZK) between 2008 and 2011 and has been made possible by a support of HUF 850 million, given jointly by the Labour Market Fund and the 2007 budget of the Ministry of Education and Culture.

## Anikó Kovács – Nóra Katona

### 123 *Project Springboard as “an avenue to the world of work”*

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School dropouts, as it is supported by international experience, are often linked to wrong or unfounded career decisions. In the developed world, among others in the European Union, this issue is getting more and more attention (OECD, *Career Guidance: A Handbook For Policy Makers*, 2004). Reasons why we should take special interest in this topic are many. There is a need to be flexible and adapt to a rapidly changing work environment, among others to the labour market. The economy expects schools to produce school-leavers that can be employed on a long-term basis.

### 138 *Children, make yourself at home in Project Springboard schools*

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Tamás Schüttler interviews headmaster László Kozma of Erzsébet Kövessi Vocational School. This establishment has perhaps the greatest traditions in the field of integrating underprivileged youth and providing a remedial programmes and vocational training for them.

## Zoltán Bencsik

### 151 *A digital topography textbook to teach geography*

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As a schoolteacher of geography and information technology, the author of the present study is clearly aware of the challenges that learning presents for students but at the same time sees promising opportunities to increase efficiency therein. The author has first hand experience and receives specific feedback related to the contents of Geography as a school subject, exacerbated by the fact that his school has many multiply underprivileged students. This is how the new digital textbook came about.

## Tamás Schüttler

### 166 *The project grid*

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Reflections on the parallel presence of János Arany Vocational School Programme, Vocational School Development Programme and Project Springboard. The municipality of Szolnok, Hungary supported two initiatives geared towards underprivileged learners: the Arany Já-

nos Student Hostel and Vocational School Programme and Project Springboard. Differences between the profiles of the two programmes and their links were discussed with Deputy Mayor Mária Kállai and Education Office Executive Róza Szabó.

### *Edit Ecsédi*

#### **173 Meet the students**

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An important feature of Project Springboard is designing individual progress. The Individual Progress Plan (EFT) is the result of purposeful preparatory work. It is paving the way for a carefully designed progress of students and it is building on personal motivation. Learning is likely to be more efficient if students are informed of upcoming tasks and are made aware of what is expected from them and what they can expect from others. It is essential to think of support and assessment of progress as parts of a master plan that is shared with students and their parents. In fact, this is the only way students will become involved and responsible partners in the process of progress and development.

### *Mrs Róbert Barlai*

#### **179 E-journals as feedback on the implementation of Project Springboard**

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Two teams working with Project Springboard, namely Team Contents Development and Team Bridge were jointly responsible for preparing teaching material and make it available for teachers. As a result of 2 years' work we now have 47 modules organized into a map of competencies that define the main directions of student development.

#### **197 I am still a rookie**

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The excerpts below are taken from interviews with Project Springboard students and their parents recorded between September 2010 and February 2011 exploring the impact and reception of the project. In order to protect personal data all clues to the identity of the students have been removed. We wish to express our appreciation to students, their parents and family for their participation in the interviews.