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## Description of the complex settlement program, based on the example of György-telep

*Translated by Dóra Babilai*

Our present study continues Anita Oláh and Márió Kőszegi's previous research in which they explored details about the on-going complex settlement rehabilitation program (see more: Jónás, 2014; Lakatos, 2014) at György-telep (settlement), which is a segregated area in the eastern district of the city of Pécs. They detailed elements of the program and attempted to answer the question whether the program was successful, although they could not give a complete answer to the question because at that time the settlement rehabilitation program was around mid-term (Oláh, 2014). In our study this year, we believe that we can give a more accurate answer to this question. The purpose of research was determined as follows: the examination of the complex settlement rehabilitation program's success at György-telep.

Our research questions were the following: Are the goals of the program fulfilled (i.e., integration, living conditions, other improvements)? Did the social status of the program participants change? How did their chances for employment change? How did the school performance of the children change? Is the program successful? How could the program be improved to be (even) more successful?

During research, we conducted semi-structured interviews with program organizers, colleagues and other participants, and then analyzed those. We interviewed them about how the goals of the program (integration, improving living conditions, other improvements) were realized so far according to them. Answers to this question mostly suggested that goals had not yet been completely fulfilled, but they were on a good way towards completing those. The other main question was regarding employment: we wondered how participants had managed to find jobs since the beginning of the program. Answers show that though not easily (for the reason of experienced racism), but yet they managed to obtain jobs. Our next question intended to examine the change in the children's studies. The answers lead us to the conclusion that the children participating in the program continuously – especially in the after-school (*tanoda*) program – performed and behaved better in school. Our main question was whether the interviewees considered the program successful after all. The answer was yes, the program was rewarding. Why? It is because people formed a community. It is important because people were previously distant with each other, but it changed. They changed in their attitude, which is essential in order to change their lives in a positive direction. Their residential environment improved, as their houses were getting renovated; this is extremely important because most houses in the settlement had no permanent plumbing for instance, and thus they faced difficulties that are often not considered by most people. Roads are also being restored (Program TIOP) during the summer of 2015,

which is also essential as we realized during our research that due to the poor road conditions the ambulance could not approach the last house. We received more similar positive feedback from our interviewees concerning the success. Our conclusion is that the program is rewarding, though, the two years set for the program is too short, and it could be more productive if it lasted longer. Hence, it could be more successful if for example students participating in the program were assisted throughout their educational progress till secondary school, and perhaps even further, and aiding the local inhabitants in their daily struggles in the future as well.

During the study we experienced how truly complex this program is, and how many people are required in order to make it work.

## References

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