

ShowUp 4Health



**Building Trust in Roma Communities
and Internally Displaced People for NCD Prevention**

D3.3 Training program and training material for social professionals



Co-funded by
the European Union

Project title	Building Trust in Roma Communities and Internally Displaced People for NCD Prevention
PROPOSAL ACRONYM	ShowUp4Health
PROPOSAL NUMBER	101129427
CALL IDENTIFIER	EU4H-2022-PJ-3
TOPIC	EU4H-2022-PJ-12
STARTING DATE	01/12/2023
DURATION	36 months
WP NUMBER	WP3
AUTHOR(S)	Adrienn Anita Tóth (HCSOM), Dr. Szilvia Ádám (HCSOM)
CONTRIBUTORS	All partners (CHD MS, HESED, FMC, SAMR) and the experts of the Emerging Settlements Programme of HCSOM
DATE OF PUBLISHING	26.08.2025
TYPE	Documentation
VERSION	0.1
RIGHTS	©Copyright: ShowUp4Health Consortium
Dissemination level of this deliverable	Public
REVIEW STATUS	√ WP Leader accepted
	√ Coordinator accepted

Disclaimer The content of this deliverable represents the views of the author only and is his/her sole responsibility; it cannot be considered to reflect the views of the European Commission and/or the European Health and Digital Executive Agency (HaDEA) or any other body of the European Union. The European Commission and the Agency do not accept any responsibility for use that may be made of the information it contains.

Proprietary rights This document contains information which is proprietary to the ShowUp4Health consortium. Neither this document nor the information contained herein shall be used, duplicated or communicated by any means to any third party, in whole or parts, except with the prior written consent of the ShowUp4Health consortium.

Copyright Notice Copyright © 2024 ShowUp4Health Consortium Partners. All rights reserved.
For more information about the project, please visit: s4h.maltai.hu



Co-funded by
the European Union

TABLE OF CONTENT

INTRODUCTION	6
PART I.	10
1.1. My chair/ Group juggling.....	11
1.2. Rules of operation in the group	11
2. Introduction to Malta	11
2.1. What kind of vehicle would volunteering be - an exercise	11
2.2. Unfinished sentences	12
3. Presentation of the topic.....	12
3.1. "Who would you live with?" exercise	13
3.2. Discussing incomplete sentences.....	14
3.3. Types of discrimination in a deck of cards	14
3.4. Development and types of slums.....	19
3.5. Projecting videos	21
3.6. Little girl in a pretty dress Watch video - Would You stop if You saw this little girl on the street? - UNICEF.....	21
4. Short film: what happens if we stop scaling others?	21
PART II.	22
1.1. You have one shot.....	22
1.2. "Take a step forward" exercise	23
1.3. English text of the original English video.....	25
1.4. Anti-discrimination funds	28
2.1. Dragon Adventure - The blind, the deaf and the dumb.....	29
2.2. Game analysis.....	29
PART III.	30
1. Bandura experiment on social learning	30
2. "Island" game	32
3. Handgrip game	33
PART IV.	34
1. Boatman roles	35
2. Diagnostic methodology.....	35
3. "Castaways" game.....	43
4. What makes a good helper? brainstorming.....	45



4.1. Situational exercises in peer support	45
PART V	50
1.1. Running community spaces.....	51
1.2. Settlement needs, community centre.....	60
1.3. Building the social network.....	62
The role of families.....	63
3. Individual development plan.....	69
3.2. The process of designing and implementing an individual development plan.....	75
PART VI	108
1. The mobile playground method.....	108
2. Facilitating conversation	111
3. Possibilities for drug prevention in the workplace.....	117
5. Final session - My mood swings	124

LIST OF TABLES AND FIGURES

1. Table: Sensitization Training with Presence Methodology	8
2. Table: Training plan	10
3. Table: Part II. Training Plan.....	22
4. Table: Role cards	25
5. Table: Part III. Training Plan.....	30
6. Table: Part IV. Training Plan	34
7. Table: Part V. Training Plan	50
8. Table: Task plan proposal for the education and training area	65
9. Table: Personal data	87
10. Table: Individual development plan	88
11. Table: Part VI. Training Plan	108
1. Figure: Human rights, discrimination, legal rights.....	29
2. Figure: Bandura experiment on social learning	31
3. Figure: Presence and social work	61
4. Figure: Building the social network	63
5. Figure: designing and implementing an individual development plan	75
6. Figure: Purpose of the problems.....	94

LIST OF ACRONYMES

ACRONYM	TERM
EFOP	Emberi Erőforrás Fejlesztési Operatív Program (Human Resources Development Operational Programme)
GDPR	General Data Protection Regulation
HCSOM	Hungarian Charity Service of the Order of Malta
HR	Human Resources
MNTFS	Magyar Nemzeti Társadalmi Felzárkózási Stratégia (Hungarian National Social Inclusion Strategy)
NCDs	Non-communicable diseases
NGO	Non-Governmental Organisation
NPS	New Psychoactive Substances
SNI	Sajátos Nevelési Igény (special educational needs)
TED	Technology – Entertainment – Design
UNICEF	United Nations International Children’s Emergency Fund

INTRODUCTION

Social workers play a crucial role in supporting vulnerable populations, particularly Roma communities, by facilitating access to social and healthcare services. As non-medical professionals, they often serve as the primary point of contact for individuals and families facing various social determinants of health. Given their established relationships and trust within these communities, social workers are well-positioned to contribute to the prevention, early identification, and management of non-communicable diseases (NCDs).

This initiative will be based on the initial version of the Integrated Methodology (T2.1) and will focus on enhancing the skills and knowledge necessary for task sharing and task shifting between medical and non-medical professionals. Particular emphasis will be placed on non-invasive NCD screening, identification of individual and environmental risk factors, and referral pathways to healthcare professionals or healthcare mediators.

The Role of Social Workers in Roma Communities

Social workers are an essential non-medical professional group working within Roma communities across the beneficiary countries. They provide consistent support, act as intermediaries between families and public services, and advocate for social inclusion. However, the role of social workers varies by country. For instance, in Bulgaria, social workers also hold official authority and decision-making powers, such as determining child welfare interventions. This unique context requires tailored approaches to training and implementation.

Training Objectives

The training programme aims to equip social workers with the necessary competencies to:

- Integrate elements of NCD prevention and monitoring into social professional processes when working with vulnerable populations.
- Facilitate knowledge transfer among professionals and non-professionals working with Roma communities while ensuring compliance with data protection regulations (GDPR).
- Develop and implement client-specific health monitoring strategies to enhance follow-up and continuity of care.
- Improve adherence to healthcare recommendations among individuals from vulnerable communities.
- Expand the involvement of non-medical actors in primary NCD screening using non-invasive testing methods.
- Identify risk factors through predefined assessments, including blood pressure measurement, BMI calculation, and lifestyle evaluations.

Key Training Topics

- Sensitization Training with Presence Methodology
- Sensitization Training for Supporting Individuals with Addictions
- Direct and Indirect Discrimination
- Developing the Skills Needed for Employment
- Play Skills Development
- Voluntary Assistance in Crisis Situation

I. Sensitization Training with Presence Methodology

Title:	Sensitization Training with Presence Methodology
Type of training:	Attendance in person, group lessons
Time of education:	40 hours in total, of which 30 theoretical hours and 10 practical hours.
General objective:	<p>The objective of the training is to raise participants' awareness and sensitivity to working with multiply disadvantaged and vulnerable individuals, thereby supporting integration through the knowledge acquired during the course.</p> <p>During the training, participants will become familiar with the "Presence" methodology, which includes easing the life circumstances of those in need, the legal background, and the social model that provides a wide range of tools for everyone. In addition to acquiring specific knowledge, participants will experience through practical exercises the ways of behavior, communication, relationship building, and maintaining relationships. Through real-life, everyday situations and encounters with multiply disadvantaged individuals, participants will gain firsthand practical experience of a previously unfamiliar world and will also learn about effective, easy-to-understand communication. The training highlights the availability of supporting materials related to the topic.</p>
Teaching methodology:	Lecture, discussion, small group problem-solving, situational exercises.
Details of the person(s) providing the training:	<p>The program is implemented with the involvement of a professional leader and instructors.</p> <p>Professional leader: Holds a university or college degree in pedagogy and has at least 3 years of experience in adult education.</p> <p>Instructor: Holds a higher education or university degree.</p>
Does it issue a certificate	Yes
Assessment/Completion Requirements:	<p>To be awarded the certificate of completion of the entire course, the participant must have no more than 20% of the total number of hours of absence and must achieve a „pass“ mark in the final examination.</p> <p>"Passed": 60-100%</p> <p>"Failed": 0-59%</p>
Target group:	The target group of the training consists of adult participants who wish to learn more, organize their knowledge about the possibilities of creating equal opportunities, about disadvantaged individuals, and communication with those living in difficult situations.
Input requirement:	The training is not linked to any formal education, professional qualifications, or work experience, and there is no requirement for a health suitability check. It does not build on any prior knowledge.
Course content:	<ol style="list-style-type: none"> 1. Theoretical basics 2. Strengthening local community life 3. Experiential practice 4. Communication skills development 5. Building connections within the community

Training outcomes, competencies:	<p>Knowledge:</p> <ul style="list-style-type: none"> • The participants are familiar with integration opportunities, the legal framework, and the relevant provisions of the law. <p>Ability:</p> <ul style="list-style-type: none"> • The participants are able to apply the principles of the "Presence" methodology and are familiar with the specific life situations of people facing multiple disadvantages, as well as the characteristics of exclusion. • The participants are able to apply basic knowledge of community development and the forms of establishing connections with people from disadvantaged backgrounds. • The participants are able to apply the basic tools of easily understandable assertive communication. • The participants are able to use communication tools that enable them to provide effective assistance in promoting social equality. <p>Attitude:</p> <ul style="list-style-type: none"> • The participants strive for clear and assertive communication. • The participants apply the experiences gained during the training in various areas of life, especially in dealing with their own challenges. <p>Autonomy and Responsibility:</p> <ul style="list-style-type: none"> • Participants recognize and understand the challenges faced by individuals living in multiply disadvantaged situations, the difficulties arising from their specific life circumstances, and their helping intentions become practical by focusing on the needs at the center.
Availability of Study Material:	No
Serial number of the teaching material included in the attachment	-
Additional information	As a complementary activity, a prior knowledge assessment may be requested and will be provided by the institution to participants upon request or in case the participant does not join the training from the first module.

1. Table: Sensitization Training with Presence Methodology

Sensitivity training with presence methodology

Time frame: 40 hours in total, of which 30 theoretical hours and 10 practical hours.

Content: the aim of the training is to sensitise participants to working with people with multiple disadvantages and in need, thus helping integration.

During the training, participants will learn about the "Presence" methodology, including how to facilitate the lives of people in need, the legal background and the social model that provides a wide range of tools for all. In addition to learning concrete skills, participants will experience through practical exercises how to behave, communicate, establish and maintain relationships. Through encounters with real-life, everyday situations with people with multiple disadvantages themselves, they will gain first-hand experience of a world they have not previously known intimately, and

knowledge of effective, easy-to-understand communication. The training will point out where to find relevant support materials.

Tools offered for participants to work on their own projects: TED presentation, data collection, interviews, visits to institutions, etc.

1. Part: Social Studies/ Poverty - Misery
2. Part: Equal Opportunities
3. Part: Deviance and Otherness
4. Part: Help well
5. Part: Running community spaces
6. Part: Moving playground method

Project tools, methods:

1. Research: processing of the topic using data, statistics, TED talks, poster-like presentation of results and facts
2. Media: how is the topic covered in the media?
3. Artistic processing: finding photos, organising an exhibition, creating a play, a flash mob - on the theme
4. Film analysis: find and analyse a film on the theme of the session (on the theme of poverty)
5. Visiting an institution: visiting an institution run by the HCSOM in the given municipality or its surroundings, establishing personal contact with the target group of the institution and getting involved in the work of local colleagues by doing voluntary work (e.g. bread-breading in a homeless care institution)
6. Interviews: exploring opinions and perspectives and conducting interviews in the participants' immediate environment - video, audio, action, etc.

Detailed topics, broken down by occasion, with specific tasks:

PART I.

TEMATICS (subject, subtopic, objective)	TIME TIME (5 hours)	Method	TOOLS, ANNEXES
I. SOCIAL KNOWLEDGE / POVERTY-PRESSURE			
1. Warm-up 1.1 My chair/ Group juggling	15'	large group with chairs stacked in a circle movement game	for names vignetta paper 2 small balls
1.2. Rules for working in a group, introducing the topic, setting expectations	10'	pre-drawn on the wall	flipchart papers thick felts bluetack
2. Introduction to Malta	15'	large group with chairs stacked around, video	Link to video introduction
2.1. What kind of vehicle would volunteering be?	30'	in small groups (3x10fö)	
2.2. Completing incomplete sentences	15' max.	outside of time, are going around	flipchart paper, bluetack, markers
3. Presentation of the topic Objective: to explain the difference between poverty and destitution	15'	large group, presentation	literature, clarification of concepts
3.1. "Who would you live with?" exercise	30'	individual and small group work, processing in large groups	pens, flipchart paper, coloured markers
3.2. Rereading incomplete sentences	15'	large group - group leader summary, feedback	
3.3. Types of discrimination in a deck of cards	15'	based on small group work and discussion, anti-discrimination basics ppt	types of discrimination card deck
3.4. Group breakdown	5'	large group	standing in a circle 1,2,-1,2 counting
Intermission	20'		
3.5. Formation and types of slums ppt			picture of segregated areas
3.6 Video projection (projection of a video on the topic at a location close to the place of residence)	20'	group breakdown videos, ppt-k	video
3.7. Little girl in nice clothes, in bad clothes "Would you stop if you saw this little girl on the street?" UNICEF	10'		https://www.youtube.com/watch?v=MQcN5DtMT-0
3.8. Processing videos	20'		
4.1 What happens if we stop scalping others? watch video	10'	large group video	https://www.youtube.com/watch?v=Z3hnzzUvXx8&feature=youtu.be
5. Discussion of project work - forming groups, choice of method Research: data, statistics, etc. Media: how is the issue presented in the media? Faces of misery: search photos Film analysis: a film relevant to the nation in question Institutional visit: in a given municipality Máltás int. Interviews: opinions in the immediate environment	40'	large group	Annex III Project work - Handout
6. Closing circle e.g. write down the key words of today's session on a piece of paper	15'	in small groups	post it

2. Table: Training plan

1.1. My chair/ Group juggling

Play sitting in a circle on chairs, with an extra chair. Whoever is sitting to the left of the empty chair with his right hand hits the chair saying "This is my chair" and sits on it. Every third player bangs on the chair and announces the name of another player by shouting "This is chair X!", who must take his/her designated seat. The game continues at the empty chair.

Alternatives: **Group juggling**

energising, warming-up exercise

equipment needed: 2 soft balls

One person starts the game by naming someone in the group and throwing the ball. That person then throws the ball by saying someone else's name. The round ends when the ball is returned to the person who started it, having only rolled once for each person in the round. When the ball is dropped, the round restarts.

If time allows, once the group has completed a round and is satisfied with their performance, ask them to repeat the exercise in the original order. In this round, however, two balls start with a small break.

1.2. Rules of operation in the group

After a welcome, the rules of the group are clarified. We stick out or draw icons indicating these.

- informal speech
- confidentiality
- keeping time limits
- an open, trusting atmosphere
- tolerance
- telephone-free zone
- free participation in tasks

2. Introduction to Malta

The trainers introduce themselves in a few sentences, talk about their work and about the Hungarian Maltese Relief Service.

video: love never runs out

Before/after the video, you can start a question and answer session: what have participants heard about the Maltese Relief Service before?

2.1. What kind of vehicle would volunteering be - an exercise

The exercise can be used as an analogy to demonstrate the relationship between the host organisation and the volunteers. Any thoughts that arise during the game should be linked to this theme by analogy

and put out loud! (e.g.: is there any room on the vehicle? - is the host organisation ready to receive the volunteer, or e.g.: how does the volunteer experience the journey? - how does the volunteer feel about his/her role?)

Break into small groups (approx.:10 people per group)

GROUP GUIDELINES



Instruction 1: Each group should create a vehicle from its members! This vehicle must be able to move in a coordinated way from one end of the room to the other.

Questions: what was it like being in different parts of the vehicle? How did it feel to be that part? How did it go to work together? What was it like to move as a team?

Instruction 2: One volunteer from each of the other groups should be placed on this/these vehicle and this time they (vehicle and volunteers) should get from one end of the room to the other.

Questions: how did those who got in/ran/connected/clutched/hanged on/etc. in the vehicle feel? How did the people who created the vehicle feel in addition to the volunteer? What did it do to them?

Where is the volunteer's place in this vehicle? How did the volunteer who tried to join the vehicle feel?

At the end of the exercise, you can summarise the ideas you have heard and draw lessons on the topic.

2.2. Unfinished sentences

On the wall in front of the room, we stick 4-5 unfinished sentences on flipchart paper. Next to each one, make a thick felt-tip. The group is divided into as many groups as there are papers on the wall, and every 2 minutes the small groups move on to the next flipchart paper. The aim is to stimulate thinking on the topic of the day. Later in the day there will be an opportunity to discuss these.

Examples: the unemployed..... pensioners..... People with large families..... Singles..... People in their twenties.... The bodybuilders..... Internet addicts..... People without a driving licence.....

3. Presentation of the topic

Describing the difference between poverty and destitution.

3.1. "Who would you live with?" exercise

Purpose: through the experiential exercise, participants will be confronted with their own and others' prejudices, their explanations and then become aware of them through a large group processing of their lived experiences.

Who would you share a house with?

Exercise description:

1. The group sits in a circle, working independently for the first part of the exercise. The leader explains the following:

"You live in a big house where there are 3 flats on your floor, in addition to yours. The flats are all rentals and there have been a total of 13 inquiries recently. You're on good terms with the owner and he asks for your opinion so you can tell him who you think he's renting the apartments to. Now you can decide who you want to live in a house with."

List of interested parties:

1. A single mother on childcare leave with 4 minor children and her father on disability pension.
2. An Arab family who arrived in the country years ago as refugees and now run the gyros bar on the corner.
3. An intellectual gay couple who are often visited by their friends.
4. A sober addict who has just finished his rehabilitation programme and is now looking for a job.
5. A retired couple with an adult mentally disabled child.
6. A family with 4 children, presumably gypsy, who want to move from a nearby village to the city.
7. A middle-aged divorced man who has been living in a homeless shelter for a few years and works in a nearby assembly plant.
8. A bald young man who loves football and currently works for a security company.
9. Four foreign students studying at the university.
10. A tattooed man and his girlfriend who loves motorbikes.
11. A family of Jewish origin, whose relatives also live on this staircase.
12. A young couple of gypsy origin, intellectuals, expecting their first child.

2. Then distribute the list of interested people and ask the participants to choose 3 candidates they would most like to live in the same house with and 3 candidates they would least like to live in the same house with.

3. Once everyone is ready, form small groups of 4-5 people and ask them to discuss their individual choices and the reasons for them. Compare their choices and reasons and check if there are any similarities. By consensus, draw up a common list (three positive and three negative).

4. Ask the groups to present to the full group the results they have achieved and the reasons for their joint choice. At the same time, they should also say which person caused the most controversy within the group.

Processing:

Comparing the different results can be a good starting point for further discussion.

Processing questions:

- What were the main factors that influenced individual choices?
- If the groups could not reach a common understanding, why did this happen?
- What was the most difficult?
- What factors have prevented consensus from being reached?
- Stereotypes in descriptions or in our thoughts and images are included?
- Where do these ideas come from?
- How does it feel to be in a situation where no one wants to live near you?

3.2. Discussing incomplete sentences

The group leader reads each sheet, summarises what is written on it and gives feedback to the group, repeating, not interpreting, what is written. You could ask, for example, since completing the incomplete sentences, do you think something different, would you change any of the endings?

3.3. Types of discrimination in a deck of cards

Pursuant to Section 8 of the Ebktv.¹ **DEFENCE UNDERDEALED**: the actual or perceived **wrongfulness** of a person or group of persons or

- gender,
- ethnicity,
- skin colour,
- nationality,
- belong to a national or ethnic minority,
- mother tongue,
- disability,
- your health,
- religious or philosophical beliefs,
- political or other opinions,
- your marital status,

¹Act CXXV of 2003 on equal treatment and the promotion of equal opportunities (Ebktv.)

- motherhood (pregnancy) or fatherhood,
- your sexual orientation,
- your gender identity,
- age,
- your social origin,
- your assets,
- the part-time or fixed-term nature of your employment or other employment relationship,
- belonging to a representative body, other location, property or characteristic.

DIRECT DISCRIMINATION

This type of discrimination occurs when a person or **group is treated less favourably** because of a protected characteristic than another person or group in a comparable situation.

In the summer of 2005, a young man of Roma origin, a skilled carpenter and painter, advertised several job vacancies for skilled painters. He was assisted in his job search by the staff of one of the district's family support services. He called the numbers given in the advertisements in the Express newspaper from the centre's office. One advertisement was for a "permanent job, sober living" painter. The phone was answered by a man and after the young man told him he wanted to apply for the job, he informed him of the details of the job.

As the Roma young man had experienced several times before that while he was welcomed on the phone, he was turned away when he met in person because of the colour of his skin, this time he told them in advance that he was of Roma origin. He also asked if this was a problem, and was told by the employer's representative that they did not wish to employ him in this case. The telephone conversation ended there and then. The conversation, although not on speakerphone, was witnessed by a child welfare worker.

In the case, the National and Ethnic Minority Rights Protection Bureau conducted a telephone test: it called the same telephone number with a tester who registered under a "neutral" name and then under a name that was thought to be a Roma name. While the employer told the tester, who introduced himself as a Roma, that the advertisement was no longer current, the employer gave the tester, who later introduced himself as a normal "Hungarian", full information about the vacancy.

In the course of the proceedings before the Equal Treatment Authority, the Authority - accepting the results of the telephone testing - established the existence of direct discrimination and ordered the employer to pay a fine of HUF 700 000.

INDIRECT DISCRIMINATION

This type of discrimination occurs when a measure is **apparently neutral**, unbiased and does not appear to infringe the requirement of equal treatment, but is particularly detrimental to those with protected characteristics.

The claimant came to the Authority because his employer had introduced a new performance appraisal system, so the employment contracts were amended to split his earnings into a basic personal salary and a performance salary. Those who worked less than 85 percent of their working time in a six-month period will receive only their basic personal salary. So those who were on sick leave because of illness

or illness of a minor child received only the sickness allowance corresponding to their previous basic salary. The authority found that the apparently neutral measure, which applied to all workers, meant a disproportionate reduction in the pay of staff who were on sick leave through no fault of their own.

The authority found that the respondent had breached the requirement of equal treatment by its practice, based on the new performance appraisal system that came into force on 1 September 2006, of not paying or paying at a reduced rate of additional pay to employees who did not achieve at least 85 per cent attendance, irrespective of the performance appraisal based on their work performance. By that practice, the defendant discriminated against the applicant and against a group of workers who, because of sickness or because of the fact that they were on sick leave because of their children, did not achieve the 85 % attendance rate in a given half-year.

The authority prohibited the subject of the proceedings from further infringing conduct, ordered the cessation of the infringing conduct within 15 days, ordered the public publication of the decision and imposed a fine of HUF 4.5 million.

REQUEST

This type of discrimination usually takes place in a longer process when the human dignity of persons with protected characteristics is violated by conduct that has the purpose or effect of creating an intimidating hostile, humiliating, degrading or offensive environment.

The applicant complained that at her workplace, where she had worked as a kindergarten teacher for several years, she had been a candidate for the post of head of the kindergarten alongside her manager, and that as a result a "campaign of discredit" had been launched against her by the manager. The manager behaved in an unethical and hostile manner towards her, antagonised her colleagues and was dismissed in the course of a reduction in staffing decided by the managing authority. The applicant claims that he suffered the workplace harassment because of his Roma origin.

As a result of the evidentiary procedure, the authority found that the employer had violated the requirement of equal treatment against the applicant not because of his Roma origin, but because of his so-called other situation. The applicant himself claimed that his Roma origin had never been raised as a problem by either the manager or the staff, and that no reference to it had ever been made by the persons concerned. In view of this, the authority did not assess the Roma minority as a protected characteristic, but the applicant's status as a candidate for the post of manager, in addition to the manager exercising the employer's powers.

In its decision, the authority found that the employer had committed one type of discrimination by engaging in conduct in relation to the applicant's application for the post of head of the kindergarten - in connection with his other position - which created a hostile and degrading environment towards the applicant, and then terminated the employment of the applicant, who was one of the oldest and most experienced kindergarten teachers in the kindergarten, by dismissing him.

In addition to the finding of infringing conduct and the prohibition of future infringing conduct, the authority decided to publish the decision.

THE SEPARATION IS UNLAWFUL

This form of discrimination occurs when, on the basis of a protected characteristic, a person or group of persons is separated from persons or groups of persons in a comparable situation to them without legal authorisation. Most often, unlawful segregation occurs in the education of Roma pupils.

A foundation representing the interests of disadvantaged children turned to the authority because, according to the complaint, an unspecified number of primary school pupils, around 350, were being segregated by the local municipality and the educational establishment. Of the three school units in the municipality, one had only non-Roma pupils, another had only Roma pupils and the third segregated Roma and non-Roma pupils in two buildings within the school. In addition, the two schools attended by Roma children have a disproportionately high proportion of pupils with multiple disadvantages.

The representatives of the municipality and the school in question argued that they do not keep records of Roma children and that parents choose the school nearest to them, which is why the proportions may have been so high. The authority found that the illegality of the segregation did not depend on the intention of the perpetrators and that the complainants could have prevented the segregation or eliminated the segregation that had occurred. It required the respondents to draw up an equal opportunities action plan to put an end to the unlawful situation and to implement it gradually until 2012.

REMEDY

This type of discrimination occurs when people who act in breach of the requirement of equal treatment are disadvantaged because of their behaviour.

A married couple of teachers complained to the authority against their employer, a primary school, for refusing to pay them a bonus and excluding them from a school trip, in order to reverse a final judgment against the employer for unlawfully terminating their employment in breach of the equal treatment requirement.

As for the refusal to give bonuses and to allow employees to go on a school trip, the employer defended the refusal by saying that bonuses were only given to so-called active employees who actually did work, and that therefore no bonuses were given to employees who were on long-term sick leave or childcare. The reason why the applicants were not allowed to go on a school trip was that it was part of the bonus. The applicants argued that they were not active workers through no fault of their own because they were on compulsory leave accumulated during three years of industrial action during the period taken into account for the purposes of the bonus. They also disputed the reward nature of the staff trip, which was open to the employees' family members.

The authority censured the employer for excluding the applicants from the school trip and, as regards the bonus, accepted the employer's defence that it could only reward the performance of employees who actually did the work. Given that the employer consistently rewarded only active employees, it was not discriminatory not to reward the applicants. However, the respondent failed to establish the reward nature of the faculty trip and excluded the applicants without any reasonable justification. The testimony of witnesses also confirmed that the applicants were undesirable persons on the trip, which is clearly due to the fact that they had been in litigation with the school for years. The authority ordered the respondent to treat the applicants in the future as the same as other staff of the school. It also ordered the school to cease its practice of discriminating against the applicants because they had previously brought and won an employment dispute with the school and ordered the publication of its decision.



3.4. Development and types of slums

SEGREGATION



Within a settlement, different social strata, ethnic groups, etc., are highly segregated.

THE SEGREGATION



Poorhouse
Ghetto
Shantytown

Towns and villages on the edges of established, an area inhabited by poor people and ethnic minorities

THE ORIGIN OF THE WORD "SEGREGATION"



THE SEGREGATE



It is a residential area in which people of one social status are increasingly living.

DEFINITION OF THE COMPLEX SETTLEMENT PROGRAMME SEGREGATION

For Szelegat
areas of the municipalities are called, where within the **working age** population



for both indicators **higher than 50%**

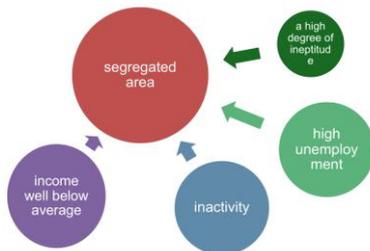
COMPLEX BATTERY PROGRAMME

In the implementation of the colony programmes

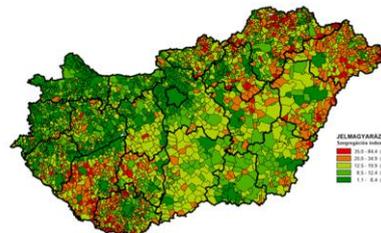


infrastructure developments Investments human resources investments
a complex combination of

THE SOCIAL, GEOGRAPHICAL AND ECONOMIC POSITION OF SEGREGATED AREAS



EVOLUTION OF THE SEGREGATION INDICATOR BY MUNICIPALITY (2011)



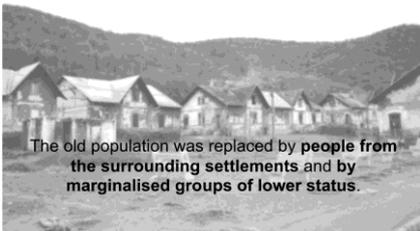
Own editing based on the 2011 census data of KSH.

TYPES OF SEGREGATION IN HUNGARY

(ACCORDING TO THE TYPOLOGY OF GÁBOR HAVAS AND PÉTER SZUHAY)

- I. wild settlements
- II. former manorial deserts, workers' colonies
- III. ancient settlements
- IV. low-income housing settlement
- V. urban segregations
- VI. segregated villages

II. FORMER ESTATE WASTELANDS, WORKERS' COLONIES



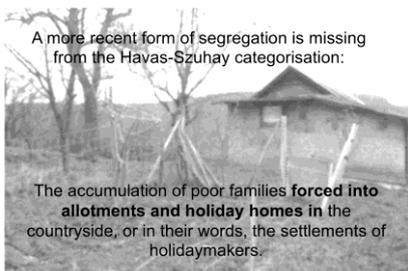
The old population was replaced by **people from the surrounding settlements** and by **marginalised groups of lower status**.

IV. LOW INCOME HOUSING SETTLEMENT



A group of buildings of **reduced comfort**, often **unfinished**, built according to standard designs, located on the **outskirts of the settlement**, isolated and in poor quality areas.

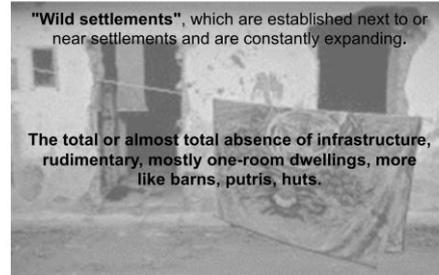
VI. 'POVERTY SUBURBANISATION'



A more recent form of segregation is missing from the Havas-Szuhay categorisation:

The accumulation of poor families **forced into allotments and holiday homes** in the countryside, or in their words, the settlements of holidaymakers.

I. WILD SETTLEMENT



"Wild settlements", which are established next to or near settlements and are constantly expanding.

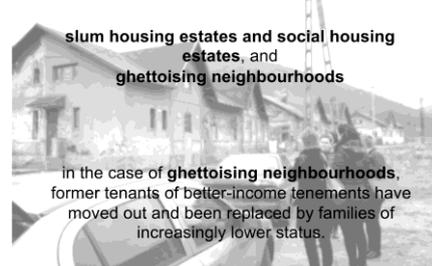
The **total or almost total absence of infrastructure**, rudimentary, mostly one-room dwellings, more like barns, putris, huts.

III. ANCIENT SETTLEMENTS



Such colonies are made up of old shacks built on irregular plots and in irregular layouts.

V. URBAN SLUMS



slum housing estates and social housing estates, and **ghettoising neighbourhoods**

in the case of **ghettoising neighbourhoods**, former tenants of better-income tenements have moved out and been replaced by families of increasingly lower status.

HUNGARY'S SEGREGATED AREAS

In Hungary, residential segregation occurs between and within municipalities.



1633 segregated areas nationwide

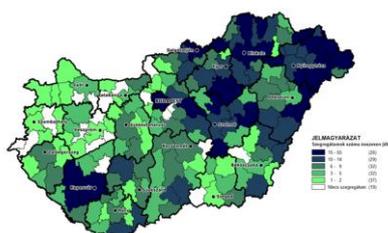


823 municipalities and ten districts of Budapest affected

3% of the total population live in segregated housing (300,000 people)

More than a quarter of the country's 3155 settlements are in a segregated area

TOTAL NUMBER OF SEGREGATED AREAS PER DISTRICT (2011)



Own editing based on data provided by KSH.

3.5. Projecting videos

Goal: Select a video from the "jelenlet.maltai.hu" site from a location in the region that is within reach of the trainees. The videos can be about both urban and rural poverty. Emphasise the difference between poverty and poverty manifestations.

When choosing a video, we recommend that the trainer pays attention to the quality of the video's sound and picture.

E.g. Countryside: Pécs, György colony: The Hungarian Maltese Relief Service Presence Programme

3.6. Little girl in a pretty dress Watch video - Would You stop if You saw this little girl on the street? - UNICEF

<https://www.youtube.com/watch?v=MQcN5DtMT-0>

Hungarian text:

What would you do if you saw a six year old alone in a public place?

What would you do if you saw a six-year-old on the street alone?

Anano, 6 years old - Child actor - **Anano 6 years old, child actor**

How old are you? Six. - **How old are you? Six.**

Do you live **near** here?

Are you lost? - **Are you lost?**

We **changed Anano's** appearance.

Now let's see how this plays out in a restaurant.

Let's see how this plays out in a restaurant.

We changed **Anano's** appearance **again**.

Can you **take** her out please

We stopped the **experiment** because **Anano** became too **upset**.

Because my face was covered in soot and my clothes were all dirty.

This made me sad. - **This made me sad.**

I don't know. They were all telling me to go away. **I don't know. Everyone was telling me to go away.**

Imagine what it's like for millions **of** children who are pushed aside everyday.

Change starts when you choose to **care**.

4. Short film: what happens if we stop scaling others?

<https://www.youtube.com/watch?v=Z3hnzzUvXx8&feature=youtu.be>

PART II.

TEMATICS (unit, sub-topic, objective)	TIME (5 hours)	Method	TOOLS, ANNEXES
II.EQUAL OPPORTUNITIES			
1.Warm up - who arrived? 1.1.You have one shot! game	20'	movement game	game description, colour cards, colour post-it
1.2. Discussing the game	20'		
1.3. How did I arrive - where do I stand with my topic now?	20'	large group round	
1.4 Feedback on the completed project, showing where you got stuck? What did they ask for help with?	60'	small group presentation	projector, laptop,
Intermission	20'		
1.5.Take a step forward! play the game	30'	large group	for formers: game description role cards, claims
1.6 Watch the original version of the game on video	10'		video: https://www.youtube.com/watch?v=awGctTODPBk Hungarian text in the help
1.7 Anti-discrimination basics, insight into rights	15'	ppt, professional presentation, discussion	
2.Presentation of the topic Equal opportunities	25'	Brain	flipchart
2.1.Dragon adventure: the blind, the deaf and the dumb	20'	Break into groups of 3, in large groups	8x3 ball, 8 scarves
2.2 discussing the game	15'	large group	
3.Project discussion, choice of method Research: data, statistics, etc. Media: how is the issue presented in the media? Faces of inequality: photo search, exhibition at school Film analysis: real life Institutional visit: in a given municipality Máltás int. Interviews: opinions in the public sphere	25'		
4.Closing circle - participants think about what has struck them most about today's session and share it with others	20'		

3. Table: Part II. Training Plan

1.1. You have one shot

Tools: 4 different coloured post-it notes, baskets or boxes, coloured A4 sheets.

The group leader sets up the room in advance: he or she arranges the chairs around the room and then places different coloured post-it notes on them in random order.

Each participant can choose the seat of their choice. Once everyone is seated, they are asked to use the post it on their chair, and colourful sheets of paper if they wish, to make a paper galaxy to symbolise their life so far.

When the paper galaxies are ready, everyone should find a point in the room that represents where their life is now. When everyone has found this point, choose one person to give the basket/box to place anywhere in the room (then go back to their place).

Participants are asked to think about what they would like to achieve in life, whether short or long-term goals, and then try to put the paper galosh in the basket/box.

In any case, after the game, time should be left for discussion, the thoughts that arise are put on the air, juxtaposed with the opportunities life offers, the lack of opportunities, the disadvantages, the ways of coping with them, the individual differences in the ways of coping

Processing questions:

What has prevented you from reaching your destination on the galaxy?

Would you change anything if you could have one more shot?

What can we do for those who didn't find their way into the box?

1.2. "Take a step forward" exercise

Aim: the experiential, situational exercise will enable participants to experience the disadvantages and mobility opportunities of living in a disadvantaged situation, in a settlement.

Take a step forward - role cards and statements

1. Everyone gets a role card. The cards contain a few sentences describing children in different situations. Give the participants a minute to imagine (even with their eyes closed) what their life, home, school, environment is like in the new role.

2. The exercise leader reads out the first statement, and whoever is correct should take a step forward. Wait for those who can to think and step, then proceed to read out the next situation. After each situation is read, allow some time for participants to think and take a step if they feel the statement is true for them.

3. After the last statement is read, ask participants to stay where they are and look around the room to see how much progress has been made. Try to work out who is who and why they may have moved a lot/less. After guessing, each person should introduce themselves or tell what their role was and when they could or could not move.

Role cards:

<p>You are a 13-year-old boy with 1 brother or sister. You live in an affluent part of a big city with parents who have a good job and a degree. You travel a lot. You go to an inner-city school only 10 minutes from your home. You've known since you were 8 that you wanted to be a doctor.</p>	<p>You are a 12-year-old boy, you have no brothers or sisters. You live on a small farm, your parents keep animals. You have a school in a bigger village next door, you have to travel about 30 km by bus every day. After school you have to go home to help your parents with the animals and the housework. You love horse riding, you dream of a modern farm.</p>
<p>You are a 13-year-old girl with 3 brothers and sisters. You and your family come from a country where there is a war going on. Temporarily, until you can settle down, you are living in a refugee camp. You all live in the same room. You love to dance and dream of having friends again and not having to move all the time.</p>	<p>You are a 13-year-old boy, your parents have died in an accident. You live with your grandparents in a dilapidated press house on a vineyard in a small town. The house has no bathroom and often no electricity. You fetch drinking water from a public well 1 km away, You have to walk half an hour every day to reach the concrete road where the school bus picks you up at the bus stop. You love the forest and you're a real mushroom expert.</p>

<p>You are a 13-year-old girl, disabled since birth, living in a small suburban town with your parents and 2 brothers. You can get around independently in a wheelchair, but the school you go to is not fully accessible, so you have to get your parents to and from class every day. You love fashionable clothes, you want to be a fashion designer.</p>	<p>You are a 14-year-old boy of Gypsy origin with 3 younger brothers and sisters. You all lived in one room in a terraced flat in a suburban district of a big city. Your parents have been unemployed for years, sometimes working as public servants, but find their lives increasingly hopeless. You spend most of your afternoons on the street with your friends. You love comics, dream of moving abroad and earning lots of money.</p>
<p>You are a 13-year-old girl with two younger brothers and sisters. Your parents have moved from a dead-end village to the edge of a larger neighbouring town in search of a better life. You have to wake up alone in the morning, look after yourself and your siblings, drive them to school and kindergarten, because your parents leave for work at dawn and don't get home until late at night. You love to read.</p>	<p>You are a 12-year-old boy. At the age of 5, you were placed in a children's home because your parents couldn't take care of you, and you haven't had contact with them for years. You have been living in foster care for 3 years in a small town. You share a children's room with 3 other boys, with a few shelves of space for your clothes and personal belongings in a common wardrobe. You go to school with the young people in the village, but you find it difficult to make friends with them, and your maths teacher is the only one you have a good relationship with.</p>
<p>You are a 14-year-old boy living in a small town. Your father has a successful business and is active in the local community. You don't have daily living problems. Your parents want you to continue the business as an adult, which you are very happy about, so you want to continue your studies in business to be successful in the future.</p>	<p>You are an 11-year-old girl, living with your mother in an apartment building in a big city, and your father is currently in prison. Your mother is often tired and often sad. She works as a waitress in a restaurant, so you are often alone at home in the evenings. You're a resourceful child, but you don't have much success at school. You love to cook.</p>
<p>You are an 11-year-old boy. You live in a slum in a big city. You don't go to school, you spend your days begging on the streets. You think the only way to survive is to beg and steal. You sniff regularly and most of the time you sleep out in the open on an empty bench or a discarded sofa. You have occasional contact with your parents, but they live on the street. You like to watch birds.</p>	<p>You are a 14-year-old girl, your mother died giving birth to you. You live with your father and 4 younger siblings in a small village. Your home has one room, which can be heated in winter. The house is piped with water, but your bathroom has not been finished for years, currently the water just drips from the tap and the electricity was turned off 1 month ago. Your father has only had a casual job for years and often has no money for food or clothes. In the winter when it is very cold, you often don't go to school because you don't have warm clothes and if you do go there is no one to heat your home. You dream of growing up to be a teacher.</p>
<p>You are a 12-year-old boy with 2 older sisters. You have been playing sports since you were five, winning academic competitions for years. You go on a lot of trips with your family. Your parents are teachers, they teach English and maths at the local school, both speak several languages. They live in a large apartment in the centre of the village, and all the family love to read and see the world. You want to be an architect.</p>	<p>You're a 13-year-old girl, always fatter than your peers. You lived in a big city with your parents and your brother. You never went without, but your dad became unemployed overnight and is over 60. He has been unemployed for more than six months. You will have to sell the flat and move to a worse neighbourhood, so you will have to change schools. You are afraid that because of your looks, you will be difficult to be accepted by your new classmates and will not have any friends. You have a very beautiful voice, but you don't like singing in front of strangers.</p>
<p>You are a 12-year-old boy, you have no brothers or sisters. Your father is a diplomat, your mother is a translator. You go to an international school. You</p>	<p>You are a 13-year-old girl. Your biological parents left you when you were young. Your adoptive parents only told you about this a year ago, and since then</p>

<p>speak 3 languages. You have lived in several countries. You study very well, but you have no friends because you move to a new place every 5 years. You want to be a physicist.</p>	<p>you haven't found your place. You have two siblings, but they are not adopted children. You've been doing badly at school lately and fighting with everyone. Your parents work a lot and live well, but they have little time for you. You are a very good swimmer.</p>
<p>You are a 13-year-old boy. Your father works as a manager in your municipality and your mother runs the household. You live in a large village, in a house with a garden. In your village. Your parents drive you every morning to a good school in a neighbouring town, and they want you to become a successful lawyer. You're a car enthusiast.</p>	

4. Table: Role cards

ONE STEP FIRST! - Claims (partly based on the UNICEF deprivation index)

1. You have your own room.
2. You have your own toys, books, personal items.
3. You have a computer at home and you can use it to surf the Internet.
4. Always have the right clothes and shoes for the season.
5. The school you attend is in the municipality where you live.
6. You go to a good school and attend extra lessons after school.
7. When you're older, you can go to university or choose a career that suits you.
8. Your parents have a job.
9. You have pocket money that you manage yourself.
10. You have friends you like to be with outside school and you can invite them to your home if you like.
11. Every year you celebrate your birthday with cake, presents and activities.
12. On weekends, you often organise activities with your family.
13. You play sport regularly, you can go to training sessions and competitions if you want.
14. You never go to bed hungry.
15. They go on holiday once a year.
16. You will not be ostracised by your peers for being different or for your race.
17. Your parents love you and look after you.
18. Adults always ask for your opinion on matters that concern you.
19. You feel safe.
20. You think you have a happy future.

Processing:

Ask how it felt to be fast forward and very far behind, which situation affected the participants the most, what they think the future holds for children in role, what they think the difference is between the concepts of equal treatment and equal opportunities?

1.3. English text of the original English video

video: <https://www.youtube.com/watch?v=awGctTODPBk>



Hey line up line up everybody. line up we're about to race everybody line up shoulder shoulder take off your backpacks basketball line up were about to race. **Line up for the race, shoulder to shoulder, take off your backpacks, line up for the race.**

Hey we are, we are racing for hundred dollar bill, the winner of this race will take this 100 dollar bill. **We are racing for 100 dollars, the winner of this race will get this 100 dollar bill.**

Before I say go I'm gonna make a couple **statements**.

If those statements apply to you I want you to take two steps forward and those statements don't apply to you I want you to stay right where you're at. **If those statements apply to you, take two steps forward, if those statements don't apply to you, stay where you are.**

Take two steps forward if both of your parents are still married. **Take two steps forward if your parents are still married.**

Take **two steps forward if you** grew up with a **father** figure **in** the home.

Take two steps **forward** if you had access to a private education.

Take two steps forward if you had access to a free tutor growing up. **Take two steps forward if you had access to a free tutor/tutor growing up.**

Take two steps forward if you never had to worry about your cell phone being shut off. **Take two steps forward if you've never had to worry about your phone being switched off.**

Take two steps forward if you never had to help mom or dad with the bills. **Take two steps forward if you've never had to help your parents out financially.**

Take two steps forward if it wasn't because of your athletic ability you don't have to pay for college. **Take two steps forward if it wasn't because of your athletic ability that you didn't have to pay for college.**

Take two steps forward if you never wondered where your next meal was gonna come from. **Take two steps forward if you never had to wonder where your next meal was coming from.**

I want you guys up here just to turn **around**

Look every **statement** I've **made** has nothing to do with anything any of you have done.

Has nothing to do with decisions you've made. **Nothing to do with decisions.**

Everything I've said has **nothing** to do with what you've done.

We all know these people up here have a better opportunity to win this hundred dollars. **We all know that the people up here have a better chance of winning this \$100.**

Does that mean these people back here can't race? **Would that mean that these people back here can't race?**

We would be foolish not to realise we've been given **more** opportunity.

We don't want to recognise that we've been given a head start. **We don't want to recognise that we have a head start.**

But the reality is we have now there's no excuse they still got to run their race you still gotta run your race. **But the reality is that there is no excuse, we all still have to run our own fight.**

But whoever wins this hundred dollars I think it's extremely foolish of you not to utilize that and learn more about somebody else's story because the reality is and this was a fair race. **But whoever wins**



this hundred dollars I think it's extremely foolish of you not to use it and learn from somebody else's story because that's the reality and this was a fair race.

and everybody's back on that line I guarantee you some of these black people would smoke all of you and it's only because you have this big of a head start that you're possibly going to win. ***And for everybody back there in line I guarantee you a good portion of these black guys would smoke everybody! And the only reason they're probably not going to win is because of the big start.***

This race called life, that is a picture of life ladies and gentleman. ***This race is called life, this is a picture of life ladies and gentlemen.***

Nothing you've done has put you in the lead that you're in right ***now***.

When I say go on your mark get set go. ***When I say get ready and go!***

if you didn't learn anything from this activity you're a fool. ***You're a fool if you didn't learn anything from this activity.***

But if anyone has the worlds goods and sees his brother in need, yet closes his heart against him, how does god's love abide in him? little children, let us not love in word or talk but in deed and in truth.

1 John 3:17 But whoever has worldly goods, but looks on his brother's need and closes his heart to him, how can he have the love of God?

Little children, let us love not with words, not with tongues, but with deeds and with reality.

1.4. Anti-discrimination funds

WHAT ARE HUMAN RIGHTS ?

Human rights:

- the rights that people have as human beings,
- the state only recognises and respects, it does not create,
- is the right of all people equally,
- moral, substantive rights that are enforceable in law.

Fundamental rights

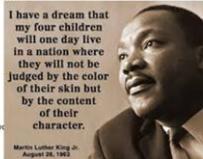
- in constitutions (basic law),
- rights listed in international conventions.

Constitutional rights

- is synonymous with fundamental rights,
- non-human rights in the sub-donations (rights of representation).

Citizens' rights

- political participation rights (e.g. the right to vote),
- civic obligations (e.g. defence).



INTERNATIONAL LEGAL PROTECTION

- United Nations (UN)**
 - Universal Declaration of Human Rights (UDHR), 10 December 1948. No. ratified it in 1946.
 - Preamble/Article 30. the World Human Rights Day, currently has 193 members.
 - International Covenant on Civil and Political Rights, 1966
 - International Covenant on Economic, Cultural and Social Rights, 1966
- Council of Europe (CoE)**
 - European Convention on Human Rights (ECHR), 1950
 - 13 king. Protocol (Mo) in force since 1992.
 - European Court of Human Rights (ECtHR), Strasbourg
 - The European Court of Human Rights, the highest judicial forum for human rights in Europe. A real judicial body, its decisions are final and can be enforced.
- European Union (EU)**
 - Treaty of Rome 1957 (prohibiting discrimination between women and men only),
 - Maastricht Treaty (1992): to the ECHR
 - Amsterdam Treaty (1997): article 6 -> respect for human rights, article 7: suspension of membership (January-August 2000. etc.)
 - Treaty of Nice (2000): Charter of Fundamental Rights: dignity, freedom, equality, solidarity, citizens' rights
 - Constitutional Treaty of Rome (2004): the binding nature of the Charter



RELATED CONCEPTS

DISCRIMINATION

- Any discrimination, exclusion or favouritism that eliminates or impairs equal opportunities or violates the principle of equal treatment.
- While prejudice involves attitudes and opinions, discrimination involves actual behaviour towards another group or person.
- Discrimination is manifested in activities that deprive a group/individual of opportunities open to others.
- Discrimination, treatment that violates the principle of equal rights.

EQUAL TREATMENT

It requires refraining from discriminatory behaviour.

EQUAL OPPORTUNITIES

- Positive action, to compensate for a disadvantage.
- Not a subjective right, a matter at the discretion of the legislator.



TYPES OF DISCRIMINATION

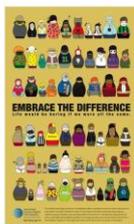
In 2003, the Hungarian state, in fulfilment of its EU obligations, drafted Act CXCV of 2003 on Equal Treatment and the Promotion of Equal Opportunities (Act on Equal Treatment and the Promotion of Equal Opportunities), which was amended in 2009.

In 2005, the Equal Treatment Authority was set up to monitor equal treatment.

5 types of discrimination are defined in the Ebtv.

- Direct discrimination
- Indirect discrimination
- Harassment
- Unlawful segregation (segregation)
- Retaliation (victimisation)

(Pairing exercise)



THE GENERATIONS OF HUMAN RIGHTS

First generation (18th century): freedom

- negative rights > freedoms (state: non-interference),
- personal (civil) (privacy, human treatment, protection of property)
- political: participation rights (direct, indirect, petition)
- procedural rights (guarantees, brakes)

Second generation (19th century): equality

- Positive rights > ECOSOC (active state)
- economic; right to work, trade union, strike, property
- social: health care, health services, housing (redistribution)
- cultural: education, art, science

Third generation (20th century): brotherhood, solidarity

Global problems (differences between developed and developing countries, an unsolvable problem within a nation state.)

the right of the peoples of the developing world to self-determination, development and a share in their common heritage

- state inefficiency: peace, healthy environment, humanitarian aid
- reproductive rights: "rights of future generations", information technologies

BUT critics say they do not qualify as human rights because they are not accountable to the state

LEGAL PROTECTION IN HUNGARY

Fundamental Law

- Article II Human dignity is inviolable.
- Article XV: Hungary guarantees fundamental rights to all without distinction of any kind, such as race, colour, sex, disability, language, religion, political or other opinion, national or social origin, property, birth or other status. Women and men shall have equal rights. Hungary promotes equal opportunities through specific measures. It takes special measures to protect children, women, the elderly and people with disabilities.
- Non-discrimination

Act CXIV of 2003 on Equal Treatment and the Promotion of Equal Opportunities (Equal Treatment Act)

Administrative procedures and services

Act CXL on the General Rules of the

Sectoral laws



DISCRIMINATION/EUROBAROMETER, 2015



TYPES OF DISCRIMINATION

Multiple discrimination

This form of discrimination is when a person is discriminated against on more than one ground, such as gender and religion, age and ethnicity, etc.

The distinction can be:

- collateral: when the specific effects can be separated. For example, an elderly woman may be discriminated against in the workplace because of her gender and in health care because of her age; or

- intersectional: when discrimination is based on a combination of two or more characteristics. For example, a Roma woman giving birth in hospital may face discrimination not only as a woman (not all women face such discrimination) and not only as a Roma (not all Roma face the same situation), but as a result of a combination of the two characteristics.

This type of discrimination is not specifically provided for either in EU law or in the Employment Act.



ENFORCEMENT POSSIBILITIES

<p>Court of Justice</p> <ul style="list-style-type: none"> • a personal rights lawsuit, • employment lawsuit, • public interest litigation. <p>Benefits: compensation for material and non-material damage Disadvantage: lengthy procedure</p>	<p>Equal Treatment Authority</p> <p>Benefits:</p> <ul style="list-style-type: none"> • broad procedural powers /personal, material scope/ • a decision must be taken within the time limit laid down by law • only the bad faith applicant bears the costs of the procedure <p>Disadvantages:</p> <ul style="list-style-type: none"> • no compensation, in some cases • no restoration of the original situation
--	--



1. Figure: Human rights, discrimination, legal rights

2.1. Dragon Adventure - The blind, the deaf and the dumb

Developmental impact: develops group cooperation, sensitises to the situation of people with different disabilities.

Age recommendation: for adolescents and adults

Group leadership practice: does not require any specific group leadership experience, but it is good to have your own experience of the practice.

Time frame: 15-20 minutes

Equipment required for 2 parallel games due to the large number of players: 8 headscarves, 2X3 blue, 2x 3d red, 2x3 green and 2x3 yellow plastic colour balls

Number of people: 25-30

Description of the game: the team leader creates teams of 3. Each team will choose a colour from the colours of the balls. The balls will be placed randomly in the imaginary dragon cave, these will be the dragon eggs, each team will have to retrieve balls of the same colour as their own from the cave. One player in each team will be blindfolded and must go into the cave to get the balls. One of the other two players has his back to the cave, he cannot see where the balls are, he is the deaf one. Opposite him is the third player, who is the mute and who can see the balls. They can get the balls out of the cave by the mute telling the deaf player where the balls are, the deaf player guiding the blind player to the balls by giving him voice instructions, the blind player can only bring out one ball at a time. The team that gets all its balls out first wins.

Other notes: the referee must take care that the blinds do not collide.

As a complication, the referee can change the position of the balls during the game.

2.2. Game analysis

Sitting back in the big circle, we will try to put into words the phenomena, situations and feelings that we have experienced in the past, and on the basis of these we will highlight and collect the factors that are necessary for cooperation and those that hinder it. E.g.: joint planning - establishing a common "language", clarifying roles, clarifying tasks, clarifying rules, precise and clear communication in the process of implementation, importance of feedback - both given and received, flexibility - adapting to changing situations, possibility of making mistakes.

PART III.

TEMATICS (unit, sub-topic, objective)	TIME TIME (5 hours)	Method	TOOLS, ANNEXES
III. DEVIANCE AND DIFFERENCE			
1. Warm-up Goal: Arrival - Feedback - What is the most memorable thing from the previous session?	15'	large group	
1.1 Sociometric game - through this, the concepts of "normal" and deviant eating, bedtime, when is the Christmas tree taken down?	20'	large group	
1.2. How did I arrive - where do I stand with my topic now?	20'		
1.3 Feedback on the completed project, presented where are they stuck? What did you ask the teacher for help with?	60'		
Topic 2: Social norms, deviance and the limits of otherness	40'	Brain storming	flipchart, felt pen, bluetack
2.2 Model behaviour, social learning - Bandura Experiment/ video	10'	video	https://www.youtube.com/watch?v=NjTxQy_U3ac
Intermission	20'		group size 2X15 persons
3. Island game -prepare a constitution 1-1 ambassador goes to visit go home, tell us about your experience one island has sunk, a new island must be found make rules together with the host island residents/not admit residents	60'	large group	printed instructions, 4pcs flipchart paper
4. Project discussion, choice of method Research: data, statistics, etc. Find TED talks Media: how is the issue presented in the media? Faces of inequality: photo search, exhibition at school Film analysis: real life Civic tolerance and advocacy: presenting an organisation Interviews: opinions in the public sphere	40'		
5. Closing circle - handshake game	15'		

5. Table: Part III. Training Plan

1. Bandura experiment on social learning

Humans have a great capacity to learn and improve themselves by observing the behaviour of others. The advantage of observational learning over the stimulus-response-reinforcement learning scheme is that an individual does not have to try everything to develop, it is enough to observe the behaviour of others (Urbán, 2007). Bandura (1999) uses the concept of vicarious reinforcement or punishment to describe the phenomenon where reinforcement or punishment of a model's behaviour is a secondary reinforcement or punishment for the observer, i.e. the consequences of the observed behaviour influence whether the observer imitates that behaviour. The child imitates the observed behaviour because he or she experiences the pleasure of the model when it receives a reward, and this leads him or her to reproduce the action (Ranschburg, 1998). The emergence of the behaviour is influenced by a number of other factors, including the cognitive processes of the observer (Urbán, 2007).

Albert Bandura's best-known experiment observed aggressive model behaviour in preschool children, which was designed to demonstrate the mechanism of observational learning. Experiment description link: https://hu.wikipedia.org/wiki/Albert_Bandura

video link: www.youtube.com/watch?v=hHHdovKHDNU
or stanford.edu/dept/psychology/bandura/videos.html



2. Figure: Bandura experiment on social learning

An extra task could be to watch a video of Bandura Bobo's puppet experiment and then answer the following questions together!

What was the main purpose of the experiment?

What was the experimental set-up like? What were the phases of the experiment?

What was the main result of the experiment?

To what extent did the results of the experiment prove the social learning theory?/

The processes of attention, retention, reproduction and reinforcement, which play a major role in observational learning, determine whether the behaviour of the model is reflected in the observer (Bandura, 1999). Processes that govern observational learning:

- **Attention:** the perceptual readiness and cognitive abilities of the observer are important factors, but also characteristics such as self-evaluation, attitudes, preferences, etc. The visibility, emotional nature, complexity and functional value of the event all determine imitation.
- **Retention:** the observer must first encode the behaviour in order to retain it in memory. Encoded information is organized into structures. The observer builds up an internal representation of the observed behaviour on which he can perform mental operations, shape and refine the action before executing it, thus acquiring the necessary behavioural response elements.
- **Reproduction:** in the first phase of performing an action, the observer selects the appropriate behavioural response. The second phase of reproduction is correction, in which the observer refines the behaviour based on feedback.
- **Confirmation:** Bandura describes several types of confirmation in his theory. Direct reinforcement refers to the external reinforcements that the observer receives as a consequence of performing his/her behaviour. In addition, observed advantages and disadvantages are given a strong emphasis in observational learning. Self-confirmation is when an individual imitates an action because it fits into his or her values and no matter what feedback is given. In this form, reinforcement is related to self-evaluation.

Bandura and his colleagues have devised numerous variations of the "Bobo doll" experiment, which have shown that the models do not need to be present, and can even be puppets. Similar results to those found in the original paradigm were obtained when children were allowed to see the model's aggression on film or when cartoon characters were involved in the aggressive action. The series of studies also revealed the now well-known correlation that the effectiveness of observational learning is enhanced if the model has a high social status, if the observer has positive emotions towards the model, or if the model controls reinforcement and punishment in a given situation. On the imitator's side, low self-esteem, incompetence, and dependence all increase the likelihood of model following.

Imitation and identification play an important role in social learning. These two modes are particularly important in childhood, as they are the primary means by which children acquire actions, knowledge and skills.

2. "Island" game

The aim of the game is to develop acceptance, tolerance, compromise and cooperation skills.

Tools: descriptions of specific islanders (instruction sheets) in separate envelopes, as many A3 sheets as there are small groups,

Break down into smaller groups (up to 4 groups for as many descriptions).

Each group will be an island and will be given a description of their island and asked to draw up their own constitution on the A3 sheet of paper provided. Once they have done this, they will be asked to choose an ambassador for each island, who will then go to one of the islands of their choice to find out as much as possible about the people and life there. He will not reveal anything about his own culture, but he will behave according to his own rules. These ambassadors go from island to island and then return home. The game master then announces that one of the islands is sinking. The inhabitants of that island must go from island to island in common and negotiate with the inhabitants of the current island until they find an island willing to take them in. We "sink" the islands until there is only one left, (keeping in mind the group dynamics: that is, the island we want to "sink" is the one we want to activate)

Instruction sheet 1.

You come from a culture where people are at least two metres apart when talking to each other. If you move closer, you would offend the other person. Women and men are equal. You only marry people of the same culture, you don't like strangers. You eat only fish for meat, because fish live in water and are therefore pure animals. You don't believe in any god, you are atheists, you consider people who idolise gods as stupid.

Instruction sheet 2.

You come from a culture where people stand at most half a step away from each other in conversation. If you go further away, you offend the other person. In your cultures, women have more power, they are the only ones who can negotiate with strangers. Women also choose a spouse, always from a different group, to avoid in-group discord. You are a hospitable people, you like to meet people of other races. You believe in one god, the dolphin god. In your culture, eating aquatic animals is forbidden, as they live in water like dolphins.

Instruction sheet 3.

You come from a culture where people never look each other in the eye because it is considered a serious insult. In your cultures, men are dominant, they are the only ones allowed to interact with

strangers, but of course only men. Because the relationship between men and women is very distant, it makes almost no difference who one marries, marriage is solely for the purpose of procreation, male children are raised by fathers from the age of 4, and girls stay with mothers. In your religion there is a single male god who rules over the whole world. Men thank the god every morning for not being born female. Since meat provides the strength for men, their most popular food is meat.

Instruction sheet 4.

You come from a culture where people always look into each other's eyes when they talk, and you consider a glance down as a suspicious sign of a guilty conscience. You always touch each other when you talk to show your attention. In your culture, the elderly are particularly respected (whether male or female). All important decisions are made by the elderly, and they will negotiate with strangers if they are honest enough. Children are raised in friendly communes, and there are no stable relationships (or marriages) between men and women. In your religion there is a wise god who is both male and female, he watches over the world and is as old as the world itself. Because you respect age and life above all else, you are vegetarian, eating no animal food at all.

At the end of the game, participants share their experiences and feelings. They draw lessons together, especially about the difficulties of compromise and cooperation, the importance of tolerance and acceptance.

3. Handgrip game

The aim of the game: to release the tensions of the day, to feel part of a community again.

The group forms a circle. Each person raises their right arm, and their left hand makes a fist and inserts it into the circle. Then everyone simultaneously reaches out their right hand and grabs someone else's left wrist. The group then attempts to untie the knot without releasing the hands. The only and very important rule is that the hands must not be released for a moment. When the group has managed to untie the knot, the players, holding hands, form a circle again. Sometimes two circles are formed, or the two circles are linked together like links in a chain.

PART IV.

TEMATICS (unit, sub-topic, objective)	TIME TIME (5 hours)	Method	TOOLS, ANNEXES
IV. HELP WELL			
1. Warm-up Aim: Arrival 1.1. "We are rowing in the same boat" - choosing boat roles - explain why they have chosen them	20'	large group	boat roles printed in large size
1.2. How did I arrive - where do I stand with my topic now?	20'		
1.3 Feedback on the completed project, presented where are they stuck? What did they ask for help with?	50'		
2.Topic introduction Methodology for diagnosis	15'		
2.1. Diagnostic methodology	10'		
Intermission	20'		
3. "Castaways" game	30'	large group	instruction sheets, evaluation table
4.What is a good helper? What does it do?	55'	Brainstorming	
4.1.Situational exercises Equality, listening, volunteering, trustworthiness, fun	40'	Situational game	
5.Project meeting - Project meeting - Possibility of developing peer support in the school	25'		
6.Closing round DARE video	15'	video	https://www.youtube.com/watch?v=sb2YQg_dkQM

6. Table: Part IV. Training Plan

1. Boatman roles

Boat captain, sailor, ship's chaplain, ship's doctor, chambermaid, steward, stewardess, ship's cook, treasurer, master mariner, first mate, navigator, pirate, ship's engineer, boilermaker, barman, barman, ship's waiter, passenger, lifeguard, security guard, porter

2. Diagnostic methodology

Municipal diagnosis

The preparation of the municipal diagnosis is the task of the charitable organisation "responsible" for the municipality, which may require a slightly different approach and tools in each locality, but the main objectives, expected results and tools used for diagnosis can be listed.

The aim of the diagnosis is to assess the socio-economic situation of the settlements as broadly as possible, to identify the potentials and development opportunities that can be built upon during the programme, and the gaps and problems that need to be addressed in order to move forward.

An important principle is that both the diagnosis and the subsequent development plan should be prepared with the fullest possible involvement of the people concerned. This is the only way to gain a full picture of the real social and public conditions behind the statistics, and also to ensure that the local authorities and residents feel ownership of the development and actively participate in it, by making them interested and gaining their trust, and by building a kind of partnership with the people living there.

Statistical snapshot

As a first step after the identification of the municipalities, it is necessary to present the socio-economic situation of the municipalities on the basis of the available statistical information. Much of this information is publicly available on the website of the Central Statistical Office, and some is available to the departments, and local surveys can now also be used as a source for presenting the situation. The list can be extended on the basis of sectoral suggestions, but it is also worthwhile to establish an initial picture based on a manageable set of indicators. Themes proposed by the HCSOM that could be presented on the basis of statistical data:

1. Demography

- population
- number of births (5-year average)
- birth rate
- age structure: youth index (0-14 years/15-64 years), number of people in each age group
- migration data

2. Education, competences

- Percentage of the population aged 15+ who have not completed 8 years of primary school
- share of population aged 15+ with upper secondary education
- if available, results of competency tests (e.g. PISA, school readiness)
- proportion of private students (?)

3. Income conditions

- taxable income per working-age resident (15-62 years)
- number and share of people in receipt of regular child protection benefits out of the permanent population aged 0-24
- number and proportion of disadvantaged kindergarten and school children

4. Employment

- number and share of registered jobseekers in the working age population (15-62 years)
- number and proportion of long-term jobseekers
- number and proportion of jobseekers without benefits
- number and proportion of jobseekers receiving jobseeker's allowance (EAA)
- number and share of public employees in the working age population (15-62 years), characteristics of public employees
- labour demand (from job centres)

5. Housing situation

- the share of unoccupied and owner-occupied dwellings in the occupied dwellings
- ownership (municipal, private, social rented housing)

6. Economic situation

- number of active enterprises per 1000 inhabitants
- tax capacity of the municipality (?)

7. Infrastructure provision

- the existence of a railway station
- existence of interurban bus stops, frequency of service
- existence of grocery store, post office, sports hall, pharmacy/pharmacy

8. State of play

- number of NGOs
- faith life: existence of parishes, congregations
- number of registered crimes per 1000 inhabitants

9. Public human services

- number of places in nursery school, 3-6 year olds
- number of places in nurseries, provision for 0-3 year olds
- Sure Start Children's House Existence
- existence of a school
- existence and number of family support services
- number and proportion of children in protection and at risk
- village caretaker, existence of a support service
- number of people receiving social meals
- (other indicator considered important by the social sector?)
- general practitioner, general paediatrician
- number of vacancies for nurses
- the existence of a public cultural institution
- existence of a municipal library
- drinking water quality

10. Developments in the settlement, in the region

- Development resources and main results of the 2007-2013 and 2014-2020 cycles
- domestic development resources, main results

Among the statistical indicators, it is necessary to select some of the "harder" indicators where positive results are expected in the medium to long term as a result of the programme. Given that the programme mainly focuses on human development, the following indicators can be expected to show a positive shift during implementation: a reduction in the proportion of people with up to 8 years of primary education, a reduction in the proportion of registered jobseekers and a reduction in crime. A positive shift in these indicators can be achieved in the initial period (within five years), but it may take several decades to achieve full rehabilitation.

On-site diagnosis

It is important to stress, however, that the main indicator of success of the Presence programmes is not these statistical indicators, but the long-term changes in attitudes, such as the motivation of professionals, the improvement of their cooperation, the transmission of a set of norms in the life of families, the increase of general trust, etc.

These "soft" characteristics, the quality of the professional staff, their motivation, the level of public trust in the municipality, hidden problems (e.g. usury, trafficking), political and other interests, informal relations, deviant families, historical background, etc. are mostly revealed only through personal interviews with residents, professionals, key actors. However, it should also be borne in mind that in some cases these informal, hidden relationships and characteristics can be a key factor in determining the success or failure of a programme, so it is crucial to be aware of them before the intervention, and it is essential to gain the trust of local people and to establish a kind of partnership.

The local social worker has to become an internal actor, to enter into community with the people living there already at the time of diagnosis, since he has to build on these relationships of trust in his later work. It is very important that the community accepts and welcomes the professional and the organisation that wants to help, and the process of work is then about accompaniment. Once a relationship of trust has been established, a true picture of the situation in the community can be gained, and the hidden resources of the community can be revealed and built upon.

The so-called Mobile Playground is a special relationship-building, confidence-building and at the same time diagnostic tool of the HCSOM, which was launched by the HCSOM in 2011 with the intention to provide a suitable tool for the professional support of the local child welfare programmes in the most disadvantaged small regions of the country. The service in its physical form is a minibus, which provides a mass outreach service to children and their parents, through its toys, to the community. Playing together is also a way of exploring the internal relations, dynamics and communication systems of the community.

During the interviews and discussions with local actors, possibly indirectly, the social worker is required to explore the following issues, which may have a negative impact on the statistical data, in order to identify the strengths, opportunities, problems and threats that determine the development of the settlement:

- the history of the settlement, its economic history, the composition of the population
- the values and development potential of the settlement
- local identity, municipal self-image, vision
- trust between residents
- self-organisation, civic and church life in the municipality
- trust in political leadership
- satisfaction with the care system, professionals providing services, availability (e.g. actual on-call time)
- identification of the actors that shape the daily life of the municipality
- identification of deviant families and individuals
- political mapping - relations between local actors and with external actors
- opportunities for local government: economic and political space
- hidden problems: usury, human trafficking, prostitution
- leisure habits and opportunities of local people
- perceptions and experiences of public employment
- public safety, perception of crime

Action plan

After the situation map has been drawn up, a municipal action plan is drawn up, which can only be created with the involvement of the stakeholders, using the so-called community planning method. The development plan takes stock of the visible and hidden resources, endowments and potential of the municipality in terms of natural, economic and human resources, and identifies areas for intervention and the associated financial, time, human and other resources and expected results, in accordance with the objectives set with local people.

On the one hand, this phase also requires interviews with the key actors in the development of the municipality: political leaders, economic operators, leaders of NGOs, church representatives, local intellectuals, public service providers. The interviews show the unity of the thinking of the municipality, the unity of the key players and the convergence or divergence of ideas on the desired direction of development. This is also important because it will enable the social worker to guide, coordinate, reconcile and unite local people in the local forums where the action plan is adopted.

In order to finalise the action plan, the charity's staff will convene local forums with both the above-mentioned key stakeholders and the general public. Using planning techniques (e.g. brain storming) learnt in the preparatory training, staff will guide the discussion to jointly define a common vision, the (achievable, realistic!) objectives of the programme, the main areas of intervention, the needs, the role of local people in the development process and the expected results, in order to draw up the development plan.

The following elements must be included in the municipal development plan:

- Situation: a brief description of the situation of the municipality, mainly based on statistical data:
 - Location
 - historical perspective
 - inter-municipal relations
 - settlement structure
 - socio-economic characteristics: age structure, income, labour market situation, education, housing conditions
 - infrastructure conditions: transport, utilities
 - civil and political life (civil, church and political organisations, elections)
 - institutional system: social, educational, health, cultural, sports
- SWOT analysis: strengths, weaknesses, opportunities and threats
- Vision, general objectives
- Sub-objectives
- Identifying areas for immediate action
- Identification of the interventions needed to achieve the objectives and the economic and human resources needed to achieve them
- Implementation schedule, identification of responsible parties
- Evaluation: forums, monitoring system

The same community planning process is much more time-consuming than the expert planning process, the commitment and "ownership" of the programme by the participants is much stronger, and any conflicts of interest are already revealed at the planning stage, and can even have a community-building effect.

The action plan will be reviewed periodically, in line with developments and events, and because it is a learning process for all participants.

Individual diagnosis

The individual, family social diagnosis follows a similar logic: it is the preparation of a situation map taking into account the client's strengths, social network and problems, followed by the preparation and continuous monitoring and review of a development plan. The development plan is in fact a tool for planning the development of the individual and the services that support this development, and for continuously evaluating it together with the client.

In the social work process, the next step after contacting the client (through existing programmes or family visits, or through the preparation of an environmental assessment) is the diagnosis, which is finalised after the 1st to 5th meeting. Once the diagnosis has been made and finalised, and trust has been built, an individual development plan is drawn up with the close involvement and agreement of the clients, taking into account their needs. Individual development plans are reviewed quarterly based on an assessment by both parties. Finally, the relationship is closed after the achievement of the defined objectives, after which it is important to jointly evaluate the development process, summarise experiences and consider the next steps.

"By diagnosis, in a narrow sense, I mean the findings about the characteristics of the cases, formulated on the basis of the exploration at the beginning of the case, which indicate the directions of intervention (treatment). And in the broader concept of diagnosis, I include all three phases of the initial phase of the helping relationship: the exploration (anamnesis), the formulation of the problems (diagnosis) and the treatment plan that concludes the initial phase (which lays the groundwork for the initial step in the middle phase of the helping relationship, the contracting)."²

To make a diagnosis, we need the following information:

On the identity and family circumstances of clients:

- personal relationships,
- social support networks,
- family background, strength,
- processes, conditions, unmet needs, problems, causes of problems, desired changes,
- physical characteristics, appearance: posture, facial expression, dress, hair style, tremor,
- health: thinness, sunken face, circular eyes,
- mental state: expressiveness, vocabulary, logical thinking, judgement, coherence of communication, lack of perspective, unreality, flexibility (e.g. whether to take others' opinions into account or whether they think everything is one-plane "black and white"),
- Values: respect in faith and spirit, but be alert to misconceptions,
- emotions: are they able to control, accept others, are repressions in line with the situation, are there emotional outbursts or complete apathy (e.g. distracted smile, excessive cheerfulness),
- Behaviour: temper tantrums, talking too much, attacking, teasing, binge eating,
- the interpersonal factor: how relationships, cooperation and conflicts are,

² Judit Kozma: Social diagnosis. Esély, 2001, no. 3, 61-94.

- the personality of the client: adaptability, emotions, maturity, aggressiveness, assertiveness, tolerance of stress, self-esteem, motivations, self-strength, self-image, i.e. what the overall picture is, etc.
- exploring relevant aspects of the family's life history:
 - the circumstances of marriage: love, compulsion, tradition,
 - the early days of marriage: the hard work of nesting without a honeymoon - did they get to know each other well enough?
 - the birth of the first child and its consequences: in time, before, after, husband-child imbalance,
 - second child: the competition between the first and second,
 - school entry: where to go, whose expectations, what is the child capable of?
 - children's adolescence: parent-child partnership, honesty, friends and family, acceptance or rejection, the impact of cultural and wealth differences, friends, gangs, addictions, neglect, imposition,
 - children's withdrawal: trauma, the importance of finding balance,
 - retirement: immediate or gradual, the degree of activity in old age,
 - old age: losses, summation, loneliness, exploitation, abuse, etc.
- data on family and client functioning:
 - power relations: traditional / modern family: coalitions, rivalries, dominance, control,
 - family structure: scapegoating, role insecurities, responsibility, exaggeration, identity, intimacy, emotional richness,
 - roles within the family: instrumental (money earner, decision maker, administrator), affective (who family members turn to in times of need),
 - family communication: who with whom, not and how? Open-closed, indirect-indirect, vague, confused, contradictory,
 - family relationships: trust/mistrust, ambivalence, predictability, mutual acceptance, avoidance, unpredictability, caring, reciprocity,
 - Myths, legends, rituals in the family, finding out what is behind them,
 - sense of reality: what they could achieve in 2-5 months, 1-3 years - fantasy world,
 - emotional climate: whether pain, tension, aggressiveness, sweeping under the carpet, taboos, warmth, humour, empathy, or shyness, reserve, overheating can be expressed,
 - behavioural control: rigid, inflexible, flexible, insecure,
 - attitude to change and loss: endure, cope, "you can't survive this",
 - the family's ability to solve problems, who with whom, how, what?

It is important to assess during family visits and interviews:

- housing and working conditions,

- income, financial situation,
- clients' legal knowledge,
- learning, training and cultural opportunities.

When mapping the clients' (family's) network of relational resources (ego-map), the following aspects should be considered:

- Collecting data on support supports.
- The function of a social service is often more limited than the case requires.
- The vast majority of cases go beyond the scope of a single institution - inter-professional work between professionals, institutions, professions (health, education, psychology, administration, law enforcement, justice, etc.) will be more effective (e.g.: long-term sick, learning difficulties, victims of abuse, etc.).
- Who, what and how can they contribute to the case work process? It is useful to list.
- What kind of cooperation should be established between them?
- Find out if there are negative systems in the environment? E.g.: overprotective, "repressive" family, drug subculture, workplace.
- It is important to clarify whether sufficient and appropriate quantity and quality of data is available.
- Mistake: not forming a strong opinion in the absence of information.
- Is there an emergency, crisis? Is an immediate emergency response required? Is there a break in any coping skills?
- Linear (cause-effect) and circular (interaction) analysis of the causes of problems.
- Identify needs, define the problem system - problem map
- Goal-setting, alternatives and interventions are clarified by the social worker, first with himself/herself, then with colleagues and then with clients.
- Listing the factors that make problem solving difficult or hinder problem solving.

Aspects and objectives for the preparation of the action plan:

- The elimination of emergency situations, especially in crisis situations, critical emergencies - e.g. evictions, homes without heating, hungry people, suicides, abused people, accident and disaster victims, etc.
- Addressing the different needs (physiological, safety, social, competence, self-actualisation) in a holistic way.
- Not ideal, but striving for a satisfactory equilibrium (family status quo), to achieve the optimum among the negatives.
- It is for the benefit and interest of all clients involved to enhance the positive factors of the helping process.
- Building a natural social network.
- Involve as many people as possible to find a solution - who are the strong backers? Who, what, how do they contribute, achieve this with "third parties" or even with the lawyer?

- Reality - moving towards actionable steps, explaining when what will or will not be effective, why?
- Flexibility - changing actions and relationships "on the fly", e.g. changing the contract or rearranging the conversation space.
- Focusing and prioritising what can be changed: first things that absolutely need to be done, or can be done quickly, e.g. getting the schizophrenic, apathetic patient out of hospital before they get used to an 'overserved' life.

Specific aspects of intervention design:

- o To reach the willingness of the clients, together with them to define the process of intervention - of change - and presumably what the client can do. Mistake: excessive and coercive expectations, unrealistic demands, and if this is not in line with the professionals' helping activities.
- o Outline the intervention objectives and alternatives (their advantages and disadvantages).
- o Explaining how to achieve the goals - what do we need to do to succeed, how do we get closer?
- o Who, when, what and how they do it, planning together in small steps.
- o Outline risks, difficulties

3. "Castaways" game

The aim of the game: to develop cooperation and consensus building

Tools: instruction sheets for individual and group work and photocopies of the tables, writing utensils for each participant

1. The referees distribute the cards to everyone and ask everyone, after reading the description, to rank the objects in order of importance from 1 to 15.
2. When they are ready, we divide the participants into two groups of equal numbers, using a selection method. The game leaders ask them to establish a common order among the objects by consensus within the group. The two referees can give each team some advice on how to reach an agreement (compromise ≠ consensus)
3. Each player calculates the score differences between his own ranking and the ranking of his team, row by row, and adds them together.

Those with a large sum of differences were strongly convergent with the others, and those with a small sum of differences were better able to assert their own views over those of others.

Optional: the referees compare the ranking of the two groups and select two or more objects that the teams have ranked exactly opposite (at the beginning and the end of the ranking respectively). The teams are presented with the two objects selected and asked to give reasons to support their decision. They collect the arguments together, and then two or three members of each team sit down together and try to convince each other of the correctness of their team's ranking. The rest of the team watch as an audience.

Auxiliary materials:

Instruction sheet for individual work

Instruction sheet for group work

Evaluation table

Instructions for the individual task

You are sailing on a privately owned yacht in the South Pacific. A fire of unknown origin has destroyed the yacht and most of its contents.

The yacht is now slowly sinking. Your position in the ocean is undetermined, partly because essential navigational equipment has been destroyed, partly because you and the crew are too busy trying to locate the fire. The only thing you can guess is that you are about 1,000 miles south-southwest of the nearest land.

Here are 15 things that remained intact after the fire. In addition to these items, there is also a serviceable, life-saving rubber dinghy with oars, large enough to hold you and your companions, as well as all the items listed below. Also in the pockets of the survivors are the following items: a pack of cigarettes, a few packs of matches and 5 1000Ft notes.

Your task is to rank them from 1 to 15 according to how important they are to your survival and escape. Number 1 to indicate the most important, 2 to indicate the second most important, and so on, and finally 15 to indicate the least important. Write the results in column 1 of the evaluation table.

Instructions for the group exercise

In this exercise, the group must build consensus. This means that all members of the group must agree on the ranking of each of the 15 items needed to survive, and the result is considered the group's decision.

Consensus is a big challenge. It is hardly possible that everyone will think exactly the same. It is not necessary. Total unanimity is not the goal (although it can happen). Consensus requires that all group members feel that their views have been expressed and understood, and that they can accept agreement as a logical outcome.

Only a decision by consensus means effective delivery! Majority voting, compensation, bartering, voting, coin tossing or any other method of decision bypassing consensus is not allowed!

Evaluation table

	1. individual ranking	Group 2 ranking
sextant		
shaving mirror		
20 l drinking water tank (full)		
mosquito net		
1 crate of food		
maps of the Pacific Ocean		
seat cushion (swimming aid		
8 l oil tank (full)		
small transistor radio		
shark repellent		
10m2 opaque plastic		
1l 80 degree rum		
10 m nylon rope		
2 boxes of chocolates		
fishing equipment		

4. What makes a good helper? brainstorming

The aim is to gather and discuss existing or emerging ideas about good peer helpers in the group, and to relate them to example situations. Introduces the next task.

4.1. Situational exercises in peer support

The situations and problems collected in the brainstorming session will be acted out by the volunteer participants in a situation game, with a strong emphasis on how a peer supportive relationship can be established in relation to the given problem. While one small group plays the game, the others act as observers and note down what they would do in the same way and what they would do differently. At the end of a situation exercise, those who have played the game tell how they felt in their role, what helped them and what did not, and then the observers share their thoughts recorded during the game.

Annexes:

- I. Annex 1: Brain Storming - Handout
- II. Annex 1: Help well - Handout
- III. Annex 1: Project work - Handout
- IV. Annex 1: List of tools

Annex I

For trainers

BRAINSTORMING METHOD - BRAINSTORMING

Brainstorming is a group technique that helps to bring ideas and thoughts to the surface and to harness the creativity and creativity of the group.

The training leader is present as the facilitator of the process:

It raises the topic or task and motivates the group to think. If necessary, she records the ideas (all of them, without exception!). She lays down and enforces rules and, if group members stray from the topic, tries to bring them back.

It creates an atmosphere in which everyone is free to let their imagination run wild, to express their ideas. To do this, it is very important to clarify the rules at the beginning, that no one is allowed to criticise, qualify or evaluate other people's ideas. The better you can get the group active and the more ideas you generate, the better! Group members are free to associate ideas with each other and build on each other's ideas (recycling each other's ideas is not stealing). All ideas have equal importance! By taking this into account, we can also increase openness and acceptance of each other in the group. However, even a single rating can create inhibitions in group members! If this happens, refer back to the rules laid down at the beginning of the exercise!

Annex II

HELP IS ONLY ALLOWED TO HELP WELL!

We need to know what the other person needs and to help them if they need it.

We must respect the other person, their boundaries

We must help in a way that the other person does not feel humiliated

We don't expect gratitude in return for help (the reward for helping is the feeling of having helped)

We do not overstep our own boundaries of competence - we need to know when to refer the person seeking help to someone else (possibly a professional helper) and to know when the helper should ask for help

We can help authentically if our thoughts, feelings and actions are in harmony with each other - the importance of self-awareness, self-reflection

Annex III

PROJECT WORK AID

THE FRAMEWORK FOR PROJECT WORK

At the end of the first 4 contact hours, 6 groups of 5 people will be set up. The students will work on their own projects, reflecting on the contact lesson material, using the chosen tools and methods to work on the topic.

Each group has 2 weeks to work on the project, with the accompanying teacher spending 3 hours accompanying the groups.

A tool for students to use for independent project work:

1. **Research:** looking for the poverty-poverty gap, using data and statistics, and presenting the results in a poster format
2. **Media:** How are poverty and misery portrayed in the media?
3. **Artwork** Search for photos, organise an exhibition at school
4. **Film analysis:** find and analyse a film on poverty, e.g. Brazilians
5. **Visiting an institution:** visiting an institution run by the HCSOM Association in the given municipality or its surroundings, establishing personal contact with the target group of the institution and getting involved in the work of local colleagues by doing voluntary work (e.g. bread-baking in a homeless care institution,
6. **Interviews:** exploring opinions and perspectives and conducting interviews in the students' immediate environment.

CHARACTERISTICS OF THE PROJECT WORK

Project-based education is not new, but its use is not yet common in Hungary. It is a method that requires students to solve a complex problem, and is aimed at solving an actual problem. It requires a variety of activities, not only subject knowledge, but also practical skills, creativity and organisation. It can be organised not only in classrooms and classrooms, but can involve whole classes, or even the whole school.

THE AIM OF THE PROJECT

The aim is always to create some kind of tangible or intangible product, which the creators present at the end of their work. This product can be anything, but it must be something useful, thoughtful, important and useful (a series of photographs, a video film, an exhibition, a play, a model for a better schoolyard, or even a collection of economic terms that will be useful for the next grade).

MONITORING PROJECT WORK

The project method is an autonomous activity based on individual or group work, guided covertly by the teacher. During the activity, there are many unexpected situations to be solved. This kind of spontaneity occurs even in the case of well thought-out planning. But that is what makes the process exciting and creative

GROUP WORK, SOCIAL LEARNING

The task requires students to work in small groups, with each other and in groups. This is not always without conflict, of course. But this is precisely how conflict management, communication and cooperation (co-operative) skills are strengthened.

The methodological steps of project teaching and their characteristics can be outlined as follows:

1. **Identifying the topics:** these are tasks that are related to everyday life and the interests of the participants.
2. **Planning:** designing the process, defining the steps and activity elements that build on each other.
3. **Execution:** this is the phase of active cooperation and the phase that offers the most experience. It is the most active phase of cooperation.
4. **Review:** the results and the product are presented to the public through exhibitions, reports, debates, presentations.
5. **Further development.** Discussing further tasks, possibly initiating and developing a new project.

Changing roles: using the project method, both the teacher and the students are put into new and unusual roles. Students are required to act with a high degree of autonomy and to organise their work. They do not get everything ready from the teacher. They have to work with each other within the small group (since the community - class - works in small groups), but the groups also cooperate with each other. Instead of competition, cooperation must develop towards a common goal. The "field" of activity is also novel, not only in the classroom, and not only in the school. The role of the teacher is also changing, as the 'hidden' leader.

In any case, it remains initially the teacher's responsibility:

- seizing the initiative;
- making students aware of the opportunities;
- encouraging students to try less familiar topics and tasks;
- show rules, techniques to help students group their topic preferences, organise, follow through the planning process, etc.

In really good projects, the teacher has to do a lot of work, which is not just organisational: he or she is also a manager, facilitator and facilitator.

Annex IV - List of tools

What you must take with you:

1. Occasion:

- vignetta - for names
- 2 balls - group juggling
- flipchart paper
- bluetack
- projector
- laptop
- Print the list of applicants for the "Who would you live with?" game
- coloured felt
- Video on poverty in the region
- Handout - Brainstorming
- Handout - Well to help
- Handout - Project work

2. Occasion:

- coloured cards
- post it color
- projector, laptop
- "Take a step forward" - instructions, printed role cards
- flipchart - for brainstorming
- For "Dragon Adventure": 8 shawls and 4 different colours x 2x3 balls (8x3 balls in total)

3. Occasion

- flipchart paper
- coloured felt-tip pen
- bluetack
- projector ,laptop
- "Island" game: printed instruction sheets

4. Occasion

- boatman roles printed
- projector, laptop
- flipchart paper - brainstorming



- coloured felt
- For the "Shipwrecked" game: instruction sheets, evaluation table printed

PART V.

TEMATICS (unit, sub-topic, objective)	TIME (hours)	Method	TOOLS, ANNEXES
V. RUNNING COMMUNITY SPACES			
<p>1. Warm-up Aim: To get in the mood for the occasion</p> <p>Swap game: The participants sit in a circle, the training leader makes statements and, if they are true, they have to swap places with a participant who is also true. Sentences: Swap places with those who drink coffee without sugar. Swap places with those who like to eat Nutella on its own, with a small spoon. People who have dogs should swap places. Change seats for those who are soaked that even their underwear/underpants are wet. Change seats for those who have difficulty asking for help. Swap places with people who know of families who are struggling with serious financial problems. After each sentence, it is worth starting a short conversation with those who felt the statements to be true. Black-and-white-yes-no - Concentration game - Aim: to focus attention, to help you get into the daily programme.</p>	20'	large group interactive	
<p>1.2. Running community spaces</p> <p>Introductory activity: Brain storming: What comes to mind when you think of the word community? What makes a space a community space? Aspects of brainstorming processing: <ul style="list-style-type: none"> - how many positive, negative terms appear - what is the role of the individual in what is said - what is the role of the leader - what community participation means After brainstorming Expert mosaic: Participants work in small groups on the professional material, focusing on a sub-topic, making a poster and presenting that part.</p>	40'	Brainstorming - large group Expert mosaic - in small groups	
1.3 Community needs, community housing, how theory becomes practice	35'	large group, ppt presentation	
<p>1.4 Networking</p> <p>Guiding practice: Participants throw a ball of yarn at each other while sharing three important pieces of information about each other. They then place the ball on the floor, swap places and try to recall the information shared by the person next to them. They then try to roll the ball up again without it getting tangled.</p>	30'	ppt, samkai presentation in large groups, small groups working on a topic	
2. The role of families			
<p>2.1. Clarification of basic concepts What does family mean to whom? Purpose: to explore preliminary feelings, thoughts Dixit cards are displayed and each participant has to choose one that best expresses what they think family means. They then discuss and share their ideas in pairs. Then a small ppt presentation, its joint processing and discussion.</p>	35'	the role of families ppt	
Intermission			
	20'		
3. Individual development plan			
	35'		
3.1. Clarification of the method Technical presentation, followed by a discussion	40'	ppt	
3.2. The process of designing and implementing an individual development plan Working in a group to draw up an individual development plan for a fictitious situation	30'		
5. Closing circle			
<p>Highlight three important ideas from today that were very important to you. Write them down on a post-it note. everyone sticks these thoughts on a flip chart paper, and the trainer sounds them out, groups the similar ones, gives feedback to the group on what touched them the most from today.</p>	15'		

7. Table: Part V. Training Plan

1.1. Running community spaces

Introduction

The Hungarian Maltese Relief Service has been involved in the work of the priority project for the methodological and professional support of the small-area child welfare programmes and, more recently, the integrated regional children's programmes since autumn 2010. From the very beginning, an important part of this work has been the professional mentoring of community centres, community spaces, youth centres and other institutions established in the framework of related projects - "Good little place" community centres, Presence points (hereinafter referred to as community spaces) - which were launched in the previous, small-area and ongoing district programmes. The Charity Service is also committed to supporting the effective functioning of these types of institutions, which operate on a permanent basis and serve the whole or a group of local communities, by developing and publishing methodological materials.

For more than 10 years, the Charity Service has been running integration programmes, called "Presence", to help excluded social groups living in extreme poverty, which have become one of the organisation's most important activities. The programmes, which involve specific neighbourhoods or even whole settlements, now operate in more than 25 locations across the country, from Barcs, Pécs, Tatabánya, Veszprém, Monor, Gyöngyös to Miskolc. The "Presence" method is based on open, proactive, social-community work based on a continuous helping presence and trust. This paper naturally integrates the experience of this long-standing work.

The main aim of this publication is to provide methodological recommendations and professional minimum standards for the operation of these community spaces, which are similar in their focus, aiming at the inclusion of disadvantaged groups with weak community ties and aiming to help them to escape from extreme poverty. The second part of the publication, which is a separate unit, aims to provide methodological support for the professional mentoring of community spaces.

The importance of community spaces

The functioning of community spaces deserves special attention because we believe that they can be effective tools for social inclusion. Unlike many other forms of provision, they have the advantage of being able to reach locally those social groups that are usually immobile in all respects because of their situation. They are easily accessible to the local community not only because of their physical proximity, but also because they provide low-threshold services, i.e. they can be visited by anyone without any special conditions. Another aspect of the effectiveness of community spaces is that they do not just support disadvantaged groups in one way, but provide them with a complex set of tools. This allows the effects of each of these areas to add up and reinforce each other. They are also cost-effective, as they carry out a wide range of tasks with relatively few professionals.

In areas and municipalities where services are typically scarce, these institutions carry out preventive activities and provide basic services that no other actors can provide. Moreover, unlike institutions operating in a more formalised framework, they are able to be flexible and adapt their activities to local conditions and needs. They have a relatively wide margin of manoeuvre in terms of the services they provide, the timetable for their introduction and the specific professional content they provide.

Finally, we would like to draw your attention to one very important aspect. Experience on the ground has shown in many cases that assistance to people living in extreme poverty can only really achieve results if the support and development is not directly targeted at individuals or families, but at the whole community, and only through them. In this case, resources are not fragmented. Indeed, families living in extreme poverty are forced to pursue survival strategies within a community based on the

egalitarian sharing and common use of individually acquired assets.³ As the activities of community spaces are directed at entire communities, their impact can be more lasting. The programmes they organise, the services they provide locally, can make a real contribution to curbing processes of disintegration, and also have a community-building effect, helping to strengthen existing communities and create new ones.

The aims and tasks of community spaces

Just as there are differences in the specific professional activities of each community space, the municipalities in which they operate are not the same. They vary in terms of their location, distance from national and regional centres, accessibility, infrastructure, local accessibility and quality of basic services. In some places, there are a range of services, deprivation is not a common phenomenon in the municipality, but there are no community spaces that specifically provide complex services - recreational, social, mental health, preventive, development, parenting support, etc. - for disadvantaged groups. In other municipalities, on the other hand, social disadvantage is accumulating to the point of social disintegration.

In the latter settlements, unemployment is usually high, the income level of the population is low, and there is territorial, residential, educational and social segregation, sometimes combined with ethnic segregation. Overall, people living in these areas face increasing social disadvantage, while channels of social mobility are becoming increasingly restricted. Their situation is exacerbated by the fact that the health, social, educational and training institutions and services intended to help and support them are often absent from the local area or are difficult to access or of inadequate quality. There are often shortcomings even in the provision of basic public services such as running water, adequate public transport, postal services, etc.

In the case of disadvantaged settlements or parts of settlements with a lack of services, it is therefore worth considering whether the introduction of community spaces can help to remedy existing social problems. It is important that in each case a decision is taken on where it is appropriate to establish this type of facility, taking into account local conditions, conditions and needs.

The community spaces thus created are designed to provide complex services to the inhabitants of the various settlements, responding to their specific problems: providing services that were previously unavailable or difficult to access, and, where necessary, making up for the shortcomings caused by the inadequate functioning of services. They should seek to mobilise the population of the municipality concerned, based on a permanent presence and community-building, and promote the self-organisation of local communities, which can lead to a real empowerment of disadvantaged social groups. In the long term, institutions should also help people to have a better chance of escaping poverty by providing complex services and coordinating initiatives and developments to help local children and families.

Design and subsequent embedding of services

The first step in creating community spaces should be to assess the situation in the locality, local needs and wants. There are many ways of doing this, from organising citizens' forums, questionnaires, visiting families and finding key local people, to organised games or other informal gatherings. It is advisable to reach as many actors as possible and to gather information from as many sources as possible, as this diagnosis will help to determine the type of development needed. It is important to use the tools and principles of community planning throughout the planning process: to seek to inform and involve

³ Ladányi-Szelényi: Changing forms of exclusion pp.105-107; Zsuzsanna Farkas: Community development as a possibility of integration of Roma settlements and Roma communities

the local population (especially the target group), professionals and managers as fully as possible, and to encourage their active participation.

This type of design has several advantages. It ensures that services are responsive to the problems and gaps that are the most pressing and cause the most problems for the population. On the other hand, the needs assessment also provides an opportunity for the professionals involved in the planning process to establish contact with local people, to explain the objectives of the development and to establish personal relations, all of which can contribute to making them open to the new service. As the creation of a new facility can be a divisive process, planning with local people also provides an opportunity to have some discussion before services are launched, so that the acceptance of the community space can be increased early on and the results of joint planning are more likely to be felt by people.

The preparatory phase should also consider what services the community is already prepared to receive and use, and what programmes should be launched later, once the new institution is well established. There may be situations where it is appropriate to start with just a few services and then gradually move towards more complex provision. It is important that the operation of community spaces should always be in sync with local needs and requirements and be flexible to respond to any changes in these. To this end, health checks should be carried out at a later stage of development and services should be rethought and reorganised where necessary.

In terms of reaching out and involving the public, experience shows that it is worth trying to reach people in as many forums as possible.⁴ Of course, this should take into account the habits and characteristics of the local community and whether a similar institution has already been operating in the locality. The new service can be promoted on social networking sites and websites, and leaflets and posters can also be used to inform the public. In some communities, where verbal communication is more important in everyday life, families should be approached in person. This is also important because it allows for direct, personal communication, where any questions that may arise can be answered immediately. Formal and informal groups of local people and professionals who have been working in the area for a long time (family workers, social workers, teachers, NGOs, etc.) can be of great help in reaching families. All these actors, as well as the institutions and organisations in which they work, should also be contacted and informed about the opening of the community space, as they will be the ones to be cooperated with in the future in order to help and involve families. It is important that from the very first moment, the municipal leaders and the representatives of the local middle class are properly informed about the purpose, nature and future operation of the new institution; only in this way can a supportive attitude be achieved. This is important, among other things, because as opinion-forming actors they can greatly help to address and involve local families and communicate to them the establishment, objectives and services of the institution.

The operation of the community space, its programmes and services should be organised with the needs of local children, young people and families in mind. This is a prerequisite for the institution to become an integral part of the life of the community. An important stage in this process of integration is to establish a relationship of trust with families, to get to know their situation, their everyday life and their problems as well as possible. This is made possible by the fact that the staff of the community centre are present in the village almost all week, and are accessible to the local population. It helps to build a relationship of trust if people who visit the community centre feel accepted, understood and empathised by the staff and feel that they are getting the help they need to solve their problems. The same kind of partnership should be sought with local and neighbourhood professionals (family care, social workers, teachers, etc.) and institutions (nurseries, schools, health centres, etc.), since the role

⁴ For more on the methods of engagement, see. Parents in the Children's House p. 146...

of the community centre is to initiate professional cooperation with these players. Inviting local professionals and decision-makers to the various programmes they organise, and regularly informing them about the institution's activities through newsletters and reports, can also help to promote integration.

The professional content of community space services

Community spaces should aim to reach and involve as many groups of the population as possible. This requires them to target their programmes and services to the needs of specific groups. It is important that a comprehensive, long-term professional programme is drawn up in advance, together with a weekly and monthly plan setting out the concrete content of the programme, the timetable and organisation of the individual activities.

Experience of running community centres in Malta shows that the community is reached in the initial period primarily through the children and the programmes that target them. In addition, it is advisable to set up an office service in the form of an information point from the outset, as adults arriving with children usually require assistance with formal procedures, utilities and social transfers within a short time. Reaching out to older members of the community, who can often have a strong influence on the younger generations, can be a great help in reaching families.

An important principle is that the organisation of services to be launched at a later stage should always be preceded by a thorough assessment and planning. As part of this process, new services and programmes should be publicised to families in advance at community forums or other community events. It should be noted, however, that any development or donation that requires a major financial investment and has a fundamental impact on housing conditions can only be implemented in a given municipality if the preconditions for this have already been created through community social work. A poorly calibrated service, launched without taking into account local conditions, can disrupt the life of the community in such a way that it may even make the operation of the community space impossible for a long period of time.

Activities for children under 3 and their families

Community spaces are usually created in settlements or parts of settlements where a number of social problems are present. Often the network of institutions whose task it would be to support families with young children in the upbringing and care of their children is incomplete, lacks capacity or does not function properly. The situation is exacerbated by the fact that parents often grow up and live their lives in environments and circumstances that make it difficult for them to acquire the knowledge that is essential to ensure that they have the conditions and environment necessary for the healthy development of their children. This is why community space programmes for children under 3 and their families have a dual role: to fill in missing or inadequate services and to promote a Safe Start approach.⁵

Programmes should provide family members with adequate information on parenthood and early childhood, and help parents to develop their parenting skills and become more confident and prepared for parenthood. These sessions are not only an opportunity to learn and pass on information, but also to allow parents to work with their children in a setting other than their own homes, in the presence of professionals and with the help of age-appropriate toys and development tools. It would also be useful to organise occasions when children, parents and family members can meet with professionals who are already present in the community (a nurse, family doctor, paediatrician, family

⁵ A detailed description of the Sure Start programme can be found in *From genes to society: the early childhood development landscape*. Sure Start Volumes I. pp. 57-75.

doctor, family doctor) and with those who may be providing early development support (development teacher, psychologist, etc.) as part of a periodic programme. Regular meetings and personal contact make it easier to identify problems affecting children and to give families easier access to services.

The involvement of different professionals, who are otherwise mainly active in their own fields, also provides an opportunity to intensify their contacts and develop professional cooperation in the interests of the target group. One of the benefits of this kind of cooperation is that professionals become more motivated when they feel that they are not alone. In addition, they can bring multiple perspectives to bear on a problem, which can make their work more effective. It is important, however, that interprofessional cooperation is organised, that activities are coordinated, that competence boundaries are clarified and respected. There may even be a written agreement between the institutions on the tasks of the various players and the framework for cooperation.

Programmes for pre-school, school-age children and young people under 25

The social disadvantages in these settlements naturally affect children of pre-school age or older, and young people, determining their opportunities and their future. These children tend to perform less well in public education, need more frequent remedial education, have lower rates of further learning and drop out of school earlier than their better-off peers. Parents in most cases lack the competences to effectively support their children's progress in the public education system, and the institutions and services that are supposed to help children and young adults often lack the specific expertise, capacity and accessibility to address the problems.

Accordingly, programmes should be set up in community spaces to support children's progress in the education system, help them to continue their studies and prevent them from dropping out of school. Since the problems mentioned above are essentially the result of disadvantages arising from the social situation of families, the focus of development activities in institutions to support children's progress in pre-school and school should not be on the transmission of lexical knowledge or the repetition of curricula. Instead, programmes that take account of individual characteristics and needs should focus on competence and personality development, language and communication education and the acquisition of learning methodologies.

In parallel with programmes to support school progress and further learning, this age group should also be given appropriate support in choosing a career. Children and young people living in disadvantaged settlements are often physically isolated from the outside world, less likely to travel to other settlements and larger cities than their more advantaged peers, and have less direct experience and information about a social environment other than their own. It is important, therefore, that the various community space programmes - training, counselling, visits to training and workplaces - provide them with adequate information on the types of training and opportunities available in their area or further afield, on jobs available on the labour market, and with personalised help at different stages of their career choices.

These children and young people usually have less access to information on life skills, leisure activities and are less likely to participate in organised cultural or sporting activities. Partly as a result, they are more exposed than average to risk factors such as alcohol, drugs and prostitution. If a community space is created in a municipality, there are many opportunities for this age group to spend their leisure time in an organised, safe and accepting environment. It is possible to involve children and young people in activities which they would otherwise rarely have the opportunity to participate in, which provide them with lasting experiences and in which their development and education take place almost unnoticed. Art, music or creative activities boost their self-confidence, sports programmes teach healthy lifestyles and have a powerful community-building effect, thematic activities and workshops develop their cooperation skills, and so on. In addition to community programmes, they should be offered advice and information on cultural events, sporting activities, educational

institutions, employment, social services, etc., or typical problems of their age - mental health, psychology, life management, etc. In many places, drug and alcohol abuse, or even prostitution, is not just a sporadic phenomenon but a serious problem. In these municipalities, it is recommended that programmes for primary, secondary and tertiary prevention should be set up, taking into account local conditions and needs.

Programmes for parents of young people

Community spaces should also address parents, who also face many social disadvantages. Some of the houses in the communities concerned do not have running water, and families do not have washing machines, making it difficult for them to wash and clean. It is therefore important to ensure that the facilities for washing and cleaning are available.

In addition to providing basic services, the programmes offered by the institution should also target other family problems. To support parents in finding employment, sessions should be organised to provide information on training and job opportunities available, job search techniques and concrete help to find and keep a suitable job.

What we said earlier about children and young people's life skills and leisure activities also applies to their parents, of course. Therefore, it is important that adults have access to basic information on the various services, benefits, access to institutions, etc. that can help them to organise their children's upbringing and family life. Sometimes, parents lack the necessary household and/or financial management skills, due to a lack of family patterns, and find it difficult to manage their already scarce financial resources. Therefore, the institution should also provide services to improve household and financial management skills and to help them settle any debts they may have accumulated.⁶

In addition to this, parents should be given the opportunity to spend their free time in an organised way, taking part in various cultural or sporting events and leisure activities.⁷ As well as providing recreation, these types of events can have a significant community-building effect over time, helping to bridge the gaps between different social groups and foster a sense of belonging. The resulting community may be able to transmit norms to its members.

⁶ For more on the possibilities for competence development among parents, see. With parents in the children's house p. 228...

⁷ For a more detailed description of the practice of organising and running community events, see Parents in the Children's House 368.p...

Volunteering

In the process of community building, the mobilisation of local activism and the organisation of volunteering among the population can play an important role. Involving local people in the planning, organisation and delivery of community space programmes, and in the management of institutional tasks, can have many positive benefits for the community and individuals. By mobilising local resources, community spaces can increase their capacity to reach more people, and voluntary activity can also mobilise and strengthen local solidarity. As for the people involved, volunteering is likely to boost their self-esteem and, by becoming involved with the institutions, they will gain knowledge and skills that they can use both in their own lives and for the benefit of the community as a whole.

Catering

As far as possible, community spaces should also provide some form of meals for children and young people participating in various daytime activities. This typically involves the preparation and consumption of a communal snack or lunch. Meals are important not only for the sake of adequate nutritional intake, but also for other reasons. It is also an opportunity to develop the eating habits of those who come to the institutions - washing their hands, using cutlery, sharing food at the table, etc. - and to promote healthy eating. Preparing meals together also gives children and parents the opportunity to try out and learn different kitchen activities. The organisation of meals can be combined with the creation of a kitchen garden in the institution, where staff can grow fruit and vegetables together with local people.

Operational framework

Availability of the service

Whatever the community space, the fundamental question is where to locate the facility within a given municipality. The choice of location should always be based on local needs - especially the needs of the target group - and on the local conditions. If possible, the service should be located in an area where social disadvantage is most concentrated. This typically means segregated neighbourhoods, but it should be borne in mind that the development of such areas is not always justified. There may be some areas of segregation - e.g. wastelands, neighbourhoods with unsafe buildings - where the problems are such that they cannot be addressed by the introduction of this type of service. Another important principle is that development should not reinforce segregation.

The exact location of the facility should be chosen to ensure that it is within reach of the target group and that it can be safely approached on foot or in a pushchair. The building should be designed to ensure easy access for all.

In addition to physical accessibility, it is also necessary to ensure that all social groups have effective access to community space. Not only must the institution not "select" between members of different groups, but it must also actively seek to involve as many residents as possible and operate in an integrated way.

The building

When designing community spaces, it is important to consider whether they are to be set up in a property owned by the operator of the institution or in a rented property. Both options can have advantages and disadvantages. If the institution is located in a rented building, the owner's consent will be required for any renovation or conversion, which may slow down the process, and the maintenance costs will be shared, as the owner will have to bear part of them. In the case of renting a property, it is important that the parties put in writing exactly who has what rights and obligations, who is responsible for maintenance, who pays the overheads, who provides the major equipment, etc. The acquisition of an owner-occupied property may require a one-off major investment, but the

operators of the institution may try to obtain some kind of subsidy from the local authority, for example to cover overheads.

When choosing and adapting the building, care should be taken to ensure that it does not overly contrast with the houses in the village, so that locals do not feel alienated when they enter. The internal spaces should be designed to accommodate the following functions: a foyer for changing and winter clothes, a reception area for clients, a separate office, two activity rooms for small and large children, a kitchenette, a water closet and a storage room for large equipment. It is also useful to have an enclosed courtyard adjacent to the building, where outdoor activities can be organised and people can meet and chat with locals in a more informal way.

Opening hours

The opening hours of the community space should be determined taking into account the current regulations, in such a way that they best meet local needs and conditions and can be flexibly changed if necessary. It is important to ensure that the opening hours of the service are coordinated with the operation of the various public education, educational and cultural institutions, so that children and parents can access the service even when they are otherwise engaged in other activities, which in many cases are compulsory. Community space must also respond to different needs at different times: families obviously have different schedules during school holidays, so it is advisable to plan longer opening hours at school and at weekends, when more people can potentially be reached by the programmes.

Personnel and material conditions

Community spaces are a complex professional activity combining elements of pedagogy, social work, youth protection and community development, which requires a professional qualification for both the manager and the staff. It is therefore recommended that the professionals working there should have one of the following higher or postgraduate qualifications: teacher, social pedagogue, social worker, social policy expert, psychologist, mental health worker, child and youth protection counsellor, community animator, cultural organiser. Because they work with people, their work requires more than just the right skills. They need to have the personal characteristics and competences that enable them to meet the many challenges they face in their daily work. The ideal professional is balanced, reliable, empathetic towards others, tolerant, patient and helpful. In addition, they have interpersonal, organisational and problem-solving skills, the ability to manage conflict and, where appropriate, to make decisions autonomously.

However, to be effective, you also need the local knowledge and experience of a local staff member. A colleague who is familiar with the characteristics of the settlement, its typical conditions and families, and who is accepted by the community, can be a link to the local people, can help to address and involve them, and can also contribute greatly to identifying the root causes of problems. It is important that they are open-minded, communicative and able to work as part of a team.

You also need the right furniture, equipment, toys and other tools to run a community space. These should be selected in accordance with the relevant regulations, taking care to ensure that the items are of good quality, safe to use, able to withstand increased use and able to perform a variety of functions in line with the complexity of the service. When furnishing interiors, care should also be taken to ensure that the premises do not give the impression that someone has come to an official function. Not only are homely rooms more attractive, they also set a good example for families. When choosing the equipment, it is useful to use the list of tools in the "Good Places" methodological guide to community centres.

The institution should also be provided with basic equipment, which is often not available to families with young children, and which can be made available to them on a loan basis. Such equipment could include a cot, a baby carrier, a pram, a breathing monitor, etc.

Documentation

Accurate documentation of activities is needed to monitor the operation of community spaces, to account for the use of the funds allocated for their maintenance, and to organise and coordinate the professional work carried out in the institutions. An institution's documentation system may consist of several elements. Daily activities and the number of users may be recorded in a turnover logbook, while major events may be recorded in an event logbook. An attendance sheet should be kept for events and activities organised by the community spaces, and a case sheet should be kept for social work with individual families. Where appropriate, for example in the case of a large and/or dispersed housing estate, the location of the families in contact with the institution can be indicated on a map.

Effectiveness and improvement of services

A well-functioning community space that can reach out and engage local families can, over time, be a catalyst for many positive changes in a community. If the local community becomes accustomed to the presence of the service and starts to use it regularly and safely, the institution will have soft effects that can play a role in overcoming social disadvantage in the longer term.

The general experience of community spaces is that they are able to attract younger people over a longer or shorter period of time, and thus far fewer people are left loitering on the streets without a useful activity or organised programme. Moreover, among regular visitors to the institutions, positive changes in behaviour and hygiene habits are generally observed. After a certain period of time, these effects can usually be felt outside the walls of the community, in nurseries, schools and on the streets of the municipality, which can contribute to improving the relationship between the most disadvantaged groups and the relatively better-off.

Community spaces that work really well and are popular with the population also have the potential to activate local people, involving families in the organisation and/or delivery of programmes. They also provide an opportunity for people to volunteer to help in the work of the institution. All of this helps to build a community of regular visitors and to create an environment that can be the starting point for civic initiatives with a community-wide impact.

Community spaces can have an impact on the relationship between the population and social, educational and health institutions, as well as on the sectoral institutional system itself. In many cases, they can also reach groups of the population which have not previously been in contact with any support organisation or where the intensity and depth of the contact was not sufficient for the seriousness of the problems involved. As well as providing assistance to these families and individuals, the community spaces themselves seek to link them with the relevant organisations so that they can access appropriate care. In this way, they promote and encourage cooperation, exchange of experience and the development of professional communities between the various actors, which is an important step towards more effective problem-solving.

If we want to judge the functioning of a community space and seek answers to where it is in the process detailed above, it is worth considering and trying to answer the following questions:

- How many people regularly attend the institution? Do you manage to attract the most disadvantaged families? Do the most deprived and the relatively better-off families tend to use the facility and participate in programmes together?
- How wide is the range of services offered by the institution? Does it provide all the care and services that are needed locally?

- Does the community space have regular, meaningful contact with institutions and professionals that help the target group?
- Is there any regular or occasional civic activity, volunteer work related to the community space?

Answering these questions is not only a way of measuring how well a community space is functioning, but also how well it is contributing to the life of the community. It also provides an indication of the changes needed to strengthen the professional work of the institution and improve the service.

1.2. Settlement needs, community centre

Opportunities, constraints, rights, history in community social work



The subjects of social work

- The decaying layers
 - People living in poverty, misery
 - People who need extra care because of their age, lack of ability, homelessness, psychiatric illness
- The majority society
 - Professionals, legislators
 - The outcasts
 - The possible helpers

Who do we work with?

- **With individuals**
 - Low skilled
 - Demotivated
 - Problems (substance abuse, depression, health problems, livelihood crisis)
- **With families**
 - families with multiple problems, social, health, lifestyle, labour market, family tensions
 - single parents with children

Who do we work with?

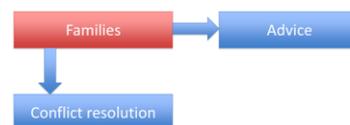
- **With communities**
 - there is no community in that geographical location,
 - exists but is tired,
 - exists and wishes to promote its interests



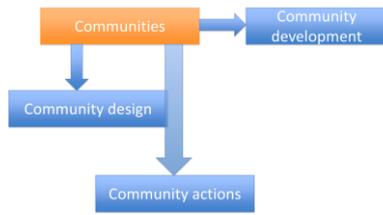
How do we work?



How do we work?

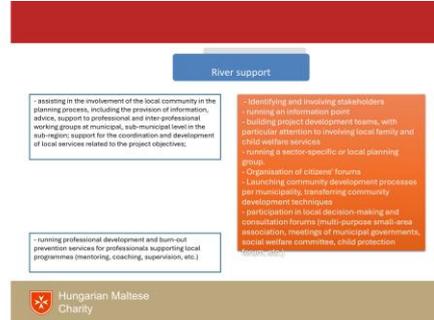
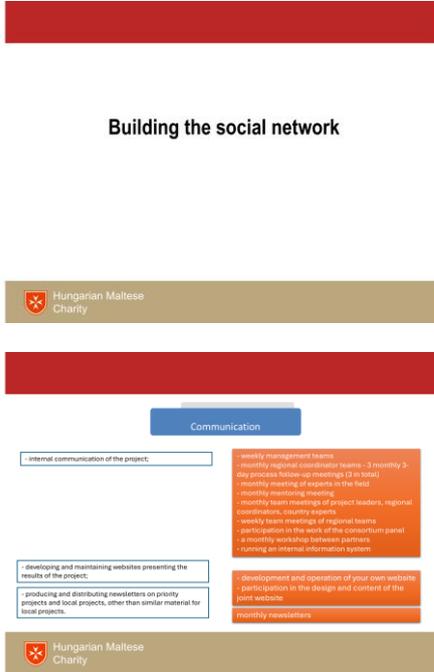


How do we work?



3. Figure: Presence and social work

1.3. Building the social network



The benefits of networking



The network (network)

groups of people, young people and organisations that are formal or informal **a chain of resources, skills, knowledge and shared or transmitted** between individuals for.

The activities of the network may be limited to helping members of the network or - **multiplying other individuals outside the network**, the living conditions of organisations and groups improve or help you to get information

Source: The Glossary of Youth Work - Association of Youth Workers Methodology, Debrecen, 2008

Types of networks

- **Level 1** - simple exchange of information, no mutual expectations, easy to get in and out of the network. We call this level an **information network**. This is clearly more suited to networks based on common goals.
- **Second level** - exchanges of experience and joint projects, informal coordination is established and common but unwritten rules of cooperation are created. We call this network a **coordination network**.
- **Third level** - precise coordination of activities, common standards for activities, written rules for cooperation between partners. We call this network a **cooperation network**.

The above are three forms of partnership, not degrees. It all depends on the needs of your organisation. Partnership is a process, so it is changing, flexible and alive.

At the same time, the distinction allows us to position ourselves in a network development process and to define what we want to change.

Source: Network evolution and development Written by Pavel Jordan

Network creation levels

- Level 1 - Formation**
- A. Developing a common framework for action
- Formulating common values and ways of working
 - Agreement on principles and forms of cooperation
- Level 2 - Development/Development**
- B. Setting objectives and orientations
- the establishment of a centre to coordinate network activities and development
 - Develop mechanisms for promotion, training and development of the network
 - Setting up membership criteria - adding (and removing) members
- Level 3 - Permanent activity**
- C. Building and maintaining a well-functioning network of partners - structures and activities
- Develop mechanisms for coordination, cooperation and information exchange
 - Monitoring the quality and effectiveness of the work of the network and its members

What is needed to make our network successful?

- Equal partners
- Shared responsibility for the network's activities
- Neutrality of the initiator
- Non-self-serving networks
- Clear common principles



What is stopping us from building our network?

- The network is seen as a tool
- Nervousness about cooperation
- Difficult cases, troublemakers
- The unclear principles



Spider project

Advantages:

- more than 80 youth workers in the region
- Everyone benefited
- Our office has made many new contacts, many of whom are regular participants in our programmes

Disadvantage:

- Shared mailing list not working
- No coordination
- It is difficult to find the motivating factors for everyone
- ??Top-down initiative??



Multiplier network

- Common point: YIA
- voluntary
- Regular meetings, workshops
- Shared mailing list (active)
- Courses, seminars, building on each other - based on joint planning! Rodso, Study trip, 3 applications...
- Everyone is equal
- We have (or will obtain) the funds needed for development



Difficulty:

- Staff turnover
- Individual or organisation?

eurodesk

Eurodesk Network

- Common point: FC, ED (YIA)
- Contract (with conditions, obligations, benefits)
- Limited number of organisations per region
- Financial support for the programmes

What is important...

- Have one or more common points of interest
- Top-down initiative???? Coordination (e.g. youth officers)
- Sustainable relationship(s) - be relevant to all (motivation) - volunteering
- It's good to dream...BUT - securing the necessary financial resources
- Strategy..plans...for the long term!
- visibility
- **Recognition** (inside-outside)
- Profiting
-

4. Figure: Building the social network

The role of families

"The role of families in communities.

The family system, The role of children in the family.

Tools for engaging with parents and ways to involve them in supporting communities

The importance of an individual and family development plan

The dangers of dropping out

Questions on kindergarten education"

To access

Design, annexes

The theme of the event:

Task plan proposal for the education and training area

Annexes

Helps to prepare individual development plans, family visits - to get to know children/students in the family

Toolkit for selecting areas for the development of key competences

Resources to help you get to know pupils in public education

Task plan proposal for the education and training area

Target group	Target	Posted on	Terms and conditions	Partners to be involved, collaborations
Child in public education (kindergarten) aged 3-6	<ul style="list-style-type: none"> Strengthening the link between family and nursery Ensure regular attendance at nursery school, reduce absenteeism Providing early development where needed Reaching school age at 6 years 	<ul style="list-style-type: none"> Cooperation with the family to ensure the conditions for kindergarten (appropriate socialisation, necessary equipment, clothing, etc.) Developing common habits (No double parenting!) Tracking absences from kindergarten, reducing unjustified absences Carry out necessary screening tests If necessary, early intervention, involving professionals (psychologist, development teacher, specialised service, etc.) Individual group development, working with kindergarten teachers to achieve school readiness Cooperation agreement with the kindergarten, teachers 	<p>HR:</p> <ul style="list-style-type: none"> Psychologist, nurse, development teacher, specialist service worker, support assistant as necessary <p>Material</p> <ul style="list-style-type: none"> Room for development, screening, equipment, computer, etc. Room for meetings, workshops Providing access 	<ul style="list-style-type: none"> Kindergarten Family support Specialist service, educational counsellor Expert committees Network of psychologists Network of midwives Child benefit programmes Sure Start Children's Houses Schools Other NGOs
Pupils of compulsory school age aged 6-16	<ul style="list-style-type: none"> The pupil's fulfilment of compulsory education Prevention programmes Reducing attrition Reducing the number of failures Career guidance assistance 	<ul style="list-style-type: none"> Working with family and school to fulfil compulsory education Cooperation with the school in preventing the drop-out and failure of pupils living in the settlement, primarily in the individual development of pupils (competence development, catching up, talent management, etc.) Tracking school absenteeism, reducing unjustified absences Developing social competences with professionals Preventing vulnerability, promoting social inclusion 	<p>HR:</p> <ul style="list-style-type: none"> Involvement of psychologist, nurse, development teacher as necessary <p>Material</p> <ul style="list-style-type: none"> Room, equipment, computer, etc. for development and screening. Room for meetings, workshops 	<ul style="list-style-type: none"> Primary school Secondary schools Family support Specialist service, educational counsellor Expert committees Network of psychologists Network of midwives POK Schools Other NGOs

Target group	Target	Posted on	Terms and conditions	Partners to be involved, collaborations
		<ul style="list-style-type: none"> • Career orientation assistance (self-awareness training, competency assessment, career development, etc.) • Cooperation agreement with the school, teachers 		
Pupil attending a public education institution over 16 e	<ul style="list-style-type: none"> • Career guidance assistance • Reducing attrition • Reducing the number of failures • Helping you to complete your studies 	<ul style="list-style-type: none"> • Cooperation with the school in preventing pupils from dropping out, failing, completing their studies, especially in the individual development of pupils (competence development, catching up, talent management, etc.) • Tracking school absenteeism, reducing unjustified absences • Support for taking final exams • Support for further education, employment • Cooperation agreement with school, teachers, employment centres 	HR: <ul style="list-style-type: none"> • Psychologist, development teacher, IT specialist as necessary Material <ul style="list-style-type: none"> • For development activities, room, equipment, computers for developing pupils' digital competences, information, etc. • Room for meetings, workshops 	<ul style="list-style-type: none"> • Secondary schools • Employment centres • College • Family support • Specialist service, educational counsellor • Expert committees • Network of psychologists • Schools • Careers advisers • Employment centres • Examination centres • Other NGOs
Young adult leaving the education system aged 16 and over	<ul style="list-style-type: none"> • Returning young people to regular schooling. • Providing alternative routes to qualifications • Helping labour market and social integration. 	<ul style="list-style-type: none"> • Survey of young people's competences • Increasing their motivation • Developing young people's competences, especially digital and social competences • Identifying evening and correspondence schools close to the area, second-chance schools, establishing contacts • Career guidance assistance • Cooperation agreements with schools, training centres, employment centres 	HR: <ul style="list-style-type: none"> • Psychologist, development teacher, IT specialist as necessary Material <ul style="list-style-type: none"> • For development activities, room, equipment, computers for developing pupils' digital competences, information, etc. • Room for meetings, workshops 	<ul style="list-style-type: none"> • evening and correspondence schools • Second chance schools • Specialist service, educational counsellor • Expert committees • Network of psychologists • Schools • Careers advisers • Employment centres • Examination centres • Other NGOs

8. Table: Task plan proposal for the education and training area

Annexes

Helps to prepare individual development plans, family visits - to get to know children/students in the family

Environmental data

- Mother, occupation, education
- Father, occupation, education
- Are the parents married? Do they live together?
- Who is the child's legal representative in the event of divorce or separation?
- Number of siblings living with the child, age (sibling, half-sibling)
- Apartment/house size, number of rooms, comfort level
- Number of people living in the dwelling or in the same household, degree of relationship (e.g. grandparents, siblings, relatives)
- The social situation of the family, based on factors that can be assessed and observed during the visit (e.g. furniture, clothing, furnishings, etc.)
- Do they receive family support or social benefits (e.g. municipal or parish benefits) or other cash or in-kind benefits?
- What material conditions are provided in the property for the harmonious development of the child's personality (e.g. a room of their own, objects and equipment for playing, learning and relaxing)?
- Brief description of the student's personal space
- Other environmental data, notes, comments

Characteristics of the child, his/her position in the family

- Does the parent have a pedagogical, psychological or other expert opinion on the child?
- The child's daily schedule, rhythm of life, habits (e.g. learning, eating, rest, leisure activities, extracurricular activities, etc.)
- Interests, favourite activities, leisure activities
- The individual needs, characteristics and habits of the child
- The family atmosphere, the child's general mood and emotional state (emotional security provided by the family, the way emotions and emotions are handled, the expression of emotions, the child's joys and fears, etc.)
- Goals in the family (common goals/objective drift)
- Parents' child-rearing habits (e.g. asking, rewarding, punishing, motivation for school work)
- Finding out the reasons for the student's possible absence from school (in particular, unexcused absences)
- Parents' attitudes towards the child (how they talk about him/her, some of his/her habits,

- What are the family's views and attitudes towards learning (do they value knowledge and learning, do they value the student's success at school, do they want him/her to continue learning)?
- Satisfaction with the pupil's progress at school, and the reasons for repeating the year,
- The child's relationships with close and distant family members and peers
- Family division of labour (duties, tasks, expectations)
- Leisure activities, weekend activities, sports
- Characteristics of health awareness in the family

Resources to help you get to know pupils in public education

a) Data on the pupil

- Full name of the student:
- Name of the institution:
- Institution's registered office (address):
- Status linked to residence
 - live locally
 - entrance
 - college student
- Year of the student in the 2016/2017 school year:
- Does the pupil have an expert opinion of a special educational needs (SNI) committee?
yes/no
if yes, based on the expert opinion -
 - disabled
 - sensory (visual, hearing) disability
 - mentally handicapped
 - speech impaired
 - with multiple disabilities
 - has autism spectrum disorder
 - has another mental disorder (severe learning, attention or behavioural disorder)
- Does the pupil have an expert opinion from a committee of experts on the existence of a disability (BTMN)? **yes/no**
if yes, based on the expert opinion -
 - has integration difficulties
 - has learning difficulties
 - has behavioural difficulties
- Is the student a private student? yes/no

If yes, the reason for the private student status:

- Data on grade repetition
 - Has the student repeated a grade? yes-no
 - If yes**, how many times?
 - If yes**, in which year group?
- Is the student at risk of dropping out? **yes/no**
- Total **number of lessons missed** in the 2016/2017 school year:

From

 - confirmed:
 - unjustified:
- Does the pupil participate in organised extra-curricular activities? **yes/no**

If yes, the nature of the occupation

- study room
- classroom
- catch-up session
- tutoring
- workshop
- other, namely:

b) Social situation, economic background

- The pupil is a severely disadvantaged pupil
- The pupil is disadvantaged
- The student is protected
- The student adopted into a family
- The pupil is temporarily placed
- The student is followed up
- The pupil receives after-school care
- Total monthly income of the person living in the same household as the student (HUF/month)
- Number of persons living in the same household as the student (including the student)

Other information

- Does the student have his/her own computer/tablet that is used only by him/her? **yes/no**

- If not, where can you work on a computer?
 - at home, on a machine used by others
 - in school
 - in the library
 - by email
 - other, namely: free text
- If the student has his/her own computer, does he/she have access to the Internet? **yes/no**
- How often does the pupil play sport (excluding daily physical education)?
 - do not do sport
 - per day
 - weekly
 - less often than weekly
- A student's hobby:
- Does the student use the services/support of other organisations (civil, religious, cultural, charitable)? **yes/no**
If so, which organisation

3. Individual development plan

The theme of the event:

The aim of the individual development plan

Principles of the Individual Development Plan

Methodology of the Individual Development Plan

The process of developing and implementing an individual development plan

Laying the foundations for case work

First interview and situation assessment

Preparing a plan

Implementation, Closure

The aim of the training guide

The target group of the **complex programmes aimed at the** elimination of segregated living situations are Roma and non-Roma individuals and families living in settlements, settlement-like housing, segregated areas, with multiple disadvantages, low or outdated educational qualifications, typically with social and financial problems, but the programme also provides services for the whole settlement

to help disadvantaged individuals and families⁸ to catch up and integrate into the community of the settlement.

The immediate target group are disadvantaged people aged 16-54 living in a segregated area and their families, for whom an individual and family development plan will be prepared during the project. **The indirect target group** are the people living in the segregated area, for whom no individual development plan will be prepared during the project, and the rest of the inhabitants of the municipality.

The aim of complex programmes is prevent intergenerational disadvantage by ensuring that the people involved are members of families where the different programmes can help the whole family to catch up. The programme will support the preparation of the individuals and families concerned for housing and housing maintenance outside the segregated area, as well as for those living in new housing.

The key to the success of programmes aimed at the integration of people living in settlements and settlement-like living environments is the continuous and professional presence of social workers, including activities related to mentoring and facilitation.

The **Presence method** is a way of providing access to various community-social and, building on this, other services such as education, health, etc., to excluded social groups living in deep poverty, for whom this has not been possible for a long time, based on open, proactive, ongoing social work based on presence and trust. The aim of Presence is to create a community of people living in these socially atomized places, to initiate small and large-scale developments adapted to the situation of the given slum, to create a bridge between the majority society and the people living in the slum, to stand by the people living in the slum, to consider them as human beings, and to enable the community of the slum to face the challenges it faces on its own and to be able to take up and manage its own problems⁹

The aim is to build a trust-based, equal partnership with people living in the slums in the implementation of the settlement programmes. This requires a presence-type of social work, so that professionals can really understand and plan supportive/assisting interventions in the life of a community, they need to be present in the area on a continuous basis, working with them to find ways out of the problems they face.

After a review of the local context, the indirect and direct target group will be mapped, the participants and their families will be met through personal meetings, family visits and interviews. The Star Cherhaj Service Houses and Points are an indispensable element of the work in the area of the segregation. It is also a base for the social workers involved in the project, providing a quality physical space and a safe environment for individual evening care, group and community social work.

The tools needed for Presence cannot be limited to social work alone; the development of each individual slum requires a complex approach. After initial confidence building, it also includes the identification and implementation of necessary health, education, housing or even employment interventions (improvements). A social diagnosis, based on the personal relationships, community acceptance and inclusion and trust structures developed in the first phase of the Presence, is

⁸ **Family:** the basic unit of society, a group of people closely related to each other. A family is a small group of people living together, whose members are linked either by marriage or civil partnership (even if not registered) or by descent, in other words by blood (or, exceptionally, by adoption).

⁹ "Presence"- a Roma integration for integration developments laying the foundations for social work with excluded communities, in segregated areas - Hungarian Maltese Charity Service, 2013

developed and built up in the minds of the social workers building the Presence in each settlement. Moving forward, a series of developments based on this diagnosis will certainly involve not only social work and social services, but also other public services, from child protection to employment, involving more and more professionals. As no other actor with development capacity is still present in the life of the excluded community, except the social worker implementing the Presence, he or she needs to be aware of the various educational, health, housing and employment alternatives that can be adapted to the situation - a team of experts around the Presence programme seems to be a workable solution. The activity of the social worker who represents the presence programme is essential even after the various developments have been launched, since he or she cannot leave the life of the settlement community, cannot give up the socio-relational capital he or she has built up, and must remain a bridge between the majority society and the people living in the segregation, and must be equipped with the necessary competences to guarantee the targeting of the individual activities, the coherence and appropriate timing of the developments.¹⁰

Case work is essentially a problem-solving process. The role of the facilitator is assigned when the individual, in the course of his or her social adjustment, is confronted with problem situations that he or she cannot cope with.

Coping difficulties may be due to the following shortcomings:

- lack of resources,
- lack of information, knowledge or misunderstanding or lack of recognition by the client,
- emotional or physical barriers, lack of energy,
- emotional, emotional flooding, high tensions lead to disintegration,
- internal psychological difficulties, hidden, unconscious conflicts (neurotic inhibition, inability to make decisions),
- lack of problem-solving strategies (lack of organised thinking).

Accordingly, the task of case work is to help the client to deal with these difficulties more effectively.

The framework for case work:

1. Contact: committed-voluntary, motivated-unmotivated client
2. Exploratory directions/methods: physical, mental and emotional present, environment; family and other networks/network analysis, interview
3. Objectives, change, realistic directions for implementation: short, medium and long term, concrete, successful, measurable objectives, contract and agreements, criteria for cooperation, resource mobilisation and mobilisation, feedback,

¹⁰ "Presence"- a Roma integration for integration developments laying the foundations for social social work excluded communities, in segregated areas - Hungarian Maltese Charity Service, 2013

motivation (pro-social tools), exploration of alternatives (desires and real possibilities), action and feedback.

4. Closure, feedback: evaluation of the learning process, results achieved, stabilisation of autonomy.

Intervention focuses and techniques:

- Establishing a helper-client relationship; tension reduction, ventilation. Interview, facilitative conversation.
- Encouraging activity, strengthening problem-solving strategies (Self-affirmation techniques).
- Examining the objective-subjective elements of a problem (clarifying questions, feedback, comments)
- Thinking through the available evidence, breaking down the problem into its elements. Realisation.
- Delimitation of alternatives, task units. (Summarising, synthesising, "brainstorming")
- Decision-making process. (Choice, expected consequences)¹¹

The **aim of the training guide** is to enable social workers who are case managers in local projects to prepare a sound situation analysis and relevant plan in their work, thus ensuring a coherent approach, the practice of presence-type social work and the success of implementation.

The aim of the individual development plan

AN INDIVIDUAL DEVELOPMENT PLAN is a planning document of a process that affects the whole person. The development plan contains the starting point, the objectives and the task plan for the period of implementation.

The task plan includes a description of the area to be developed, the tasks to be carried out and the implementers and contributors. It shall also include the expected results, a document demonstrating implementation and a timetable for evaluation. A task plan based on realistic objectives, with the active involvement of the individual, will set out the steps to be taken to achieve the objectives.

It is important to emphasise that ideally the focus should move from development to progress, from a commitment to development to an interest in the individual. The individual is an active and responsible participant in the design of the individual development plan, a specific element of person-centred support, and in the monitoring of its implementation. In reflecting on himself/herself and his/her individual needs, he/she shapes the individual development plan for him/herself; he/she participates responsibly in defining his/her own development path, development goals, evaluating the achievement of these goals, with the guidance and support of the social worker. In the process of preparing, implementing and rethinking the individual development plan, the individual's assessment and self-reflection develop.

¹¹ Éva Pataki: Social *casework* with unemployed people in:
http://www.3sz.hu/sites/default/files/uploaded/pataki_eva_-_szocialis_esetmunka_munkanelkulekkel.pdf

Principles of the Individual Development Plan

- Development is a complex activity that builds on existing competences and strengths.
- Development is based on the individual's developmental needs, adapted to the individual's prior knowledge and pace of development, and tailored to the individual's needs.
- The individual development plan is preceded by information about the individual's emotional state, previous school history, academic achievements, socio-cultural situation, housing, friends, possible health problems, whether he/she has a job, how long he/she has been unemployed, etc.
- The individual development plan should involve all persons who could potentially cooperate as supporters from the point of view of the individual.
- The individual is an active participant in the design and assessment of the individual development plan.
- What is related to the individual's interests and what the outcome direction is for the individual is paramount in the individual development plan.
- The individual development plan provides a basis for analysis and evaluation, which can be used to identify further development directions and thus ensure continuity.

Methodology of the Individual Development Plan

Planning is a conscious intervention to influence activities. Development-oriented planning requires innovation and strategic thinking. On the one hand, it is a management tool for those responsible for shaping a given activity, and on the other, it is an activity that must take account of the activities of all those involved in shaping the processes.

Based on planning experience, the following aspects should be taken into account:

- strengthen the partnership,
- include regional specialities,
- not be too general,
- include value choices, corner points,
- the areas of intervention must be identified.

Content requirements for development plans:

For the Strategic Programme:

- identifying and prioritising long, medium and short-term objectives,
- an indication of the possible actors involved in the implementation and the range of contributors,
- a description of the implementation mechanism,
- to identify possible resources for development,

- define criteria and indicators of the programme's effectiveness, and show the impact of the interventions,
- the definition of cooperation and information exchange.

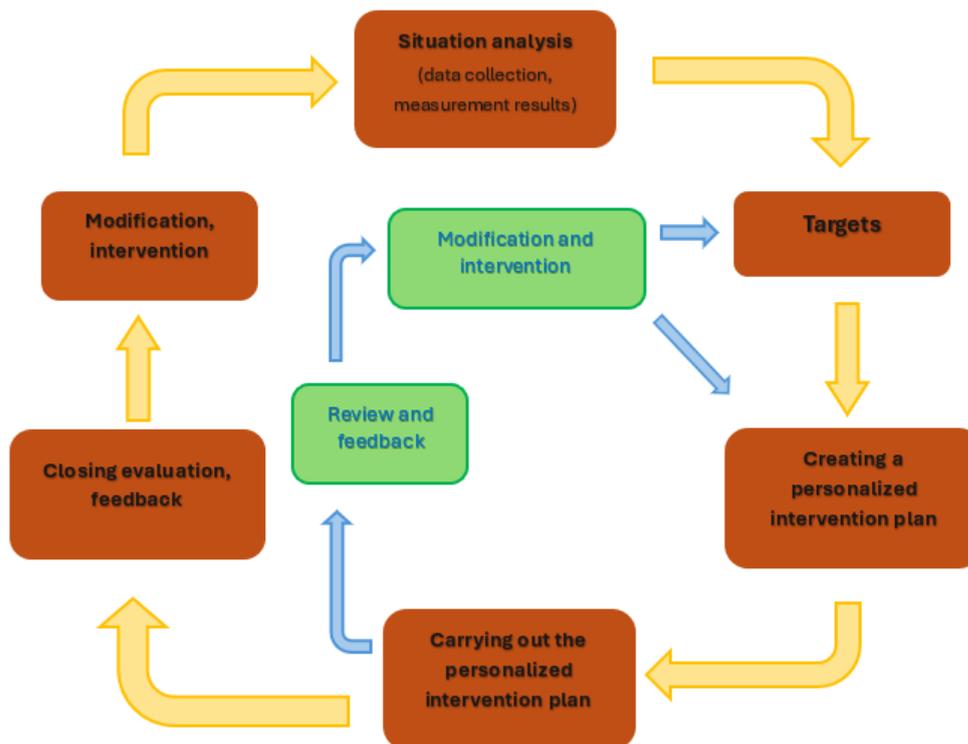
Operational Programme:

- the definition of each task,
- prepare a timetable,
- Identifying who is responsible,
- indication of sources,
- the method and conditions of implementation,
- effectiveness testing, evaluation.

For individual and family development plans:

- identifying and prioritising long, medium and short-term objectives,
- prepare a timetable,
- Identifying who is responsible,
- indication of sources,
- the method and conditions of implementation,
- effectiveness of testing, evaluation.

3.2. The process of designing and implementing an individual development plan



5. Figure: designing and implementing an individual development plan

Laying the foundations for case work

Period: from the conclusion of the grant contract until the 3rd month

Goal: To establish a systems thinking and presence type of social work that ensures successful engagement of the colony, the foundation for collaboration and effective intervention and sustainable change.

Criteria: one social worker can provide care for up to 30 target group members with an individual development plan.

Activities

- Situation analysis and exploration,
- Study of the relevant strategic documents (MNTFS II, Policy Strategy on Settled Housing 2014-2020, Local Equal Opportunities Programme) and tender documents (call for proposals, annexes, Community intervention plan).
- Clarify long-, medium- and short-term objectives and related tasks,

- Partner network survey, partner map,
- Familiarisation with the target area, field visits, contacts with the target group and potential partners.

Both target group members and the community must be prepared for implementation. In the first phase, in parallel to the confidence-building and networking work of the social worker, the involvement and activation of local actors in the settlement is carried out, and cooperation is established with the settlement's institutional network, business and NGO organisations, churches, local/county/national Roma self-governments and other potential partners (assistance and support service providers, health and educational institutions, etc...)

First interview and situation assessment

Period: from the conclusion of the grant contract until the 3rd month

Goal: To develop a personal relationship with the target group members involved. To establish a relationship of trust and case management.

Situation analysis

The process of situation analysis (baseline situation, identification of development needs), data collection → analysis, interpretation/interpretation/ → findings, evaluation

Information about the individual

First of all, we aim at a complex situation assessment (diagnostic). We try to collect as much information as possible about the individual, so that by systematising, analysing and interpreting it we can make evaluative statements and get a picture of his or her developmental needs.

Knowing the individual effectively

Talking, listening, personal attention, observation (emotional state, self-esteem, habits, preferred activities, motivation to learn, ability to cooperate, physiological abilities, etc.), trust, emotional bonding, data collection (life history, socio-cultural situation, housing, interests, etc.)

Initial situation

It is of particular importance to have accurate information about the current state of the individual (social development, cognitive components of the personality, etc.) In this phase, we are informed about the development of the individual's competences, for example.

Activities:

- Self-representation and presentation of the social service provider/institution,
- First interview: joint situation analysis and problem identification.

Important during the first conversation(s):

- identify the stages of the life cycle of people living together and the challenges they face;
- identify the problem areas of interactions that require intervention;
- identify vulnerable zones in children's development, such as communication disorders and role deficits;
- hypotheses about the problems of the couple or parents living together;

- to find out if there are other family members at risk;
- determine whether the family contributes to or is able to counteract the child's disorders;
- plan the most promising way to intervene.

Preparing a plan

Period: from month 3 to the end of month 6 (milestone 1)

Aim: The aim and expected result is that the entire population of the settlement will have access to skills and knowledge that will promote their advocacy skills, employability, and facilitate the necessary lifestyle and life style changes. Meeting the basic hierarchy of needs of the families living in the settlement is a prerequisite for the success of the other sub-programmes. This requires a development plan to be drawn up and scheduled.

Practices, aspects:

The following criteria apply to the EFOP 1.6.2 project. The requirements of the different schemes are described in the annex.

- The direct target group is people aged 16-54 living in disadvantaged neighbourhoods affected by the project developments. The following individual development plans must be drawn up for the persons participating in the programme in the slum area:
 - o for a slum of less than 300 inhabitants, at least 80% of the population aged 16-54,
 - o For slums of 301-500 inhabitants, at least 60% of the population aged 16-54,
 - o For a slum of between 501 and 1000 inhabitants, at least 40% of the population aged 16-54,
 - o For slums of over 1000 inhabitants, at least 25% of the population aged 16-54.
- A minimum of 20% of target group members should be involved in housing investments (EFOP 2.4.1 project) - this should also be taken into account in the planning process.
- At least 75% of the target group members of working age involved must be in training. 60% of those trained must successfully complete the training with a certificate.
- At least 30% of the target group members of working age should be screened!
- The target group members of working age involved must have been continuously employed (employed, publicly employed, self-employed, self-employed, self-employed, self-employed, farmers or otherwise in receipt of earned income) for at least 3 months within 3 years of the start of the individual development plan, with a minimum of 15%.
- A maximum of HUF 2 million can be spent per target group member!
- individual development participant * up to HUF 2 000 000 = project (amount can be spent on both direct and indirect target groups)
- Meeting the basic hierarchy of needs of the families living in the settlement is a prerequisite for the success of the other sub-programmes. Only by meeting the basic minimum can we continue to build.

- A so-called family development plan is a mandatory annex to the individual development plan of each target group member, which provides for the treatment and solution of problems arising from family members living in the same household, with special attention to problems that hinder the development of children.
- In a systemic approach, the whole family must be supported to ensure the effective integration of the individual.
- Individual development plans for people under 16 are not eligible on their own, but they must be included in the development.
- To define the objectives, use the table entitled Objectives of the Hungarian National Social Inclusion Strategy II - Results expected from the implementation of complex programmes to tackle segregated living situations. The table contains the objectives defined in the Hungarian National Social Inclusion Strategy II, the corresponding objectives of the complex programmes for the eradication of segregated living situations, the mandatory activities and the expected results of the implementation of the programmes, and provides professional recommendations for their effective implementation. The general objectives should be translated into development plans at individual level. E.g. skills and competences development programmes (e.g. to overcome individual problems that hinder employment, to help people to participate in training), to prepare people for employment, training, work socialisation activities based on the individual development plan.
- The development objectives must be matched with appropriate human resources, either within or outside the project (social worker, family support service, local authority, psychologist, doctor, development teacher, etc...)
- The intended results should be in line with the project objectives and respond to the client's problems (among the planned project elements, it is necessary to think about which elements and methods will be used and how they will be coherent to achieve the objectives).
- All the points in the task schedule should be included in the case studies.

Activities:

- Situation analysis (problem tree, environmental assessment and ecomap)
- Objectives

Goals are set according to the individual's potential. Sometimes the individual may not have a goal or a vision, in which case we can use guiding questions to help them formulate it, with particular emphasis on short-term goals. It is also important to explore what personal qualities (behaviour, diligence, will, responsibility, etc.) can be shaped as a short-term goal to achieve medium- or long-term goals.

Formulating and recording the individual's long, medium and short-term goals

Criteria for the objectives:

- o the strengthening of the will to develop
- o based on the individual's interest
- o taking into account the limits of development
- o SMART objectives, i.e.: specific, well-defined; measurable; achievable, attainable;

relevant; time-bound

Many conversations about goals can help an individual to get to know themselves better and find their goal if they don't already have one. In collaboration with the individual, the main direction of development is defined as a joint undertaking, by comparing the results of the situation analysis and the goals.

Identifying priority areas for development

- o what we consider to be the most important, the most important things to improve

Identification of non-priority areas for development

- o indicating further directions for development
- Goal setting,
- Cooperation agreement,

The grant applicant must conclude a cooperation agreement with the target group members to be involved, in which the implementer specifies the services to be provided to the target group member within the framework of the project and the target group member agrees to cooperate and participate in the project (the cooperation agreement is attached as Annex 6 to the Call).

- Task definition,

Break down areas for development into specific tasks:

- o breaking down the journey to the goal into small steps,
- o agreement with the individual about the development process (who does what, what they undertake, what they will do; what the social worker's direct development work is, what the individual does as the 'main actor'),
- o developing a framework for cooperation,
- o promoting and deepening cooperation between the individual and his/her environment.
- Identify system levels, resources (external and internal),

Taking stock of the other participants and contributors to individual development:

- o work-sharing planning,
- o tasks coordinated by the social worker but carried out with the help of others.

When planning these activities, please think about who could be your allies, who can you work with (within and across sectors)? In practice, there are many cases where the social worker tries to help beyond his/her strengths and takes on tasks that may be beyond his/her competence. It is recommended that you make a list of possible external resources when planning

- Identify realistic, achievable expected outcomes,
- Expected results,

Expected results may include:

- o values, beliefs, emotions, attitudes, motivation, task-orientation, perseverance, communication, self-esteem, self-confidence, cooperation, life management models,

alternatives;

- the individual becomes more open/balanced;
- behavioural improvement;
- successful graduation.

- Scheduling,

Scheduling, preparing a timetable:

- the schedule of tasks, the time needed (for the whole development period and for each development phase)
- determining the sequence of development activities (sequencing)
- planning the timing and time of evaluation, feedback, back-testing and control tests
- setting timeframes for cooperation

If time allows, it is worth creating a Gantt chart to use graphical elements such as bars and arrows to show activities and their dependencies, and to track how changes in one activity affect other activities.

- Contract

A contract is an agreement between the helper and the client, which must be in writing. It includes the goal to be achieved and the interventions to be used. It is based on reciprocity and partnership.

Elements of the contract:

- setting objectives and priorities (problem formulation)
- formulating specific objectives (problem directions);
- the roles of facilitator and client (who does what to achieve what);
- time factors (number, frequency, duration of expected meetings);
- the sequence of intervention steps (the order in which problems are solved);
- Identify participants (potential actors);
- the helper's workplace (timetable, rules of behaviour to which the client adapts).

What should we keep in mind when signing a contract?

1. Is there a common point we can work on?
2. What changes would you be happy with?
3. What changes would you like to see?

The goal should be:

- - *simple*, clear, realistic, hopeful,
 - - be important to the family, a common goal,
 - - fall within the competence of the helping professional,
 - - positive substitute behaviour should be the goal,
 - - formulating goals: descriptively, in behavioural terms. Sequence, break down into sub-goals.
 - It makes sense to choose the one that is the quickest and easiest to reach.
 - - the aim is to start a new behaviour, not to end an old one,
 - - if we were to reach the target, how it would affect whom, we need to think about that.
4. It is the responsibility of the facilitator to keep and maintain the direction!

Implementation, closure

Period: from 7 months - project closure +6 months aftercare + 6 months follow-up

Practices, aspects:

When preparing individual development plans, particular attention should be paid to preparing the target group member for appropriate housing, including integrated housing.

- All the points in the timetable should be included in the case studies.
- The summary should be explained in each IDP.
- All documents should be signed in the appropriate place. The signature should not be on a separate page at the end of the document, i.e. where the signature is placed, there should also be a follow-up table.
- Aftercare, follow-up until 6 months after the completion of the individual development plan.
- The Individual Development Plan and the Family Development Plan will **be reviewed at least every three months**, but may be **reviewed** more frequently if justified. During the review, the achievement of the goals and sub-goals, the adequacy and results of the development activities are examined, and the development directions, interventions and activities may be modified.

The effectiveness and achievement of the objectives of both the individual and the family development plan **should be evaluated at the end of the project** to measure the positive results of the programme and to assist social workers in the maintenance and follow-up period. The monitoring period lasts for 1 year after the closure of the project.

Activities:

- Implementation of individual and family development plans,
- Family visits 2 times a month,
- Review of plans, preparation of partial summaries,
- Evaluate the plans and redesign if necessary,
- Aftercare, follow-up and documentation.

Suggested order

on the completion of the sub-documents of the mandatory document "Individual Development Plan" (Annex 1) supporting the case work:

- **Personal data (Annex 1.1)**

By filling in the table, you can organise the most important personal data about the individual.

- **Environmental Assessment (Annex 1.3)**

You must complete the neighbourhood survey per family member. the number of neighbourhood surveys is the same as the number of family members indicated in Annex 1.

- **Family data 1 (Annex 5)**

By filling in the table, you can organise the most important personal information about your family, which will make it easier for you to work with family members later on. The table may include information on persons: living in the same household/joint property/ collectively considered as family members/related by blood and participating in family life.

- **Problem tree (Annex 1.4)**

The purpose of the problem tree is to look for causal links based on the information obtained during the environmental assessment, which will reveal the problems the family is facing and provide a basis for formulating the objectives of the development plan.

- **Ecomap (Annex 1.6)**

The ecomap shows the family's network and reflects the institutions and organisations with which it is in contact.

The map can be continuously expanded and added to, because initially it is possible that not everyone will be listed. The location in relation to the family reflects the strength, intensity, necessity and influence of the relationship between the institution and the family.

- **Individual development plan (Annex 1.2)**

It is designed for the adults involved in the project, for whom development activities will be formulated during the implementation of the project. The content of the development plan will be drafted with the individuals and signed by the individual and the case manager.

- **Family Development Plan (Annex 1.5)**

The family development plan only includes the family members for whom a development activity will

be formulated during the implementation of the project. the content of the family development plan is formulated together with the individuals and signed by all family members concerned and the case manager (in the case of minors, the signatory is the guardian)

- **Individual Development Plan Review (Annex 1.8)**

The individual development plan will be reviewed at least every three months, but more often if necessary and justified.

- **Individual Development Plan Assessment (Annex 1.9)**

The effectiveness and achievement of the objectives set out in the Individual Development Plan should be evaluated at the end of the project, thus making it possible to measure the positive outcomes of those who have left the programme, and also to help social professionals in the maintenance and follow-up of the project after its closure.

- **Review of the Family Development Plan (Annex 1.10)**

The family development plan will be reviewed at least every three months, but more often if necessary and justified.

Documents to be filled in periodically:

- **Records of contacts with the family (Annex 1.6)**

The register will record the date, purpose and method of all transactions and activities with the family, and will be kept continuously after the inclusion in the programme until the end of the maintenance period and the end of the monitoring obligation. It is recommended that family visits take place at least twice a month during the project implementation period and are documented.

- **Family visits (Annex 1.7)**

It is recommended that family visits take place at least twice a month during the project implementation period and are documented.

- **Case transfer (Annex 1.12)**

This document must be completed, for example, in case of a change in the case manager. It is intended to provide the case manager with all the necessary information about the development activities with the family so far. It is essential that a personal introduction of the new case manager to the family takes place.

- **Case discussion (Annex 1.13)**

A case discussion is necessary if the case manager encounters a problem in the course of working with the family and wishes to take into account the opinions and suggestions of other professionals.

- **Individual Development Plan Review (Annex 1.8)**

The individual development plan is reviewed at least every three months, but more often if necessary and justified.

- **Individual Development Plan Assessment (Annex 1.9)**

The effectiveness and achievement of the objectives set out in the Individual Development Plan should be evaluated at the end of the project, thus making it possible to measure the positive outcomes of those who have left the programme, and also to help social professionals in the maintenance and

follow-up of the project after its closure.

- **Family Development Plan Review (Annex 1.10)**

The family development plan will be reviewed at least every three months, but more often if necessary and justified.

- **Family Development Plan Assessment (Annex 1, No 11)**

The effectiveness and achievement of the objectives set out in the family development plan should be evaluated at the end of the project, thus making it possible to measure the positive outcomes of those who have left the programme, and also to help social professionals to maintain and monitor the project after its closure.

Case documentation (contents of the case folder):

- Table of contents,
- Fedlap,
- Case study (no mandatory annex)
- Personal data (Annex 1.1)
- Individual development plan (Annex 1.2)
- Environmental Assessment (Annex 1.3)
- Problem tree (Annex 1.4)
- Family data (Annex 1.5)
- Ecomap (Annex 1.6)
- Family Development Plan (Annex 5)
- Records of contacts with the family (Annex 6)
- Family visit (Annex 7)
- Individual Development Plan Review (Annex 8)
- Individual Development Plan Assessment (Annex 9)
- Family Development Plan Review (Annex 10)
- Family Development Plan Assessment (Annex 11)
- Case transfer (Annex 12)
- Case discussion (Annex 13)
- Cooperation agreement to participate in the project,
- Declaration (on the taking and use of photographs), (no mandatory annex)
- Screening treatment consent form (among other aids)
- Aftercare sheet, (no mandatory annex)
- Other: certificates, CVs, documents proving employment, appointment, employment contract, adult education contract, correspondence from clients and family members, applications, documents relating to housing and financial support, expert opinions... etc.)

- If the cooperation is terminated, a document should be drawn up.

It is recommended that the paper documentation relating to the individual is collected in a folder, in the form of an individual portfolio, so that the individual can see and follow his/her own development process. An individual folder to track progress is not an unnecessary administrative burden, although it may seem so at first sight. The collection of information and individual products is also useful because it is the basis for the regular analysis of data and the formulation of a positive message in the form of a developmental evaluation that is understandable to the individual. The IDP, modified along the lines of the feedback, is also included in this folder.



Annex 1

INDIVIDUAL DEVELOPMENT PLAN

WHICH HAS BEEN PREPARED FOR THE (PROJECT ID) NUMBER

(NAME OF PROJECT)

PROJECT IN THE MUNICIPALITY OF (XY)

PERSONAL DATA

(ANNEX 1)

FILL IN THE TABLE TO ORGANISE THE MOST IMPORTANT PERSONAL DATA OF THE INDIVIDUAL

	NAM E	NAME OF BUSINES S	PLACE AND DATE OF BIRTH	ANYJ A NEVE	PERMANENT ADDRESS	PLACE OF RESIDENCE	EDUCATIO N LEVEL	EYE. IG. NUMBER	TAJ NUMBER	AVAILABILIT Y
1	Mrs Zoltán Mint a	Complex Aranka	Budapest, 15.09.197 6	Star Red star	Komplexfalv a, Csillagház u. 18.	Komplexfalv a, Csillagpont u. 116.	8 general	111222K A	11122233 3	06/30 518 2773

9. Table: Personal data

INDIVIDUAL DEVELOPMENT PLAN

(ANNEX 2)

THE INDIVIDUAL DEVELOPMENT PLAN IS DRAWN UP FOR THE ADULTS INVOLVED IN THE PROJECT, FOR WHOM DEVELOPMENT ACTIVITIES WILL BE FORMULATED DURING THE IMPLEMENTATION OF THE PROJECT. . THE CONTENT OF THE DEVELOPMENT PLAN IS DRAWN UP WITH THE INDIVIDUAL AND SIGNED BY THE INDIVIDUAL AND THE CASE MANAGER.

Individual name	Long-term goal	Short-term goal	Short and long-term housing targets (can be completed on the basis of EFOP 2.4.1 project)	Name of development activity	Partners (who will contribute to achieving the short-term goal)	Scheduling	Risks	Expected result
Mrs Zoltán Minta	Creating financial security through income-generating activities,	Market-oriented vocational training	e.g. new rental housing renovation installation of a prepaid meter	cook training	Training is provided by staff of the institution, case managers, etc.	The training lasts 10 months (2016.09.-2017.06)	Absence from training due to health problems, loss of motivation, etc.	obtaining a certificate as a chef
		Developing individual and peer competences		personal development, self-awareness training, active participation in community events	trainers, case managers, NGOs, event organisers, local government, church, etc....	Training sessions last 30 hours (07-08/2016). Participation in community events ongoing	disinterest, passivity, integration difficulties	The individual becomes an active member of the community, open to learning new things, self-confidence is boosted
		promoting labour market reintegration		communication and labour market training, job fair	employers, trainers, case managers, local government, etc.	The trainings are 50 hours long (2017.07-08)	employer bias, lack of motivation, etc.	The individual becomes a prepared worker with the right skills to find a job.

10. Table: Individual development plan



ENVIRONMENTAL ASSESSMENT

(ANNEX 3)

The content of the development plan is drawn up in consultation with the people concerned. The individual development plan also includes a personal data sheet, the environmental survey, which must be completed for each family member. It contains information on the family situation, housing, housing facilities, income, employment, education, training needs, everyday problems and difficulties of the person concerned. It asks questions about the client's resources, support system and community network that can be engaged. It also assesses strengths and weaknesses, opportunities and risks. It includes the timing of activities, partners, expected outcomes and risks.

THE ENVIRONMENTAL ASSESSMENT MUST BE COMPLETED FOR EACH FAMILY MEMBER. THE NUMBER OF ENVIRONMENTAL ASSESSMENTS IS THE SAME AS IN THE CASE 1. THE NUMBER OF FAMILY MEMBERS SHALL BE THE SAME AS IN ANNEX 1.

Name:

Name at birth:

Mother's name:

Place of birth:

Date of birth:

Identity card number:

Taj number:

Permanent address:

Residence:

Highest level of education:

Whether you can prove that you have the highest level of education:

Contact by phone:

1. Data on marital status:

Family status:	<ul style="list-style-type: none">• Unique• Life partner relationship• Married• Divorced• Widow
----------------	---

Number of children (persons):	<ul style="list-style-type: none"> • 0 • 1 • 2 • 3 • More than 3:
Information for children:	Children's names, ages

2. Data on housing:

Title:	<ul style="list-style-type: none"> • Own property • Municipal rental housing • Sublet • Compassionate home-user • Compulsive home-user • Other tenants with unresolved tenure
Number of rooms:	<ul style="list-style-type: none"> • 1 • 2 • 3 • More than 3:
Condition of the property ¹²	<ul style="list-style-type: none"> • excellent, like new • in good condition • average • in worse than average condition • poor condition • romos • life-threatening

3. Data on the equipment and comfort level of the dwelling/house:

In the apartment you will find:	<ul style="list-style-type: none"> • Bathroom suitable for use • WC with water flush • Washing machine • Cooking stove suitable for cooking • Refrigerator • A separate bed for everyone
Availability of public utilities:	<ul style="list-style-type: none"> • Piped drinking water • Electricity • Mains gas supply • Sewer • none available
Are there any utility services provided?	<ul style="list-style-type: none"> • Yes:..... • No
Does the household have any utility debts?	<ul style="list-style-type: none"> • Yes:..... • Amount owed in total and per service provider: • ... • No
In the case of a utility debt	<ul style="list-style-type: none"> • debt settlement has started • a debt settlement has been agreed, but the instalments are not paid • debt settlement is not possible
Does the household have any other debts (e.g. to a financial institution or individual)?	<ul style="list-style-type: none"> • Yes • Total amount owed and by main elements: • ... • No
Is there an enforcement procedure for a debt?	<ul style="list-style-type: none"> • Yes, specifically: ... • No

¹² The condition of the property can be compared to the average of the municipality.

4. Data on income situation, employment:

The amount of monthly net income per person in the household:	<ul style="list-style-type: none"> • Below HUF 10.000 • Between 10.000-15.000 HUF • Between 15.000-25.000 HUF • Over HUF 25,000:.....
Where does the household income come from?	<ul style="list-style-type: none"> • From permanent employment, nature and amount: • Casual employment, nature and amount: • From public employment, the amount of: • Child entitlement benefits, type and amount: • Pension-like benefits, amount: • Other social benefits, type and amount:

5. Data on training opportunities:

What training courses have you attended in the past 3 years? ¹³	
What kind of training would you like to attend?	Name of the training or interest.
Would you take part in training to improve your situation?	<ul style="list-style-type: none"> • Yes • No
Can you undertake training that is not provided in the municipality?	<ul style="list-style-type: none"> • Yes • No

6. How often per week could you attend training?

- One session a week
- 2-3 times a week
- 4-5 times a week

7. Do you have a bank account in your own name?

- Yes
- No

8. What problems in everyday life do you and/or your family have difficulty solving?

- Lack of money
- Poor housing conditions
- Disease or disability, specific (who affected, what disease, what care needed: ...
- Childcare
- Debts
- Other:.....

9. What do you see as the cause of the problems?

- Lack of job opportunities

¹³ List of all training courses organised on the open market, by the Labour Centre and the István Türr Training and Research Institute, as well as training courses organised under EU or national budget grants.



- Discrimination, discrimination
- Loan against Uzorak (interest-bearing money)
- Isolated living environment
- Low educational attainment
- Other:.....

10. Are there people around you who can help you solve your problems?

- Yes:.....
- No

11. What institutions, organisations, associations, foundations, etc. are you involved with?

- Municipal government
- Child welfare and family support services
- Educational institutions.....
- Government Office
- Health care institutions.....
- Roma National Self-Government
- Church.....
- Police
- Penitentiary institution
- Party watchdog
- NGO.....
- Other:.....

12. What changes in your family and personal life are you striving for?

- Getting to work
- Learning, training
- Achieving better housing conditions
- Education of children
- Other:.....

13. What are you willing to do to achieve change?

- Active cooperation with local government
- Participation in Community programmes, involvement in the organisation of Community programmes
- Participation in employment
- Contact the Labour Exchange (registration)
- Attendance at training courses, seminars



- Active participation in improvements in your neighbourhood
- Family budget balance and debt monitoring
- Supporting children's studies
- Other:.....

14. Do you need help to make changes?

- Yes:.....
- No

15. If you had the opportunity to receive free screening in your area, would you use the service?

- Yes
- No

16. What improvements do you consider necessary to improve the quality of life in your neighbourhood, to create a nicer, more liveable environment?

.....
.....

Comment (observation, addition):

.....
.....

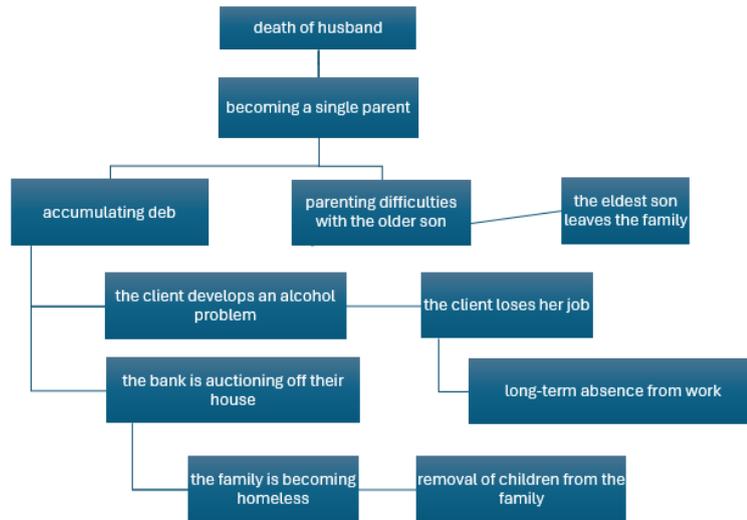
Date:

Signature of case manager Signature of family member (guardian in case of minor)

PROBLEMS

(ANNEX 4)

The purpose of the problem tree is to look for causal links based on the information obtained during the environmental assessment, which will reveal the problems the family is facing and provide a basis for formulating the objectives of the development plan.



6. Figure: Purpose of the problems

The following case study is for information only, to help you understand the problem tree: 3 years earlier, Mary was happily married with her husband and three children. Although they did not live in prosperity, the parents did their best to ensure a happy childhood for their children. But an unfortunate short-lived serious illness caused the death of Mary's husband. The whole family was devastated. Mary then had to face the daily problems of single parenthood. The older son, Antal, who was almost grown up, had always been influenced by his father, but after the death, Mary could not cope with Antal's temper and stubbornness, which led to many quarrels. Antal found it hard to tolerate his mother's regular drinking, neglecting the upbringing of his younger siblings, and left the family, and to this day Mary has no information about Antal's whereabouts. Because Mary regularly consumed alcohol before and during her working hours, her bosses dismissed her. The family had a history of debt, but this was not a problem for the family's livelihood. However, when Mary lost her job, the debts piled up. They became so large that the bank foreclosed on their house. With nowhere to go and no relatives or close friends, they became homeless, and Mary's two young children were taken away from her. Later, a friend took Mary in. The acquaintance lives in the slums of the settlement. He allowed Mary to register at their address and stay with them occasionally in exchange for doing chores around the house.

FAMILY DATA

(ANNEX 5)

By filling in the table, you can organise the most important personal details of the family, which will make it easier to work with family members later. The table may include data on persons: living in the same household/joint property/ collectively considered as family members/related by blood and participation in the family life

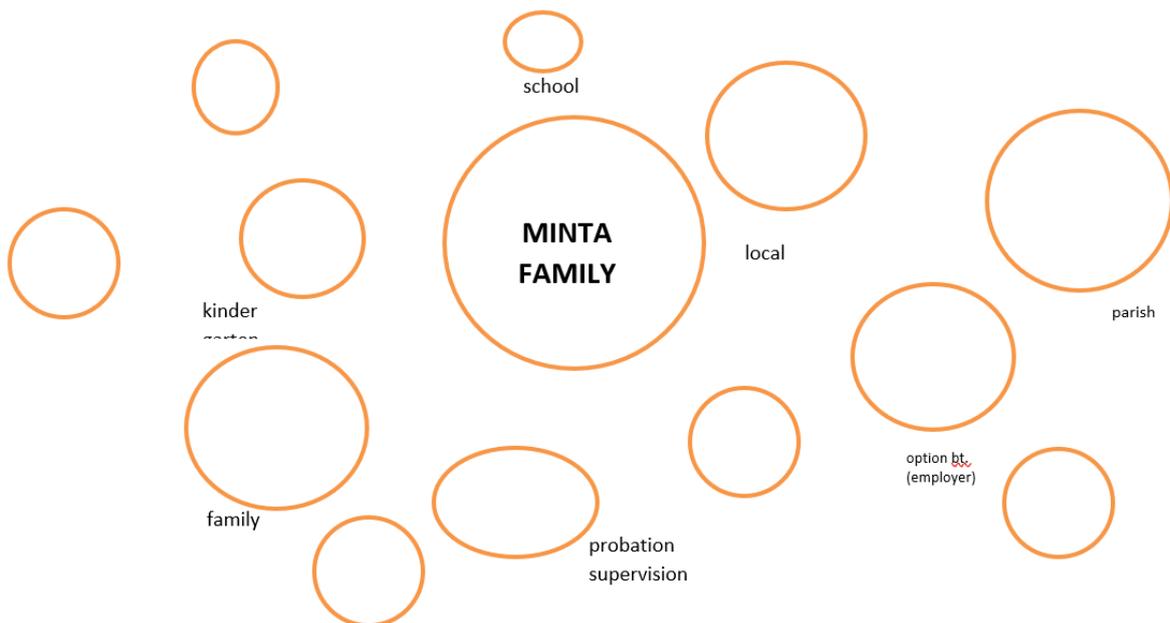
	NAM E	NAME OF BUSIN ESS	ROLE IN THE FAMI LY	PLACE AND DATE OF BIRTH	ANY JA NEVE	PERMAN ENT ADDRESS	PLACE OF RESIDENC E	EDUCAT ION LEVEL	EYE. IG. NUMB ER	FOR CHILDREN, THE NAME OF THE EDUCATIO NAL ESTABLISH MENT	TAJ NUMBE R	AVAILABI LITY
1 .	Mrs Zoltán Minta	Complex Aranka	mother	1976.09.15	Star Red star	Komplex alva, Csillagház u. 18.	Komplex alva, Csillagpont u. 116.	8 general	11122 2KA		111222 333	06/30 518 2773
2 .	Ferenc Sample											

ECOMAP

(ANNEX 6)

Mapping **the family and its social network. Systems theory approach and analysis** (natural supports, the wider family system and its functioning, neighbourhood, friendships, workplace relationships, institutional supports, social institutional supports, old and new resources: existing and missing relationships). The aim is to select those individuals who **are capable of facilitating change**.

The ecomap shows the family's network and reflects the institutions and organisations with which it is in contact. The map can be continuously expanded and added to, because initially it is possible that not everyone will be listed. The location in relation to the family expresses the strength, intensity, necessity and influence of the relationship between the institution and the family.



Procedure: you can ask the client, but also the whole family. It covers a method for determining the place of the nuclear family in the wider family and community, the impact on the family and the **resources available**.

It provides a pictorial representation of where bonds and tensions occur within a family, who supports whom. It provides a picture of **the emotional and material resources of the family**. The ecomap should be completed at the beginning (initial) and at the end (final) phase of the case work, for comparative analysis - **changes in the family's internal-external relationships**.

FAMILY DEVELOPMENT PLAN

(ANNEX 5)

A so-called **family development plan** is a mandatory annex to the individual development plan of each target group member, **which provides for the treatment and solution of family problems that hinder the development of the children, especially those of the family members living in the same household**. Social, child welfare, community development, education, training, health and labour market services, including the use of existing local services, should be provided to people living in the slum area, planned in a separate but interdependent way. Social work in the slum requires **close contact with** the families, and it is necessary to visit the families at least twice a month during the project implementation period.

Only the family members for whom a development activity will be formulated during the implementation of the project are included in the family development plan. The content of the family development plan is formulated together with the individuals and signed by all family members concerned and the case manager (in the case of minors, the guardian is the signatory).

Name of family member	Long-term goal	Short-term goal	Housing targets	Name of development activity	Partners (who will contribute to achieving the short-term goal)	Scheduling	Risks	Expected result
Mrs Zoltán Minta	Creating financial security through income-generating activities	Market-oriented vocational training		cook training	Training is provided by staff of the institution, case managers, etc.	The training lasts 10 months (2016.09.-2017.06)	Absence from training due to health problems, loss of motivation, etc.	obtaining a certificate as a chef
		Developing individual and peer competences		personal development, self-awareness training, active participation in community events	trainers, case managers, NGOs, event organisers, local government, church, etc....	Training sessions last 30 hours (07-08/2016). Participation in community events ongoing	disinterest, passivity, integration difficulties	The individual becomes an active member of the community, open to learning new things, self-confidence is boosted

		promoting labour market reintegration		communication and labour market training, job fair	employers, trainers, case managers, local government, etc.	The trainings are 50 hours long (2017.07-08)	employer bias, lack of motivation, etc.	The individual becomes a prepared worker with the right skills to search for a job .
Ferenc Sample	Continuing your studies in a secondary education establishment	Completion of grade 8		tutoring, career counselling, regular participation of the mother in reception classes				
		reducing school absenteeism		regular family visits, psychological counselling,				

case manager Family member-1

Family member-2

Family member-3

Family member-4

KEEPING A RECORD OF CONTACT WITH THE FAMILY

(ANNEX 6)

The present register records the date, purpose and manner of all dealings and activities with the family. The register is kept continuously after the inclusion in the programme until the end of the maintenance period and the end of the follow-up obligation.

DATE	THE PURPOSE OF THE CONTACT	HOW TO CONTACT
2017.06.12	Invitation of the family to the project's Santa Claus event	phone
2017.08.18	Notice of the information day for the initial training	letter to
2017.09.07	Family visit - xy has been out of training for a week	in person
2017.12.03	The head of the family personally asked for help with a donation of clothes for his children	in person



FAMILY VISIT

(ANNEX 7)

It is recommended that family visits take place at least twice a month during the project implementation period and are documented.

DATE:

LOCATION:

NAME OF THE PERSON(S) CARRYING OUT THE FAMILY VISIT:

.....

NAMES OF THOSE PRESENT:

-
-
-
-

REVIEWS:

.....
.....
.....
.....

SUBSCRIPTIONS:

REVIEW OF INDIVIDUAL DEVELOPMENT PLAN

(annex 8)

The individual development plan is reviewed at least every three months, but more often if necessary and justified.

Date of review:

Name of the person who conducted the review:.....

Name of family member	Long-term goal	Short-term goal	Housing targets	Name of development activity	Results achieved by the date of the review	Changes needed in the Family Development Plan	Signature (I accept the review and amendments to the Family Development Plan)
Mrs Zoltán Minta	Creating financial security through income-generating activities	Market-oriented vocational training		cook training	-	The training starts 1 month later than planned.	
		Developing individual and peer competences		personal development, self-awareness training, active participation in community events	Successful and active participation in training.		
		promoting labour market reintegration		communication and labour market training, job fair	.		

Signature of the person who carried out the review

ASSESSMENT OF AN INDIVIDUAL DEVELOPMENT PLAN

(ANNEX 9)

Evaluation of the individual development plan, joint assessment of what we have been able to achieve (reflection on changes achieved and not achieved), changes in Genogram and Ecomap, comparative analysis, effectiveness of tools and methods, planning for the next period.

The Effectiveness And Achievement Of The Objectives Set Out In The Family Development Plan Must Be Evaluated At The End Of The Project, Thus Making It Possible To Measure The Positive Outcomes Of Those Who Have Left The Programme, And Also To Help Social Professionals In The Maintenance And Follow-Up Of The Project After Its Closure.

Evaluation date:

Name of the evaluator:.....

Name of family member	Long-term goal	Short-term goal	Targets met/partially met/not met at the time of the evaluation
Mrs Zoltán Minta	Creating financial security through income-generating activities	Market-oriented vocational training	completed
		Developing individual and peer competences	completed
		promoting labour market reintegration	partially met

Textual justification, comments:

Mrs Zoltán Minta successfully completed the cook training within the project. She is employed for 4 hours by the institution providing the training placement, but the income she receives is not enough to provide for the family's financial security, so she is open to 8-hour job opportunities.

Signature of the person carrying out the assessment

FAMILY DEVELOPMENT PLAN REVIEW

(ANNEX 10)

The Family Development Plan Is Reviewed At Least Every Three Months, But More Often If Necessary And Justified.

Date of review:

Name of the person who conducted the review:.....

Name of family member	Long-term goal	Short-term goal	Housing targets	Name of development activity	Results achieved by the date of the review	Changes needed in the Family Development Plan	Signature (I accept the review and amendments to the Family Development Plan)
Mrs Zoltán Minta	Creating financial security through income-generating activities	Market-oriented vocational training		cook training	-	The training starts 1 month later than planned.	
		Developing individual and peer competences		personal development, self-awareness training, active participation in community events	Successful and active participation in training.		
		promoting labour market reintegration		communication and labour market training, job fair	.		
Ferenc Sample	Continuing your studies in a secondary education establishment	Completion of grade 8		tutoring, career counselling, regular participation of the mother in reception classes	Regular participation in tutorials in mathematics and history.		
		reducing school absenteeism		regular family visits, psychological counselling,	Family visits took place twice a month.		

Signature of the person who carried out the review

FAMILY DEVELOPMENT PLAN EVALUATION

(ANNEX 11)

The effectiveness and achievement of the objectives set out in the family development plan must be evaluated at the end of the project, thus making it possible to measure the positive outcomes of those who have left the programme, and also to help social professionals in the maintenance and follow-up of the project after its closure.

Evaluation date:

Name of the evaluator:.....

Name of family member	Long-term goal	Short-term goal	Targets met/partially met/not met at the time of the evaluation
Mrs Zoltán Minta	Creating financial security through income-generating activities	Market-oriented vocational training	completed
		Developing individual and peer competences	completed
		promoting labour market reintegration	partially met
Ferenc Sample	Continuing your studies in a secondary education establishment	Completion of grade 8	partially met
		reducing school absenteeism	completed

Textual justification, comments:

Mrs Zoltán Minta successfully completed the cook training within the project. She is employed for 4 hours by the institution providing the training placement, but the income she receives is not enough to provide for the family's financial security, so she is open to 8-hour job opportunities.

Ferenc Minta's absences from school have stopped, but he has not yet received his primary school certificate at the end of the school year, as he will have to take a make-up exam in chemistry during the summer.

Signature of the person carrying out the assessment



DOWNLOAD

(ANNEX 12)

Social work should not be interrupted even if there is a change in the case manager, and proper documentation of **the case transfer will** ensure that the case receiver receives all the necessary information about the family and the development activities carried out to achieve the goals. If it is necessary to involve other professionals in the collaboration, what happens at these case meetings should also be documented.

THE DOCUMENT MUST BE COMPLETED E.G. IN CASE OF A CHANGE IN THE CASE MANAGER.

THE AIM IS TO provide THE CASE manager with ALL THE NECESSARY information about the development work that has been done with the family.

The date of the case transfer:

Case study:

New case manager:

Personal details of family members:

NAME	PLACE AND DATE OF BIRTH	MOTHER'S NAME	ADDRESS

The reason for the case transfer:

A summary of the current situation and the development process:

Signatures:

Case study

Case transferee Family member-1

Family member-2

CASE STUDY

(ANNEX 13)

A case discussion becomes necessary if the case manager encounters a problem in the course of cooperation with the family, in the solution of which he/she wishes to take into account the opinion and suggestions of other professionals.

DATA:

A PLACE FOR A CASE MEETING:

THE PARTICIPANTS IN THE CASE MEETING:

RAISING AND DESCRIBING THE PROBLEM:

PROPOSALS TO SOLVE THE PROBLEM:

DEFINE TASKS, RESPONSIBILITIES, DEADLINES:



Aftercare/ Follow-up

DATE	NAME	THE PURPOSE OF THE CONTACT	HOW TO CONTACT	CONTACT POINTS/USE OF SERVICES (INFORMATION, SCREENING, SERVICE, EVENT, ETC...)

PART VI.

TIME	TEMATICS (unit, sub-topic, objective)	TIME TIME (5 hours)	Method	TOOLS, ANNEXES
	VI. MOBILE PLAYGROUND METHOD			
	1. Warm-up Aim: To get in the mood for the occasion. Concentration games: A ball is tossed around so that everyone has to say the name of a flower, only once per turn. Everyone must note who gave them the ball and who they gave it to. Then repeat the circle and try to do it in reverse. Starting with another ball from a different person, we build a similar circle with city names. Then we launch both at the same time. The participants stand in a circle. The aim is for the whole group to sit down gradually, but so that no one can start sitting down at the same time. If this happens, the game has to start again from the beginning.	20'	large group	
	1. The mobile playground method	35'		
	1.2. Technical presentation and thematic discussion	30'	professional material	
	2. Facilitating conversation	35'		
	2.1 Work in small groups in an expert mosaic on the curriculum and then share it with each other.	15'	professional material, small group work	
	2.2. Situational exercise for facilitative discussion	25'	an exercise in personal experience	
	Intermission	20'		
	3. Possibilities for drug prevention in the workplace	20'		
	3.1 Professional presentation on drug prevention	20'		
	4.Deviancy, prostitution I,II	20'	ppt	
	4.2. Professional discussion	20'		
	5.Project discussion Presentation of projects	15'	small group presentation and feedback from participants and trainer	
	6.Closing Circle - The final circle of the whole training My mood swings - tick how I feel about the topic now, how prepared do I feel? Final question - what is next for me? What has had the biggest impact on me during my training?	25'		

11. Table: Part VI. Training Plan

1. The mobile playground method

Since its establishment, HCSOM has - as a result of its spirit - paid great attention to reaching and helping those most in need. Over the 26 years of its existence, the organisation has been increasingly active with special programmes in areas of the country where poverty and social exclusion were in extreme forms. An effective counter to these is intervention based on an intensive outreach presence.

This is how the Tabán Integration Model Programme was launched ten years ago in Monor and the Inclusive Village Programme in Tarnabod, which have now grown into a complex social programme based on continuous presence and using the tools of community social work. As a result of their success, similar initiatives have been set up with the involvement of HCSOM in several settlements in

the country, including Veszprém, Miskolc, Pécs and Tatabánya. The programmes in question were born out of the natural methodology of the Maltese Charity Service, based on the Presence-type approach: being there, being together, almost living together with the excluded, needy communities, getting to know them and building on mutual acceptance and respect to develop development ideas in line with local characteristics.

It is in this spirit that the Moving Playground was created by the HCSOM with the aim of providing a suitable tool for the professional support of local childcare programmes.

The Mobile Playgrounds, or Malta Play Buses, started touring eight of the country's most disadvantaged sub-regions in August 2011 as part of the Child Help programmes. This service has played an important role in the life of the programmes from the very beginning, as it has proved to be a useful tool not only for the children to experience the organised play activities, but also for preparing the application, for contacting the local people and for getting to know the area better.

And as the Childhood projects progress, it supports their implementation in a variety of ways: by helping to provide missing equipment where necessary, by organising workshops and visits to institutions, and by involving programme staff in the Mobile Playgrounds-related play activities to support the professional work of local implementers.

The Mobile Playgrounds and the colleagues who run them visit the municipalities from time to time, building up a relationship of trust with the programme implementers, so that they can report any problems they encounter and make suggestions for their resolution. Where necessary, they also mediate between the participants in the implementation, facilitating dialogue between them. They are also a safe point in the lives of the local population, whom they help with various social work tools.

However, for the "game" programme to be a real success, very thorough preparation is needed. You have to literally walk around a settlement, getting to know its history, structure, infrastructure, customs and hierarchy. Before our play programme arrives, we consult with local leaders and decision-makers and present our programme. We contact local/regional educational and social institutions, NGOs, churches, etc. and ask for their help and cooperation. We will assess local needs and opportunities and design the playschool programme according to these and the age-specific needs of the children. In addition to the continuous development of play skills, our staff must be prepared for any problems that may arise, for life situations and situations they have not experienced before.

The Mobile Playground - which is physically a van - is a mobile device that allows staff to reach any location where their presence is needed (areas with a lack of services, high numbers of children, etc.), and can accommodate enough toys to move around 100 children at a time, providing a service that is in high demand locally and offering a relatively mass contact opportunity.

This service is suitable for the organisation, thematic structure and implementation of a game with several players, usually in several groups at the same time and lasting several hours. Play as a service is not an unknown field for the Maltese Charity Service, as the organisation has set up playgrounds and playhouses in Budapest and in several other cities of the country and developed the methodology of the games within the framework of the "*Preventing through Play*" programme launched fifteen years ago, so the Mobile Playground fits in well with the profile of HCSOM. Each of the Mobile Playgrounds still in operation today employs two Maltese staff members.

During one of these programmes, we try to teach children and their parents, teachers and helpers who work with children, toys that they can play with on their own, that are developmentally effective and that are inexpensive or almost inexpensive to produce. We work with special equipment to develop movement and coordination, which gives children new and interesting opportunities. Our task is to socialise without being noticed, to transmit norms, to diagnose the problems of the locality, to assess its potential and to identify sources of danger. In addition to the institutional system, services and

professionals, we pay special attention to finding children with different development and special needs, and to give feedback on our experience, to plan together the necessary changes.

And last but not least, while playing, we gain experiences and knowledge that outsiders would never have.

The accumulated experience shows that the Mobile Playground institution has proved to be an appropriate tool to implement the methodology and approach of the Presence-type intervention in a working environment where the Service's staff does not have to move around a specific site or municipality, but rather in a region.

The Mobile Playground is a source of joy

The primary, one might say "obvious" function of play is to entertain children and provide a valuable way to spend their free time - but it goes far beyond that. The principles of the Mobile Playgrounds follow the methodology and basic principles of the Maltese playgrounds, i.e. they are seen as an institution to fill gaps in leisure, cultural and child protection infrastructure, whose main objective is 'prevention through play'¹⁴³, i.e. primary prevention.

Professional work can be carried out in this environment in a more informal way than is usual in institutions, for example because children come here willingly and happily, and because it is much easier to develop a free and trusting relationship through play. In addition, the acceptance of rules and community norms becomes almost imperceptibly internalised during play.

The Mobile Playground as a tool for diagnosis

For each municipality, we can know the key figures: how many people live there, what the demographic situation and trends are, what the unemployment rate is, how many businesses are operating, how much tax is paid, what the infrastructure is like, etc. However, this information is only a summary and can mask the details of the problems. On the other hand, they are certainly distorted and give a different picture of the same reality than a social worker - not to mention the local people themselves, especially those living in extreme poverty and exclusion.

The Mobile Playground is a tool for networking

One of the greatest benefits of regular attendance is the establishment and deepening of local relationships, mutual familiarity and trust, both with children and their parents and with local institutions. The games are an excellent opportunity to reach out to local people, whether they are the municipal leaders or heads of institutions visited during the organisation of the games, or even the villagers in the area where the games are held. Mobile Playgrounds help us to reach many more people than if we only approach official bodies and appointed representatives.

Some of the games are designed to entertain and relax not only the children but the whole family, so parents are not only present as chaperones but can actively participate in the activities. Parents are also often involved in the running of the games, for example helping to set up and pack away the bouncy castle, which usually requires a lot of physical strength. How the programme is received by the local population and how active they are in cooperating is an important feedback for Maltese staff on the state of the local community, which they can channel into the programme design and provide feedback on the progress of the programme during the implementation period.

The Mobile Playground is a tool to help

¹⁴³ For more information on the methodology, see *the Methodological Guide of the Hungarian Maltese Charity Service "Playing to prevent" Playground - Playhouse Programme, 2007.*

The continuous presence, the increasing local knowledge and the trusting relationships that are gradually built up as a result of this, also enable the colleagues working in the Mobile Playgrounds to establish cooperation with the educational, social and health institutions of the sub-regions and to support their work, as well as to provide direct and indirect assistance to the local residents in solving their problems and asserting their interests.

The presence of the local community can also be linked to the traditional charitable activities of the Maltese Relief Service through direct assistance, which can reach the institutional system if necessary. In addition to this, the Mobile Playground staff are also involved in identifying problems and providing assistance in the life of the local community or wider community.

2. Facilitating conversation

The helping relationship

A helping relationship or social casework is basically a series of regular meetings in which the helper and the client have a dialogue - this is called an interview in the context of the helping relationship . The interview is therefore a basic building block of the helping relationship, and also of social casework (an important tool of social casework is the helping conversation).

During the assistance, the social worker, together with the client, researches and plans information, alternatives and necessary actions to solve the problem in order to enable the client to overcome the life crisis.

To this end, it is very important to promote the inner coping skills and emotional development of the person in crisis. This can only happen if there is mutual trust between the helper and the helped. The facilitative conversation - i.e. interview - therefore has a dual function: to carry out a realistic course of action to solve the problem, and at the same time to build ongoing relationships, to develop trust and motivation, and to release fears, anxieties and barriers. Although the development of the relationship depends on the client, it is the responsibility of the facilitator to steer the interview in the right direction: maintaining the workflow and the relationship is an important condition for successful case work. However, as the relationship develops, one or the other may be given greater emphasis, e.g. in the first interview or contact phase it is important to establish rapport, achieve a level of trust, release anxiety, etc.

The facilitating conversation

During the assistance, the social worker, together with the client, researches and plans information, alternatives and necessary actions to solve the problem in order to enable the client to overcome the life crisis.

Thus, successful interviewing requires basic skills and interviewing techniques along basic attitudes (acceptance, empathy, congruence).

Optimal personality traits of the helping professional

In order to help another person to evolve beyond their life crisis, to be able to start again, to continue to build their life, their self, we have to believe that they can do it. Getting back into the labour market and doing well also requires the individual to believe and trust in themselves. This is difficult to achieve if the helper doubts either the problem situation, or himself, or the abilities and motivation of the person he is helping.

This is why the helping relationship takes up our whole personality, our energy. If a helper is not adequately prepared, failures can upset his or her mental balance and personality, leading to the

exhaustion we call burnout. In social casework, too, self-awareness is an extremely important mental health and efficiency factor, as is the knowledge of our personality, understanding our limits, and realising the realistic results of our professional work.

The concept of a helping relationship is an accurate indication of the importance of the relationship between two people. The relationship is a regular encounter between two people, an emotional connection, a shared experience. The experience of a helping relationship is in fact based on a series of encounters of some frequency, including so-called *helping conversations (interviews)*. The strength and quality of the relationship is an important factor in the communication between the two of them, in influencing behaviour change, and only they (helper-assisted) are able to jointly interpret and experience the many events of this process.

One of the greatest difficulties of the helping relationship is that the relationship itself is symbolic and not reciprocal; it is artificial. The helper maintains the relationship for the sake of helping, the helped for the sake of solving his/her problem, the helper focuses on the help-seeker, on his/her development, while his/her own desires, thoughts and needs are relegated to the background in the relationship.

Despite the symbolic, artificial relationship, the helper and the client engage in the relationship with their whole personalities, and need to be authentic and honest to work together effectively. In this relationship, the helper has a particular responsibility to be present in the relationship to the extent that he/she is able to understand and help the person seeking help, but to remain sufficiently outside the relationship to provide sufficient distance between him/herself and the client to allow autonomous action and decision-making. This is important not only for effective helping but also for the mental health of the helper. For this, it is important to maintain and develop self-awareness and empathy skills.

An effective and ethical helping relationship requires basic skills from the helper:

- unconditional acceptance of the client. This requires not only respect for the client's person, understanding and acceptance of his/her diversity, but also a harmonious relationship with the other and self-acceptance. In the context of friendships, sympathies, the positive nature of acceptance is given, it is not difficult to achieve. However, the professional helper is not in a position to choose between clients, his or her acceptance skills are as broad as possible, and in many respects he or she has to (wants to) help people with a completely different life path from him or her.
- Empathy: the ability to perceive another person's feelings and thoughts as they do, and to be able to express them clearly. Empathy helps us to understand the problems of the person in distress from his/her point of view, it helps us to experience acceptance, a sense of acceptance in the client, empathy deepens the relationship and strengthens the person in distress to be more able to accept himself/herself: self-acceptance is one of the main resources for development.
- Congruence: positive emotional connection, trustworthy and trusting relationship cannot be achieved if the helper's communication and behaviour are not in line with the helper's authentic personality, feelings and thoughts. Authenticity and sincerity encourage, reassure, energise and support a person who is confused by his/her problems. The lack of authenticity (congruence) is felt through metacommunications, which, when perceived, cause tension, anxiety, confusion, frustration in the person in need, the trust level of the relationship becomes low, the forces that trigger development are blocked.

The qualities mentioned above are developed in us during our socialisation with good or not so good qualities, which we can develop in ourselves through education, learning and training. It is important

to know that acceptance, empathy and congruence often change under the influence of many factors, and their maintenance and development require constant, conscious practice, learning and constant control. For this reason, it is important for those working in the helping professions to have an institutional support (supervision, conscious work, feedback from colleagues), training, supervision and professional personal development.

We distinguish six categories of facilitative talk (via John Heron), with two main orientations: guiding interventions and supportive interventions.

Supportive interventions

- Empathizing, purification: the helper helps the client to experience his painful experiences, fear, grief, frustration as fully (more clearly) as possible, so that the client can release the tension, purify and relieve himself. For example, he can cry well, express his original emotions without guilt or anxiety...
- Stimulating: conversation techniques that deepen the conversation, help further exploration, deepen the exploration of experiences, etc. This helps the person being helped to discover and understand themselves more deeply and fully.
- supportive: people in crisis often need reinforcement (encouragement, self-confidence boosting, living their values, strengthening their self-esteem). This gives the strength to cope with the problem, to accept oneself and frees the individual from internal inhibitions.

Among the above-mentioned forms of intervention, supportive interventions are a useful and important tool for relationship building. This is particularly important when the working relationship reaches critical, difficult stages, or when the client has fundamental emotional barriers to taking action, to carrying out actions leading to problem-solving, or when the rapport between helper and helped is disrupted for other reasons, e.g. the helper has not understood the basic difficulties and emotions of the person seeking help. In practice, people in need turn to social workers for help with very specific difficulties and life crises. Yet, it may happen that in order to successfully solve the problem or to avoid its recurrence, the development of the client's inner coping, emotional stability and appropriate motivation (i.e. personality) is essential. In practice, often only the problem is focused on by the helper, so that a relationship that promotes development and self-discovery cannot develop. The basic requirement of the helping relationship is the development of the client's personality, the attention is directed towards the client, his/her experiences, emotions and thoughts.

Control interventions

- Direct advice, instructions: specific, direct advice, requests to the client to do something he has not done before. This is a common intervention in many social casework settings: e.g. child protection, family protection, social assistance. These forms are often authoritarian and sometimes disregard the client's autonomy. For example, it gives advice on what the client has to do to find a job, and even has to do something in return for, for example, assistance. Despite its risks, it is an effective and necessary intervention in many cases.
- Informative: it provides new information and knowledge so that the client can act and make decisions with more accurate, new information. For example, the facilitator can give information about where to look for a job, what kind of job to look for, what to do, who to contact to find a job.
 - Confrontation: points out hidden, unrecognised (unacknowledged) attitudes in the client, sometimes contradictions or consequences of habitual behaviour ("chernusism"). E.g. the client expresses, with a poor learning effort, that he wants to work as a doctor or wants an easy job with a very good salary.

Properly applied techniques help to deepen the conversation, build the relationship, and allow for self-discovery that helps the client develop. Through Ivey (1982), we present some of the more important techniques that can be used to practice helping relationships in labour market counselling.

- Questioning: here we know closed questions (yes or no questions, short, usually asking for direct information) and open questions (no yes or no answers, the question requires descriptions, opinions, thoughts, feelings). Both types of questions have their function. However, to get to know the client better, it is more appropriate to use open questions.

Closed question: e.g. did you have to look for a job in the morning? Did you phone X?... Open question: e.g. what do you think about the employer? How did you feel during the week?...

- Summary: summarising what you have heard and giving feedback to your partner. Summarising helps to check that the client has been understood accurately and increases the client's sense of understanding and reassurance. A simple cousin is minimal stimulation (repeating words, nodding, smiling...)
- Respecting feelings: during the conversation, the facilitator responds to the feelings of the communicator (accepting, approving), e.g. "you are very sad when you talk about your daughter's problems, am I seeing (feeling) you right?"
- Respect for thoughts: thoughts are highlighted, feedback is given. This can be similar to summarising.
- Context, environmental contexts and relationships are highlighted, emphasised. e.g. Do you not want to work because you want to spend more time with your mother?
- Influencing methods: interpretation, example, advice, sharing own experiences and feelings. Here, the facilitator must be careful that self-disclosure is not self-serving, it is not about the facilitator.
- Confrontation: showing and giving feedback on denied attitudes, ambivalent aspirations, emotions.

The most important requirement when conducting an interview is that while the information, opportunities and obstacles have to be revealed and conveyed in the context of the life situation to be solved, at the same time we have to help the client's real motivation and coping skills to unfold. This can only be achieved if the client can express his feelings and thoughts as freely as possible, without obstacles. The conversation (here we mean the targeted supportive conversation) must be fully unfolded. In order to do this, some behaviours are mentioned which help or hinder the conversation.

Which helps:

- open question
- request for information
- clarification
- Summary
- respect, recognition of the other person
- eye contact (listening), attention feedback (nodding, repeating words)
- acceptance of emotions,
- optimistic attitude, healthy sense of humour, friendliness

Which does not help:

- evaluation, moralising
- criticism, lecturing, preaching
- advice
- interpretation, psychologising
- praise
- wandering (changing the subject suddenly, going into irrelevant details, prying...)
- attention
- retreat, aggression, sarcasm,

Starting and ending the interview: problem-solving model

The purpose of the targeted supportive conversation, within the framework of social case work, is to orientate (guide, support) the person in trouble in order to better understand his/her problem, his/her own resources, social contacts, to show hope and a way to deal with his/her life situation. This is why it is important that all targeted discussions and interviews should lead to a so-called "small agreement": e.g. to agree together on the nature of the problem, the goals to be achieved, the steps to be taken together. The process of a successful interview is similar to the steps of the problem-solving model:

- relationship building (warming up, personalisation, encouragement, self-disclosure),
- problem definition (assessing the situation, evaluating the steps taken, taking stock of new difficulties, identifying the problem situation),
- goal-setting (setting new small goals to be achieved, taking into account previous experiences),
- new options for action and agreement on them,
- and concluding the interview (summarising the main experiences, highlighting the main achievements, agreeing on the next interview, meeting date, agreeing on the action to be taken).

LITERATURE

Ádám Kullmann - Nóra Teller (ed.): 1000 Days at the Ends - Lives of the Hungarian Maltese Relief Service's work in the most disadvantaged

in the most disadvantaged settlements of disadvantaged small settlements in the framework of the Child Help Programme (Hungarian Maltese Charity Service, 2015)

http://gyerekesely.maltai.hu/upload/file/1000_nap_web_uj.pdf Downloaded on 03.08.2017

Krisztina Hajdú-Judit Naár: Moving Playground Methodology (Hungarian Maltese Charity Service, 2015)

http://gyerekesely.maltai.hu/upload/file/mozgo_jatszoter_2MB_tenyleg2.pdf Downloaded on 03.08.2017

Attila Kocsis: With a Clear Head - The Hungarian Maltese Charity Service's programme against head lice (Hungarian Maltese Charity Service, 2015)

http://gyerekesely.maltai.hu/upload/file/Tetus_fuzet_web_uj.pdf Downloaded on 03.08.2017

Anna Vincze (ed.): Out of the Debt Trap - The HITEL-S Programme of the Hungarian Maltese Charity Service (Hungarian Maltese Charity Service, 2015)

http://gyerekesely.maltai.hu/upload/file/Hitel_s_web_uj.pdf Downloaded on 03.08.2017

Klára Tölgyesi: The Safety Guard of the Rollercoaster - The Role of the Process Accompanying Trainer in the Maltese Children's Aid Project (Hungarian Maltese Charity Service, 2015)

http://gyerekesely.maltai.hu/upload/file/modszertani_fuzet_web_uj02.pdf Downloaded on 03.08.2017

Krisztina Hajdú: Everyone's Game - Play and Leisure with Children (Hungarian Maltese Relief Service, 2015)

http://gyerekesely.maltai.hu/upload/file/mindenki_jateka_2MB.pdf Downloaded on 03.08.2017

Krisztina Hajdú: We Make It Better - Voluntary Practical Handbook (Hungarian Maltese Charity Service, 2015)

http://gyerekesely.maltai.hu/upload/file/onkentes_2MB.pdf Downloaded on 03.08.2017

József Rácz (ed.): Leszakadók. The Process of Social Exclusion (L'Harmattan, 2007).

http://demetrovics.hu/dokumentumok/Kutatasok_5_RaczJ_konyv.pdf Downloaded on 03.08.2017.

Péterfi Rita (ed.) Attila Nagy: Bridging roles - Gypsy integration issues (Gondolat Publishing House Budapest, 2008)

<http://www.mek.oszk.hu/07700/07789/07789.pdf> Letöltés: 2017.08.03

Zsolt Demetrovics: Drugs, Family, Personality (L'Harmattan Publishers, 2007)

http://demetrovics.hu/dokumentumok/Drog_Csalad_Szemelyiseg_2007_nyomda.pdf Downloaded on 03.08.2017.

Katalin

Fábiánné

Andrónyi:

<https://btk.ppke.hu/uploads/articles/288257/file/romologia.pdf> Downloaded on 2017.08.03

http://www.revalap.hu/tavoktatasi_tananyagok/2008_Altern_munkaero-piaci_szolg_terv_modszertana/04/lm_pg_1486.html

3. Possibilities for drug prevention in the workplace

Drug prevention levels, target groups

General prevention: targeting the whole community, e.g. a school. Main elements of a prevention programme:

- Provision of information
 - psychoactive substances (alcohol, tobacco, drugs and new psychoactive substances);
 - refuting misconceptions about the prevalence of substance use (not everyone has tried it, not everyone is a user)
 - the possibility to ask for help
- developing communication skills
 - developing the skill of saying no;
- deterrence is not effective.

Targeted prevention: working with people or groups of people living on the estate.

It is advisable to involve as many professionals as possible who do not have a public authority role: a family support worker, a family doctor, a general practitioner, a paediatrician, a social worker, a low-threshold addiction service or a street social worker;

Appropriate prevention: working with individuals or families. It is advisable to involve the professionals mentioned in the previous point.

Psychoactive substance use in the settlements

We use this term because it summarises alcohol use that is considered problematic, smoking, use of sedatives (e.g. Rivotril), snorting, drug use and use of new psychoactive substances (NPS). Legally, there are therefore both licit substances (e.g. alcohol, smoking) and illicit substances. New psychoactive substances include substances classified as drugs (e.g. certain substances used for injections), substances listed in the EMMI Regulation (where distribution is punishable, consumption is a criminal offence) and substances classified as licit. In the latter case, police action is not possible.

Alcohol use: different forms of problem drinking: binge drinking, problem drinking leading to problems, binge drinking.

Smoking: may appear from 11-12 years of age.

Sniffing: risk of ignition, suffocation.

Drugs belonging to the group of narcotic drugs - NPS:

"Traditional" drugs:

- Amphetamine, cocaine: powerful stimulants;
- Marijuana, cannabis, green: made from the cannabis plant; it is less common and more expensive than the next group of drugs.

New psychoactive substances

- Katinone derivatives: crystal, Kati, forms: mainly used in injectable form;
- Organic grass, artificial grass, herbal, green: synthetic cannabinoid derivatives. Often consumed as marijuana, they are in fact synthetic substances. They are consumed in cigarettes, coated on a plant base.

It is not the social worker's job to define or "diagnose" the conditions listed in the table. The descriptions serve as background information, helping to ensure that professionals do not feel unprepared to deal with psychoactive substance users.

Presentation of the effects of psychoactive substances according to the table

Szerek	Impact: short-term symptoms		Tolerance	Overdose, poisoning		Withdrawal	
	test	spiritual		Symptoms	what to do	Symptoms	what to do

Explanation of the terms in the table.

Possibility to intervene:

Collaboration with the professionals mentioned earlier, especially low-threshold or community-based addiction services, street social workers. In severe cases, an ambulance should be called: emergency hospitalisation takes 1-2-3 days; once symptoms have passed, the person is discharged and addiction treatment is not addressed. This is why contact should be made with the outpatient or social service addiction service.

The addiction service staff may provide social work, addiction counselling or motivational interviewing as a first step of the intervention.

Literature

Rácz J, Csák R and Márványkövi F (2017): A briefing on the use of new psychoactive substances in pharmacies. EMMI, Budapest.

Rácz J (2009). Demetrovics Zs, (ed.): ELTE Eötvös Kiadó, Budapest, 250-276.

Szécsi J and Sík D (2016): substance abuse in the slums of a disadvantaged sub-region. Chance, 2. 115-131.

Urbán R (2009). Demetrovics Zs, (ed.): ELTE Eötvös Kiadó, Budapest, 277-293.

Presentation of the effects of psychoactive substances according to the table: details

Substance	Impact: short-term symptoms		Tolerance	Overdose, poisoning		Withdrawal	
	test	spiritual		Symptoms	what to do	Symptoms	what to do
Alcohol	imbalance, sweating, flushing	upbeat, lowered inhibitions, uncritical, violent, then depressed, dampened mood	slowly evolving	unstable emotional state (anger, fear), violence, then inability to stand or walk, speech disorder, confusion, unresponsive when called	Rescue	after prolonged use: delirium: fears, hallucinations, circulatory disturbance, hand tremor	ambulance, add. care
Smoking		mild stimulant effect, but can also be calming	slowly evolving	not typical		cravings, obesity	
Rivotril	imbalance,	euphoria, dullness, indifference	increase the dose, more frequent use	no response to stimuli, confusion, slurred speech, then loss of consciousness	Rescue	cravings, restlessness, anxiety, excitement (sweating, rapid heartbeat, vomiting), hand tremors	ambulance? add. care
Katinonok	puncture marks, infected punctures, inflamed skin, veins, rapid heartbeat, dilated pupils, blood pressure increases	euphoria or agitated, restless, bizarre behaviour, bizarre hallucinations, psychosis	fast: more frequent use, dose increase	paranoia: erratic violence, aggression, suicidal, homicidal urges, bizarre hallucinations (worms)	Rescue	yearning, anxiety, restlessness, panic attacks, compulsions	add. care
Artificial grass	zombie (white skin + red eyes), overheating	anxiety, but reduction in anxiety, paranoia, hallucinations	fast: more frequent use (dose increase)	more severe paranoia: violence, aggression, erratic reactions, hallucinations and anxiety, psychosis, circulatory problems, chest pain, epileptic seizures, loss of consciousness	Rescue	sweating, trouble sleeping, mood disorders	add. care
Grass, marijuana	red eyes, dry mouth	rather sedative effect (euphoria), illusions (space, time), hallucinations	slowly evolving	hallucinations, anxiety	ambulance?	cravings, sleep disturbances,	add. care
Szipu	uncoordinated movements	euphoria, hallucinations, being "out of it"	slowly evolving	a state similar to drunkenness, loss of consciousness	Rescue	cravings, restlessness, mood disorders	add. care

Guides for different topics, project tasks:

POVERTY - MISERY

1. Databases for research:

Data for Hungary: https://www.ksh.hu/jovedelmi_viszonyok_eletkorulmenyek

European data: http://ec.europa.eu/eurostat/statistics-explained/index.php/Income_distribution_statistics/hu

Archive articles from the journal Esély: <http://esely.org/index.php?action=kiadvany>

2. Media: HVG, Index articles

Tedx presentations: <https://www.ted.com/watch/tedx-talks>

3. Works of art:

ARC exhibition: <http://arcmagazin.hu/>

Culture of poverty and the culture of poverty: <http://ligetmuhely.com/liget/mb-a-kultura-szegenysege-es-a-szegenyseg-kulturaja/>

4. Films:

City of God 2002

Brazilians (2017)

Gettomilliomos (Slumdog Millionaire 2008)

The Salt of the Earth (The Salt of the Earth / Le sel de la terre 2014)

Emmenek és godenek (/Des hommes et des dieux / Of Gods and Men/2010)

The Mission (The Mission 1986)

Les Miserables (Les Miserables 2012)

5. Institutional links:

EQUAL OPPORTUNITIES

1. Databases for research:

Moravcsik Foundation: <http://www.moravcsikalapitvany.hu/>

Dr. Tibor Farkas: Equal Opportunities and Counselling (2011) - Szent István University

http://www.tankonyvtar.hu/hu/tartalom/tamop412A/2010-0019_Eselyegyenloseg_es_tanacsadas/ch02s02.html

Equal Treatment Authority: <http://www.egyenlobanasmod.hu/>

EQUAL OPPORTUNITIES - EQUAL TREATMENT

http://www.mezosuli.hu/doku/pedprog/06_esely.pdf

Archive articles from the journal Esély: <http://esely.org/index.php?action=kiadvany>

2. Media: news

Hungarian Special Art Workshop: <http://www.msmme.hu/>

Moravcsik Foundation: <http://www.moravcsikalapitvany.hu/>

HVG, Index articles

Tedx presentations: <https://www.ted.com/watch/tedx-talks>

3. Works of art:

PEOPLE WITH DISABILITIES IN FILMS: SUPERHEROES OR ORDINARY PEOPLE?
<https://www.prae.hu/index.php?route=article%2Farticle&aid=2038>

Exhibition of works by disabled artists:
https://www.szabadfold.hu/aktualis/kiallitas_ertelmi_fogyatekos_alkotok_muveibol

Stage photos: <http://fuga.org.hu/a-fogyatekosok-vilagnapja/>

4. Films

True Wonder (Wonder 2017)

Intouchables (Intouchables 2011)

Champions of the heart (The blind side 2009)

Mona Lisa Smile (Mona Lisa Smile 2003)

It's all Gone Pete Tong! (2004)

5. Institutional links

DEVIANCIAS

1. Databases for research:

http://www.tankonyvtar.hu/hu/tartalom/tamop425/2011_0001_520_bevetesz_a_szociologia_ba/ch17s03.html

Archive articles from the journal

Chance: <http://esely.org/index.php?action=kiadvany>

2. Media:

Bandura experiment with more detailed explanation:

<https://www.youtube.com/watch?v=128Ts5r9NRE>

HVG, Index articles

Tedx presentations: <https://www.ted.com/watch/tedx-talks>

3. Works of art:

Stage plays focusing on deviant behaviour

Subcultures in musical styles - deviance

4. Films

Sunny side (Silver Linings Playbook 2012)

Hair (1979)

One Flew Over the 's Nest 1975

Gran Torino (2008)

The Wave (Die Welle 2008)

Take the Lid 2006 (Take the Lid 2006)

5. Institutional links

CONTEMPORARY ASSISTANCE

1. Research databases for students:

<http://ofi.hu/tudastar/segito-kortarsak>

http://www.feta.hu/sites/default/files/feta_konyv_7_belivek_vegleges.pdf

http://www.feta.hu/sites/default/files/1_zarotantulmany.pdf

http://demetrovics.hu/dokumentumok/Kutatasok_9_RaczJ_konyv.pdf

Full Youth Flash Report 2016 :

http://www.ujnemzedek.hu/sites/default/files/magyar_ifjusag_2016_a4_web.pdf

Archive articles from the journal Esély: <http://esely.org/index.php?action=kiadvany>

2. Media:

https://www.ted.com/talks/brene_brown_on_vulnerability

<https://www.youtube.com/watch?v=bCspmUJPRSc>

HVG, Index articles

Tedx presentations: <https://www.ted.com/watch/tedx-talks>

3. Works of art:

Tamás Vekerdy: Around adolescence

Éva Janikovszky: In front of the mirror (Monologue of an adolescent)

Ferenc Molnár: Boys from Pál Street

<http://www.deak17galeria.hu/>

All things contemporary art: <https://welovebudapest.com/toplistak/kortars-galeriak-budapesten/>

<http://trafo.hu/hu-HU>

<http://www.kortaronline.hu/>

4. Films

Small town rock'n roll (Cemetery Junction 2010)

Wednesday's Child (2014)

Choristers (Les choristes 2004)

Dead Poets Society 1989

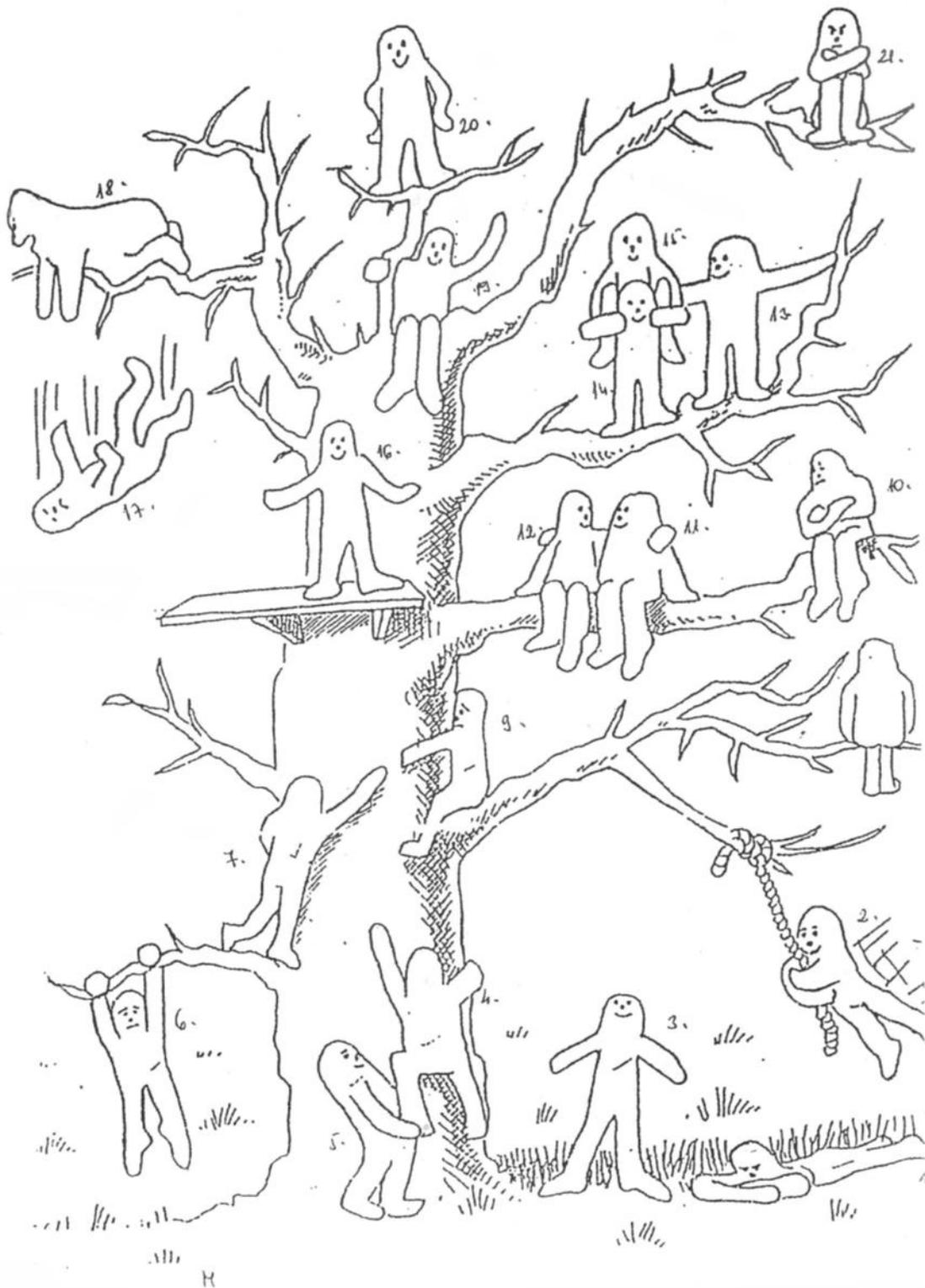
Császárok klubja (The Emperor's Club 2002)

Everybody (Sing 2016)

5. Institutional links

<http://www.zoldkakas.hu/>

5. Final session - My mood swings



II. Developing the skills needed for employment

Title:	Developing skills needed for employment
Type of training:	Attendance in person, group lessons
Time of education:	480 hours in total, of which 320 theoretical hours and 160 practical hours.
General objective:	The objective of the training is to assist unemployed or individuals with unstable employment, particularly those from disadvantaged backgrounds, in developing general skills that support employability, thereby improving their chances in the labour market. The training provides tools for personal development, highlighting the importance of improving interpersonal skills in daily life, especially when searching for or maintaining employment. This ultimately contributes to enhancing the participants' quality of life.
Teaching methodology:	Lecture, discussion, small group task-solving.
Details of the person(s) providing the training:	The instructor must hold a higher education degree and have at least 1 year of professional experience. The training can be delivered under a contract of assignment, a business contract, or full-time employment.
Does it issue a certificate	Yes
Assessment/Completion Requirements:	To be awarded the certificate of completion of the entire course, the participant must have no more than 20% of the total number of hours of absence and must achieve a „pass“ mark in the final examination. "Passed": 60-100% "Failed": 0-59%
Target group:	The target group of the training consists of adults, primarily those from disadvantaged backgrounds, who are seeking employment and wish to develop their general and interpersonal skills to find a job more easily and retain the employment they got.
Input requirement:	The training is not linked to any formal education, professional qualifications, or work experience, and there is no requirement for a health suitability check. It does not build on any prior knowledge.
Training outcomes, competencies:	<p>Knowledge:</p> <ul style="list-style-type: none"> • The participant in the training understands the connections between the socialization process and personal life path, with particular attention to factors that may threaten personality development and can also affect employment outcomes. • The participant in the training understands the concept of communication, its forms, and its rules. • They are familiar with the role of self-esteem in conflict resolution. • They understand the psychological characteristics of crisis situations, are able to recognize them, and apply possible methods for resolving them. • Group norms and rules in the workplace: The participant in the training understands the basic workplace rules for group work, the roles and behavioural patterns within the group, and the methods for building relationships. The participant is aware that workplaces have both written and unwritten rules and recognizes the importance of adapting to them.

	<ul style="list-style-type: none"> • The participant in the training is familiar with social and welfare benefits, the opportunities provided by the domestic and EU institutional systems, and the procedures for administrative processes. • The participant in the training is familiar with job search techniques and tools, as well as the rights and obligations required for employment and work performance. • The participant is aware of basic human rights, understands the concept of equality of opportunity, and recognizes the forms in which prejudice manifests. <p>Ability:</p> <ul style="list-style-type: none"> • Able to distinguish between personal and workplace communication. • Recognizes interpersonal and workplace conflict situations and methods for their resolution. • Systematization of the concept and components of the workplace: able to recognize the significance of workplace atmosphere and its shaping, as well as the individual's role in influencing it. • Capable of understanding and accepting others' perspectives and applying active listening. • Able to identify the physical symptoms of workplace burnout. • Aware of the role and methods of maintaining mental health in both personal and workplace environments. • The participant in the training is familiar with the methods necessary for a healthy lifestyle and the first aid methods and techniques required for the most common accidents and medical emergencies in everyday and workplace situations. • The participant understands the challenges and obstacles of adaptation, as well as potential solutions to problems arising during the integration process, with a particular focus on creating a positive workplace atmosphere. • The participant is aware of fundamental civil rights and obligations and recognizes the importance of social responsibility. <p>Attitude:</p> <ul style="list-style-type: none"> • The participant in the training is able to perform self-assessment, articulating "who I am" and expressing personal aspirations as "who I want to be." • The participant in the training is able to recognize positive and negative emotions and, when necessary, strives to maintain self-control. • Stress management: The participant can identify sources of joy and frustration and apply personal coping methods for handling stress in personal and workplace relationships. • The participant understands the importance of lifelong learning and self-development, particularly in relation to finding and maintaining employment. <p>Autonomy and Responsibility:</p> <ul style="list-style-type: none"> • Able to recognize the fundamental requirements for responsible work performance. • Strives to adopt financially responsible behaviour.
Availability of Study Material:	No
Serial number of the teaching material included in the attachment	-

Additional information	As a complementary activity, a prior knowledge assessment may be requested and will be provided by the institution to participants upon request or in case the participant does not join the training from the first module.
-------------------------------	--

III. Play Skills Development

Title:	Play Skills Development
Type of training:	Attendance in person, group lessons
Time of education:	30 hours in total, of which 12 theoretical hours and 18 practical hours.
General objective:	The objective of the training is to ensure that adults who work with children, whether as parents or in their professional roles, become familiar with the history of play development and the process of organizing interesting and exciting games for children.
Teaching methodology:	Lecture, discussion, and game trials in small groups.
Details of the person(s) providing the training:	The instructor must have a higher education degree and at least one year of professional experience.
Does it issue a certificate	Yes
Assessment/Completion Requirements:	To be awarded the certificate of completion of the entire course, the participant must have no more than 20% of the total number of hours of absence and must achieve a „pass” mark in the final examination. "Passed": 60-100% "Failed": 0-59%
Target group:	Everyone who has children and/or works with children.
Input requirement:	The training is not linked to any formal education, professional qualifications, or work experience, and there is no requirement for a health suitability check. It does not build on any prior knowledge.
Course content:	<ol style="list-style-type: none"> 1. History of play, knowledge of games 2. Game organization 3. Practice

Training outcomes, competencies:	<p>Knowledge:</p> <ul style="list-style-type: none"> • The participant in the training is familiar with the history of play, play habits, and the development of playgrounds, as well as their role in children's lives. • The participant understands the personality traits related to play and playfulness, and the significance of play as an educational method, both in experiencing the parental role and in everyday life. <p>The participant in the training is familiar with the developmental stages of a child's life and the corresponding games, so that as a parent, they can help support their child's development through play.</p> <p>Ability:</p> <ul style="list-style-type: none"> • The participant in the training is able to distinguish the characteristics of different age groups and their impact on play. • The participant is able to recognize the types of games and apply their knowledge in everyday life, both as a parent and in working with children. • The participant is able to distinguish between the types of playgrounds and games, and apply their knowledge in daily life. • The participant is able to apply methods for game organization and the creation of a game sequence. <p>Attitude:</p> <ul style="list-style-type: none"> • <p>Autonomy and Responsibility:</p> <ul style="list-style-type: none"> • The participant in the training ensures a safe, experience-based pastime by selecting age-appropriate games.
Availability of Study Material:	No
Serial number of the teaching material included in the attachment	-
Additional information	As a complementary activity, a prior knowledge assessment may be requested and will be provided by the institution to participants upon request or in case the participant does not join the training from the first module.

IV. Voluntary Assistance in Crisis Situation

Title:	Voluntary Assistance in Crisis Situation
Type of training:	Attendance in person, group lessons
Time of education:	80 hours in total, of which 40 theoretical hours and 40 practical hours.
General objective:	The objective of the training is for participants to acquire general civic knowledge, enabling them to effectively provide assistance, cooperate with each other, and work with authorities in the event of a crisis or disaster.
Teaching methodology:	Lecture, discussion, small group task-solving, situational exercises.
Details of the person(s) providing the training:	The instructor must have a higher education degree and one year of disaster management experience, or a secondary school diploma and at least one year of disaster management experience.
Does it issue a certificate	Yes

Assessment/Completion Requirements:	To be awarded the certificate of completion of the entire course, the participant must have no more than 20% of the total number of hours of absence and must achieve a „pass” mark in the final examination. "Passed": 60-100% "Failed": 0-59%
Target group:	Volunteers, civilians who wish to effectively assist and collaborate in a crisis or disaster situation.
Input requirement:	The training is not linked to any formal education, professional qualifications, or work experience, and there is no requirement for a health suitability check. It does not build on any prior knowledge.
Course content	<ol style="list-style-type: none"> 1. Team building, self-awareness exercises 2. Legal knowledge related to volunteer assistance 3. Psychology of crisis situations 4. Providing assistance 5. Coordination and cooperation 6. Safety, personal safety 7. Planning assistance tasks 8. Administration and data protection
Training outcomes, competencies:	<p>Knowledge:</p> <ul style="list-style-type: none"> • The participant is familiar with the basics of team building. • The participant gains basic communication skills and learns about potential pitfalls. • The participant becomes familiar with the importance and role of getting to know each other, interdependence, and trust. • The participant learns about basic human rights. • The participant becomes familiar with state responsibilities and organizations related to disaster management. • The participant learns about the role of volunteers and civil organizations in disaster response. • The participant becomes familiar with the roles of different responding organizations. • The participant learns about the forms of on-site coordination. • The participant becomes familiar with the role and importance of prevention, defense, and recovery. • The participant learns about the concepts of stress, trauma, and conflict, and the importance of understanding them. • The participant becomes familiar with the experience of a crisis situation, broken down by age, as well as the phases of coping with a crisis situation. • The participant is familiar with the types of safety and protective equipment, as well as their usage. • The participant understands the methods and importance of accident prevention. • The participant becomes familiar with the basics of first aid. <p>Ability:</p> <ul style="list-style-type: none"> • The participant is capable of identifying the problem and the goal. <p>Attitude:</p> <ul style="list-style-type: none"> • The participant experiences the benefits of teamwork in practice and real situations. • The participant becomes familiar with grief reactions and the appropriate ways to relate to them. • The participant adopts the proper attitude that is essential in the process of providing help. <p>Autonomy and Responsibility:</p> <ul style="list-style-type: none"> • - The participant is familiar with basic human needs.
Availability of Study Material:	No
Serial number of the teaching material included in the attachment	-
Additional information	As a complementary activity, a prior knowledge assessment may be requested and will be provided by the institution to participants upon request or in case the participant does not join the training from the first module.

V. Development of Helping Skills

Title:	Development of Helping Skills
Type of training:	Attendance in person, group lessons
Time of education:	30 hours in total, of which 12 theoretical hours and 18 practical hours.

General objective:	The objective of the training is to help adult participants understand the principles of helping others, especially those from disadvantaged backgrounds, develop helping skills, empathy, and enhance their communication and self-assessment skills.
Teaching methodology:	The training includes lectures, discussions, group exercises, and situational practice.
Details of the person(s) providing the training:	The instructor must have a higher education degree and at least one year of professional experience.
Does it issue a certificate	Yes
Assessment/Completion Requirements:	To be awarded the certificate of completion of the entire course, the participant must have no more than 20% of the total number of hours of absence and must achieve a „pass” mark in the final examination. "Passed": 60-100% "Failed": 0-59%
Target group:	Anyone who wants to learn more about the background of helping, empathy, and develop their helping skills.
Input requirement:	The training is not linked to any formal education, professional qualifications, or work experience, and there is no requirement for a health suitability check. It does not build on any prior knowledge.
Course content:	<ol style="list-style-type: none"> 1. Basic Knowledge 2. Characteristics of Helping 3. Practice
Training outcomes, competencies:	<p>Knowledge: The participants are aware of the role of conflict resolution, stress management, and self-awareness in everyday life and in practicing helping skills.</p> <p>Ability:</p> <ul style="list-style-type: none"> • The participants are familiar with the basics of helping skills and are able to recognize when others need assistance. • The participants are able to apply verbal communication tools for clear and understandable communication. • The participants are able to apply communication tools that allow them to provide effective help to others. • The participants are able to recognize and understand the challenges faced by people living in disadvantaged situations in their daily lives. <p>Attitude:</p> <ul style="list-style-type: none"> • The participants will apply the gained experiences during the training in various areas of life, particularly in dealing with their own challenges. <p>Autonomy and Responsibility:</p> <ul style="list-style-type: none"> • The participants are aware of the concept of empathy, as well as the boundaries of emotional involvement and empathy.
Availability of Study Material:	No
Serial number of the teaching material included in the attachment	-
Additional information	As a complementary activity, a prior knowledge assessment may be requested and will be provided by the institution to participants upon request or in case the participant does not join the training from the first module.

VI. Sensitization Training for Supporting Individuals with Addictions

Title:	Sensitization Training for Supporting Individuals with Addictions
Type of training:	Attendance in person, group lessons
Time of education:	40 hours in total, of which 24 theoretical hours and 16 practical hours.

General objective:	The aim of the training is to prepare participants to ease the life situation of individuals with substance use disorders and to promote positive changes in their lifestyle.
Teaching methodology:	Lecture, discussion, small group task-solving.
Details of the person(s) providing the training:	The instructor must have a higher education degree in social or healthcare fields, or a secondary education degree in social or healthcare fields with at least 1 year of professional experience.
Does it issue a certificate	Yes
Assessment/Completion Requirements:	To be awarded the certificate of completion of the entire course, the participant must have no more than 20% of the total number of hours of absence and must achieve a „pass” mark in the final examination. "Passed": 60-100% "Failed": 0-59%
Target group:	Family members of individuals with substance use disorders, volunteer helpers, or anyone who comes into contact with individuals struggling with substance use disorders.
Input requirement:	The training is not linked to any formal education, professional qualifications, or work experience, and there is no requirement for a health suitability check. It does not build on any prior knowledge.
Course content:	<ol style="list-style-type: none"> 1. Addictions 2. The social network of individuals with substance use disorders 3. The practice of helping 4. The role of the helper 5. Basic human rights knowledge, preservation, prevention
Training outcomes, competencies:	<p>Knowledge:</p> <ul style="list-style-type: none"> ● The participant is familiar with the concept of addiction. ● The participant understands the symptoms of addiction and physical and psychological dependence. ● The participant is knowledgeable about the characteristics of substances that cause addiction. ● The participant learns about the family as a system. ● The participant is familiar with codependency and is able to recognize the patterns of behaviour of individuals with substance use disorders. ● The participant understands the role of children in families with substance use disorders. ● The participant is aware of the relationship system between family and school and the role of the school. ● The participant learns about helping models and is able to distinguish between them. ● The participant learns about the methods and processes of establishing contact in practice. ● The participant is familiar with the forms and practices of institutional care. ● The participant understands the importance of self-awareness and the role of codependency. ● The participant is aware of basic legal knowledge relevant to situations encountered during assistance. ● The participant is familiar with the tools for health promotion, preservation, and prevention. <p>Ability:</p> <ul style="list-style-type: none"> ● The participant is able to recognize the symptoms of addiction and physical and psychological dependence in others. ● The participant is able to recognize the symptoms of substances that cause addiction. ● The participant is able to distinguish between family therapy methods. ● The participant is able to apply the steps of the contact initiation process. ● The participant is able to develop a helper's mental hygiene. <p>Attitude:</p> <ul style="list-style-type: none"> ● The participant is aware of the important traits of the helper's personality. <p>Autonomy and Responsibility:</p> <ul style="list-style-type: none"> ● The participant understands the relationship between the individual with substance use disorder and their family. ● The participant is familiar with the role of the "addiction" in communication.

Availability of Study Material:	No
Serial number of the teaching material included in the attachment	-
Additional information	As a complementary activity, a prior knowledge assessment may be requested and will be provided by the institution to participants upon request or in case the participant does not join the training from the first module.

VII. Sensitization Training for the Application of the Presence Method

Title:	Sensitization Training for the Application of the Presence Method
Type of training:	Attendance in person, group lessons
Time of education:	30 hours in total, of which 20 theoretical hours and 10 practical hours.
General objective:	The objective is for participants to learn the methods and tools of dealing with, establishing and maintaining relationships, and communicating with individuals in multiply disadvantaged situations, using the Presence methodology, to promote integration and reduce disadvantages.
Teaching methodology:	Lecture, discussion, small group task-solving, situational exercises.
Details of the person(s) providing the training:	The program implementation involves a professional leader and instructors. Professional Leader: Holds a university degree in pedagogy or a related field and has at least 3 years of experience in adult education. Instructor: Possesses a higher education or university degree.
Does it issue a certificate	Yes
Assessment/Completion Requirements:	To be awarded the certificate of completion of the entire course, the participant must have no more than 20% of the total number of hours of absence and must achieve a „pass“ mark in the final examination. "Passed": 60-100% "Failed": 0-59%
Target group:	Anyone who wishes to learn more about individuals living in multiply disadvantaged situations, improve communication with those facing difficulties, and get to know and apply the "Presence" methodology.
Input requirement:	The training is not linked to any formal education, professional qualifications, or work experience, and there is no requirement for a health suitability check. It does not build on any prior knowledge.
Course content:	1. Basic principles of the "Presence" methodology 2. Characteristics and opportunities of multiply disadvantaged communities 3. Communication tools, establishing connections with multiply disadvantaged communities 4. Experiential practice 5. Theoretical knowledge
Training outcomes, competencies:	Knowledge: <ul style="list-style-type: none"> • The participants are familiar with the efforts aimed at integration, the legal frameworks, and the relevant legal provisions. Ability:

	<ul style="list-style-type: none"> • The participants are able to apply the principles of the "Presence" methodology and are familiar with the specific life situations of people in multiply disadvantaged circumstances, as well as the characteristics of marginalization. • The participants are able to apply the "Presence" methodology in dealing with, establishing relationships with, and maintaining relationships with people in multiple disadvantaged situations. • The participants are able to use easily understandable assertive communication tools, which allow them to effectively assist in promoting social equality. • The participants are able to engage in supportive conversations to identify real needs and find appropriate solutions. • The participants are able to gather the services available in settlements and deliver them to people in difficult situations. <p>Attitude:</p> <ul style="list-style-type: none"> • The participants recognize and understand the challenges in the daily lives of people living in multiple disadvantaged situations, the difficulties arising from their specific life circumstances, and, through authentic, empathetic behaviour, respect the human dignity of individuals living in segregated environments. <p>Autonomy and Responsibility:</p> <p>The participants are capable of preparing and facilitating the process of integration and inclusion, respecting and preserving the cultural values of individuals living in segregated environments.</p>
Availability of Study Material:	No
Serial number of the teaching material included in the attachment	-
Additional information	As a complementary activity, a prior knowledge assessment may be requested and will be provided by the institution to participants upon request or in case the participant does not join the training from the first module.



**Co-funded by
the European Union**

ShowUp4Health is co-financed by the EU4HEALTH Programme of the European Union under the Grant Agreement No. 10112942 (HaDEA). The content of this deliverable represents the views of the author only and is his/her sole responsibility; it cannot be considered to reflect the views of the European Commission and/or the European Health and Digital Executive Agency (HaDEA) or any other body of the European Union. The European Commission and the Agency do not accept any responsibility for use that may be made of the information it contains.