



Combating Inequalities through Innovative Social Practices
of and for Young People in Cities across Europe

WP7 Case Study: Innovative Practice

'Free remedial tutoring for young people with learning deficits'

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City: Kraków

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Cover page

INNOVATIVE PRACTICE TITLE	
Free remedial tutoring for young people with learning deficits	
City	Kraków
Pilot type	Based on own fieldwork
Type of target group	1. Motivated for integration into mainstream society but in need of support;
Type of practice	1. Learning and counselling; social capital; matching/bridging; 2. Empowerment: developing ambition, competences and social network;
Aims/objectives in brief	<ul style="list-style-type: none"> • To develop a sense of satisfaction from helping others and being responsible for them as young people in the role of tutors • To fill gaps in knowledge and possibly the social skills needed by beneficiaries in order to continue to make effective use of the educational system; • To a certain extent: to strengthen the positive image of the school and to familiarize the children of local residents with the high admission requirements.
What needs, what inequalities	<ul style="list-style-type: none"> • A large proportion of beneficiaries' education is neglected due to the fact that they are raised, in effect, in single-parent families, often caused by the phenomenon of 'Euro-orphans' (one or both parents working abroad), which places them at a lower level among their peers in terms of educational achievement; • A significant proportion of parents cannot afford to help their children take advantage of educational opportunities in the event of academic underachievement.
What (activities in brief)	Provision of tutoring for young people with learning deficits - it is a kind of an education programme as well as a values change programme
Who (actors)	<p>The Salesian School Complex in Nowa Huta (SALNHUT):</p> <ul style="list-style-type: none"> - The main tutor and two assistant teachers, - Student tutors, - Beneficiaries – young people with learning deficits. <p>SALTROM – Salesian Movement of Concern for the Youth (the original initiative that inspired tutoring in the Salesian school in Nowa Huta):</p> <ul style="list-style-type: none"> - Salesian priests and people working at the centre, - Young people – tutors (90% of them are students of Krakow universities), - Young people who benefit from tutoring (beneficiaries).
How (involvement of the	The Salesian School Complex:

actors, their roles)	<ul style="list-style-type: none"> - The main tutor and two assistant teachers: overall coordination, identification of young people in need of assistance, matching tutors with beneficiaries, - Students: providing tuition to younger colleagues , - Beneficiaries: participation in tutoring. <p>SALTROM – The Salesian Movement of Concern for the Youth (the starting initiative that inspired tutoring at the Salesian School in Nowa Huta):</p> <ul style="list-style-type: none"> - Salesian priests and people working at the centre, - Young people – tutors (90% of them are students of Krakow universities), - Young people who benefit from tutoring (beneficiaries).
Scope: number of the participants of practice(s)	<p>The Salesian School Complex:</p> <p>a) Beneficiaries: ca. 50 beneficiaries under the tenure of the current organiser (usually ca. 12–15 persons in the 1st semester and up to 10 persons in the 2nd one).</p> <p>b) Tutors: in April 2015, there were 10 of them, at present, after the last class graduated, 4 active volunteers remain. Over the last 3 years, ca. 20 tutors have been involved.</p> <p>SALTROM: currently at the height of the initiative, there are ca. 80 volunteers and ca. 120 pupils. In comparison, in 2006 there were 64 tutors and ca. 100 pupils.</p>
Duration (when the project/practice started)	The Salesian School Complex: ca. 5–6 years ago (2009); SALTROM: since 1999.
RESOURCES	
Financial	The organisers say that the costs are virtually nil. The initiatives use the premises at which the institutions operate – in the case of the Salesian School Complex, it is a small room in the basement housing a small cafe during school hours. In the case of SALTROM, there are meeting rooms at the day-care and educational centre.
Personnel	The Salesian School Complex: three employees (school counsellor and two teachers); for them tutoring is not an additional duty that reduces their workload in other areas. SALTROM: due to the scale of the undertaking, a designated employee coordinates the initiative (ca. 2–3 hours a day). Other employees of the centre are involved as part of their other activities.
Other	Know-how from other Salesian centres. In the case of the Salesian School Complex, it was SALTROM.

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Introduction

The practice coordinated by the Salesian School Complex consists in free tutoring provided by school students to younger pupils who reside in the district of Mistrzejowice. The practice operates on a small scale and is characterised by a low degree of institutionalisation. It was inspired by the experience of SALTROM – the Salesian Movement of Concern for the Youth – which is an association dedicated to working with difficult young people in the centre of Krakow. Since 1999, it has implemented a comprehensive programme of remedial tutoring for local young people.

In the report both practices are described, however it should be underlined that at the moment they are organizationally distinct. Evaluation of the SALTROM practice's only objective to better serve an understanding of the functioning of the Salesian School Complex practice (which could be perceived as a 'daughter' initiative of the former one).

Despite its limited scope, the practice appears to fulfil certain functions seen as important from the point of view of both the local community and the organisation itself – the School Complex. The activities are specially geared towards the needs of specific beneficiaries and primarily involve vulnerable children. The socio-economic situation of the district, its considerable distance from the city centre combined with the lack of other initiatives, contribute to increased demand for this kind of operations and indeed it may be suspected that demand considerably exceeds the current scope of the practice.

The sustainable operation of the practice also constitutes a mechanism for integrating the school with its environment. This generates tangible benefits for the school's students – tutors – in the form of development of their social competences and a measurable increase in opportunities both educational and on the labour market. The practice can also be perceived through the prism of political legitimisation of an exclusive school in a peripheral neighbourhood. The fact that the practice can simultaneously address diverse needs of stakeholders while maintaining a considerable extent of rapport at grass-roots level and spontaneity of activities can be seen as a factor that contributes to its innovativeness, at least on a local scale.

At the same time, the practice described cannot be expected to increase its reach in the future (in terms of the number of beneficiaries, new schools or new activities). It may, however, be a source of inspiration and experience for the organisation of similar practices by other schools.

1. Evaluation methodology

The design of the evaluation methodology was primarily guided by cognitive goals. At earlier stages of the project, the practice carried out at the Salesian School Complex was identified as one of the few social innovations aimed at addressing inequalities among young people in Mistrzejowice. The information obtained until this point had been quite general in nature, and therefore the research team wished to gain more insight on the operation of such an uncommon practice. In particular, we hoped to obtain information on the origins of the initiative, the mechanisms of its institutionalisation and the conditions that contribute to its effectiveness and usefulness. The evaluation should also provide information on success factors, the possibilities of its replication in other environments and assist in determining the validity of the conclusions formulated at the previous stages of the project concerning innovative ways to combat social inequalities.

Since the analysed practice is continuous and has been carried out systematically for several years, the evaluation as such was necessarily fragmentary. It was based on on-going and ex-post methods of analysis, since we primarily asked our respondents about current and past experience of the practice. Such an approach naturally limits the capacity to appropriately measure the effects and impacts of the project. In order to address this limitation, the research tools used included retrospective elements. In practice, our research consisted in our respondents being asked questions on their situation (competence, knowledge etc.) and their expectations and needs in the period before the implementation of the initiative.

The evaluation involved stakeholder groups which were crucial for the achievement of the project objectives: ultimate beneficiaries (children involved in tutoring), tutors (students at the Salesian Complex)

and organisers. Three questionnaires were developed for these three types of respondents. On the basis of those questionnaires, we conducted individual structured interviews.

The questionnaires were related, among others, the following areas:

1. Questionnaire for final beneficiaries (B):

- Needs and expectations of the organisers,
- Development of knowledge and skills related to school subjects covered by the initiative,
- Evaluation of the organisational side of the initiative.

2. Questionnaire for tutors (T):

- Characteristics of charges and the activities,
- Benefits for children involved in the initiative (expected and actually achieved),
- Own involvement in the project (reasons, expectations, benefits),
- Organisation of the initiative,
- Evaluation of the initiative from the point of view of reducing inequality.

3. Scenario of the interview with practice organisers (O):

- Objectives, problems solved, significant activities,
- Impact of the activities on the educational situation of tutors and final beneficiaries,
- Organisational requirements (competencies, inputs),
- Implementation context (historical, organisational),
- Implementation of the project, including its innovative aspects, barriers and success factors,
- Effects of the programme, including those related to the reduction of inequality,
- Objective and subjective indicators of products and effects of the practice.

As part of the evaluation of the practice, we interviewed 1 project beneficiary, 3 tutors and the main organiser of the practice at the Salesian School Complex. At the sampling stage, we encountered substantial problems resulting from the unavailability of a large proportion of young people involved in the initiative (which was related to their school leaving examinations). For that reason, we decided to include in the study the participants of a related initiative carried out by SALTROM. This approach allowed us to supplement our requests for information on the historical context of emergence of the practice. At the same time, the interpretation of the material required considerable caution since it came from two somewhat disparate sources. The study included 1 participant and 1 tutor from the SALTROM Association and 2 persons responsible for the organisational side of the practice. All the interviews were conducted between April 27 and May 7, 2015.

The other barrier, which emerged at the interview stage, was the fairly young age of the target beneficiaries (7–11). Quite often, children were unable to answer the questions, even if their content was adapted to their comprehension ability. Thus, the primary sources of information about the practice were the interviews with the tutors and the organisers.

2. Project/Practice Design

2.1. *Social Issue(s) addressed*

The aim of the initiative of free tutoring provided by young people to their younger colleagues is to equalize educational opportunities and thus to combat social inequalities. Pupils from families that are either incomplete or fail to recognise the importance of education, have an opportunity to take advantage of an educational offer so far reserved for those who achieve better learning outcomes.

In the case of the original initiative – the Salesian Movement of Concern for the Youth (SALTROM), whose headquarters is located in the city centre – Dębniki – tutoring is done by volunteers, mainly students of Krakow universities. The initiative utilizes resources of other activities targeting young people (after-school club and day-care centre) organised in the headquarters of the association.

In the case of the Salesian School Complex in Nowa Huta, the Salesian idea of upbringing was transplanted into a district classified as a difficult one. In practice, it consists in tutoring young people by their older colleagues – usually, tertiary school students tutor secondary school pupils, whereas the latter tutor young people attending local elementary schools.

The philosophy underlying the initiative “is inspired by the spirit of love, kindness, sensitivity and openness of St. John Bosco.” The patron saint helped young people in Turin’s working class neighbourhoods in the 19th century to avoid the adoption of antisocial behaviour patterns through the implementation of preventive educational activities. Educational efforts, according to Don Bosco, should help young people to become „good Christians and honest citizens.” This system is based on reason, religion and kindness and constitutes a practical manifestation of the conviction that even „in the most difficult charges there are the good traits of character” while the role of these teachers is to discover them and use them to build a successful future (more information on SALTROM and the Salesian movement can be found at <http://www.saltrom.krakow.pl/>). An example of this inspiration is the mission of the SALTROM Association: “We educate young people to function independently in society. We support them in discovering and implementing their own passions for the good of others. We help children and young people to spend their leisure time actively and creatively based on the educational system of Fr. John Bosco. We create an environment conducive to the integral development of our charges and their families.”

The sources and reasons for unjust inequalities are rooted in the social and material well-being of families whose children benefit from remedial tutoring. The main causes of underperformance of pupils who participate in the initiative, as identified by the organiser (Male, 37, SALNHUT), include single-parent families or the poor economic situation of numerous local families, which forces one or both parents to work abroad. As a result, the charges are insufficiently supervised at this early stage of their education when young people need special assistance in order to develop good habits associated with regular work and responsibility. Until the 1990s, Mistrzejowice was a typical new working class estate, so there had been no time for pathologies¹ associated with long-term unemployment to develop.

(Organizer, Male, 37, SALNHUT): *I have not seen a single case of a complete family, that is, one where there is a mom and a dad, where a kid would require remedial tutoring. Yes, the lack of knowledge is due to plain laziness. I would say that when the family is missing the other half, the mom or the dad, the one who is left, just physically has no time to take care of everything. But pathological families, families of alcoholics, drug users or thieves – not really, here we have nothing like this.*

SALTROM in Dębniki tells a somewhat different story. The organisers perceive the sources of inequalities in social ills associated with alcohol abuse, etc.

Dębniki in the 1990s consisted largely of pathological circles. It began in the centre for drug addicts, which showed that children and adolescents should be given additional care. (...) There was a need to organize after-school clubs, plan their leisure time and therefore give them remedial lessons and tutoring, which became formalised quite quickly. The children did their homework on a daily basis and then we saw the need to do something more than this, hence the idea of tutoring. (Organizer, Male, 37, SALNHUT)

As a result of lower educational opportunities for children from insufficient or dysfunctional families, social inequalities increase further, as evidenced at school. The idea behind the initiative is to prevent excessive disparities:

¹ In Polish "pathology" is not only a medical term (although it is widely used). "Pathology" refers to something negative, spoiled in its very nature. "Pathology/Pathologies" in our evaluation has a social meaning. When the family, social environment or a group of friends is "pathological", it means they are bad in their nature and they can easily exert their influence on a youngster who happened to belong to such a milieu.

(Tutor, Female, 15, SALNHUT): *In their environment, among their peers (beneficiaries) face discrimination, they are considered to be stupid, for example. The dominant attitude is that if you don't know something, you are stupid. And it seems to me that it is enough to work with these children, just to give them an example, show them things. They are not taught to work on a regular basis or how certain things should work out. And also behaviours, that certain things should not be said out loud, for example. All in all, we are alike, but older and we can help a lot as older colleagues.*

2.2. Project goals and plans

Depending on the age and competencies of tutors, the target group is composed of young people who are at correspondingly lower levels of education than the tutors. Consequently, the age ranges of beneficiaries are determined by those of the tutors. The Salesian school in Nowa Huta,² tertiary school students (aged 16–18) teach their younger colleagues, usually those from the Salesian school, whereas secondary school students (aged 13–15) tutor pupils from nearby elementary schools.

When it comes to the original initiative (SALTROM), the age span of the beneficiaries is greater, which is also due to the older age of the tutors – more than 90% of them are university students in Krakow (aged 19–24), which is why the beneficiaries are older (7–18 age bracket).

The main motivations guiding the beneficiaries of remedial tutoring at the Salesian School Complex, include the following: in the case of primary school pupils, it tends to be the desire to improve one's grades, but more often, as is recognized by the organiser, the parents want to find out about the admission requirements to a good high school and about the environment. In secondary (middle) or tertiary (high) school improving educational outcomes becomes more important. Often the recipients of remedial tutoring are first-graders in secondary school with insufficient elementary school preparation.

(Organizer, male, 37, SALNHUT): (...) *in the case of some junior high school students, children were admitted to this school, but parents realize that primary school (...) cheated a little in terms of grades and inflated them a bit. Therefore they attempt to make sure that the child is up to the level, that he or she does not feel inadequate in comparison with the rest of the class.*

In the case of the Salesian School Complex, one of the organisers' concerns is to prevent the build-up of excessive educational backlog among students with learning deficits, especially at high school. For this purpose, the practice organiser and the school counsellor track the students' grades on an ongoing basis as well as to encourage teachers to discuss these issues.

(Organizer, male, 37, SALNHUT): *I talk to people, I look at the register, because I like to take a look and then I ask the class tutor or the teacher.*

It is also worth noting that at least an equally important aim, according to the practice organisers, is the development of pro-social attitudes of tutors as well as developing their skills in the area of working with young people. It also contributes to their self-esteem and confidence.

(Organizer, male, 37, SALNHUT): (...) *they succeed as tutors (...) so that in the future they can become animators and educators. I pride myself on the fact that kids from high school and junior high school study for three years and at the end of this route they take the state examination to become tutors, which means that they have their minds and hearts open to other human beings and are willing to spend time with them. Fortunately, I was able to start such a group of 35, let's say, volunteers who are on every camp and who devote their time to others (...).*

The goals have not been officially formulated, which makes not only measuring their effects difficult, but also identifying whether the organisers have, in fact, succeeded. The organiser (Male, 37, SALNHUT) emphasised the fact that any quantitative measurement of educational outcomes is bound to be especially difficult, that it is more appropriate to provide descriptive/qualitative measurements and that the

² Secondary school (gimnazjum or junior high school) – pupils aged 13–16, and tertiary school (lyceum or high school) – students aged 16–19.

institution of a measurement system would be too costly compared with the benefits, which are monitored on an ongoing basis anyway.

(Organizer, Male, 37, SALNHUT): *Well, our latest success in terms of tutoring is that a girl got an unsatisfactory grade in January in maths and in Polish, she attended tutoring sessions until the end of March or early April and she got satisfactory end of term grades. It is a success for us. Moreover, I talk with the children to see if everything is OK, ask about the teacher and the homework, and children say that they have better grades.*

The organisers have less capacity for monitoring the effects of remedial tutoring of elementary school pupils.

(Organizer, Male, 37, SALNHUT): *(...) in concrete terms, going there, to that school to actually check whether the kids' grades are better – I do not have that possibility.*

In consequence, the low level of institutionalisation and formalisation of the initiative makes it more difficult to verify whether the objectives are achieved efficiently, which translates into problems with verifying whether social problems are actually addressed.

Both the main initiative and the original one – the source of inspiration – focus on activities in the areas of education. It may be noted that the scope of SALTROM activity is broader and does not focus solely on education, but the practice itself consists in the provision of tutoring.

Educational activities pursued as part of the initiative have a positive impact on the equalisation of educational opportunities. This goal especially motivates remedial tutoring of secondary school students by their senior colleagues. The effects of tutoring are not monitored using quantitative measurement tools, but the organisers at all times keep in touch with the beneficiaries, tutors and teachers and find out about the achieved results, which appear to be positive. At the same time, tutors themselves improve their teaching and social skills, which, combined with their frequent involvement as group leaders or educators during holiday classes for local children translates into a better chance of obtaining an official certificate for group leaders. In the long run, according to the organisers, helping younger colleagues improves the tutors' self-esteem and the ability to deal with other people, which is also useful on the labour market.

In the case of SALTROM, clear short- and long-term effects have been identified. The former include immediate improvement in educational outcomes (e.g. better test grades), whereas the latter comprise better results during final exams – milestones at subsequent levels of education (e.g. results of tertiary school exams).

It is difficult to identify individual components of the practice because of its homogeneity – it comes down to a homogeneous activity of solving problems in a subject that the beneficiary finds difficult. However, there are two clear peaks of interest in remedial tutoring – at half-term, when problems with studying reveal themselves, and when students want to improve their end-of-term or end-of-year grades.

In the case of the Salesian School Complex, tutoring often takes place in blocks of two kinds of subjects, because pupils usually have poorer grades in both Polish and Mathematics. Tutoring takes place once a week in 2 x 45 minute blocks with a 5 minute break. At SALTROM, one pupil usually has a single one-hour session per week over a period of 2–3 years.

2.3. Competences and resources required

Other than age, there are no admission conditions for potential beneficiaries. As for tutors, the Nowa Huta school under consideration introduced two qualifying conditions: a minimum average grade of 4.0 (on a scale from 1 – lowest, to 6 – highest) and perfect behaviour in school and out of school.

(Organizer, Male, 37, SALNHUT): *Since we are dealing here with people who are much younger: elementary school, junior high school, inevitably the tutors influence the children by their behaviour and attitude.*

Additional tutor selection criteria include their ability to transfer knowledge and empathy that allows them to see the situation of the beneficiaries and to encourage them to work together.

(Organizer, Male, 37, SALNHUT): *Tutors must be matched with kids. It can't be a mega-brain, because there are a lot of mega-brains, but someone who can sit next to a kid who is, say, extremely introvert.*

According to the organisers, tutoring both at the Salesian school and in the SALTROM centre requires no cash resources, since it constitutes an extra and marginal activity with respect to the core mission of these institutions. In the case of the schools, their mission is to provide educational activities, hence making rooms available for tutoring entails virtually zero marginal costs. By the same token, people who oversee the tutoring initiative have different everyday responsibilities.

In the case of the original initiative, the situation is quite similar: now the centre runs an educational and daily care facility funded by the Malopolska Social Welfare Centre. Additionally, SALTROM employs an individual specifically assigned to tutoring duties of approx. 2–3 hours a day.

2.4. Degree of organization

Most effects are achieved at the micro level, though both the Salesian School Complex in Nowa Huta and SALTROM Dębniki exert a unique positive impact on their environment, i.e. the neighbourhood (the meso-level). The offer of remedial tutoring strengthens the social competencies and the level of social trust. It also has a measurable effect on the school, which has a reputation of exclusivity, although it is publicly funded. Tutoring may contribute to raising the profile and creating a more positive perception of the school.

Both the Salesian school and the original SALTROM-based initiative have operated continuously for a number of years, and thus have amassed a great deal of experience – the former 5–6 years, the latter 16 years – so what we can see here is a certain amount of practice and habit.

2.5 The logic of intervention

In terms of discourses known as RED, SID or MUD, the initiative appears to be largely consistent with the logic of SID interventions because, although the beneficiaries are not normally excluded due to their lack of social skills, in neglected environments the standards of social behaviour leave a lot to be desired. This combination is well illustrated by the response of a tutor:

They are not taught to work on a regular basis or how certain things should be done. The same goes for behaviour, that certain things should not be said out loud, for example (Tutor, Female, 18, SALNHUT).

To a similar extent, the MUD discourse appears to be valid in this context as well. It appears that the purpose of the practice is to develop high standards both among the beneficiaries (with an emphasis on the habit of learning and regularity) and the tutors (selfless service to others).

The organiser of the SALTROM practice has also drawn our attention to the partially redistributive nature of remedial tutoring (RED discourse):

(Organizer, Male, 37, SALNHUT): *If an hour of private tutoring costs about 50 złoty, then (the provision of free tutoring) in a way supports whole families.*

From the point of view of the classification proposed in WP3, the practice focuses on improving the educational opportunities of young people living in the neighbourhood and on reducing the distance between the school that implements the practice and the local community. From the point of view of the

classification proposed in WP6, the practice addresses problems of young people *motivated to integrate into mainstream society, but in need of support*.

2.6 Transfer adaptations

Clearly, the practice is implemented in a specific socio-institutional system. The school is ‘extraterritorial’ due to its elitism, is located in a neighbourhood whose educational institutions are of low quality and, due to the high admission requirements, is available only to the best students in the area. Therefore, transferring the initiative to another location may be difficult. What we mean by this is that after a purely generic transfer, the practice under discussion is likely to lose its key innovative advantages and may become quite a standard one. In the case of the original initiative, the same idea can be transferred to other cities without substantial changes. However, the local context may require its adaptation just as the implementation of the idea at the Salesian School Complex required certain contextual modifications.

3. Organisational context of implementation

Salesian priests working at the School pursue what is known as the preventive system of Don Bosco (1815–1888) who wrote, “There are two systems which have been in use through all ages in the education of youth, the Preventive and the Repressive. Following the more-common repressive method, rules are set and the authority watches from a distance to ensure their observance, stepping in only to punish if they are transgressed. In the preventive method, rules are set and, rather than receding, the authority remains in the company of his charges, living their lives as much as possible and, in a spirit of friendly watchfulness, preventing failures that deserve punishment. It seems that the latter is acceptable.” [cf. <http://pl.donbosco-torino.org/swiety-jan-bosko/system-prewencyjny>]

From its very inception, the idea for the project *Tutoring just for a smile* was based on older students tutoring the younger ones free of charge, imparting knowledge and helping one another. The project started in 1999 in Dębniki, one of Krakow’s estates.

(Organizer, female, 28, SALTROM): *Children did their homework here, one may say from one day to the next. Later there were needs, such as gaps in pupils’ knowledge, someone who could not get through to the next year.*

Previously, the project was called Familia, but the name was changed in the early twenty-first century. Since then, it has operated under the name of *Tutoring just for a smile*. Opinions of the project organisers show that the Dębniki estate in the 1990s was inhabited largely by pathological families.

(Organizer, Female, 28, SALTROM): *It began in the centre for drug addicts, which showed that children and adolescents should be given additional care. (...) There was a need to organize after-school clubs, plan their leisure time and therefore give them remedial lessons and tutoring, which became formalised quite quickly. The children did their homework on a daily basis and then we saw the need to do something more than this, hence the idea of tutoring.*

Salesian priests working at the centre believe that “(it was) the environment of drug addicts, a cursed environment, starting with alcoholics and ending with street children.”

We keep in touch both with younger children and with university students, because they come to us for lectures, to learn about Don Bosco’s preventive system, which we implement as a Salesian institution.
(Organizer, Male, 37, SALNHUT)

Another organizer says:

I worked at SALTROM, it was 2006. It is one great, difficult story. Starting with the environment of drug addicts, a cursed environment, starting with alcoholics and ending with street children. A place was created (...) where there is an after-school club for the kids (...) there, they may have lunch there, there is a lounge, a TV and a chapel. It is a house with open doors, so to say. (Organizer, Male, 37, SALNHUT)

For organisers of the practice at the Salesian school in Nowa Huta, beginnings were difficult for another reason:

School would have to make a revolution in thinking among pupils (...) it started as an inferior school and then it became more demanding; I think it was more or less in the fifth or sixth year of its operation. There was this idea of helping kids who, say, cannot make intellectually. At the beginning, they were extracurricular activities, then here in the cafeteria, afternoon remedial classes for those who needed them. They were formalised, I mean, there was a list (of volunteers). (Organizer, Male, 37, SALNHUT)

The organisers of the practice estimate the number of its participants, both tutors and pupils. They point out the seasonality of the activities – they tend to become more popular in specified periods of the school year, such as end of term, final exams or school-leaving exams. The SALTROM Centre quotes the following numbers:

(Organizer, female, 28, SALTROM): *In 2006, there were 64 tutors who helped about 100 people. I think now it has slightly increased to about 80 volunteers and about 120 students. Of course, students don't always attend them for the whole year.*

In Nowa Huta, it is estimated that the project involved a dozen people at its peak. All in all, over the past three years the project participants in this area helped about 50 people. As a rule, tutors work in two 1.5-hour-long sessions per week, which adds up to three hours a week.

The SALTROM Centre often points to the problem of a high tutor turnover. These fluctuations, however, are treated as obvious due to the formula of tutoring work, their other classes and often changing career plans (most tutors are university students). The organisers of the practice are trying to integrate the community of tutors through residential team-building events and joint celebrations. To some extent, it appears to work, yet it does not lead to a greater institutionalisation of the circles implementing the project.

The project organisers do not believe that the introduction of quality standards would improve the quality of the project itself. For them, the verification comes as children's grades and progress.

(Organizer, Male, 37, SALNHUT): *If I got feedback that something was wrong, then I would change it. I have worked here for three years and I've never got any negative feedback that something wrong was going on in the classroom. On the contrary, in two cases parents came to me and just said thank you.*

The person supervising the administrative and organisational side of the project at the SALTROM Centre (Organizer, Female, 28, SALTROM) said:

We do not check things by coming to class and asking what has been done so far, instead, we talk to caregivers of those children and with the children themselves. If a pupil does not hit it off with a tutor or the other way round, then we swap tutors.

The final decision is made by the coordinator. The success of the initiative is attested by simple facts, information that the coordinator receives during his talks with the tutors.

(Organizer, Female, 28, SALTROM): *If someone gets a passing grade, we celebrate it because they have improved.*

Another approach to the selection of tutors is applied by the Salesians in Mistrzejowice. The requirements are more formalised and are related to the school's students. As the organiser of the practice says, *The average grade of 4.0 (good, grades from 1 – lowest, to 6 – highest) is a minimum and perfect behaviour in school and out of school. For this reason, I will not let anyone who may be clever, but who behaves badly, become a tutor. Since we are dealing here with people who are much younger: elementary school, junior high school, so inevitably the tutors by their behaviour and attitude – influence the children. (...) whether their behaviour or social attitude do not violate the image of a decent person* (Organizer, Male, 37, SALNHUT).

The project activities are financed mostly with the organisers' own funds. Salesians have the means to run the educational and day care institution, and these funds also cover such things as this project. After-school clubs are funded by the city, whereas the project itself – free tutoring – does not require major additional costs than just running the facility.

(Organizer, Female, 28, SALTROM): *Everything is done here, in this institution. We pay one staff member who coordinates the initiative – our colleague spends 2–3 hours a day (at the same time, she can do other things), but we have the equipment, we have the facility, we have the people, and there is always someone who will come up with a pen and a piece of paper, it does not require additional funding.*

Funds for the project come from the Municipal Social Welfare Centre, which signed a contract for the execution of mandates and projects, and are supplemented by ad hoc donations and funding. As a result of legal solutions adopted in the previous years, they mostly come from the budget of the Municipal Office: *Today we have signed a contract with the Municipal Social Welfare Centre. We do not need any money. We lease this school, we have electricity, utilities (...) we do not charge money and, at the same time, we do not pay anything.* Certain elements of the project cannot be financed by the Salesians; these usually are the costs of travel and full board.

(Organizer, female, 28, SALTROM): *Two hours (a day) of commuting plus three hours adds up to seven hours. I cannot finance it. Besides, I can give them some water to drink or a snack, but that's all.*

Salesian centres provide their services quite independently of the institutions that mainly support them financially, hence of the Municipal Social Welfare Centres, the Family Support Centre or the City Council. Some elements of coordination can be found in the process of project promotion in the SALTROM Centre. However, this information is predominantly circulated informally among institutions by tutors involved in the project – volunteers who are engaged in the initiative.

The project run by the Salesian priests addresses a fragmentary, significant yet very pressing problem that affects young people, namely learning deficits at a specific time and place. It cannot therefore be treated as part of a broader policy targeting a specific age group. Instead, it constitutes an ad-hoc response to individual problems, however, has the potential to integrate young people at risk of marginalisation into mainstream society through the use of the small steps method, giving them space to do their homework without any interruptions, to learn and play, to compensate for gaps in secondary education and help them to make informed decisions about their own, individual paths in life.

The SALTROM Centre places a great emphasis on the issue of continuity of working with children and then with young people who improve their knowledge in the project *Tutoring just for a smile*. For the organisers of the practice, children and young people from difficult families at risk of social pathologies, gradually engage in an educational system offered by Salesian centres. Doing homework mentioned above constitutes an introduction to a further use of the services offered by these centres, which is for the organisers an extremely important and difficult matter. They realize that social inequalities caused by the immersion of young people in communities and families threatened by pathologies, or even outright pathological, are difficult or even impossible to eliminate.

(Organizer, Female, 28, SALTROM): *Surely children from dysfunctional families will always be a little more excluded. It is noticeable, it occurs on too many levels for the phenomenon to be entirely eliminated. Children from these difficult environments may come to be cool and good people, but they may also repeat the mistakes that their parents have made. There is no rule, but it is worth doing. Of course, in the context of SALTROM's broadly conceived activities, such opportunities are greater.*

4. Project implementation and outputs

4.1. Targeting of the programme

As far as the principles of recruitment of beneficiaries to the practice are concerned, the primary actor in this process is the organiser of the practice. Those interested in tutoring apply to the coordinator. However, due to their young age they do not do it directly, but through the representatives of the school or their carers:

(Beneficiary, Female, 11, SALNHUT): *The school psychologist (elementary school), who keeps in touch with the priest, told my parents about this possibility.*

In view of the comparatively low interest of the direct beneficiaries in engaging in additional school-linked activities, the school and the family play a major role in recruiting the beneficiaries.

(Organizer, Male, 37, SALNHUT): *Most needs were such that someone from the primary school next to us, whether a teacher or a school counsellor, directly referred pupils to us to be tutored. On the second or third day when the school resumed teaching after summer holidays, moms or grandmothers came in and said, I still remember what they said: "Father, he is quite clever, he's just plain lazy.*

The principles are slightly different from those adopted in the original practice organized by SALTROM (SALTROM takes all comers), but due to the targeting of older young people, applications (on paper) are submitted directly.

Furthermore, Salesians organize holiday play schemes for children, during which beneficiaries also are recruited and remedial tutoring takes place.

(Organizer, Male, 37, SALNHUT): *When we played various simple numerical games, it turned out that e.g. this or that kid in grade 2 or 3 of elementary school couldn't count to 10. It was quite a ridiculous situation, a serious problem caused by the school desperate to go ahead with its stuff too quickly. I am supposed to do a particular lesson unit and I do it. I do not stop to find out if everyone is on the same page, I just go ahead. As a result, backlogs accumulate and accumulate, and at some point things give way and come out.*

Currently, classes are not promoted in any special way. This stems from the belief of the organisers that the practice is recognised sufficiently well on a local basis and due to organisational and logistical constraints, which has been pointed out by the organiser.

(Organizer, Male, 37, SALNHUT): *At the beginning, it was 5 or 6 years ago, and we went to a primary school. There was a proposal three years ago and I decided that no. There's no need to force yourself to advertise if you are well known. Firstly, the average number of participants in day camps for elementary school is 80 people. It is a lot at that this point. (...) The place is advertised automatically.*

Thus, the practice appears to be promoted by word of mouth and the organisers are satisfied with the level of its recognition among the residents of the estate.

The SALTROM-led original practice is slightly different in this respect. Krakow universities provide logistical support and Krakow's Regional Volunteer Centre are involved in the process of its promotion.

Both the Salesian School Complex and SALTROM admit all school-age children, or those under the age of 18. In the case of the former school, it is also important that beneficiaries should attend primary school or secondary school, since the tutors are students of secondary and tertiary educational institutions, respectively, run by the order. A tutor attending tertiary school helps a secondary school student whereas secondary school tutors help primary school beneficiaries. There is no formal selection criteria, so the beneficiaries come from both the wider neighbourhood, and the Salesians School itself. In the second case we are obviously talking about students from a lower secondary school (the complex does not include a primary education facility).

Remedial tuition is unavailable to persons behaving ‘inappropriately;’ a precondition for participation in the practice is the observance of basic, widely shared attitudes, respect for other people and manners.

(Organizer, male, 37, SALNHUT): *As far as students are concerned, I recently ruled out individuals over 18 years old – two of them are people who may put the lives, health and safety of tutors at risk. There was one case like this three years ago, when two boys from primary school, grades 5 and 6, had to be excluded. It was about their attitude towards a third party or to the tutor. I will never let the person who is tutored swear at others; they are basically peers, these are still children. If I hear something like... Well, I don't want to quote anything here, I just say good bye.*

In the case of SALTROM, the requirements can be defined as follows:

- Pupils/students – any person with a learning deficit eager to learn from the 7–18 age bracket.
- Tutors – any person who has never had criminal record.

4.2. Addressing needs

Due to the clearly defined scope of the practice, which is educational support for young people, the absolutely fundamental objective, to which all individual measures are subordinated, is to improve educational outcomes in the context of subjects in which students or their caregivers report problems. In consequence, assistance is highly individualised.

We take a particular issue, a particular kid and then talk in concrete terms. (Organizer, Male, 37, SALNHUT)

There is no formal monitoring of performance in either analysed practice. Tutors and mentors verify progress by analysing the grades in the final tests and exams. This examination is not done in any systematic manner – they learn it from their pupils, members of their families or teachers, who want to share the information. The information acquired is thus vulnerable to positive valuation bias. The organiser of the Salesian school practice reports that the beneficiaries themselves and their involvement indicate that the practice brings positive educational outcomes.

Once they see that they are actually doing better something after tutoring, they automatically want it to get even better since they keep comparing themselves with others. Sponges have one particular characteristics – the more they have absorbed, the more they want to absorb. In the same way these kids, if they succeed, they want to do even better. This is very much like communicating vessels. (Organizer, Male, 37, SALNHUT)

4.3. Empowerment, engagement and choice

The basic possibility for the beneficiaries to decide on how the practice is going to be run is based on their freedom of choice of the subject.

They report that they need help in this or that subject, sometimes they throw in English, Biology and Chemistry in later years. (Organizer, Male, 37, SALNHUT)

The organisers, however, apply certain restrictions on opportunities to participate in remedial tutoring in a wide variety of subjects for competitive pupils.

Then we say stop. No buddy, this is not the point in tutoring, it is not a rat race, it's not for that. (Organizer, Male, 37, SALNHUT)

Quite importantly, the tutors also enjoy a great freedom in choosing the methods of assistance. It is not conducted in any formalised way, because the very efforts of tutors (who are not compensated in any way) is considered to be a kind of sacrifice.

As far as the beneficiaries are concerned, they themselves choose the subjects with which they have problems. Naturally, however, it is the family and the teachers who play an important role in the selection

process; the extent of the process varies depending on particular cases. The tutors also benefit from the opportunities offered to them by the absence of formal guidelines in deciding on the choice of the material and the form of tutoring.

(Tutor, Female, 15, SALNHUT): *The teacher gave me cards with what they have done. I repeat stuff, I don't go ahead with the material, I just repeat stuff.*

Tutors constitute the key players in the implementation framework of the practice. The role of the beneficiary depends on the relationship with a specific tutor, but, as a rule, it tends to be the role of a student.

4.4. Stakeholders involved

The key stakeholders in the project firstly include all of the parents and representatives of schools attended by the beneficiaries (counsellors, teachers).

Often, a teacher sees a problem in a child and just feels sorry for him or her. As I said, the teacher comes up, gives me a piece of paper and says: percentages, fractions, homework, reading comprehension. It works like this. (Organizer, Male, 37, SALNHUT)

Both categories of actors are involved primarily in the recruitment process and provide information about the learning deficits of young people.

4.5. Competences and resources involved

As far as the beneficiaries of the practice are concerned, they need to be motivated to work and learn, and respect rather rudimentary rules of good behaviour. In the case of tutors, they must have a good knowledge of the subject of the tutoring (in other words, they must be good students, especially at what they teach), and be willing to devote their free time to helping others on a volunteer basis. At the same time, at the Salesian School Complex the volunteers' average grade should be at least 4.0 (on a scale from 1 – poorest – to 6 – best) and should be well-behaved since they work with younger students. The organiser conducts a background check of the volunteer and finds out about his/ her empathy and capacity to work with difficult young people who are reluctant to learn, especially on their own. According to the organisers, even the best students, if they are impatient, may do more harm than good and reduce the motivation of beneficiaries to study.

According to the organisers, tutoring at both the Salesian school and in the SALTROM centre requires no cash resources, since it constitutes an extra and marginal activity with respect to the core mission of these institutions.

In the case of the schools, their mission is to provide educational activities at secondary and tertiary levels and funds that pay for these activities also cover the rent for the building. In consequence, making the cafeteria "U Gucia" available for tutoring is thus characterized by virtually zero marginal costs.

If I had to rent a building, I would have to pay a lot of money. Thus, we neither pay the rent nor collect money. (...) The only thing I need from time to time I would say is patience. It applies equally to myself and to the tutors. (...) Patience, especially at the end of the week is lacking, but we manage. (Organizer, Male, 37, SALNHUT)

Likewise, people involved in the tutoring initiative have different everyday responsibilities.

There is always a counsellor, if it's a child from our school (...) we get the information that he or she was sent by the counsellor. I work as a teacher and as a headmaster, A. works as a teacher and there are 3 adults involved in total. (Organizer, Male, 37, SALNHUT)

In the case of the original initiative, the situation is quite similar: now the centre runs an educational and daily care facility funded by the Malopolska Social Welfare Centre. Previously, the main partner of the

centre was the Municipal Office, which also funded an after-school club. Additionally, SALTROM employs an individual specifically assigned to tutoring duties of approx. 2–3 hours a day.

(...) but we have the equipment, we have the facility, we have the people, and there is always someone who will come up with a pen and a piece of paper, it does not require additional funding. (Organizer, Female, 28, SALTROM)

4.6. Process evaluation criteria

As was mentioned by the organiser at SALTROM, barriers include insufficient number of volunteers in relation to the demand for tutoring and, due to the large scale of the project, room shortages.

It may be an insufficient number of volunteers. A volunteer with excellent skills sometimes helps up to three pupils per week. Even though sometimes we lack room for tutoring. When we had absolutely no rooms available, classes were held in the kitchen. (organizer, female, 28, SALTROM)

The insufficient number of tutors also appears to be a problem at the Salesian School Complex, especially due to the heavy workload of volunteers, the organiser has decided to limit the maximum tutoring time per volunteer to 2 x 1.5 hours per week. What needs to be taken into account is commuting time.

We have a student, G. in the 3rd grade of secondary school. To get here, she commutes for an hour. So an hour one way, another hour back, or 4 hours (per week) of commuting time plus the 3 hours of tutoring. (Organizer, male, 37, SALNHUT)

The limited number of volunteers and tutors does not generate problems with premises. As was already mentioned, there are virtually no expenses incurred. The limitation, however, may be posed by diminished tutor motivation because of ungrateful beneficiaries (unwillingness and inability to work independently by the beneficiaries) and the lack of gratitude on the part of the beneficiaries and their parents.

The only problem for me is the lack of understanding that those who volunteer their time, that sometimes it is enough to tell them simply thank you. Because, after all, the kid who puts his or her time needs appreciation, needs to be told thank you for your time. (...) But the parents should come and thank the kid or buy a bar of chocolate. In 95% of cases there is nothing like that. Not even “kiss my ass.” (Organizer, Male, 37, SALNHUT)

Therefore, once or twice a year, volunteers who also help in organising summer day camps by way of a reward and token of appreciation go for 2–3 day group trips. At the same time, the religious perspective helps to maintain a high motivation to work and help others despite signs of ingratitude.

Convincing those people who do it gives them a sense of fulfilment, self-realisation. This is the basic need in life, to love someone, to give and we need to experience love, to feel that someone needs us. They see that even though they are not too well-off, they can share it with someone who is even worse-off. (Organizer, Male, 37, SALNHUT)

4.7. Innovativeness

The innovative aspect of this strictly educational practice when compared with similar practices, in particular with the activities of SALTROM mentioned in this document, reflects the difference in the objective of the action. This may be sought in the area of social responsibility of an organisation that seeks to legitimise its operation in a community which, due to the general perception of exclusivity, tends to have a negative attitude towards the school (Citispice WP3 Report on Fieldwork I. City: Krakow). Therefore, the practice is aimed at local young people and its environment (carers, teachers).

It appears that to be easiest to classify the practice as an example of SID discourse, but the above-mentioned educational elements position it in the vicinity of the MUD discourse.

To all intents and purposes, the practice is organized by a single actor (the Salesian school), however, it requires the involvement of stakeholders from the local community, especially the families of the beneficiaries and representatives of the schools they attend.

From the point of view of individual pupils, the practice can be evaluated from the *engagement* perspective, but judging it from the point of view of the entire local community, it appears that it also addresses the problem of *distance* and, above all, *neglect*. This is due to the perceived remoteness of the estate and the low quality of locally provided educational services. In the opinion of residents, the local government does not care enough for these. The dimension of *distance* is additionally affected by the above-mentioned exclusivity of the Salesian school, which as one of the few schools in Krakow not subject to the catchment area requirements and may apply other recruitment criteria (merit). As a result, only a very small portion of the local community has educational links with it. The practice is aimed at preventing *distance* thus conceived and involve the Salesian school in the life of Mistrzejowice.

This is a practice which, according to the classification proposed in WP3, aims to compensate for educational neglect in the neighbourhood and reduce the distance between the school and the local community. From the point of view of the classification proposed in WP6, the practice addresses problems of young people *motivated to integrate into mainstream society, but in need of support*.

The analysed practice appears to successfully address the educational needs of the local community, whose possibilities are somewhat limited by the distance separating the neighbourhood from the city centre. The reasons behind launching the initiative, however, appear to have a certain degree of political flavour related to legitimisation problems associated with school activities in the local environment. It appears that better results would be brought about by a return to catchment-area selection criteria, but since it is not possible, the practice should be rated highly. At the same time, it should be noted that it is a practice that refers to a very specific socio-institutional setting (an excellent ‘extraterritorial’ school located in a neighbourhood with low-ranking educational institutions), and for this reason its transfer elsewhere may be difficult. What we mean by this is that after a purely generic transfer, the practice under discussion is likely to lose its key innovative advantages and may become quite a standard one.

4.8. Success factors and conditions, critical implementation barriers

The practice pursued by the Salesian school differs from the approach adopted by SALTROM, which was the inspiration for the organisers due to its nature as described above. Besides, in the course of implementation, we found no fundamental changes that would significantly alter the subject matter or the way the activities are implemented.

In the opinion of the participants surveyed, remedial tutoring services are of a high quality. Both the overall project evaluation and assessment of its suitability from the viewpoint of acquired knowledge/skills acquired are very positive. No standards of service delivery have been developed as part of the practice.

According to the organisers of the practice, the key success factors include the human factor, temporal and spatial factors. The organisers play down the financial requirements. However, it is the human factor which definitely comes first.

We succeed because basically a young person wants to contribute something; part of this is finding the time and the place where the tutor and the child may attempt to work together. (...) We would not have succeeded without people. Without those people who have already left, who work out there somewhere, who study, and without those who are here and who will sit on a chair and explain, there would be nothing of the sort and we won't be able to talk about it. Money is not the most important. People are. (Organizer, Male, 37, SALNHUT)

The organisers point out to the need to evoke the belief that they are doing something important and useful in the people involved in the practice.

Convincing those people who do it gives them a sense of fulfilment, self-realisation. This is the basic need in life, to love someone, to give and we need to experience love, to feel that someone needs us. They see that even though they are not too well-off, they can share it with someone who is even worse-off. Such things give you a kick. I can see a kid who leaves the tutoring session, red in the face, almost done in; the kid knows it was a tough time, but I can also see satisfaction, and I feel it too and that's enough. We don't need any financial contributions... rooms, space, people who will cheer us on. What we need more is understanding that we do it on our own accord. (Organizer, Male, 37, SALNHUT)

As regards the ways of implementation of the success factors, the issue of premises is addressed through the use of school rooms. Beyond a certain charisma and the ability to persuade people on the part of the practice organiser and the integration trips mentioned above, no other ways of motivating tutors (awards, evaluations, formal recognition) are used, which may be one of the reasons behind the comparatively restricted range of the practice, which involves relatively few tutors whose motivation to assist in the organisation of the practice is primarily internal.

5. Project results/outcomes

The initiative does not anticipate any goals understood as “an indicator of whether the intended goal is being achieved.” This applies both to the school in Mistrzejowice and the original practice (SALTROM). For this reason, there is no point in talking about *goal accomplishment*, because there are no official goals of the initiative. However, based on interviews and analysis of the activities, if the goals were to be approached more broadly, we can indicate them by referring to the following persons/ institutions:

1. Pupils/students – acquisition of missing knowledge and skills as well as social competencies necessary to continue education (measured by: better test and exam grades, including the final exams that must be passed in order for the students to progress to the next level of education: elementary school and subsequent levels culminating in final exams).
2. Tutors – the acquisition of social skills related to the transfer of knowledge to children and young people as well as volunteer work (measured by: higher level of satisfaction, fulfilment and self-confidence, easier start in professional life thanks to relevant experience); an even broader goal may include emotional and intellectual development, which, however, is noticeable only after several years.
3. The image of the school and the original practice (SALTROM) – the Salesian school as a place open to all comers (measured by: satisfaction of children and adolescents with tutoring , better academic results and education of subsequent generations).
4. The image of the Society of St. Francis de Sales – raising the profile of the institution as a “congregation of active people devoted to apostolic and missionary work. The main field of activity of the Society are young people, especially the poorest and abandoned ones. For their benefit, the Society engages in educational and pastoral work such as oratorios, schools, dormitories, youth centres and vocational and educational houses, publishing houses and numerous others” (www.salezjanie.pl, accessed May 13, 2015).
5. The image of the Catholic Church – building and strengthening the image of the Catholic Church as a social institution open to helping people in everyday matters (which also includes studying) regardless of the beliefs of tutors and beneficiaries of tutoring (every person aged 7–18 may choose to participate; any competent person may become a tutor as long as they have no criminal record).

The practice leads directly to a reduction in elimination of social inequality in the following areas:

1. Reduction in educational inequalities of poor people who cannot afford to pay for extra catch-up classes and who may participate in activities organized by the Salesians.
2. Acquisition of social skills: those taking remedial lessons (contact with peers and tutors) and tutors (contact with children and young people).

3. Social integration – through studying and contact with peers of children and young people from dysfunctional families.

One of the causes of such inequality is a problem that emerged in Poland (including Krakow) upon its entry into the European Union and is known as Euro-orphanhood. The activities offered by the institutions may, to a certain extent, compensate for some of the functions of fathers/mothers (i.e. helping children with their homework).

Positive impacts can be divided into:

1. Short-term ones – getting better classwork and test grades,
2. Long-term ones – passing the year; exam pass rate (at the end of primary school, middle school and high school). Better exam grades may be a passport to a better school or chosen university courses.

According to the practice organiser, evaluations of its effectiveness reach him through various channels, but he does not elaborate on this issue:

([decisive factors in the impact] *Various events, but only twice times parents (moms) have come to us and said quickly that their children made it to schools. Not to the Salesian school, because their scores were too low, but to other good schools. For dozens of cases – it is not a lot. At school I can compare the students' grades before and after. For example, a student got an unsatisfactory grade a month before the end of the term, lowest passing grade around the New Year and a regular pass at the turn of February and March.* (Organizer, Male, 37, SALNHUT)

In connection with the practice, certain side and unintended outcomes (effects) have been observed, both regarding the students and the tutors.

These people often don't just get involved in tutoring, they join in all the activities of the Society. This also applies to students who are tutored, they see that there are also dance classes, a common room for older students and holiday trips. (Organizer, Male, 37, SALNHUT)

Unfortunately, there are also negative side and unintended outcomes (effects). They mostly affect the tutors whose work is often underrated. Sometimes they are called abusive names by some other students (such as bootlickers or crawlers). It should also be noted that volunteers themselves are also frequently engaged in full-time study (they are older students at the same school or university students, so they must also devote time to learning). Sometimes it turns out that they provide tutoring at the expense of their academic performance. If this is noticed by the organiser or a priest, such persons cease to provide tutoring or meet their charges less frequently.

The following indicators can be mentioned:

1. **Number of participants:** several dozen over the past three years, ca. 10–12 persons per semester. (Organizer, Male, 37, SALNHUT): *They wake up in October/November and possibly around now.*
2. **Educational effects:** Improving performance in school. (Organizer, Male, 37, SALNHUT): *The register, you can see it by the grades, but it's not formalised – there is no analysis of effects – children are admitted to our school or to other schools.*
3. **Effects on labour market opportunities:** Associated with an increased likelihood of passing the high school leaving examination and getting into college. (Organizer, Male, 37, SALNHUT): *One girl was tutored in maths and computer science, and in her final year she worked on a project with a top-scoring student of Krakow's University of Science and Technology.*
4. **Integration of tutors:** they participate in special training courses (residential, community centres) and in a 45-minute formation meeting.
5. **Increased acceptance of the school on the part of its environment:** (Organizer, Male, 37 SANHUT): *We are open in the sense that anyone can come to visit the school, walk around the rooms. We are not*

responsible for stagnation in the area. Every year we organize a Day of Joy and a Sports Day – twice a year. This is openness.

The main reasons for inequality are the following:

- 1) Different approaches to learning as a value, and
- 2) Euro-orphanhood.

Certain inequalities are difficult or even impossible to eliminate. From this perspective, children from dysfunctional (pathological) families tend to suffer exclusion to a greater extent, because exclusion as such may apply to a number of aspects, not just to education. Young people from difficult families may grow up to be decent people, but there is also a likelihood that, despite all the efforts, including those undertaken in the Salesian environment, these children will replicate their parents' mistakes. Moreover, pathologies are notoriously hard to eliminate by influencing only the educational aspect of the situation – more comprehensive measures are needed. Undeniably, SALTROM, thanks to the broader context of its activities, has more opportunities than the school in Mistrzejowice.

Comprehensive prevention activities cannot be carried out without adequate financial resources or social street workers.

Once – it was 7–8 years ago – there were some street workers. We need them a lot – you can see a big impact of such education on young people. Here, in this neighbourhood it is not so bad, but it used to be tragic. Now some of those people are in prison, others have wised up, because they have their children of their own. The lack of street workers takes its toll. This is the reason why Krakow will collapse, and it shouldn't be so. The differences are growing too big – as long as there is no money for prevention, young people will just hang around instead of being brought up. Previously I worked at an elementary school. I was really sorry, because it was such a jumble of children unwanted elsewhere. So a young, ambitious teacher came in, but got knocked about once or twice and gave up. The authorities should realize that this is an investment. (Organizer, Male, 37, SALNHUT)

It is difficult to estimate the cost of the initiative, and even more so in terms of costs per participant, or with reference to outcomes and benefits.

(Organizer, Male, 37, SALNHUT): *It's impossible. I don't count the money, because my situation at school is quite comfortable thanks to my superior. Twice a year I take the volunteers on a 2–3 day tour that costs around 400–500 złoty per person. It is financed by the Parents' Council, the school, the Society also contributes. There is a mass, ball games and the volunteers are glad to be able to go away for some time. Money isn't important here.*

Activities are funded mostly with the Society's own resources. After-school clubs were funded from Krakow's budget. Free tutoring does not require additional funding apart from those already incurred to operate the facility.

We have the equipment, we have the facility, we have the people, and there is always someone who will come up with a pen and a piece of paper, it does not require additional funding. Students and tutors use the premises and equipment at the Salesian school/SALTROM. There is a paid employee who coordinates the process of tutoring (for 2–3 hours per day). The institution has also financial resources for the day care and educational institution, and this is where the funds for tutoring come from, among other sources. These funds come from the Municipal Social Welfare Centre, and additionally from donations. In the past, the main partner of the centre was the Municipal Office, now we have signed a contract with the Municipal Social Welfare Centre. There were also attempts by the parents to give money to the tutors in secret, but is contrary to the idea of the undertaking – helping others selflessly just for a smile. (Organizer, Female, 28, SALTROM)

6. Final reflections

6.1. The role of the pilot/project/practice

The small scale of the analysed practice and its peculiar isolation means that it cannot have much impact (in terms of quantity) on changing the mechanisms and patterns of inequalities. However, considering its qualitative dimension, we can perceive in it a number of interesting elements, solutions and mechanisms that reduce educational deficits among some young people living in a district away from the city centre. This is very important in the context of its further development opportunities. Certainly, the peer support mechanism applied in the practice under consideration – the tutor is not a teacher or specialist hired on market-based principles, but a person of a similar age and often lives on the same estate – contributes to the establishment and development of local social networks, which may pay off in the future in terms of reduced likelihood or intensity of inequality. The existence of such networks amongst people from different learning environments is of particular importance in the context of eliminating barriers between young people.

6.2. Innovation

The innovative aspect of this practice may be sought in the area of social responsibility of an organisation that seeks to legitimise its operation in a community which, due to the general perception of exclusivity, tends to have a negative attitude towards the school (Citispyce WP3 Report on Fieldwork I. City: Krakow). Therefore, the practice is aimed at local young people and its environment (carers, teachers). Its innovative element consists in the involvement of pupils and students themselves in the educational process in the role of tutors (which, in Poland, usually takes the form of paid-for market services). Undoubtedly, another novelty is that the tutors come from the same school, while some beneficiaries are from other educational institutions located in the same neighbourhood.

The initiative appears to be largely consistent with the logic of SID interventions, but the educational elements mentioned herein position it in the vicinity of the MUD discourse.

This is a practice which, according to the classification proposed in WP3, aims to correct educational neglect among the young residents of the neighbourhood and reduce the distance between the school involved and the local community.

From the point of view of the classification proposed in WP6, the practice addresses problems of young people *motivated to integrate into mainstream society, but in need of support*.

6.3. Success factors

According to the organisers of the practice, the key success factors include the human factor, temporal and spatial factors. The organisers play down the financial requirements and point to the need to evoke in the people involved in the practice the belief that they are doing something important and useful. What is crucial in this respect, therefore, is the presence of a specific motivating factor.

(Organizer, Male, 37, SALNHUT): *Volunteers come from a variety of intellectual backgrounds, there are geniuses and average pupils. I would not accept weak students, who lag behind with their work. It is important that an adult person says "you are good" and the young person begins to share his or her knowledge and skills with others. If adults as teachers cannot cope, it is a huge boost to the young person's self-esteem and he or she will help. Just a little push is enough, just as a pendulum set into motion has the same effect. If it doesn't work, it is sometimes necessary to replace the pendulum to make it work. So we sometimes swap tutors to match them better with the pupils.*

The issue of premises is addressed through the use of school rooms. Beyond a certain charisma and the ability to persuade people on the part of the practice organiser and the integration trips mentioned above, no other ways of motivating tutors (awards, evaluations, formal recognition) are utilised. This may be one of the reasons behind the comparatively restricted range of the practice, which involves relatively few tutors. On the other hand, an appeal to the internal motivation of young tutors leads to a great

commitment and positive effects due to the fact that they have chosen to devote their time to people from their neighbourhood who have limited access to quality schools.

6.4. Policy recommendations, transferability

Thinking about the conditions that may contribute to the development of this practice, it is worth referring to the statement made by the organiser, indicating a somewhat broader context in which the planning and executing of activities for young people should be considered.

Although our teachers have a lot of duties and responsibilities, they want to devote their time to extra activities such as cultural workshops. A little faith and sometimes a little money is sufficient. A lot of money is spent on building football pitches, which close in the afternoon. Let's create a space where the kids will feel appreciated and well cared-for. Recently they showed on TV a teacher, nearly sixty, who organized sports activities for children – he equipped a gym all by himself, he collected the money in the afternoons picking up beer cans. We need more such positive stories. (Organizer, Male, 37, SALNHUT)

The practice may constitute an inspiration to develop approaches, interventions or even public policies based on the idea of co-production of public goods and services. The sphere of education is a very good space for the involvement of ‘non-system-based’ actors – parents, students themselves and NGO’s. These are likely to contribute to an increased sense of joint responsibility of these key stakeholders for the quality of public services, because they are no longer just consumers of these services, but also partly their providers.

In the case of the practice described here, its context appears to be very important from the point of view of its transfer possibilities. The analysed practice appears to successfully address the educational needs of the local community, whose opportunities are somewhat limited by the distance separating the neighbourhood from the city centre. The reasons behind launching the initiative, however, appear to have a certain degree of political flavour related to legitimisation problems associated with school activities in the local environment. It appears that better results would be brought about by a return to catchment-area selection criteria, but since it is not possible, the practice should be rated highly. At the same time, it should be noted that it is a practice that refers to a very specific socio-institutional setting (an excellent ‘extraterritorial’ school located in a neighbourhood with low-ranking educational institutions), and for this reason its transfer elsewhere may prove be difficult. What we mean by this is that after a purely generic transfer, the practice under discussion is likely to lose its key innovative advantages and may become quite a standard one.

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