

# The People Behind the Numbers:

## Developing a Framework for the Effective Implementation of Local Equal Opportunity Plans

**Handbook for the Implementation of Local Equal Opportunity Programs in Hungary**



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This report has greatly benefited from several rounds of consultations with local-level Hungarian stakeholders (mayors, municipality employees, managers of social inclusion projects, civil society representatives) in a number of Hungarian locations: Annex II of this report provides a detailed account of visits, locations and a list of stakeholders consulted.

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# Contents

- Acknowledgments ..... 2
- Introduction..... 3
- Guidance Note 1: Snapshot of the most pressing social problems..... 5
- Guidance Note 2: Three strategic steps as the basis of interventions..... 8
  - Situation analysis for the planning of improved local service delivery ..... 8
  - Extending local resources beyond local funding ..... 11
  - Addressing local tensions and mobilizing local communities ..... 12
- Guidance Note 3: Navigating the pitfalls of raising and managing funds for social inclusion ..... 15
  - What can be done without external resources?..... 15
  - What are the internal capacities that should be developed for writing proposals and managing social inclusion projects?..... 16
  - How can engagement with professional service providers help the municipality? ..... 16
  - How can external consultants provide help to the municipality? ..... 17
- Guidance Note 4: Participatory Monitoring..... 18
- Guidance Note 5: Problem-solving trees as a tool to unbundle complex social inclusion challenges . 20
  - Problem-solving Tree #1: Children growing up in single-earner families with poorly educated parents (the role of transfers is significant in household economies) who may be affected by early school leaving and are difficult to mobilize to participate in targeted programs for children ..... 21
    - 1. Introduction: the root of social problems and management aims. .... 21
    - 2. Steps of identifying the problems in the LEP. .... 21
    - 3. Planning specific measures for the LEP ..... 22
  - Problem-solving Tree #2: Low-skilled Roma women with children who have been excluded from the labor market..... 30
    - 1. Introduction: the root of social challenges and objectives ..... 30
    - 2. Steps for identifying the problems in the LEP ..... 30
    - 3. Planning specific measures of LEP..... 32
  - Problem-solving Tree #3: The elderly and people with disabilities who live isolated from the community and do not have access to public services ..... 38
    - 1. Introduction: the root of social challenges and objectives. .... 38
    - 2. Steps for identifying the problems in the LEP. .... 39
    - 3. Planning specific measures for the LEP ..... 39
- Guidance Note 6: The initial step - Guidance on prioritizing and sequencing interventions stemming from the problem trees analysis ..... 45
- Annex I: Case Studies and Resource links ..... 46

1.1	Links to a few selected resources.....	46
1.1.1	„Presence”/settlement type social work .....	46
1.1.2	Barrier free access .....	46
1.1.3	Community programs and fairs for inclusion of people living with disabilities .....	47
1.1.4	Sensitisation of the community.....	47
1.1.5	Micro projects organised by the community .....	48
1.1.6	Participatory planning and development.....	49
1.1.7	Transport facilitation .....	49
1.1.8	Inclusive community.....	49
1.1.9	Assistance for household management .....	49
1.1.10	Debt management / pre-paid meters .....	50
1.1.11	Cooperation between services and thematic working groups.....	50
1.1.12	Housing integration .....	50
1.1.13	Mediation/intercultural mediation .....	50
1.1.14	Support for sports clubs .....	50
1.1.15	Early childhood education and development - Sure Start Children's House .....	51
1.1.16	Extracurricular activities .....	51
1.1.17	Mentoring.....	51
1.1.18	Job search assistance.....	51
1.1.19	Community development/community events .....	52
1.1.20	Job creation .....	52
1.1.21	Integrated education with support .....	52
1.2	Case studies.....	53
1.2.1	Porcsalma, serving a safe start into life.....	53
1.2.2	Integrated education, Ács .....	57
1.2.3	Farming village, Gyulaj .....	59
1.2.4	Kiút, income generation in Szabolcs-Szatmár-Bereg County .....	62
1.2.5	Social rehabilitation and housing integration, Pécs .....	65
1.2.6	Békéscsaba, city of cooperation.....	68
1.2.7	A thoughtful town, Jászfényszaru .....	71
1.2.8	Alsómocsolád, entrepreneur village.....	74
	Annex II. RAS Implementation Roadmap – Consultations and Field Visits .....	78
	Notes .....	81

## Introduction

Hungary's recently established Equality of Opportunity framework guides the planning and implementation of interventions addressing the most pressing social inclusion challenges at the local level. In today's Hungary - despite the centralization of some social, healthcare and educational services - **addressing the social inclusion challenges of local residents**, and assisting them to access relevant services and benefits, **primarily rests on the shoulders of local governments**. Delivering relevant services that address communities' priority needs requires the careful assessment of social exclusion challenges and their underlying causes, followed by the development and implementation of strategies and interventions that tackle these needs in an effective and efficient manner.

The Equality of Opportunity framework provides a comprehensive set of resources, guidance and templates to local governments to facilitate the planning of Local Equality Plans (LEPs). The intention is that these plans apply the same logic and structure across Hungary. However, recent experiences have shown that additional and more specific support is needed – particularly in the case of municipalities who have a limited level of institutional capacity - to facilitate the **identification, development, funding and implementation of complex interventions that tackle communities' most pressing social exclusion challenges**.

Through extensive consultations with various governmental and non-governmental stakeholders at the national and local level (see Annex II), a series of challenges were identified for **moving from a theoretical planning exercise to an earnest application i.e. operationalization of the Equality of Opportunity Framework at the local level**. These challenges included difficulties with handling complex social exclusion situations; lack of local resources for financing comprehensive interventions and difficulties with accessing external resources; concerns about local tensions with regard to investing in the target groups of the Equality of Opportunity framework and difficulties with engaging with and mobilizing local communities. Most importantly though, local stakeholders expressed a strong desire to receive targeted support that is directly relevant to them by reflecting the realities that they are dealing with on the ground.

The intention of this Handbook is to provide just that: practical guidance and hands-on instruments that empower local stakeholders to actively and effectively shape the local social inclusion landscape within the overall guiding framework of the Local Equal Opportunity Programs.

It is important to note, that - departing somewhat from the LEP logic - the Handbook does not put equal emphasis on all target groups covered by the LEPs. Rather, it aims to follow a more realistic approach –reflecting the reality at the local level – by explicitly focusing on those target groups that are experiencing the most complex social exclusion challenges in Hungary. These are those population groups that are **facing multiple i.e. cumulative disadvantages, such as children from disadvantaged families, unemployed Roma women with children, and the elderly and disabled who live in marginalized communities**. The Handbook provides guidance and considerations that aim to sensitize local stakeholders towards the particular situation these target groups face and equip them with constructive approaches to tackle these issues, based **on interventions that have been tried, tested and have proven to be effective**.

The Handbook was developed with several key audiences in mind. Firstly, and most importantly, it is intended for local governments which have relatively large number of residents in the **equal opportunity target groups**<sup>1</sup> or other disadvantaged groups within their administrative areas. The second target audience of this Handbook is comprised of municipal employees and civil professionals responsible for the **preparation, implementation and organization of the local delivery of social services**. Two key consideration guided the focus on the Handbook in this context: (i) the Hungarian local government system is extremely heterogeneous by nature and as a consequence, (ii) the local level obligations vary greatly depending on the size of the settlement.

The Handbook therefore focuses on the challenges and opportunities of those local governments and related stakeholders that have the relevant **primary care capacities and apparatus**. Primary care capacities means that these local governments run more than just the basic social services (child day care facilities up to primary education and access to basic healthcare facilities). More specifically, the focus is on those local governments that are in charge of a more comprehensive set of some social, educational and health services and that also receive funding for the implementation of employment initiatives. The target audience in this context is the staff which is responsible for designing and running these services. Having made this caveat, the Handbook still provides useful clues for smaller municipalities, particularly with regard to how they can best facilitate access to relevant services that are available within the communities' vicinity i.e. are provided by higher-tier government agencies - which often proves to be the most pragmatic way to address service gaps.

The Handbook is organized around a select number of practical guidance notes that include references to relevant examples and resources that are available. The issues these guidance notes tackle were selected based on the feedback that was collected through stakeholder consultations. The notes tackle those challenges that were flagged as being the most common and salient ones. These issues are among the most critical ones that local governments and other relevant stakeholders repeatedly struggle with when they embark on operationalizing the Equality of Opportunity Framework. Some of the tools and advice provided in this Handbook - e.g. the instrument of developing a proble-solving tree – can however also be applied to disentangle other complex challenges local governments might want to tackle.

The Handbook is accompanied by a comprehensive set of illustrative local social inclusion case studies from all over Hungary. Each case study highlights the specific target group(s) - e.g. Roma – and the category of needs– e.g. education and training, employment, housing – it addresses. The case studies were not selected to only present practices that were innovative and successful; they also identify shortcomings and challenges that arose during implementation. The case studies are intended to increase stakeholders' awareness, facilitate knowledge transfer and peer learning. It is also important to note that the case studies should by no means be interpreted as examples that can be readily transferred. Even relevant elements of the case studies need to be customized and integrated into the local context.

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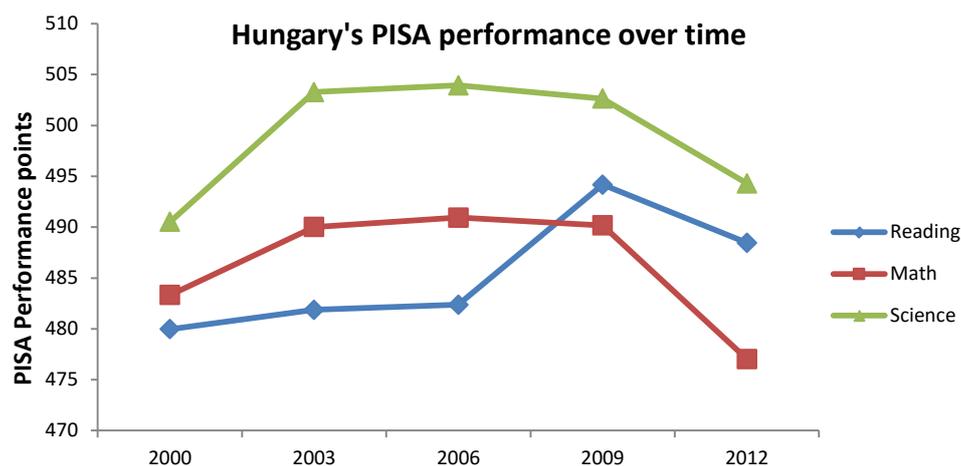
<sup>1</sup> ie. those living in extreme poverty, Roma people, children, women, the elderly, persons with disabilities

## Guidance Note 1: Snapshot of the most pressing social problems<sup>i</sup>

In today's Hungary, economic development gap in comparison with the EU average had decreased by 2014. At the same time, internal inequalities in Hungary have continued to increase along with the intensification of several adverse social processes, all of which cause social challenges at the local level:

- **In Hungary, poverty and social exclusion has been continuously deteriorating since the 2008 crisis.** Currently, more than one-third of Hungarians are at risk of poverty or social exclusion. Between 2008 and 2013, the proportion of children growing up in a household at risk of poverty and social exclusion increased from around 33 % to 43 %.
- **The performance of the Hungarian education system has deteriorated further and disparities between schools have increased.** Early tracking has intensified inequalities as it reinforces childrens' disadvantages based on their socio-economic i.e. family background. Moreover, schools tend to increase the existing differences in equality of opportunity of their students, rather than creating a level-playing field. The restructuring of the education system (narrowing of financing for higher education admissions, centralization of primary schools, restructuring of vocational training) is expected to lead to less marketable knowledge and professions gaining ground.

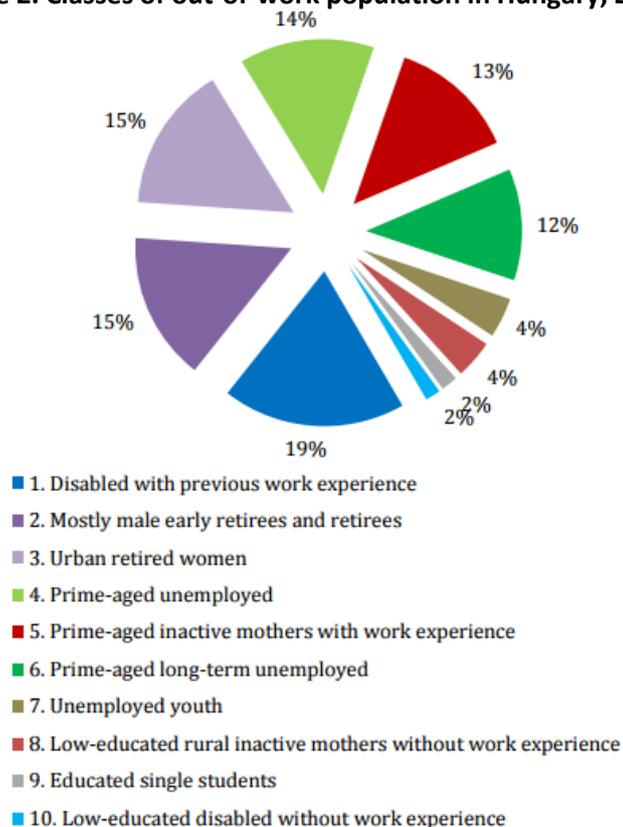
Figure 1. Hungary's PISA 2012 performance weakened compared to 2009



Source: World Bank staff estimates using PISA data

- Although both the employment rate and the activity rate increased in 2014, they are still low in international comparison. While activity is increasing rapidly (standing at 67.8% in the third quarter of 2014), it is still below the level of regional peers. Moreover, while the unemployment rate is low – in large part driven by the public works program, from which approximately 10 percent of jobseekers are able to move on to the primary labor market – **the disparity in the employment opportunities of high and low-skilled workers is bigger than in most EU countries.** The **unskilled groups in society lagging behind** encompass today 15% of the population - that is, one in seven people belong to this category whereas the proportion of well-qualified persons, managers and entrepreneurs, is 10% less than those in the neighbouring countries.

**Figure 2. Classes of out-of-work population in Hungary, 2011**



Source: World Bank staff estimates based on EU SILC

➤ In comparison to the general population, **the situation of the Roma households is considerably worse**. The Roma population remains to be generally lower-skilled than the non-Roma, lives in poorer conditions and faces difficulties finding productive formal employment. A large share of the Roma population in Hungary continues to live in segregated dwellings and in precarious living conditions. These conditions are exacerbated by demographic trends: while the general population of Hungary is shrinking and aging, the Roma population is growing and young.

**Figure 3. All EU2020 headline indicators are lagging behind in Roma communities, 2011**

	National, actual (2011)	Roma actual	Non-Roma neighbors actual
<i>At Risk of Poverty</i>	13.8%	82%	38%
<i>Living in Severe Material Deprivation</i>	23.1%	91%	65%
<i>Living in Household with Very Low Work Intensity</i>	6%	44%	22%
<i>Employment rate</i>	68.6%	27%	46%

Source: World Bank staff calculations based on UNDP / WB / EC 2011 Regional Roma Survey

➤ The number of **people willing to have children** and those **living in marriages/relationships has significantly dropped**. There is a growing number of young people trapped in their parental homes, postponing the start of their independent lives, and **more and more people move abroad** (2-4% of household have one member living abroad).

Despite the aforementioned difficulties there are dozens of communities demonstrating that positive changes can be achieved at the local level by long-term cooperation among municipal or community leaders and social workers, by exercising proactive, professional and financial planning, stakeholder involvement, as well as investing in honest, open and transparent communications. Small changes go a long way and communities have shown that even minor improvements make a huge difference in the lives of people.

**Social problems that typically manifest themselves at the local level include:**

- every third household is struggling with existential problems – with a pronounced need for external support;
- more than 40% of children grow up in poor and excluded households
- almost the entire Roma population lives in poverty and opportunities to break-out of poverty are decreasing;
- raising children represents a longer-term "burden" - this may cause existential problems for retired parents;
- local public works programs represent a dead end for an overwhelming majority of clients - yet they appear in the system over and over again;
- schools reproduce poor family background, rather than compensating for it;
- marginalization, lack of perspectives, the fear of external threats often lead to the increase in local tensions and the spread of extremist views.

## Guidance Note 2: Three strategic steps as the basis of interventions

In today's Hungary, politicians and society at large are divided over the way they perceive disadvantaged groups, including whether their disadvantaged status can be attributed to individual traits or structural issues. The social inclusion debate - including at the local level - can get easily hijacked by focusing on those clashing perceptions and short-term political priorities. To get out of this trap, local governments will need to explore the underlying social and structural root causes of marginalization and exclusion that are the origin of **these perceptions, and identify the most effective solutions to remedy the problems**. This includes both, everyday community activities as well as more targeted and comprehensive social inclusion interventions. Prioritizing these type of interventions will likely cause some tensions as well as initial resistance at the community level which needs to be equally addressed.

The target groups of equal opportunity programs are very heterogeneous. There is a wide variety of "human fate" within each group. However, there are many people actively looking for opportunities and dedicated to take initiative - but **they need opportunities and places to meet and interact, as well as support and encouragement**. Providing platforms for communication and interaction, granting support and taking into account the specific needs of target groups is not only a social necessity and a long-term responsibility, but also a **legal obligation at the local level**, for which many incentives are available to local governments.

In the following section we review what **strategic steps should be taken by all local governments** as a basis for local social inclusion and equal opportunity processes. These steps are

1. **Situation analysis and planning for improved local service delivery,**
2. **Obtaining potentially available resources and other financial sources,**
3. **Addressing local tensions and mobilizing local communities**

Hungarian and international experience<sup>ii</sup> demonstrates that these **three strategic steps are a prerequisite to building successful and sustainable local social inclusion initiatives**.

### Situation analysis for the planning of improved local service delivery<sup>2</sup>

1

One objective of the Local Equal Opportunity Programs (LEPs) is to explore whether equal opportunity target groups (ie. those living in extreme poverty, Roma people, children, women, the elderly, persons with disabilities) are facing specific problems to which the LEP scheme<sup>iii</sup> can offer help. **There are typically three basic shortcomings in the situation analysis sections of LEPs:**

- First, **even though** local governments **have listed** the relevant local (and – theoretically – available) **services** in the LEPs from the perspective of the given target groups, **they have not analyzed their effectiveness, potential access constraints or delivery issues**. For example, while it is recommended to list the number of pediatricians and vacant pediatrician practices, the latter is not included in many LEPs, despite the fact that it provides a more complete picture. Not only does it show which services are more difficult to access, it also highlights if there are not sufficient local pediatricians in some communities – which would then raise the question why this is the case.

<sup>2</sup> By „situational analysis” the Handbook refers to an analysis of service delivery constraints that target groups in the local level, in line with the legislative definitions.

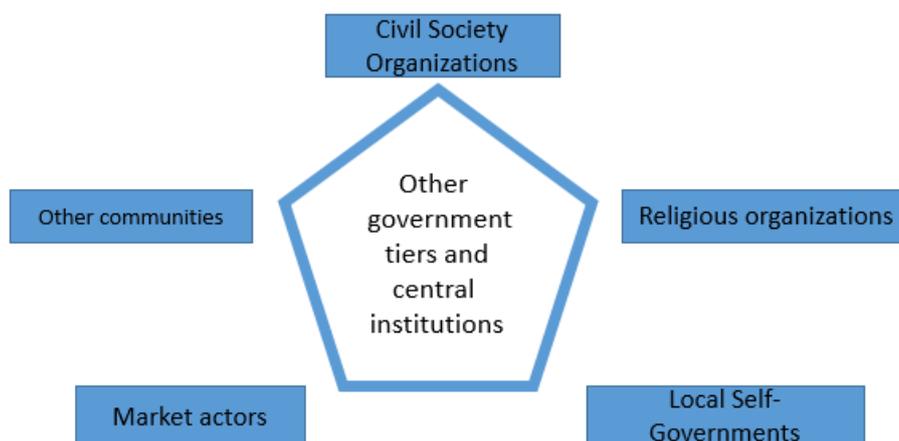
- Second, the LEP structure does not include services **relevant** to the target group **but that are not available locally (or only available sporadically)**. The development process of LEPs has encountered several situations in which **not the local level but other agencies (for example, the central school management authority) or other territorial levels (district or county) are responsible for the provision or funding process of certain services**. However, these are not required to be covered by the documents, and related shortcomings need not be explored either. At the same time, the conflict arising from the methodology of preparing LEPs and the document structure should be resolved, and **services or capacities available in other locations or by other agencies should also be considered when preparing action plans**. For this, additional data and information should be collected for example via SZOCIR, the information directory of social service delivery.<sup>iv</sup>
- **Moreover**, the question whether local residents commute to another community to **use the given services** like school, social and healthcare services (and if so, what is the service **quality**) is not included in the analysis either. However, for planning purposes, all these considerations are essential information for the identification of needs and relevant interventions.

*Key elements for developing a situation analysis of local service delivery*

**Mapping of service needs vs service availability.** The situation analysis should include a comprehensive qualitative and quantitative assessment of service needs (based on community needs assessments) for each of the LEP target groups and juxtapose this with the available local services to identify issues with over- i.e. undersupply and gaps in the provision of services.

**Geographical location of services.** The situational analysis needs to reflect the fact that – particularly in the case of small municipalities - , certain services going beyond the most basic services, are available in geographically different locations, as a result of the Hungarian public service provision structures.

**Available funding sources.** The analysis needs to provide a comprehensive overview of available funding sources. This is complicated by the fact that typically services are financed by several types of funding sources simultaneously. In addition, the district level is conducting decentralized tasks, and counties have recently been given planning responsibilities for service delivery.



**Figure 1: The pentagon of service delivery for social inclusion**

**Analysis of services using the “pentagon of service delivery”** (see Figure 1) The “pentagon of service delivery” is formed by the key service providers at the local level, including civil society organizations, religious organizations, other communities, local self-governments, and market actors. The situation

analysis needs to assess the capacity and role each of these actors have in the delivery of social services. In addition, joint actions and cooperation with the regional units of several governmental levels as well as centralized organizations will also need to be included.

**Quality and effectiveness of service delivery.** The situation analysis needs to include an assessment of the quality and effectiveness of service delivery in order to draw meaningful conclusions for the LEP planning and review processes. This should include an assessment of bottlenecks for both service providers and users. Merely providing services to disadvantaged community members does not necessarily result in their utilization. Service users' (demand-side) bottlenecks, such as those related to users' awareness, access, affordability, opportunity costs, social norms, and risks need to be assessed. Supply-side bottlenecks include insufficient financial and other resources, lack of awareness how to deal with certain population groups, etc.

**Analysis of major demographic trends.** Since LEPs are planned for a period of five years and are – in principle– reviewed every two years, **it is important to follow major demographic trends** since they determine the composition of the local population and the evolution of issues, making use of up-to-date data and annual surveys such as EU SILC. Young people's migration, as well as their temporary or permanent employment abroad; people moving to escape poverty and in hope of a better life; the fluctuation of willingness to have children; the health status of the community– these are all important factors that may rearrange the situation and therefore the needs of a given part of the community or group, even within the course of the five-year planning horizon.

**Expected institutional and legal changes** will affect the opportunities of relevant groups (e. g. redesigning the school system and training, changing the rehabilitation system of the disabled). When analyzing the situation and planning interventions for equal opportunity groups, these expected future developments must be also borne in mind. For example, if the number of young people is constantly decreasing, the demand for child-related benefits will also decrease. At the same time, if child benefits are eliminated, it will not be attractive for young people (who will later become parents) to work in the municipality, and they will end up migrating.

**The purpose of the situation analysis is to get a clear understanding of service delivery constraints to social inclusion that must be examined in their complexity, along with their impacts prevailing over a longer time. A comprehensive situation analysis covering all elements as highlighted above, requires a considerable level of capacity at the local level: investments in this should be a particular priority for smaller local governments.**

The preparation of local strategic documents has become a common local responsibility over the last few years. For example, individual sectoral strategies, planning of local service delivery, integrated urban development strategies in cities and related action plans have been prepared on the basis of local inter-sectoral dialogue and cooperation that have often proven to be **effective in unveiling additional local capacities and resources**. In addition, during the 2007-2013 EU programming period, many local governments and non-governmental organizations as well as their consortia have developed a certain level of capacity and basic skills for **project design, implementation and follow-up**, including identifying the solutions to solve funding difficulties and – sometimes necessary – certain “tricks”. However, strategic planning and subsequent implementation of activities that exceed the available local resources remains one of the key challenges municipalities face. This section focuses on useful strategies which allow local actors to pragmatically handle this challenge.

**Clearly identify the available local capacities and financial resources.** In technical terms, when preparing action plans responding to problems identified in the LEPs, it is a key issue to identify **local capacities** and **financial resources** that can be used for the implementation of planned interventions. For a more specific and more precisely planned activity it is easier to accurately identify the size and type of resources necessary for its successful implementation. LEPs should focus on planning activities for which resources are available, or where there is a good chance of obtaining these resources.

**Start with the budgeting of a “minimum package” – which can be scaled up later.** The activities covered by LEPs may include those financed by own budgetary resources, projects implemented making use of EU co-financing, as well as solutions based on activities and capacities of other organizations. Apart from the fact that the local government is capable of planning on the basis of normative funding received from the central state budget, they will also be able to prepare their plans on the basis of proposals related to the new Operational Programs to be opened in Fall 2015. However, changes in centrally allocated funds may nullify calculations performed at the local level. For all these reasons, planning of relevant LEP measures should be primarily based on demand, and resource planning should be fully aligned with this. This may be achieved by **planning a 1-2 year “minimum package” which may then be extended to a larger-scale longer-term complex program when additional funds become available.**

**Make use of relevant centrally subsidized programs.** When planning the financial resources, municipalities should consider i.e. factor in **central government program subsidies** that are “free” and can be voluntarily utilized. Such opportunities to increase the resources for social support for disadvantaged families are available within the scope of several central programs. For example:

- The **social heating fuel** subsidy is a state support scheme introduced in 2011, which can be accessed by governments of municipalities that have less than 5,000 residents. They can use the subsidy to purchase heating fuel and distribute it among disadvantaged families.
- Under a program aimed at providing **summer meals for children**, local governments can provide free summer meals for children receiving regular child protection assistance (the coverage of the grant depends on the size and the financial situation of the municipality).

A common feature of these two main programs is that participation depends on the local governments' own initiative. The amount of subsidies that can be requested by or awarded to a given local government is not enough to fully satisfy local needs, thus under certain limits, the local governments have to decide themselves whom to include in the program, which requires delicate

balancing and thorough knowledge of the individual needs in the community. This can be ensured through intense cooperation with social workers in the field.

**Factor in resources for public works programs.** One of the key responsibilities of municipalities is the facilitation of local employment. This received an additional impetus from the launch of the agricultural “Start work programs” active employment scheme<sup>3</sup>.

The funding for local public works can serve two distinct purposes:

- running local services like local self-reliance, local food supply as well as sustainable local energy management as a social enterprise type activity, or
- Production of manually produced foods and crafts for sale on the market.

Within these schemes, both the energy supply for local government institutions and some of the raw material supply for public catering of these institutions can be covered through employees in the public works program. In case of agricultural production, apart from wages provided within the scope of public work and the tools needed for production, local governments may also involve **their own lands** in agricultural production and by using produce in the local kitchens, significant savings can be achieved.

**Identify how cooperation with neighboring municipalities can yield savings.** Cooperating with neighboring municipalities is often more cost effective than each delivering the same services to a limited number of users. Unfortunately, in some cases the pool of available funds is not allocated accordingly. To tackle this challenge, external support in the form of development or planning professionals should be sought for the planning to ensure the appropriate distribution of resources, and to facilitate evidence-based decision making process by the local politicians.

#### Municipalities as brokers of change for external service delivery

For example, serving the needs of the local immobile population (and potential employees) could be solved **simply by negotiations** with potential employers or by convincing relevant transportation agencies to reorganize transportation links. Additionally, ensuring various forms of available child care facilities could also play an important role in mobilizing female employees.

It is important to pull together all these elements like a puzzle, and to harmonize the resources and funding opportunities to reinforce the synergies between the various interventions.

### Addressing local tensions and mobilizing local communities

3

Most local tensions are usually created between the general population of a municipality, and impoverished and excluded groups – most typically **Roma** – or people living with addictions or mental illness. The local government and political decision-makers should aim at **handling tensions**, create the basis for cooperation between conflicting parties and open **communication** if they wish to ensure that their **measures be well-founded and accepted** and the **results** of their interventions be **sustainable**.

<sup>3</sup> Micro-regional Start work model programs were launched in 2012 and organised in the following employment areas: agricultural projects, utilization of bio and renewable energy, draining of inland waters, repairing agricultural roads, repairing the public road network, eliminating illegal waste disposal sites, as well as establishing winter-time and other value-creating employment activities for people in the public employment program. (National Reform Programme of Hungary, 2012).

**Communicate widely and regularly.** It is especially important for local governments to widely communicate their activities, programs and investments related to the poor, the Roma and other equal opportunity target groups. This is the key to **strengthening cohesion within the community** so as to ensure that no social group misunderstands the local government's intentions and to enable mobilization and participation of the community in the planning and implementation of various activities.

**Debunk stereotypes and false sensitivities with facts and evidence.** There are many communities where everyday **coexistence** is marred by **conflicts**. For example, Roma families with no prospects of success are victimized by targeted intimidating actions and everyday discrimination,<sup>v</sup> with the result that these communities become **increasingly closed and resigned**, and their willingness to cooperate is reduced. Tensions do not only exist between Roma and non-Roma, and the tolerance for other equal opportunity target groups and their specific needs i.e. the need to invest resources for them, is often small. In communities where the problem has reached a stage where tensions are a key constraint, it should be **openly communicated that cooperation for a common goal is needed and worthwhile. This needs to be underpinned by evidence and factual information that debunk myths, stereotypes and commonly held beliefs.** Furthermore, decision-makers need to remember that **no political capital can be forged on the basis of these conflicts:** on the long term, aggravated conditions give rise to mistrust and fear, leading to irreparable fractures in local communities.

**Develop a joint community goal and stay on message.** The process of defining this common goal should be implemented in a participatory and inclusive manner in a step by step process, which should be underpinned by the availability of sufficient time and resources.

**Develop standing open communication channels and platforms.** These should in particular target those community members that express a strong sense of opposition and mistrust of equal opportunity interventions. However, it is important that these communication options should be **personal or tailored to small groups** (e. g. with social workers working in the field) since people tend to get carried away and provoke one another in larger masses or in fora where contributors' anonymity is ensured.

**Make use of tried and tested instruments to address community conflicts.** Several instruments have been developed i.e. employed to address the specific challenges posed by intra-community tensions. This section presents two instruments which have proven to be most effective.

- 1. Intercultural mediation.** The most important goal of this instrument is to improve the access of disadvantaged groups particularly the Roma minority to public services (education, health and services supporting employment) at a local or community level - and thereby advance Roma integration, improvement of their quality of life and cooperation with

#### **Micro-projects as a tool for mediation and community development**

It is useful to have a **micro-project** which directly serves the Roma community or other equal opportunity groups. The most important aspect is that the planning round-table should focus on such problems which can be solved using relatively small resources (even a few hundred thousand forints) and members of the community can actively participate in planning and implementation, as well. Such a small step and a positive example is highly motivating for members of the community in order to maintain further cooperation. A micro-project may also have external resources, as well, but it is worth providing resources from the self-government for the purpose of implementation. The micro-project should definitely promise an attractive result e. g. among those with hostile feelings to the target group - thus, recognition of the target group can be ensured and their status in the local community can be strengthened. Good examples include the creation of new attractive elements in public spaces which serve the whole community, the organization of waste collection to contribute towards a healthier and more attractive neighbourhood and to organize children's events where Roma and non-Roma come together and interact.

community leaders in solving the local problems affecting minorities. During mediation, a (local) mediator supported by an external mentor forms a bridge between decision-makers/local government and the target group. For that, mediators typically facilitate the formation of a community action group composed of community members who volunteer to participate. The mediator facilitates the proper set-up, functioning and activities of the group. For a community action group to be successful, it is important to be able to define itself along specifically defined tasks, i. e. that they have "real" mandates towards the local government. The ideal outcome of the formation of community action groups is that they work together with **decision-makers in a common planning process** (for example, as a micro-project) and reach a consensus with regard to ranking and prioritizing local problems potential solutions.

It is important to remember that professional service provider **organizations also participate in shaping the dialog**. While these organizations cannot replace the bridge actor or address the target group, they can facilitate open communication and bring intentions to a common denominator. It is essential for **local government staff** to recognize that one can rely on these organizations and the relevant effects of this cooperation.

## **2. Community workers and coaching**

**The second effective approach to address community tensions, is to make use of community workers and coaches.**<sup>vi</sup> Community workers and coordinators will learn necessary competencies within the framework of a training program. Since this training is not subject to qualifications, people living in the community with the ambitions to help others may enter this career. The work is coordinated by mentors. Volunteer coordinators are involved to sustain the process as they remain in the municipality after project closure. Community workers and professionals, e. g. municipal workers discuss in joint professional workshops the locally "supported" issues (these vary from community to community, but the organization of community events as micro-projects appears nearly everywhere). A key element for success is that the role and work of the community workers has a high level of visibility and differences can be perceived by the general public within the course of a few months, and local governments and educational institutions can rely on their work and contributions.

## Guidance Note 3: Navigating the pitfalls of raising and managing funds for social inclusion

The availability of adequate financial resources is one of the key binding constraints for the implementation of social inclusion interventions and most communities rely heavily on raising external funds - particularly EU funding - to finance local interventions. With the roll-out of the 2014-2020 financing period, considerable amounts of EU funds will be available under relevant Operational Programs (OPs) for the implementation of local equal opportunity interventions. The most important OPs in this context are the **Human Resources Development Operational Program (HRDOP)** and the **Regional and Local Development Operational Program (RLDOP)**.<sup>vii</sup> The most relevant priority axes for the financing of local social inclusion interventions are

- in HRDOP: 1. Strengthening social cooperation (ESF), and 2. Infrastructural investments in order to strengthen social co-operation (ERDF);
- in RLDOP: 4. Development of local community services and strengthening of social cooperation (ERDF); 5. County-based and local human resource development, employment promotion, social cooperation (ESF); 6. Sustainable urban development in county capitals (ERDF and ESF) and 7. Community-led local urban development (ERDF and ESF).

The major stumbling block of fundraising emanates from the fact that development funds including EU funds are still largely available in a **competitive bidding system** for the relevant communities, although the proportion of funds allocated locally from the outset is increasing. Moreover, in the competitive bidding system, neither the subject and time of call for proposals, nor the likelihood of winning a call **can be predicted**.

Many communities are constrained to **aligning their development plans to the resources** that can be easily obtained, instead of aligning resources for well-formulated development ideas. This leads to the common practice that the well-formulated and integrated development plans get abandoned for supply-driven, ad-hoc and opportunistic fund raising activities. Experiences have shown that this constraint may often lead to **ineffective or even harmful projects** in the medium term, including projects that are unsuccessful due to the absence of sufficient horizontal integration, complexity and preparation time. For example, such investments can be completely annihilated in the absence of long-term social work.

Against this background, this Guidance Note aims to support communities in accessing resources for strategic, integrated and well-prepared initiatives

### What can be done without external resources?

External resources (such as EU funding) are broadly believed to be the prerequisite for the financing of comprehensive social inclusion interventions. There is no doubt that practically in all communities where positive changes have been recorded, large amounts of external funds, budgetary as well as EU support, were used. However, it is also equally true that external resources only started to flow after **several years of intensive preparatory work aiming to prepare the ground to address local needs and stimulate demand**. In addition, these interventions included external resources only if and when they were contributing towards very specific development objectives of the intervention.

The initial lack of external resources should therefore not discourage communities to plan, pursue and adequately initiate their complex social inclusion interventions. **Important gains** can also be realized with relatively little financial investment during a period of preparatory work which addresses local demands as well as “soft issues” such a community mobilization or tensions early on.

#### ***Example of reflecting local demand without funding: relocating a bus stop***

In the city of Pécs, in the course of preparatory activities, the community has highlighted a serious logistical constraint: children going to school had to cross busy Route 66 which had no pedestrian crossing, to reach the nearest bus stop. When the local government and the transport company

realized this problem, they moved the bus stop to make it possible for the bus to stop before turning onto the main road.

It is also important to note that investments implemented through external resources have an impact on the local governments' operating expenditures. Several local governments invested in 'prestige projects' and encountered difficulties with covering the increased operating costs. Other local governments **invested in activities that decreased operating costs**. The case study of Gyulaj (Annex I) – where vegetables and meat produced are utilized in the local government's kitchen and wood chips produced are used for heating the local government's buildings – highlights an example of this.

### **What are the internal capacities that should be developed for writing proposals and managing social inclusion projects?**

Communities need both: internal capacity as well as external expertise and support in order to successfully access external funds. They should not substitute one for the other. It should therefore be established as a minimum objective by the local decision makers that the municipality has both: internal capacities and access to an external network of professional service providers that enable the **planning of project goals and activities, identifying relevant calls for proposals, and consciously involving and supervising external consultants**

Some municipalities have made significant gains by investing into project development capacity, such as internal monitoring of calls, writing proposals, developing project management skills, applying for external funding to provide for their **own financial contribution**, with a view to participate in as many calls as possible. One of the best known examples is Alsómocsolád with less than three hundred residents where the local government has **been awarded EU funding every year** since 2009, about 120 million HUF (over 300 000 EUR) on average per year.<sup>viii</sup> However, due to the significant borrowing needs related to the requirement to provide own contributions, by 2012 the village has become one of the most indebted communities (in terms of debt per capita), which demonstrates the limitations of this strategy.<sup>ix</sup>

### **How can engagement with professional service providers help the municipality?**

Broad engagement with professional service providers can be an effective way for developing projects. Such engagement should be developed with a view to enable the municipality to learn from project experience, as well as to identifying relevant funding opportunities. There are several organizations with various profiles, some with activities at national level (see Máltai Szeretetszolgálat and Autonómia Alapítvány further down), others with activities e.g. at county level (e.g. the association of Roma leaders in Nógrád<sup>x</sup>, SZETA Eger in Heves<sup>xi</sup>).

Two examples of organizations with significant field presence throughout the country are the **Hungarian Maltese Charity** and the **Autonómia Foundation**.

The **Hungarian Maltese Charity** (Máltai Szeretetszolgálat<sup>xii</sup>) is involved in a number of programs, partly as program owner (e.g. Miskolc, Pécs, Tatabánya, Veszprém, Monor, Gyulaj, Tarnabod) and partly as a contributor (e.g. children's chance programs in eight districts in Northern Hungary, North Great Plain and South Transdanubia).

The **Autonómia Foundation** (Autonómia Alapítvány<sup>xiii</sup>) has several years of experience in professional support of developing local equal opportunity projects. The Foundation operates the Norwegian and Swiss non-governmental funds providing resources for small-scale equal opportunity developments of non-governmental organizations.

## How can external consultants provide help to the municipality?

The experience of cooperation between municipalities and consultants providing proposal writing and project management services ranges widely. There are examples of cooperation that helped facilitate the goals of the relevant municipality with specific knowledge and capacities adapted to the timing requirements. There is also a broad range of negative experiences, for example stereotypical projects not tailored to the needs of the community. Cooperation with external consultants can have positive effects if the following requirements are observed:

- **Limit the role of the consultant at planning stage.** The development vision, and subsequent planning of project goals and activities are *not the responsibility of the consultant, they remain the exclusive responsibility of the local government and local community*. In this phase, therefore, the consultants' role should be very limited to providing advice and feedback on technical aspects such as targeting, developing relevant indicators, facilitating community needs assessments, etc.
- **Identifying relevant opportunities for proposals is also primarily the local government's responsibility.** It is of course impossible to follow all opportunities (the number of which may run up to several hundred at any given time), but it is better to rely on professional relationships than asking consultants for help. The reason for preferring professional service providers is that they may find it easier to advise based on local needs while consultants may be more biased by other considerations such as the potential amount of the grant.
- **Get the right profile for the specific TA needs that need to be covered by the consultant.** The municipality should proactively search for Consultants with the right profile, instead of passively accepting candidates who "volunteer" for the task. If possible, consultants specializing in local equal opportunity projects, with significant project references and (ideally) with recommendations by other municipalities or organizations should be sought. Specialized consultants are not only able to help in technical issues related to calls (for example, completing forms) but also in sharing professional experience from other projects and recommending professional partners.
- **Establish long-term relationships with the consultants.** The better a consultant knows a community, the more he or she will be able to get a thorough understanding of the municipality's needs, capacity, resources, social dynamics etc. All of which are important factors that the consultant will need to take into consideration to carry out his work. It is therefore preferable to invest in long-term relationships with consultants, encompassing several projects, with a view to form a common vision and shared sense of direction. This will moreover contribute to a better coordination across activities with a view to generate a maximum of synergies.
- **Maintain a client-contractor relationship.** Boundaries between the responsibility of the local government and that of the local consultant should not be blurred. For that, local governments must retain the role of the client who actively instructs, and supervises the consultant. The consultant must retain the role of a "contractor" delivering on a specific task based on well-defined Terms of References. Experiences have shown that particularly in smaller communities with limited capacities blurring the boundaries between the responsibilities of the local government and the consultant i.e. cases where the local government had de facto "handed over the reins" to the consultants can set the local social inclusion agenda on the wrong footing and produce potentially damaging consequences.

### Guidance Note 4: Participatory Monitoring

Monitoring and evaluation (M&E) is critical for results on social inclusion – particularly at the local level. Attention to the design and implementation of M&E are essential for adequate performance measurement of inclusion interventions. This in turn will help enhance transparency and accountability of service providers. Participation is increasingly being recognized as being integral to the M&E process, since it offers new ways of assessing and learning from change that are more inclusive, and more responsive to the needs and aspirations of those most directly affected. This tendency has led to the development of Participatory Monitoring and Evaluation (PM&E), a process through which stakeholders at various levels – including community members and in particular members of the target groups - engage in monitoring or evaluating a particular project, program or policy, share control over the content, the process and the results of the M&E activity, and engage in taking or identifying corrective actions. PM&E is geared towards not only measuring the effectiveness of a project, but also towards improved communication, building ownership and empowering beneficiaries; building accountability and transparency; and taking corrective actions to improve performance and outcomes. Core principles of PM&E are:

- primary stakeholders are active participants – not just sources of information
- building capacity of local people to analyze, reflect and take action
- joint learning of stakeholders at various levels
- enables continuous and ongoing feedback
- catalyzes commitment to taking corrective actions

Key steps for conducting PM&E include:

<b>1.</b>	Call a general meeting to ask who would be interested in participating in the monitoring exercise. It is important to check if community members actually have the time for this activity.
<b>2.</b>	Once the community decides who wishes to join, the facilitator meets with the group at a time convenient to them.
<b>3.</b>	The facilitator builds consensus on the purpose of the exercise, clarifies his/her role, expectations, and reviews the schedule.
<b>4.</b>	Community members then identify the M&E questions they want answered related to the project activity. Questions come solely from the community; there are no predetermined questions or forms from the facilitators. The group then brainstorms ways to collect the data and who should be responsible for data collection.
<b>5.</b>	Once the data is gathered, the group meets again to analyze it and reach consensus on findings, conclusions, and recommendations.
<b>6.</b>	The group then reports to the larger community and together they prepare a plan of action to improve performance if needed.

Source: Wong, Susan. 2004. "Indonesia Kecamatan Development Program: Building a Monitoring and Evaluation System for a Large-Scale Community-Driven Development Program." World Bank, Washington, DC.

A range of instruments exist for carrying out specific participatory monitoring and evaluation. The relevance and applicability of these tools depends on the context, depending on “who leads and who follows” PM&E, what is the purpose of PM&E, and at which level (inputs, activities, outputs, outcomes and/or impacts) is PM&E conducted.

Two key instruments of PM&E<sup>4</sup> that can be particularly relevant for the local level in Hungary in the context of locally implemented social inclusion interventions are (i) Citizen Report Cards; and (ii) Community Scorecards. Citizen Report Cards are participatory surveys that provide quantitative feedback on user perceptions on the quality, adequacy and efficiency of public services. They go beyond just being a data collection exercise to being an instrument to exact public accountability through the extensive media coverage and civil society advocacy that accompanies the process. Community Scorecards are qualitative monitoring tools that are used for local level monitoring and performance evaluation of services, projects and even government administrative units by the communities themselves. Like the citizen report card, the CSC process is an instrument to exact social and public accountability and responsiveness from service providers. However, by including an interface meeting between service providers and the community that allows for immediate feedback, the process is also a strong instrument for empowerment.

Citizen Report Card	Community Score Card
<ul style="list-style-type: none"> <li>✓ Unit: household/individual</li> <li>✓ Meant for macro level</li> <li>✓ Main output is demand side data on performance and actual scores</li> <li>✓ Implementation time longer (3-6 months)</li> <li>✓ Feedback later, through media</li> <li>✓ Information collected through questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>✓ Unit: Community</li> <li>✓ Meant for local level</li> <li>✓ Emphasis on immediate feedback and accountability, less on actual data</li> <li>✓ Implementation time short (3-6 weeks)</li> <li>✓ Information collected through focus group discussions</li> </ul>

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<sup>4</sup> For more information and some examples on these and other PM&E instruments, please visit the World Bank’s website on [Participation and Civic Engagement](#)

## Guidance Note 5: Problem-solving trees as a tool to unbundle complex social inclusion challenges

This module elaborates how the complex problems revealed in LEPs (or other strategic documents) can be broken down into individual elements, and which of these elements can be best addressed at the local level. Three **life situations** are introduced below. As an introduction, we will describe the extent and social “roots” of the problem, and then the corresponding chapters of the LEPs where the local government is supposed to address these or related issues. Then we list the steps leading to planning the relevant measures, the most critical questions for handling life situations, and the specific answers and interventions that are possible in response to the latter. Finally, a list of targeted resource links is attached to each problem tree.

Our examples are as follows:

1. Problem-solving Tree #1: Children growing up in single-earner families with poorly educated parents (the role of transfers is significant in household economies) who may be affected by early school leaving and are difficult to involve in program for children.
2. Problem-solving Tree #2: Low-skilled Roma women with children who have been excluded from the labor market,
3. Problem-solving Tree #3: The elderly and people with disabilities who live isolated from the community and do not have access to public services.

These examples have been selected through stakeholder consultations that had revealed them to be among the most pressing challenges municipalities face. Furthermore, these challenges demonstrate complex individual situations that – by the nature of their complexity – require comprehensive and targeted solutions by the municipality. The work process elaborated in the following problem-solving trees can of course be adapted and applied to other, including less complex challenges.

## **Problem-solving Tree #1: Children growing up in single-earner families with poorly educated parents (the role of transfers is significant in household economies) who may be affected by early school leaving and are difficult to mobilize to participate in targeted programs for children**

### **1. Introduction: the root of social problems and management aims.**

#### ***Early school leaving***

In Hungary, **early school leaving** affects children in **disadvantaged families with poorly educated** parents more than anyone else. The drop-out rate of Roma students is especially significant. **Young Roma students are 25% more likely to drop out** of the full-time school system as opposed to non-Roma children from similarly disadvantaged backgrounds. As a result, there is a significant difference between the Roma and non-Roma population. The extent of early school leaving in Hungary has exceeded 11 percent. The ratio of children from poorly educated families (where parents' education levels are no higher than eight grades) is as high as 15 percent among primary school pupils.

#### ***Employment opportunities***

One of the most pressing problems in Hungarian is the high inactivity of those with low education levels. Employment difficulties mostly affect those with poor qualifications and living in disadvantaged regions. They are among the most vulnerable group on the labor market since the labor market demand for people with little to no qualifications is progressively declining. In Hungary, the ratio of those with only primary school education is extremely low even by international standards. However, whereas in the European Union, within the 20-64 age group, more than half of poorly educated persons are working, in Hungary, this figure is just over one third. Thus, the prospects for people leaving school after primary education are much less favorable for people Hungary than for those in other countries. This is particularly the case for young people. **In today's Hungary, early school leavers will inevitable become unemployed.**

#### ***Reducing inherited social disadvantage***

Early tracking in the Hungarian education system poses a particular challenge as it reinforces already existing disadvantages stemming from family circumstances. Which means that it essentially produces a cycle of poverty, and thus, social inequality. To tackle this issue, **addressing the causes of early school leaving** is particularly important. Handling the problems of early school leaving and increasing the employment chances of low-skilled workers go hand in hand, because the unemployment rate cannot be significantly reduced on the long term without investments into education.

### **2. Steps of identifying the problems in the LEP.**

The outline of Local Equal Opportunity Plans, as it is defined in the regulations, has a separate chapter which summarizes the situation and opportunities of Roma and those living in extreme poverty. This section analyzes their **income and financial circumstances**, as well as **employment status**. In later chapters, a separate section is devoted to the **employment of low-skilled persons**. The subsequent sections of the LEP are designed to explore, among other things, the number of the **employed, the unemployed and the long-term unemployed**, the mobility, level of information and

other factors of **access to employment** (e. g. transport, potential job opportunities, planned investment projects, potential enterprise areas, local/regional employment programs, etc.) as well as programs facilitating employment of young people and **transition from education to the labor market** including the access of young people to education and continuous training.

The LEP addresses in yet another chapter the **situation and equal opportunities of children**. The chapter discusses separately the **general characteristics** of the situation of children, the situation of children **living in segregated, slum-like environments**, the **access to services for children with disabilities and those from severely disadvantaged** backgrounds. Finally this chapter also reviews the public education opportunities and equal opportunities for **children/students requiring special attention or living with disabilities**.

For this problem-solving tree, the complexity of the defined problem as the “situation of children with low-educated parents growing up in single-earner families, who may be affected by early school leaving, and who are difficult to mobilize to participate in targeted programs for children” means that **other subchapters** of the LEP may also be relevant in terms of the situation analysis (e. g. the chapter describing the situation of slums and segregated communities).

Thus, LEPs are making an effort to tackle the problems from various angles in an attempt to support communities with the identification of the needs and the related necessary measures in a well thought through manner. However, in practice, **both the relevant statements and the proposal for action remain at the level of generalities**. We can see in many places that communities cite statistics related to disadvantaged children, but they fail to add the other problems that may occur in the specific family environments, and the specific remedies that are possible in those circumstances.

### 3. Planning specific measures for the LEP

When completing the LEP action table, the needs arising from the problem analysis should be used as a starting point to identify existing local capacities to address these challenges.

**1**

The **first step** for the local government is to assess the number and situation of **single-earner families with poorly educated parents**. For this purpose, they should consult the **educational sector** (information that kindergarten teachers and school teachers can provide on school-aged children whose academic advancement is questionable due to family circumstances), the **social sector** (family support and child welfare professionals - information on critical situations and endangered children is available here). Data related to the disadvantaged status and extremely disadvantaged status should be collated with this information (even the data sets prior to the regulatory changes in 2013) to help determine the number of persons belonging to this category and where they live in the community (e. g. some of them may be segregated) and whether their number increases, decreases or is stagnant (at least for 2-3 years ahead). Important information can be obtained from minority representations, civil groups engaged in social integration and religious organizations, as well. The **creation of a target group-specific community working groups** can be a useful initiative, as well (in which Roma are also involved in, see also the section on mediation and social work in Guidance Note 2)

**In order to break the inter-generational poverty cycle, it is necessary that children from disadvantaged backgrounds and where parents have low levels of education get adequately supported in accessing learning opportunities. The earlier this happens, the better. Experiences have shown that investing in early-childhood education is one of the most successful ways in addressing inequalities. While early childhood education is one focus area, adequate support will need to be provided to children and their families to ensure education gets completed. This includes intensive family support work and a focus on targeted second-chance education and training programs to increase the parents' labor market opportunities. Focusing simultaneously on**

parents and children will make it possible that poverty is no longer passed on from parents to children.

## 2

The second step is to thoroughly think through the challenges and opportunities that families face in these circumstances.

Four **fundamental questions** need to be considered:

1. Is sufficient capacity available for early childhood education?
2. Are there any second chance education or other training options available for parents?
3. Are there any jobs available?
4. Are there any extra-curricular activities available for disadvantaged children?

Within the scope of the community working group and with the help of institutional and civil society actors, it should be explored **for which family members additional support and services will be needed**, how these services and support structures will be **organized**, and what **resources** will be needed to cover for those services over the next 2-3 years. These issues are discussed in detail below.

### 1. Is sufficient capacity available for early childhood education?

#### YES

Comparisons of the demographic data with the capacities of the institutions revealed that there is sufficient capacity for the 0-3 kindergarten age children in the existing municipality-run institutions. This includes taking into account other service providers' capacities (e.g. family day-care, employer-run day care, foundation-run or religious institutions). In addition to the capacities to accommodate all children, the researchers also assessed the institutional capacities to provide additional more targeted early childhood development services, such as physiotherapists, speech therapists, development teachers, and whether the offer is sufficient to cover the needs of the entire population within the locality (i.e. taking not only into account those children that are already enrolled but also those that are currently not yet participating in the early childhood development services).

If relevant capacities ensuring sufficient early childhood education are available, it is very important to facilitate the access of disadvantaged children to relevant services (e. g. by campaigns, subsidized meals, etc.) and to inform parents on early development and access opportunities to the latter (and their potential yields). For that a sufficient number of social workers need to be available to reach out to and work with families who have particularly high needs for mobilization.

#### Examples:

- **Early childhood development (0-5 years of age):** guiding parents into the children's house where development takes place together with parents, typically in the morning hours,

support for nursery enrollment / making available family day care by subsidizing compensation fees.

- **Making other additional services available:** local pedagogical services, speech therapy developments, psychological counseling and therapy, local mother-baby and children's clubs, sports associations (e. g. supported by local foundations) cooperation with primary art institutions and volunteers.
- **getting parents interested:** launching gymnastics clubs/cooking clubs/training courses (childcare, for example, with the help of volunteers); supporting the organization of self-help groups; mediation between health care providers and the family (e. g. dentistry, internal medicine and screening)

### 1. Is sufficient capacity available for early childhood education?

**NO**

Comparison of the demographic data and the capacities of the institutions revealed that there is currently not sufficient capacity for the 0-3 kindergarten age children inside the municipality-run institutions, even if other service provider capacities are being taken into consideration (e.g. family day-care, employer-run, foundation-run or religious institutions). In addition to the accommodation capacities, the researchers also assessed the development capacities available in the institutions, such as physiotherapist, speech therapist, development teachers, and also to what extent these capacities answer the service needs of the entire population in the age group (that is not only the needs of the children provided for in the institutions). If the above have been assessed and it is ascertained that there is not sufficient early childhood development capacity available, it is necessary to explore the potential solutions, such as convincing key players in other settlements, at district or county level that investing in additional capacities is a priority.

In addition to raising funds to fill the capacity gap for early childhood development services, it will be important to sensitize and train local community council and specialist staff in the various municipal institutions on the importance of early childhood development.

#### Examples:

- Launching **early childhood development programs** (e. g. Sure Start Children's House - Biztos Kezdet Gyerekház). In an optimal scenario, apart from facilitating children's development, programs for early childhood development activities would support their families as well. The most successful interventions are those that simultaneously address the children's education needs, social competencies and the quality of family interactions. Apart from the development of children, cooperation with the parents is an important element for the relevant programs. The aim of the relationship established with the latter is providing training for parents, improving their positions in the labor market, improving parent-child relationships and developing child-rearing skills.

### 2. Are there any second chance education or other training options available for parents?

**YES**

Having assessed the size and composition of the parent group with low education level and skills for

which there is little or no demand in the labor market, the sectors, in cooperation with the employment service provider and the local training organizations established that sufficient and attractive training opportunities are available locally or within easy reach.

If second-chance type and other training programs are available, it is to be found out whether the parents with low education know these opportunities and know how to access them. If the affected parents fail to make use of these training opportunities, it is necessary to identify the obstacles that prevent them from doing so (e.g. lack of motivation, no childminding capacity, no money for the commuting, black work of such schedule that prevents them to attend the training) and to provide intensive social work/family care to address the issues and mobilize parents to participate in the training programs.

**Examples:**

- Continuous **communication** of the available training possibilities for the parents with low education. The organization of community programs which enable informal discussion of the benefits of such training could help increase their motivation.
- **Support** or organize the **commute** of the participants **to the training** (if it cannot be solved with public transport, a village bus can also be used).
- If necessary, provision of **child-care** service for the duration of the training classes. This service can also be provided on a voluntary basis, with the involvement of parents who do not attend the training.

## 2. Are there any second chance education or other training options available for parents?

NO

Having assessed the size and composition of the parent group with low education level and skills for which there is little or no demand on the labor market, the sectors, in cooperation with the employment service provider and the local training organizations established that not sufficient and attractive training opportunities are available locally or within easy reach. In this case the local decision makers have the following options:

- organize commute to more remote training points and motivate the training institutions and the trainee (e.g. with scholarships) to participate
- Bring the training programs to the locality, e.g. second chance type programs for the younger people and other adult training programs for the older ones.

### Examples:

- **Launch of second chance-type training program:** explore EU funds and partners, develop capacities necessary to launch the program.
  - Give more information to relevant employers about the problems and the solution possibilities (learn the experiences of already operating programs even in the framework of a joint study trip, see some examples below)
  - Explore potential resources, partners. The different types of organizations (budget-run institutions, civil organizations, religious organizations etc.) may have access to different types of funds, so these should be mapped jointly.
  - Make preparations for accessing the resources (e.g. develop/increase management capacities needed to write EU applications, identify potential partners)
- For the training programs designed for parents with low education level or skills for which there is little or no demand in the labor market, **continuous support including through social workers is crucial**. This can radically reduce the risk of participants dropping out.
- When developing the frameworks for the training programs, it is necessary to keep the life situation of the trainings' target group in mind. E.g. seasonal work has to be taken into consideration when timing the start of the training program. If necessary, child-minding services have to be provided for the duration of the classes. If possible, the program should be organized locally, if this is not possible, it is **necessary to facilitate the participants' commute to the place of the training**.

### 3. Are there any jobs available?

#### YES

Having assessed the size and composition of the parent group with low education level and skills for which there is little or no demand in the labor market, the sectors, in cooperation with the employment service provider and the local training organizations established that sufficient and free employment opportunities are available locally or within easy reach. In this case it is important to explore the obstacles to getting into these jobs.

#### Examples:

- Promoting a dialog between parents and employment services, if necessary facilitate through/accompanied by social workers
- Introduction of alternative forms of employment in own institutions (e.g. part-time work)
- Organization of access to workplaces (public transport or subsidies for employer)

### 3. Are there any jobs available?

#### NO

Having assessed the size and composition of the parent group with low education level and skills for which there is little or no demand in the labor market, the sectors, in cooperation with the employment service provider and the local training organizations established that insufficient employment opportunities are available locally or within easy reach.

#### Examples:

##### - Develop longer-term job creation strategy:

- To develop the strategy it is necessary to build a strong relationship with the employers and businesses within easy reach of the settlement

- It is necessary to take into account the possibilities offered by the social economy (e.g. map families that are able and willing to engage in some business activities with the support of a micro-loan or those activities that could combine public work programs with value-creating activities but need additional support and resources for that). These possibilities have to be communicated to the target group with the involvement of mediators, social workers, employment services officials, etc.

- **Promote employment in another settlement** e.g. through the organization and support of the commute

### 4. Are there any extra-curricular programs available for disadvantaged children?

#### YES

The sectors, in cooperation with the families, reviewed the extra-curricular programs and come to the conclusion that they are attractive and available also to the disadvantaged children. They also identified reasons why those who do not attend these programs stay away (e.g. lack of awareness, shame, rejection, difficulty to reach, parents do not trust the organizers or the service providers). In these cases the municipality informs the parents through the institutions and the family helpers of the available services, makes publicity for the services /programs and links the service providers

and the children in order to facilitate their involvement in the given programs. It encourages and holds the organizers and service providers accountable to give priority access to disadvantaged children to relevant services and program and thus enhance their participation in the local community and develop new relationships. The municipality furthermore promotes the expansion and availability of these activities e.g. by opening school facilities for the programs or providing other suitable venues.

**Examples:**

- Organization of **open days and open activities** so that awareness about programs already underway is increased
- **Support for travelling to programs/transportation** and if necessary, (financial) support of participation
- Presentation of those administering extra-curricular programs in various local events (or for instance at schools), **promotion** of services.
- Mobilization of participants from disadvantaged backgrounds through social workers who also help to build trust between service providers and the families of disadvantaged children

**4. Are there any extra-curricular programs available for disadvantaged children?**

**NO**

If the situation analysis reveals that although there are certain extra-curricular programs, disadvantaged children do not or not sufficiently participate, it is necessary to explore and handle the causes preventing such participation (e. g. the organization of transport, providing food, building trust with parents by involving parents).

In the case that extra-curricular programs are currently not successful, various formal and informal activities should be organized depending on available resources (e. g. study halls, programs based making use of companies' social responsibility programs or through volunteering). It is important that these programs are as attractive and easily accessible as possible, traveling to the program sites should not cause a problem. Carefully choosing the timing for the activities and the provider is also very important (e. g. for study hall type problems, it is not favorable if the sessions are being held by the same teachers with whom students are constantly together during the day). It is important to encourage as much as possible that children from various and different backgrounds participate in these programs to avoid the stigmatization of the programs (e.g. only non-Roma children attend certain programs in the community house, while other clubs only have Roma patrons).

**Examples:**

- **Organizing learning support programs** (e.g. launching study hall programs) for primary and secondary school students. These programs can be financed by making use of available EU grant resources, but it is important to underline that study hall type activities can easily with minimum budget resources through volunteering (e.g. involving peer helpers, university students, high school students involved in community services).
- **Organization of sport programs or clubs** (free or easily affordable with financial support options) which can rely on professional coaches or volunteers, even seasonally.

- Organization of **play houses** e.g. with the involvement of volunteers which will also create valuable opportunity for the local pedagogical service and the teachers to learn more about the disadvantaged families and their challenges.
- **Cultural clubs** – e.g. drama, music, dance, and language groups which can attract young people from a broad circle
- Organization of **leisure spaces**, e.g. with the provision of computers (and games) and internet access where the children can spend their free time in a safe and supervised environment

**Links/information for the examples:**

<a href="#">„Presence”/settlement type social work</a>	<a href="#">Job creation</a>	<a href="#">Participatory planning and development</a>
<a href="#">Job search assistance</a>	<a href="#">Housing integration</a>	<a href="#">Inclusive community</a>
<a href="#">Coordination and Cooperation between services</a>	<a href="#">Assistance for household management</a>	<a href="#">Debt management / pre-paid meters</a>
<a href="#">Early childhood education and development - Sure Start Children's House</a>	<a href="#">Extracurricular activities</a>	<a href="#">Integrated education with support</a>
<a href="#">Support for sports clubs</a>	<a href="#">Mentoring</a>	<a href="#">Community development/community events</a>

## Problem-solving Tree #2: Low-skilled Roma women with children who have been excluded from the labor market

### 1. Introduction: the root of social challenges and objectives

#### *Reasons for labor market exclusion among low-skilled women with young children*

In Hungary, the labor market disadvantages of low-skilled women with children exceed those of childless single women multiple times. While in younger age groups, four-fifths of single women without children are employed, **only one in every third mother with two and one in every tenth mother with three children is active.** With the increase in the number of children (and the presence of a partner), the relevant opportunities are reduced further since the available places in nurseries (or in kindergartens in many places) are insufficient, the number of flexible or **part-time positions** is low, so family responsibilities and workplace requirements are difficult to reconcile. Furthermore, benefits related to child-rearing, which to some extent compensate for the **absence of available day care spots**,<sup>xiv</sup> provide additional incentives for spending longer periods at home.<sup>xv</sup>

#### *Low-skilled women and family responsibilities*

In places where there are no jobs for low skilled women, childbearing may substitute for labor market activity.<sup>xvi</sup> At the same time, women in general take greater responsibility in fulfilling domestic and household-related tasks, and this is even more so when they are not employed and **mostly perform tasks related to raising children.** While an average European woman works 2-3 hours more in the household than her husband, this excess has reached 4-5 hours in Hungary. Due to traditional gender norms, a large share of Roma women from traditional communities are typically required to carry out the lion share these household tasks which makes it particularly difficult for them to find any form of second-chance education, skills development, training or employment opportunities that compatible with their responsibilities at home.<sup>xvii</sup>

#### *Preventing self-perpetuating cycles of poverty*

The employment rate of Roma women is only 10%, compared to the nearly 60% ratio of the female population.<sup>xviii</sup> **Nearly three-quarter of Roma families live in poverty, which is passed on from one generation to the next.**<sup>xix</sup> In order to prevent a legacy of social disadvantages in a family, it is especially important to **handle the causes of workplace exclusion** of low-skilled Roma women, and to ensure that mothers with children become activated as soon as possible. This will have several short-, medium- and long-term benefits: immediately the families will have more disposable income, a greater focus would be put on **investing into the education of their children** and parents (and in particular mothers who are known to be particularly important in this context) can serve as role models for their children. All of the above would increase the chances of children to complete their education and enter the labor market<sup>xx</sup>.

### 2. Steps for identifying the problems in the LEP

The LEP summarizes in one distinct chapter the situation of women, their equal opportunities, addressing their **employment status**, participation in **training**, and devoting a special section to the **employment opportunities of women of low educational attainment.** Another section of the LEP is intended to assess the scope of **services facilitating** the reconciliation of labor market and family responsibilities (e. g. availability of nursery, family day care, kindergarten places; shortage of places, in public institutions flex time, family-friendly workplace solutions, etc.), the operation of institutions related to family planning as well as **maternal and child health care.** In this same chapter, the LEP addresses the topic of **violence** against women, domestic violence and lists the **services available in a**

**crisis.** It encourages communities to explore women's role in local **public life** and finally, to demonstrate the social problems increasingly affecting women at the local level and the specific **initiatives taken to eradicate these problems.** This section of the LEP is concluded by a problem and as a response, a table presenting the given development opportunities.

Since in our case, the problem has not "only" been defined as women's situation but specifically that of low-skilled Roma women, **other subsections** of LEP may also be relevant with regard to situational analysis (chapters regarding Roma, people living in poverty).

Often it is not clear from LEPs **to what extent those in need utilize services that are available i.e. are expected to be accessed in other communities.** This is largely due to the fact that the LEP structure itself and the resources and templates that are made available for the planning procedures do not record or reflect this dimension. At the same time, horizontal connections are often missing, e.g. for the planning of concrete labor market activation measures for low-skilled mothers, it must also be explored where and at what costs the necessary childcare services available and how many of the local children would need such services - only available elsewhere - and how many of them are unable to reach this service because they do not know about it or they have not realized their need, or the location or date of the service is simply unavailable, etc. When planning the LEP, this information must be explored, as well in order to program concrete steps and organize them into relevant actions.

Thus, in theory, the LEP is trying to grasp from a various angles the problems related to the situation of low-skilled Roma women, and as a function of the thoroughness of the problem analysis, communities will be able to identify and prepare more systematically those measures which aim to tackle these multi-dimensional challenges. In practice, however, it appears that **both the analysis and the proposals for actions remain at the general i.e. superficial level** (e. g. "we do not know the severity of the acute problem" or the direction of local processes and the range of interventions is rarely more specific than statement such as "expanding employment", "create extra services"). On their way to identifying and implementing specific steps, local governments need more precise guidance and access to tried and tested approaches.

### 3. Planning specific measures of LEP

When completing the LEP action table, the needs arising due to the given social problems should be used as a starting consideration and opportunities on local capacities as a basis. However, it is a general experience that **low-skilled Roma mothers without access to the labor market** as a target group are not defined, so we have no more precise information on either its magnitude or the internal composition.

**1**

Therefore, the **first step** is that the local government should consult the **health care sector** (nurses and paediatricians who have an accurate view of the families), the **social sector** (family support and child welfare professionals - information is available here on critical situations and vulnerable children) and the **educational sector** (information of kindergarten teachers and school teachers on children of school age whose academic advancement is questionable due to family circumstances. They can help determine the number of persons belonging to this category and where they live in the community (e. g. some of them may be segregated) and whether their number increases, decreases or is stagnant (at least for 2-3 years ahead). Important information can be obtained from minority representations, civil groups engaged in social integration and religious organizations, as well. The **creation of a target group-specific community working groups** would be useful as well (for that please also refer to the section on [mediation](#) and development also in Guidance Note 2)

**The objective of reviewing the existing services, support structures, capacities and available resources is threefold (i) to support the activation of low-skilled Roma mothers into regular jobs ; (ii) to provide these women and their families with the necessary support to be able to reconcile work with domestic and child-care chores; and (iii) to provide mothers with resources that allow them to proactively support their children's education to ensure that they successfully complete their education. These three objectives will help to break the cycle of poverty and ensure it will not continue to be passed on from one generation to the next.**

**2**

The second step is a thorough analysis of the difficulties and opportunities of families in this situation.

Three **fundamental questions** need to be considered:

1. Has the social/healthcare/education sector data revealed the entire set of needs?
2. Has the family recognized that their children's education is important and do they know how they can be supported?
3. Are the families forced out of the local community life?

With the help of institutional and civil society actors, it should be explored within the scope of the working group for **what part of the families involved** there are further tasks to be fulfilled, **what development needs** arise and how it is best to **organize** them and what their **resource need** is for 2-3 years. The above issues are discussed on the next page.

**1. Has the intersectoral working group revealed the whole set of needs or have they been revealed before?**

**YES**

That is: a **table/description including numbers, ratios, and trends** is available and the relevant actors/institutions can see the group of people whose problems they have to tackle.

<b>Have they contacted relevant support services capable of handling the given problems and other service providers?</b>	
<b>YES</b>	<b>NO</b>
<p>Have they prepared individual case management plans?</p> <p>Have they determined what actor monitors the family and the effectiveness of supporting work/services and how often?</p>	<p>The local government should promote cooperation and case management work (e. g. through donation, additional allocation to participating institutions e. g. using tender money/own foundation).</p> <p><b>Steps:</b></p> <p><u>STRENGTHENING OF CASE MANAGEMENT:</u></p> <p>assistance for <b>household management:</b></p> <p>joint shopping/cooking campaigns with family support centers and colleagues/mentors families plus <b>debt management:</b> assistance for the installation of pre-paid meters e. g. by assumption of costs (on the service provider's behalf)</p> <p><b>support for school work:</b></p> <p>designation of teacher mentor/senior-year mentor student/strengthening of school social work,</p> <p><b>job-search assistance:</b></p> <p>facilitating participation in trainings for example by organizing child care, assistance for internet use e. g. in club sessions with volunteer helpers</p> <p><u>PROMOTING COOPERATION BETWEEN SERVICE PROVIDERS</u></p> <p>creating a regular working group, creating a foundation capable of providing resources to manage complex problems</p>

## 1. Has the intersectoral working group revealed the whole set of needs or have they been revealed before?

NO

We need to know the following:

- **How many** families are there with low-skilled Roma women with small children who are unemployed or only have very uncertain opportunities on the labor market (e. g. they can only take part in public works).
- **Where do they live** (in segregated communities, private rented apartments, social housing, etc.)?
- **What kind of problems are they facing?** E.g.:
  - o daily existential problems,
  - o indebtedness,
  - o illness in the family,
  - o overcrowded housing conditions
  - o malnutrition,
  - o high level of school absence in the family,
  - o children at risk,
  - o exhaustion/isolation,
  - o deviance (drug, alcohol, crime),
  - o domestic violence,
  - o Conflict with service providers/school, etc.

In order to map these problems, it is important to consult with the following stakeholders:

- families (with whom the child support center already has a relationship, for example)
- public utilities and municipal asset management
- enforcement agents, financial institutions, NET (Nemzeti Eszközkezelő, National Asset Management), tax department
- district nurses
- social (assistance) department, family support center, other assistants, child welfare service, guardianship
- schools (KLIK), kindergartens, nurseries
- police
- religious organizations

### Steps:

**Problems can be mapped** within the framework of organized **thematic working groups, personal visits**/preparing environmental studies, or, e. g. by **sending short questionnaires** to institutions. It is important to find out the proportion of families for which certain types of problems have accumulated.

It is necessary to include the results of problem analysis in a table/description containing numbers, ratios and trends so that the relevant actors/institutions can see the range of people whose problems they have to handle today, next year and in 2-3 years.

## 2. Has the family recognized that their children's education is important and do they know how they can be supported?

### YES

In the course of social assistance work and communication with the relevant institutional system, it has become clear that the family realizes the steps that should be taken to make their children's school career more successful.

At the same time the family lacks the relevant knowledge/tools regarding where and how and with what organizations to cooperate or they do not have the relevant capacity at the time to obtain or pay for the necessary services.

Such services may include: speech therapy development, movement therapy/physiotherapy, regular exercise/sports, tutoring/study hall, day care, participation in study groups, (self) support groups, e.g. for children with MBT/SEN, etc.

It is also important for parents to recognize and utilize the tools of their own development apart from their children's needs. Thus, case managers/family helpers also need to help parents'/mothers' job search, guidance towards training, access to healthcare services, or for example their contacts with successful families having experienced similar situations.

#### Steps:

- **Early childhood development (0-5 years of age):** Opening Sure Start Children's House / guiding parents into the children's house where development takes place together with parents, typically in the morning hours, support for nursery enrolment / making available family day care by supporting compensation fees.
- **Making additional investments available:** local pedagogical services, speech therapy developments, psychological counselling and therapy, local mother-baby and children's clubs, sports associations (e. g. supported by local foundations) cooperation with primary art institutions and volunteers.
- **development of school-aged children and their inclusion in relevant programs,** local pedagogical services, speech therapy development, psychological counselling and therapies, cooperation with primary artistic institutions and volunteers, encouragement for day care centers/study rooms (making available extracurricular programs, playrooms/play clubs)
- **Making parents interested:** launching gymnastics clubs/cooking clubs/training courses (childcare, for example, with the help of volunteers), helping the organization of self-help groups, mediation between health care and the family (e. g. dentistry, internal medicine and screening).

For more examples, see above

## 2. Has the family recognized that their children's education is important and do they know how they can be supported?

### NO

Some of the families have no long-term plan with regard to their children's school careers, moreover, by their children's early adolescent age, many "refrain" from kindling or strengthening their children's further education motivation (this is often caused by poor feedback mechanisms). Therefore, both the children and parents should be sensitized to the benefits and options. In addition, specific mediation and strengthening of educational institutions are important tasks.

In this case, social workers must perform coordinated, intensive work, relying on institutions which children and parents frequent or should frequent (for this purpose, the local government should provide extra resources, e. g. employing additional part-time social workers, setting aside minor resources for incentives/programs).

#### Steps:

- **Media campaigns**, i. e. sensitization of parents and children for the importance of training/education in institutions, local publications/media.
- **Sensitization of trainers/educators** towards the target group (difficulties, opportunities) e. g. by **intercultural mediation**.
- **Promoting coordination** between the family - employment services - employers (including the local government's own institutions), e. g. preparation of career choice.
- Information on **scholarship programs** and making them available
- **Involve parents in extracurricular activities** to raise their awareness and capacity to provide the required additional support/assistance needed by the children (at home) to successfully progress their education.
- **Keep educational institutions** open during the afternoon hours – and use this time to provide with organized activities, family visits, activities organized by volunteers)
- **Launch clubs** to provide opportunities for nonformal education and learning in the form of useful pastime activities– and create public spaces for learning and “playing”.

With the help of the above, families can be guided towards those services offering specifically tailored developments and trainings - see on the left side.

### 3. Are the families forced out of the local community life?

#### YES

During situation analysis, it has become clear that families are isolated, it is difficult to address them and they do not participate in the lives of local communities, school or neighborhood life. To remedy this, local community development work should be launched and supported, e. g. by the inclusion of professional organizations micro-projects and cooperation between institutions.

#### Steps:

Organization of easily accessible (free, at nearby locations), brief community programs held repeatedly and at predictable (and possibly unconventional) times e. g. by launching fitness groups, organizing fairs, gastronomic events, screenings.

Once these step yield results, the role of families in community life can be further developed, see examples below for further guidance.

### 3. Are the families forced out of the local community life??

#### NO

By continuation and diversifying existing activities, it can be ensured that the enthusiasm of families will not decrease - (see examples below).

#### Steps:

By planning micro-projects (e. g. events with budgets up to 50-100 thousand HUF) participation can be enhanced (e. g. determination of public space function/decoration, film screenings, concerts, cooking together/gastro-cultural events, etc.)

#### Links/information for the examples:

<a href="#">„Presence”/settlement type social work</a>	<a href="#">Job creation</a>	<a href="#">Job search assistance</a>
<a href="#">Mediation/intercultural mediation</a>	<a href="#">Micro projects organized by the community</a>	<a href="#">Participatory planning and development</a>
<a href="#">Transport facilitation</a>	<a href="#">Housing integration</a>	<a href="#">Inclusive community</a>
<a href="#">Coordination and Cooperation between services</a>	<a href="#">Assistance for household management</a>	<a href="#">Debt management / pre-paid meters</a>
<a href="#">Early childhood education and development - Sure Start Children's House</a>	<a href="#">Extracurricular activities</a>	<a href="#">Mentoring</a>
<a href="#">Support for sports clubs</a>	<a href="#">Integrated education with support</a>	<a href="#">Community development/community events</a>

## Problem-solving Tree #3: The elderly and people with disabilities who live isolated from the community and do not have access to public services

### 1. Introduction: the root of social challenges and objectives.

#### *Situation of elderly and disabled people*

There are nearly **half a million people living with disabilities** in Hungary, half of them are older than 60 years. In addition, there are nearly **1.7 million chronically ill persons** - out of this latter group, there are 1 million women and nearly one million people aged over 60 years.<sup>xxi</sup> Based on this data, it is fair to say that there are large overlaps between the groups of **the elderly, the disabled and the chronically ill**. Particularly in the case of the disabled, it is clear that they are faced with specific challenges in their daily lives – the degree and extent of this depend on the type and level of disability (intellectual capacity, movement, vision, hearing, etc.). Despite the fact that after 2000, the situation of the disabled has gradually improved (e. g. more people could get involved in the education system and employment e. g. due to increased accessibility and targeted subsidies), the employment and education indicators of people with disabilities lag behind the average levels: their group includes nearly **one and a half times as many unskilled and only half as many higher education graduates** than in the general population. In many cases, families having to take care of disabled and chronically ill children are facing particular challenges, as parents who have to take care of their disabled children have to give up work. This leads to higher poverty outcomes for families with disabled children, and a disproportionately large share of this group is geographically located in deprived areas and villages.<sup>xxii</sup>

#### *The phenomenon of social isolation*

Isolation of the elderly and people with disabilities is due to several factors. For most of the group, participation in public life is hampered by **physical barriers**, e. g. due to lack of barrier free accessibility of facilities. In addition, isolation is further spurred by a lack of integration into mainstream society due to **lack of access to education and unemployment**. In case of the elderly, the narrowing of social relations is also typical due to a lack of day-to-day interactions with the community, loosening relationships and family ties. The level of inclusion of the non-disabled environment is also important, people with disabilities often encounter "moral obstacles" because their environment - in the absence of knowledge and guided by fears - is unable to cooperate or communicate with people with disabilities or accept them as colleagues and peers and reduce them to their special needs. However, statistics show that **only a quarter of people with disabilities experience their disabilities as being manifest in learning and workplace obstacles**.<sup>xxiii</sup> This is a warning sign that a great majority of those belonging to this group have a need for more intensive participation in the life of society.

#### *Services for elderly and disabled people*

The range of healthcare, social, training and social services **depends on the size of the community**, but organizing home care and catering is required everywhere. The related benefits (e. g. public health care, nursing allowance) are provided and determined at the **district level**, and local governments can also provide other support at the expense of their CSFs. **Thus, the availability of special i.e. specialized services e. g. rehabilitation, is uneven** in the country, thus those in small communities are facing the worst situations. Therefore, numerous **professional and non-governmental organizations** play an important niche role to fill this gap.<sup>xxiv</sup>

## 2. Steps for identifying the problems in the LEP.

The Local Equal Opportunity Plan has a separate chapter which summarizes the situation and equal opportunities of people with disabilities, addressing their **employment situations** and institutions supporting independent living. Further sections of the LEP explore the range of available benefits as well as **the opportunities of accessing public services, public transport, information and community life, disabled access and benefits compensating for disadvantages**. As a conclusion of the relevant chapter, local governments should demonstrate the specific social problems increasingly affecting people with disabilities at the local level and the **specific initiatives taken to eradicate these problems**. This section of the LEP is concluded by a problem and as a response, a table presenting the given development opportunities. The section in LEPs analysing the situation of the elderly follows a similar structure, but devotes particular attention to participation of the elderly in the labor market. **Problems identified in other subsections** of the LEP can also be relevant to the situation analysis, e. g. chapters on Roma people and those living in extreme poverty if they point out the connections between poverty, old age and disabilities.

Within these sections, special attention needs to be paid to three issues: (i) which services are needed for the local community of elderly and disabled; (ii) where are these services available (inside the community at district level); and (iii) how can they be accessed by the target group in view of physical and other limitations.

## 3. Planning specific measures for the LEP

When completing the LEP action table, the needs arising due to the identified problems in relation to availability of and access to services should be used as a starting consideration. Since the relevant needs are very heterogeneous regarding this target group, implementation of the **"nothing about them without them"** principle is especially true here. This means that it is essential to involve equal opportunity target groups in the preparation of local equal opportunity plans. In order to explore real needs, **involvement of the relevant target group (organizations of the elderly, those with young children and injured people) should take place even during situation analysis**. With their help, the local government can learn for example that a given ramp for the entrance of a local grocery store has been built but a turnstile placed at the entrance prevents access with strollers, wheelchairs or walkers and traffic between the aisles is not suitable, either. An equal opportunity plan can become complex, integrated and feasible if the maximum number of perspectives and ideas are identified and for this purpose, several meetings between the government and stakeholders will need to take place. Experiences have shown that in this process, innovative ideas have emerged, the stakeholders will become more committed and potential conflicts can be prevented (for further guidance on this see also the section on [mediation](#) and [community development](#) also in Guidance Note 2).

**1**

Therefore, the **first** step is that the local government should **consult with the sectors concerned - e. g. health care sector, social sector, job center** and the relevant **district** in order to get a more accurate picture of how many persons belong to this group and where they live within the communities (whether their environments and nearby service providers are accessible). It is important to get a picture of the **family environment of the elderly and the disabled as well as supporting family members** and neighbors (this could be known for example by home care staff and doctors) and the specific needs that are likely to arise within the next three years. Important information can be obtained from **civilians and religious organizations** otherwise in contact with rehabilitation and the target group (e. g. those organizing clubs and events for the elderly) As in the other cases, the creation of a **target group-specific community working groups** has proven to be particularly useful in this context, where the active involvement of the **members of the target group** is encouraged and facilitated. (For further guidance on this see also the section on mediation and the role of social workers in Guidance Note 2).

People over the age of 60 and those with disabilities make up about one fifth of the local population on the average. The objective of reviewing their special care and service needs is to improve their quality of life and social participation. This is based on the requirement to help them access quality services available locally and in other communities, and reduce their social isolation.

## 2

The **second step** is to consider the **difficulties and opportunities of a typical person and their family in this life situation.**

Three **fundamental questions** need to be considered:

1. Has the social/health/education sector addressed the complete set of needs that were identified, including through the active involvement of the target group, and are these services available to the target group either locally or in other communities?
2. Are there any community forums, events, or spaces specifically for these groups?
3. Is the local community sensitive and inclusive regarding the target group (i.e. is support for "moral accessibility" needed)?

With the help of institutional and civil society actors, it should be explored within the scope of the community working group to which the target group **receives the appropriate support and services** and for which issues additional assistance and services need to be developed, how those services would need to be **organized** and what are the **resources that will be needed** for this over the next 3 years. The above issues are discussed below.

### 1. **Has the social/health/education sector addressed the complete set of needs that were identified and are these services available locally or in other communities?**

**YES**

That is: a table i.e. comprehensive description containing **numbers, ratios, trends has been drawn up which allow the relevant actors/institutions** to get a clear understanding of (i) the number of people from the target group who currently do not access services; (ii) to what extent these members of the target group can rely on family i.e. community in a broader sense; (iii) what services can be provide on location vs. which can only be provided in other communities; and (iv) how can they access the services in other communities

**Have they contacted relevant support services and other professional service providers capable of handling the given problems either locally or in other communities?**

YES	NO
<p>Have they determined the person in charge of interconnecting elderly people/families and service providers and the person following up the availability and suitability of services?</p> <p>Have they organized facilities for elderly people/families to access these locations/service providers or vice versa - will help come to the house?</p>	<p>The local government should promote cooperation on the service provider's side, help with access issues and crisis management, as well as support services for caregivers (mostly family members), etc. (e. g. with donations, additional allocation for participating institutions e. g. using tender money/own foundation).</p> <p><b>Steps:</b></p> <p><b>transport</b> assistance:  travel assistance e. g. with village bus, volunteer patient transport services, car-pooling organization (mediation alone increases trust)</p> <p><b>helping with daily tasks:</b> supplementing help at home with voluntary work, organizing leisure activities, searching for peers, organizing clubs</p> <p><b>information transfer/screening:</b> support for prevention</p> <p><b>job-search assistance:</b>  assistance of participation in training sessions e. g. by organizing elderly- and disabled-friendly trainings, mediation towards relevant employees</p> <p><u>PROMOTING COOPERATION BETWEEN SERVICE PROVIDERS</u></p> <p>creating a regular working group,  creating a foundation capable of providing advice and resources to manage complex problems</p>

**1. . Has the social/health/education sector addressed the complete set of needs that were identified and are these services available locally or in other communities?**

**NO**

We need to know the following:

- **how many** families with elderly or disabled members are there where the necessary services are not received or they lead solitary, isolated lives,
- **Where** do this families/elderly people live (e. g. in locations that are difficult to access, homes are not accessible for the disabled, far away from their families, etc.)
- **What kind of problems are they facing?** E.g.:
  - o Problems in the context of living their day-to-day lives,
  - o exclusion from the labor market
  - o indebtedness,
  - o other illness in the family,
  - o overcrowded, inadequate housing conditions (e. g. many stairs, narrow doors),
  - o school attendance is not solved for children with disabilities
  - o exhaustion/isolation,
  - o lack of mobility
  - o substance abuse (e. g. alcohol, drugs)
  - o domestic violence,
  - o conflicts with service providers etc.

In order to map these problems, it is important to consult with the following stakeholders:

- families (with whom colleagues working in home care are already in contact, for example)
- social (assistance) department, family support center
- educational institutions
- general practitioners
- labor office
- professional services (e. g. in other communities)
- other helpers, civilians, religious organizations

**Steps:**

**Problems can be mapped** within the framework of organized **thematic working groups, personal visits**/preparing environmental studies, or e.g. by **sending** short **questionnaires** to institutions/service providers/districts. It is important to find out the proportion of families for which certain types of problems have accumulated.

It is worth including the results of problem analysis in a **table/description containing numbers, ratios and trends** so that the relevant actors/institutions can see the range of people whose problems they have to handle today, next year and in 2-3 years.

**2. Are there any community forums, events, or spaces specifically for these groups?**

**YES**

There are suitable forums and events attractive to disabled and their families as well as the elderly, which allow them to be an active part of community life

**Steps:**

**Organization** of easily accessible (barrier-free, held nearby, free-of charge), **community activities/events/programs** held repeatedly and at predictable times (possibly unconventional, e. g. health screenings play/drama/music therapies, fairs, tours. It is important that these events do not only address the target group, thereby **sensitizing the population not encountering the same problems.**

In local decision-making/governments individual **rapporteurs** can ensure continuous flow of information.

**2. Are there any community forums, events, or spaces specifically for these groups?**

**NO**

In the course of situation analysis, it has become clear that some of the elderly and people with disabilities are isolated, difficult to interact with i.e. mobilize. To remedy this, local community development work should be launched and supported, e. g. by more intensive communication about the targeted programs, organization of clubs, micro-projects and cooperation between institutions.

By ensuring existing activities are being provided on a continuous basis and being diversified as needed, it can be ensured that the enthusiasm of families will not decrease - see examples below

**Steps:**

Often times, accessing relevant programs/events and physical approach represent critical question - therefore, they should be **organized in a barrier-free manner** (even through relevant media) It is worth recommending such micro-projects for groups in the process of forming which are capable of addressing a larger group of people (e. g. accessibility of public space, providing community venues for those with similar disabilities, covering material costs of clubs etc.)

### 3. Is the local community sensitive and inclusive regarding the target group?

YES

People with disabilities and elderly people are accepted and respected members of the local community and they are not exposed to discrimination in education, employment and in everyday life in general. Their points of view are taken into consideration in local decision-making processes, as well.

#### Steps:

In the local decision-making process/local government a dedicated and knowledgeable rapporteur (ideally recruited from the target group) can continually serve the purpose of feedback in relevant matters, and at the same time, they make function as communication channels towards the target groups, as well.

### 3. Is the local community sensitive and inclusive regarding the target group?

NO

Local communities are not familiar with and do not understand the situation of the elderly and those with disabilities, they reject these people. There is little specific knowledge available regarding specific live situation so there is no basis for dialog or developing mutual trust.

#### Steps:

Organization of sensitizing campaigns and programs, and above all teaching the younger generation to exercise tolerance, acceptance, assistance (including by organizing voluntary work). Some other barrier-free programs teaching the importance of accessibility can also help (e. g. disability parks). It is important for public service workers to understand these local needs and the daily challenges faced by these people every day - sensitizing training courses previously developed can be used for this purpose. Ensuring comprehensive accessibility of the public institutions services will make an important difference as members of the target group will become more and more visible in the public space which will allow for more regular interactions and exchange. This will contribute towards the breaking down of stereotypes, fears and the step-by-step integration of the target group into community life.

#### Links/information for the examples:

<a href="#">Sensitisation of the community</a>	<a href="#">Barrier free access</a>	<a href="#">Community programs and fairs for inclusion of people living with disabilities</a>
<a href="#">Transport facilitation</a>	<a href="#">Micro projects organized by the community</a>	<a href="#">Participatory planning and development</a>
<a href="#">Coordination and Cooperation between services</a>	<a href="#">Community development/community events</a>	<a href="#">Inclusive community</a>

## Guidance Note 6: The initial step - Guidance on prioritizing and sequencing interventions stemming from the problem trees analysis

In the previous chapter, we demonstrated those critical life situations for the solution of which several types of intervention should be considered. It is possible that the local government gave a negative answer to all questions listed on the previous pages. This means that the needs of these groups have so far not received sufficient attention and a lot of work lies ahead of the local government. This can be intimidating and discouraging. What should be the priority, the sequence of activities? What should be the first step?

As noted in *Guidance Note 2*, it is **essential** for a local government to develop the ground so to speak for interventions and to invest in a **foundation for targeted interventions**. This would include the strengthening of relevant knowledge of problems and opportunities inside the community, exploring and starting to use own resources hitherto untapped, and investing in communication and interaction with the community members to mobilize them for supporting and participating in interventions.

**The initial step** should always be aimed at the need to **resolve local conflicts** and encourage various stakeholders to cooperate. To do this, useful advice is listed in *Guidance Note 2*.

**As a next step, a framework for substantive dialogue (both intra-community as well as between the community and the local government) would need to be created** as this will ensure that mobilization and accountability mechanisms are established to **alleviate basic problems**.

### Potential frameworks for community dialogue

There are various frameworks and formats to involve the local community members in a dialogue with decision-makers and service providers. Local governments should ensure they choose formats that are most conducive to the community's capacity. Potential formats include:

- Public feedback through comments
- Interviews
- Workshops
- Community gatherings or town hall meetings
- E-discussions
- Continuous communication through community social workers

Participation increases community ownership and the ability of residents to maintain and operate an intervention, thus increasing the chances that it will be sustained over time. Such an active role for disadvantaged Roma communities also contributes to their social inclusion. At the same time, the participation of non-Roma communities is also critical to gain their support for the intervention, avoid stigmatization of Roma, and foster interaction and cooperation between Roma and non-Roma on the basis of mutual interests.

Source: *Handbook for Improving the Living Conditions of Roma*, Word Bank, 2015

**In parallel to all this**, a thorough **status survey** should be prepared along with the **exploration of potential resources**. Status surveys should be designed for example by applying the methodology of the LEPs and extending it to cover missing topics like access to services offered outside the municipality. Hints for exploring potential resources are described in *Guidance Note 3*.

## Annex I: Case Studies and Resource links

### 1.1 Links to a few selected resources

The resources and links in this section include information that will provide guidance on how to estimate resource needs and costs for the selected interventions.

<a href="#">„Presence”/settlement type social work</a>	<a href="#">Barrier free access</a>	<a href="#">Community programs and fairs for inclusion of people living with disabilities</a>
<a href="#">Sensitisation of the community</a>	<a href="#">Micro projects organized by the community</a>	<a href="#">Participatory planning and development</a>
<a href="#">Transport facilitation</a>	<a href="#">Housing integration</a>	<a href="#">Inclusive community</a>
<a href="#">Coordination and Cooperation between services</a>	<a href="#">Assistance for household management</a>	<a href="#">Debt management / pre-paid meters</a>
<a href="#">Early childhood education and development - Sure Start Children's House</a>	<a href="#">Extracurricular activities</a>	<a href="#">Mediation/intercultural mediation</a>
<a href="#">Support for sports clubs</a>	<a href="#">Integrated education with support</a>	<a href="#">Community development/community events</a>
<a href="#">Mentoring</a>	<a href="#">Job search assistance</a>	<a href="#">Job creation</a>

#### 1.1.1 „Presence”/settlement type social work

Settlement social

work: [http://melyszegenyseg.hu/dokumentumok/dokumentumtar\\_tartalma/Perem%20kepzes/perem\\_II.1.2..ppt](http://melyszegenyseg.hu/dokumentumok/dokumentumtar_tartalma/Perem%20kepzes/perem_II.1.2..ppt)

“Presence” social work by the Hungarian Maltese Charity

Service: <http://www.maltai.hu/?action=search&label=jelen%C3%A9t>

#### 1.1.2 Barrier free access<sup>xxv</sup>

Pénzügyintézeteknél, ügyfélszolgálatokon szükség van a sorszámosztó berendezések akadálymentesítésére, pl. hogy a cédulán a sorszám nagy méretben legyen olvasható, a sorszám el is hangozzon és az ügyfelek segítséget kapjanak a megfelelő ablakhoz való eljutásban, az ott kapott tájékoztatók elolvasásában (legyen kéznél egy nagyító) vagy a nyomtatványok kitöltésében is. A hallássérült embereknek a tájékoztatóval általában kevesebb problémájuk van, komoly akadályt jelent viszont számukra az ügyintézés során történő kommunikáció, amiben szájról olvasás esetén az ügyintéző megfelelő megvilágítása nagy segítség lehet. A jelnyelvet anyanyelvként használóknak

jelnyelvi tolmács lehet segítségükre, erről tájékoztatni kell a lakosságot, hogy pl. bírósági tárgyaláshoz, hivatalos ügyeinek intézéséhez kérheti a jeltolmács biztosítását a legközelebbi jeltolmács szolgáltatástól. Az értelmi fogyatékos vagy autizmussal élő emberek is képesek lehetnek önálló ügyintézésre, az ő tájékozódásukat piktogramok elhelyezése (pl. a boltok polcain), információhoz jutásukat a tájékoztatók könnyen érthető megszövegezése segíti.

Az a tüdőszűrő központ, ahová be lehet ugyan menni rámpán és pl. van lift is az épületben, nem akadálymentes, ha a vizsgálatra szolgáló berendezésbe egy kerekesszékkal közlekedő személy nem képes bejutni és így őt nem lehet megvizsgálni. A fogyatékos emberek számára kialakított speciális információhordozók, pl. egy nagybetűs vagy könnyen érthető nyelvezettel megfogalmazott nyomtatvány, az idősek számára is nagy könnyebbséget jelenthet. A helyi ABC-ben a termékek árának feltüntetése mindenki számára jól olvashatóan segíti az önálló életvitelt. Apróbb településeken, kisvárosokban előforduló jelenség, hogy egy, esetleg két lámpás gyalogos átkelő található a legforgalmasabb utak mentén. Míg nagyvárosokban gyakori a hangjelzéssel ellátott átkelő, addig a kisebb településeken rendre hiányzik ez a látássérültek közlekedését segítő berendezés. A helyi közútkezelő, vagy éppen az önkormányzat figyelmét fel kell hívni a hiányosságra.

Further hints for designing a barrier free environment: <http://fszk.hu/kiadvany/segedlet-a-kozszoigaltatasokhoz-valo-egyenlo-eselyu-hozzaferes-megteremtesehez-2015/>

### 1.1.3 Community programs and fairs for inclusion of people living with disabilities

Various local programs from selected municipalities addressing the talents and participation of people living with disabilities:

<http://keruletunk.ujbuda.hu/fogyatekossaggal-eloknek>

<http://www.szon.hu/kozlemeny-fesztival-a-fogyatekkal-eloknek/2835340>

<http://www.pecsma.hu/pecs-aktual/fesztival-a-fogyatekkal-eloknek/>

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

### 1.1.4 Sensitisation of the community<sup>xxvi</sup>

Különös tekintettel a turisztikai célpontokra a turisztikai fejlesztések esélyegyenlőségi szempontú tervezése (kerékpár kölcsönzőben legyen tandem kerékpár a látássérültek élményszerzésének biztosításához, terepjáró túra autó, mint turisztikai szolgáltatás, ami a mozgássérültek eljutását segíti olyan objektumokhoz, ahová gyalogosan nem tud eljutni) akár egy új fizetőképes kereslet megjelenését eredményezheti. Kihangsúlyozva, hogy pusztán a tárgyi fejlesztés mit sem ér, ha a személyzet nem rendelkezik azzal a tudással, amivel megfelelő kommunikációs helyzetet tud kialakítani a fogyatékos személyekkel. Példák: esélyegyenlőségi tudásbázis kialakítása, működtetése települési, járási szinten (ki, mit, hol érhet el), esélyegyenlőséget segítő programelemek megjelenése a települési, iskolai rendezvényeken: pl. kerekesszékes akadályverseny mobil akadálypályán- az akadálypályákkal a „GURULÓ Műhelyek” is rendelkeznek, tárgyfelismerés bekötött szemmel, szépírási verseny bekötött szemmel, író kerettel.

Kézenfogva Foundation's sensitisation

programs: <http://dolgoz6ok.hu/tudastar/elemleris/tarsadalmi-erzekenyites>

Ability

park: [http://www.abilitypark.hu/portal/index.php?option=com\\_videoflow&task=play&id=16&sl=latest&Itemid=6](http://www.abilitypark.hu/portal/index.php?option=com_videoflow&task=play&id=16&sl=latest&Itemid=6)

Invisible exhibition (Láthatatlan kiállítás): <http://www.lathatatlan.hu/>

Sensitization of staff at a local authority: <http://kozigazgas.ujbuda.hu/onkormanyzat/erzekenyito-treninget-tartottak-onkormanyzati-dolgozoknak>

### 1.1.5 Micro projects organised by the community<sup>xxvii</sup>

#### **Kültéri illemhelyek**

A GlaxoSmithKlein gyógyszergyár támogatásával a Partners Hungary Alapítvány egy három éves interkulturális mediációs programot bonyolított le hat település bevonásával. A kiválasztott mediátorok 2x3 napos képzésen vettek részt, és a folyamat szakmai támogatása 1 vagy 2 évig tartott az egyes településeken. A mikroprojekt megvalósításához 300.000Ft állt a települések rendelkezésére. Az egyik településen a közösségi akciócsoport a helyi, egészségüggyel kapcsolatos problémák között megfogalmazta a roma telepen élők házaiban az illemhelyek hiányát. A csoport úgy döntött, hogy a rendelkezésre álló forrásból ezen a területen szeretne előre lépni. A közösségi tervező folyamat során dolgozták ki a megvalósítás kereteit, szabályait: hogyan készülnek el, illetve ki, hogyan kaphat az elkészülő kültéri illemhelyekből. A rendelkezésre álló forrást a nyersanyagok megvásárlására költötték. A telepen élő romák közösen, saját szerszámaikkal építették meg a WC-keket, az Önkormányzat biztosította a helyszínt illetve a szállítást. Egy hétvége alatt a közösség 38 illemhelyet épített és helyezett el a telepen élők udvarán. Egy évvel később az összes illemhely megvolt még.

#### **Szemétszállítás**

Az Európa Tanács ROMED programjában az egyik településen egy korábbi programra építve folytatta a munkáját az interkulturális mediátor. A közösségi akciócsoport néhány ülés után úgy döntött, hogy szeretné ha megoldódna a hulladék elszállítását a roma telepen, ami abban az időben nem volt megoldott, valamint szeretné a közelben lévő illegális hulladéklerakók felszámolását. Ez a probléma már korábban is felmerült az önkormányzat és a roma közösség együttműködő programjai során. Az önkormányzat többek között a KACS munkájának eredményeként úgy döntött, hogy komoly lépéseket tesz a megoldás irányába, és ehhez kéri a KACS tagjainak a segítségét is. Az önkormányzat felszámolta az illegális lerakókat és megszervezte a heti rendszeres zsákos szemétszállítást a telepen lakók házaiban, és a szemétszállítás költségét is alacsonyabban állapították meg, mint a kukával rendelkező háztartások esetében. A KACS a közösség informálásával, szórólapozással illetve egy lakossági fórum megszervezésével segítette az Önkormányzat munkáját. A szervezési feladatokat a KACS a mediátor vezetésével, a külső szakmai támogató minimális részvételével oldotta meg.

A hulladék elszállítása elindult. A program külső forrásokat nem vett igénybe. Az időközben felmerülő újabb nehézségek megoldására az Önkormányzat és a mediátor vezette KACS továbbra is együttműködik egymással.

Az együttműködés ezen a településen jelenleg más helyi problémák megoldására fókuszál, a közös munka folytatódik.

### 1.1.6 Participatory planning and development

Participatory urban development best

practices: [http://www.kka.hu/Kozossegi\\_Adattar/Azadatt.nsf/cb64d6a7ffc532248525670c0080efa5/2c650dfb392c5898c12577dd003cdb4a/\\$FILE/Kezikonyv\\_a\\_reszveteli\\_varosmegujitasrol\\_v2.pdf](http://www.kka.hu/Kozossegi_Adattar/Azadatt.nsf/cb64d6a7ffc532248525670c0080efa5/2c650dfb392c5898c12577dd003cdb4a/$FILE/Kezikonyv_a_reszveteli_varosmegujitasrol_v2.pdf)

Guidance for participatory planning: <https://www.nth.gov.hu/hu/media/download/305>

[Békéscsaba case study](#)

### 1.1.7 Transport facilitation

transformation of an existing car: <http://lehetosegauto.hu/>

<http://www.meosz.hu/> for countrywide information

and [http://www.meosz.hu/doc/meosz\\_szolgalatok.htm](http://www.meosz.hu/doc/meosz_szolgalatok.htm) for local services

<http://www.mozgasserultek.hu/> with local helpers' lists for Central Hungary

### 1.1.8 Inclusive community

Befogadó Budapest programme: [http://www.pestesely.hu/doc/kiadv\\_fogy.pdf](http://www.pestesely.hu/doc/kiadv_fogy.pdf)

Pécs coaching example (from page

75): [http://www.gyorgytelep.hu/letoltes/Pecs\\_a\\_befogado\\_varos.pdf](http://www.gyorgytelep.hu/letoltes/Pecs_a_befogado_varos.pdf)

“Inclusive municipality award” recipient Tapolca: <http://www.tapolca.hu/index.php/item/1689-tapolca,-a-befogad%C3%B3-v%C3%A1ros>

Inclusive village Tarnabod (various activities)

: <http://www.maltai.hu/?action=search&label=befogad%C3%B3%20falu>

### 1.1.9 Assistance for household management

Győr social rehabilitation

project: [http://www.eeszi.hu/index.php?option=com\\_content&view=category&layout=blog&id=65i&Itemid=121](http://www.eeszi.hu/index.php?option=com_content&view=category&layout=blog&id=65i&Itemid=121) with two further links with detailed descriptions

Családi Kasszasikerek (training program): [http://www.csaladikassza.hu/A\\_Programrol/A\\_Csaladi\\_Kasszasikerek\\_penzugyi\\_ongondos\\_kodas\\_program.ppt](http://www.csaladikassza.hu/A_Programrol/A_Csaladi_Kasszasikerek_penzugyi_ongondos_kodas_program.ppt)

#### 1.1.10 Debt management / pre-paid meters

Pre-paid meters as tool for debt

management: [http://www.tartozunkennyivel.hu/files/Tutor\\_alapitvany\\_A5.pdf](http://www.tartozunkennyivel.hu/files/Tutor_alapitvany_A5.pdf)

Debt management: [http://hitels.maltai.hu/?subpage=a\\_hiteles\\_program](http://hitels.maltai.hu/?subpage=a_hiteles_program)

#### 1.1.11 Cooperation between services and thematic working groups

[Békéscsaba case study](#)

District level example from Marcali with the content of the speeches (one meeting out of a series of 7): <http://www.marcali.hu/index.php/palyazatok/eselyegyenloseg/292-marcali-jarasi-felzarkozasi-kerekasztal-a-4-ueles-szakmai-konferencia>

District level Chance for Children program TA for district/microregional level

coordination: <https://sites.google.com/site/523help/kistersegek-tamogatasa/projektktervezes>

Kecskemét local service

concept: [http://tamogatoweb.hu/ekonyvtar\\_sajat/esetmegbeszeles\\_2010.pdf](http://tamogatoweb.hu/ekonyvtar_sajat/esetmegbeszeles_2010.pdf)

#### 1.1.12 Housing integration

[Pécs case study](#)

[Jászfényszaru case study](#)

#### 1.1.13 Mediation/intercultural mediation

Pécs (from page 75): [http://www.gyorgytelep.hu/letoltes/Pecs\\_a\\_befogado\\_varos.pdf](http://www.gyorgytelep.hu/letoltes/Pecs_a_befogado_varos.pdf)

Partners Foundation: <http://www.mediacioscentrum.hu/interkulturalis-mediacio/>

Romed intercultural mediation: <http://romed.coe-romact.org/sites/default/files/leaflets/ROMED1%20-%20HUNGARIAN.pdf>

#### 1.1.14 Support for sports clubs

Municipalities may provide funding specifically for covering the costs of sports trainings for children from poor families. Such an approach is applied in numerous municipalities. Typically, sport clubs' foundations receive a couple of ten thousand HUF per year as a financial support.

Central program for inclusion via sports: <http://www.mdsz.hu/te-is/>

### 1.1.15 Early childhood education and development - Sure Start Children's House

#### [Porcsalma case study](#)

Description of the Sure Start

concept: [http://www.gyerekesely.hu/index.php?option=com\\_content&view=article&id=399&Itemid=25](http://www.gyerekesely.hu/index.php?option=com_content&view=article&id=399&Itemid=25)

Description in

detail: [http://palyazat.gov.hu/download/28352/3%20sz%20mell%C3%A9klet\\_A%20Biztos%20Kezdet%20Gyerekh%C3%A1zakra%20vonatokoz%C3%B3%20minimum%20k%C3%B6vetelm%C3%A9nyek.pdf](http://palyazat.gov.hu/download/28352/3%20sz%20mell%C3%A9klet_A%20Biztos%20Kezdet%20Gyerekh%C3%A1zakra%20vonatokoz%C3%B3%20minimum%20k%C3%B6vetelm%C3%A9nyek.pdf)

Example from Magdolna

District: [http://www.melyszegenyseg.hu/blog/htmls/minden\\_szulo\\_jo\\_szulo\\_akar\\_lenni\\_biztos\\_kezdet\\_gyerekhaz\\_a\\_magdolnanegyedben](http://www.melyszegenyseg.hu/blog/htmls/minden_szulo_jo_szulo_akar_lenni_biztos_kezdet_gyerekhaz_a_magdolnanegyedben)

### 1.1.16 Extracurricular activities

Tanoda standards (regulations and quality control):

[palyazat.gov.hu/download/40591/Tanoda\\_program\\_sztenderd.doc](http://palyazat.gov.hu/download/40591/Tanoda_program_sztenderd.doc)

Examples for tanoda (from page

68): [http://www.romaeducationfund.hu/sites/default/files/publications/tanodaelemzes\\_tarki\\_ref\\_08\\_0.pdf](http://www.romaeducationfund.hu/sites/default/files/publications/tanodaelemzes_tarki_ref_08_0.pdf)

Microregional Tanoda Network run by a Roma NGO: <http://www.nmckkszsz.hu/?showall=&start=3>

### 1.1.17 Mentoring

Életút program by the Csányi

Foundation: [http://csanyialapitvany.hu/hu/about\\_the\\_programme/programrol](http://csanyialapitvany.hu/hu/about_the_programme/programrol)

Arany János (centrally financed) mentoring program: <http://www.ajtp.hu/>

NGO running local support based on volunteers in Bag: <http://www.bagazs.org/>

### 1.1.18 Job search assistance

Budapest District

XIII: [http://www.toosz.hu/digitalcity/servlet/PublishedFileServlet/AAABWGBY/bp\\_13ker.pdf](http://www.toosz.hu/digitalcity/servlet/PublishedFileServlet/AAABWGBY/bp_13ker.pdf)

Budapest District VIII job fair: <http://jozsefvaros.hu/hir/834/ismet-allasborze-a-kesztyugyarban>

### 1.1.19 Community development/community events

Basics of community

development: [http://www.melyszegenysege.hu/dokumentumok/dokumentumtar\\_tartalma/A%20projekttervezes%20technikai%20-%20Kozossegefejlesztes%20es%20kozossegi%20munka.PPT](http://www.melyszegenysege.hu/dokumentumok/dokumentumtar_tartalma/A%20projekttervezes%20technikai%20-%20Kozossegefejlesztes%20es%20kozossegi%20munka.PPT)

Community development in

practice: [http://melyszegenysege.hu/dokumentumok/dokumentumtar\\_tartalma/tamop513\\_zarokote\\_t\\_edok.pdf](http://melyszegenysege.hu/dokumentumok/dokumentumtar_tartalma/tamop513_zarokote_t_edok.pdf)

Guidebook for community development for social

workers: [http://www.melyszegenysege.hu/dokumentumok/dokumentumtar\\_tartalma/kozfejl\\_muhely\\_2013/Vercseg\\_Ilona\\_A\\_kozossegi\\_munka\\_folyamata\\_es\\_modszerei\\_Szocioteka.pdf](http://www.melyszegenysege.hu/dokumentumok/dokumentumtar_tartalma/kozfejl_muhely_2013/Vercseg_Ilona_A_kozossegi_munka_folyamata_es_modszerei_Szocioteka.pdf)

Miskolc example for events and projects for community

development: <http://www.dialogegyeselet.hu/index.php/projektjeink/avasi-kozossegek>

### 1.1.20 Job creation

[Kiút case study](#)

[Gyulaj case study](#)

[Alsómocsolád case study](#)

### 1.1.21 Integrated education with support

[Ács case study](#)

## 1.2 Case studies

Locality, title of case	Region	Population	Target Group	Specialization
<b>Education</b>				
<b>Porcsalma,</b> sure start	North Great Plain	2.7 thousand	poor and Roma, children	education, other: early childhood development
<b>Ács,</b> integrated education	Central Transdanubia	6.8 thousand	poor and Roma, children	education
<b>Employment</b>				
<b>Gyulaj,</b> farming village	South Transdanubia	1 thousand	poor and Roma	employment, social care
<b>Szabolcs-Szatmár-Bereg county,</b> income-generation	North Great Plain	1-4 thousand	poor and Roma	employment (income supplement)
<b>Housing</b>				
<b>Pécs,</b> social rehabilitation and housing integration	South Transdanubia	146 thousand	poor and Roma	housing
<b>Integrated approach</b>				
<b>Békéscsaba,</b> 'you can't make it alone'	South Great Plain	60 thousand	poor and Roma, children, women, elderly, disabled	education, employment, health care, housing, social care
<b>Jászfényszaru,</b> thoughtful town	North Great Plain	5.6 thousand	poor and Roma, children, women	education, employment, health care, social care, other: community building
<b>Other</b>				
<b>Alsómocsolád,</b> enterprising village	South Transdanubia	300	poor and Roma, children, elderly	other: project management capacity

### 1.2.1 Porcsalma, serving a safe start into life

target group:	poor, Roma	children	women	elderly	disabled	other: ...
specialization:	healthcare	education and training	employment	housing	social care	early childhood development

<p>Sure start in Porcsalma</p>	<p style="text-align: center;">photo</p>
<p><b>Background</b></p> <p>Porcsalma is a large village of 2 500 inhabitants near the Hungarian-Ukrainian-Romanian triple border. The settlement belongs to one of the most disadvantaged districts of the country to be developed with a complex program, the Csenger district<sup>xxviii</sup>. In terms of employment figures, the district has one of the worst rates in the country. More than one third of the population is Roma, the majority live in segregation. Almost half of the Roma settlement's 800 inhabitants (200 families) are children.</p> <p>There is no crèche at the settlement, and over 70 per cent of the children attending kindergarten are Roma. The percentage of Roma children in the KLIK-operated general school (KLIK: Klebelsberg Institution Maintenance Center) exceeds 60 per cent.</p> <p>The aim of the Biztos Kezdet (Safe Start) Program is to support children aged 0-5 and their families, <i>so that the children receive help to their physical, mental, emotional and social development already at the earliest age</i><sup>xxix</sup>.</p> <p>The development and operation of the Safe Start Children's House was the first significant, non-investment-type program of the settlement. Autonomy Foundation was involved in the design and elaboration of the program. Community talks, professional coordination and the involvement of the would-be officials in the initial stage before the submission of the application greatly helped the acceptance of the new service in the settlement.</p> <p>Thanks to the initial successes of the program, the municipality became open and attaches great importance to human development in its development strategy. In the past years a civil organisation operated a study hall with the involvement of the municipality, while in the framework of the micro-regional children's help program a settlement-type community house started operation in the segregation.</p>	
<p><b>Activities</b></p> <p>The municipality officials and the mayor of the settlement first heard about the Safe Start Children's Houses when planning the development program of the most disadvantaged micro-regions, and it</p>	

was also then that they came into contact with the Autonomy Foundation. With its program launched in 2009 the Foundation helped<sup>xxx</sup> local municipalities and civil organisations start such Roma integration projects financed from EU funds which indeed focus on genuine local needs. The Porcsalma application for the establishment of a children's house was the result of a joint development process. The Foundation gave assistance to the elaboration of the application in the framework of a multi-round local planning discussion. Teachers, district nurses, family consultants of the child welfare service and on some occasions also the mayor took part in the planning process. The would-be employees of the children's house were also involved already in the planning phase. Identifying the problem at the start of the process did not pose any special challenge: the local officials had already experienced for years that many children started with a handicap already the kindergarten, which then also impacted their school studies later on. Many children come to the institutions from a very poor physical environment, almost all Gypsy children live on the edge of the village in a segregated settlement. This segregated settlement can be accessed on paved road and most of the public utilities are available, but in reality few homes have running water and the majority of the inhabitants take water from the public well.

The activity of the children's houses had to be built up on a rather strict and carefully elaborated methodology. So in the planning process it was of paramount importance that everyone embrace the spirit of the application, and precisely understand what will happen in the children's house.

The delegates' assembly and the kindergarten also supported the development idea. It was also achieved that one of the helpers was a Roma woman. In order to prevent that the number of children provided for in the kindergarten decrease after the opening of the house, instead of the 0-5 age group proposed in the application, primarily the 0-3 age group and their families were targeted with the services.

In the end the municipality received 47,363,506 HUF support to the implementation of the project entitled "*For you, with you but not instead of you*" *Safe Start for Strengthening Social Integration in Porcsalma*" (In Hungarian: "*Érted, veled, de nem helyetted*" *Biztos Kezdet a Társadalmi Integráció Erősítéséért Porcsalmán*"). The children's house opened in January 2010 in the former crèche building, roughly halfway between the centre of the village and the segregated settlement. Since the investment budget was rather tight, the village only purchased the building materials and the renovation works themselves were carried out by local public workers, some of them from the segregated settlement.

The philosophy of the children's house was new both to the employees and the families. At variance with a crèche, instead of providing passive day care to the children, the Safe Start Children's House focuses on the development of their abilities, in cooperation with the parents. The first real results of the operation were visible when the parents enrolled in the kindergarten those children who formerly attended the children's house. These children were more confident and assured, made contact with the other children more easily and felt comfortable in the institution; the kindergarten teachers gave a lot of positive feedback.

For the newly opening children's houses one of the biggest challenges is the involvement of the parents. This house was not different in this respect. After the start of the program the employees of the children's house personally visited the families and explained to them what services would be available in the house. They also personally handed out the invitations to the opening ceremony and this proved to be a successful contact-building technique. But the most successful tool was the fortnightly cooking club. In the garden of the house they planted vegetables which they used in the cooking classes. Comparison of the visit figures of the other operating Safe Start Children's houses (first three years) showed that there was clearly smaller fluctuation in the number of visits in the Porcsalma house than elsewhere and there were no big seasonal differences either, use was rather balanced, which is to be thanked to the thorough preparation. However, despite the continuous efforts the involvement of the neediest families and the non-Roma parents is still a problem.

At present some 10-12 children visit the house daily (about one tenth of the 0-3 year-old children of the settlement), a four-member staff work with them, two of them Roma.

## **Results**

One of the most important results is that - even though with a smaller professional staff and a scarcer service package - five years after its start the children's house is still working. This is by far not an evident thing for projects financed from EU funds. The children's houses are in a privileged situation because normative support can be requested to their operation, but this is no guarantee for their survival. In addition to the availability of the necessary financial resources, it can also be said for Porcsalma that the Safe Start Children's House has integrated into the life of the settlement and become part of the local institution system. The local decision makers and teachers have gained first-hand experience in the past years that with consistent work tangible results can be reached in the field of integration. The feedback of the kindergartens about the children who attend the children's house programs is very positive, and their supportive attitude of the house, which has been present since the very start, has only strengthened.

At the same time, getting the poorest and most needy non-Roma families attend the house presents continuous challenge. In the past five years of the operation the management has failed to persuade Roma and non-Roma families to use the house together and despite repeated attempts the activation and involvement of the poorest families remain a problem.

It can also be considered an important achievement for the settlement that the implementation of the Safe Start project has opened the way for other human development programs. In the past years a civil organisation launched a study hall program with ESF funding, and in the neighbourhood of the Roma settlement a community house was opened under a child opportunity program.

## **Experiences**

The children's house has created a new type of relationship between the hard-to-reach families and the public education institutions. Everyone recognizes its achievements, no one questions the necessity of keeping the house going. The involvement of the neediest families presents constant difficulty, this situation can hopefully be helped by the practice of these houses that there must be such lay helper in the professional team who comes from the target group.

Planning and preparation play key role in the acceptance and integration of a new institution. The meaning of the longer than usual planning work has gained confirmation for the mayor and the local professionals. In the course of the implementation everybody realised that minute preparation, thorough consideration of the phases built on one another were absolutely necessary for such a program to work well. These steps cannot be spared, but the municipality would not have had sufficient capacity to manage all this. It is important that the external experts involved in the preparation did not prompt what should be written into the application, their presence was rather of facilitating nature, they coordinated and kept on track the entire process.

## 1.2.2 Integrated education, Ács

Target group:	People in poverty and the Roma	Children	Women	The elderly	People with disability	Other: ...
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Policy area:	Healthcare	Education and training	Employment	Housing	Social services	Other: ...
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<p><b>INTEGRATED EDUCATION, ÁCS</b></p> <p>Co-education: the key to social integration</p>	
<p><b>Context</b></p> <p>Ács is a town halfway between Komárom and Győr along the M1 motorway with a declining population (currently 6,800). Around 600 to 800 Roma live here of whom altogether 250 live in Vaspusztá and Jegespusztá with eighty residing in the latter quarter. Local unemployment is insignificant, those who fail to find a job on the labour market are given municipal communal work (about 50 percent of them are Roma).</p> <p>Virtually all the underprivileged Roma children with special educational needs went to one of the two schools in the town (where their ratio was around 75 percent). In order to remedy this situation, between 2004 and 2012 integrated education was gradually introduced by using a two-teacher model and involving child development teachers. In 2010 the headmaster – who is of Roma origin himself – was elected mayor and re-elected to his office in 2014.</p> <p>The town authorities are committed to integrated education, the school transferred to the Klebelsberg Institution Maintenance Centre (KLIK) maintains the integrated education model with the approval of the school district and complementary financing provided by the local government. The utility of the model is analysed in the framework of the Local Equality Programme with special focus on the importance of dedicated funds.</p> <p>The main driver of the process is the mayor who, as headmaster, orchestrated the reorganisation of education.</p>	
<p><b>Key data</b></p> <p>District: Komárom County: Komárom-Esztergom Region: Central region of Transdanubia (Közép-Dunántúl)</p> <p>Population: 6,768</p> <p>Aim(s) of the activity(ies): integrated education</p> <p>Period of implementation: 2004–2012</p> <p>Amount and type of funds used: PHARE, Roma Education Fund, the Hungarian Soros Foundation, the town also used funds from <b>TÁMOP</b>, <b>TIOP</b>, <b>KDOP</b> (kindergarten and school renovation, extension) during the period referred to above.</p> <p>Key experiences: 1. Co-education – preceded by the mindful preparation of reforms – is agreeable to the parents (voters). 2. In this education model, which is supported by specific municipal incentives (extra wage), teachers seem to be motivated for a longer period of time. 3. Efficient planning in the VET system requires cooperation with employers.</p> <p>This model should be adapted by municipalities where 20 to 30 percent of school-age children are underprivileged.</p>	

	<p>Who can share the experiences? Béla Lakatos, Mayor</p>
<p><b>Activity(ies)</b></p> <p>In 2004 the headmaster initiated the shutting down of the school for children with special educational needs. The ratio of Roma students in this school was about 75 percent. The majority of the children were gradually integrated in the Gárdonyi Géza Primary School, the town's largest school where a two-teacher model was introduced in the junior years and the pupils are assisted by a child development teacher and a speech therapist. The transition was supported by the Roma Education Fund. The number of students in the 2012/13 school year equalled 575 (against the backdrop of a declining number of children), 102 of them were underprivileged and 49 came from a family with multiple disadvantages (according to the definition applicable in 2012/13).</p> <p>When the SEN school was shut down the headmaster took care to distribute the children across the different classes evenly and that children who needed such assistance would get appropriate SEN support during classes. He also took steps to ensure that children whose home conditions could not allow for a relaxed learning environment are taught all day at school so that they would not have to study at home. Teachers assigned to the new integrated classes were given a pay rise of HUF 15,000. Parents were engaged in constant dialogue and as the teachers were also motivated (some 60 percent of them backed the transformation process) the performance of children did not deteriorate and talent nurturing continued.</p> <p>Enlarging the scope of vocational school training was another innovative move. In 2005, yet as headmaster, the Mayor saw that young people tended to drop out of VET unless it offered specific prospects and was in the close vicinity (the VET school was 30 km away). Therefore he mapped up the demands of local employers and arranged for a site in Ács where printing technology training was provided. Mentoring was financed from funds offered by the Soros Foundation. This site had to be closed in 2008/9 due to the lack of funds, but until then it helped 20 young people find employment. This model is not eligible for funding from central programmes.</p> <p>Currently, primary education is delivered at two sites – one building houses only junior-year pupils (appr. 60 pupils of whom 13 percent, i.e. 8 pupils are faced with multiple disadvantages), and in the large school building both junior and senior-year students are taught (appr. 510 students of whom 8 percent, i.e. 41 students have multiple disadvantages). Altogether, there are 49 students with multiple disadvantages (data of 2012/13) in the town. The town could thus manage to distribute children with multiple disadvantages evenly in a way that the two Roma settlements (Vaspuszta and Jegespuszta) are covered by the school district of the smaller school. Camps and grants continue to be available to children with the support of the local government.</p> <p>This integrated education system implemented in the local primary schools persisted even after the school had been handed over to the Klebelsberg Institution Maintenance Centre (KLIK) – although it is still run by the local government – owing to the fact that the Mayor and the school district cultivate very good relations and they recognise the benefits of integration. In 2009 the ratio of children enrolling in secondary grammar school was around the national average, in 2012, however, indicators showed a fall in this ratio which then equalled the third of the national average, the vast majority chose to study in a VET school (in 2011/12 41 percent of primary school leavers continued in a secondary vocational school and 42 percent of them enrolled in a vocational school, while the corresponding national average was 35 and 29 percent, respectively). On the whole, in the school year mentioned above the proportion of students enrolled in schools granting a secondary school diploma was 53 percent compared to the national average of 69 percent, and this figure is in line with local labour market demand.</p> <p>The headmaster resigned in 2010 and decided to run for mayor instead, and was re-elected in 2014 by a vast majority.</p> <p>It is very important to note that local decision-makers have been deeply committed to social integration at the local level for more than a decade and are willing to devote resources or even</p>	

enter into conflicts if necessary (also as Roma – e.g. the mayor left FIDESZ, the ruling party in the autumn of 2015 in protest against its Roma policy) , but they also find allies to forward this cause.

### 1.2.3 Farming village, Gyulaj

target group:	poor and Roma, respectively	children	women	elderly	disabled	other: ...
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specialization:	health care	education and training	employment	housing	social care	other: ...
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#### FARMING VILLAGE, GYULAJ

##### *Public work-based agricultural production in a Roma majority village*

photo

#### Background

Gyulaj is a village with nearly a thousand residents at the edge of Tolna County, between Dombóvár and Tamási. The majority of the population is Roma. According to its relevant indicators, it is disadvantaged from all aspects and regarded as a beneficiary from socio-economic and infrastructural aspects as well as affected by significant unemployment and <sup>xxx1</sup> segregated.

The main problem is extreme poverty and neither mechanized agriculture (wheat, corn, sunflower) nor industry or services have created employment opportunities in the community or in the vicinity, which would reduce unemployment. Only the development of **labor-intensive agricultural production** (fruits and vegetables) has given a proper chance This has been realized by the leadership of the local government which came to office in 2006 (Károlyné Dobos, mayor) and the professionals originally from the village regularly returning as volunteers and playing active roles in Gyulajért Alapítvány (Foundation for Gyulaj, Ferenc Balipap, sociologist, community development specialist, Nándor Németh, regional development specialist).

The first serious attempt to develop labor-intensive agricultural production was started in late 2009 when the community joined the "Sorsfordító-Sorsformáló" ("Shaping and Transforming Destinies") program of the Southern Transdanubia Regional Employment Center providing training and employment.<sup>xxxii</sup> Within the scope of the program, 10 persons could be involved who produced vegetables and herbs for the kitchen of the local government. Thus, the results of the program were twofold: Employment of 10 persons and saving nearly 1 million HUF in expenditures for the indebted local government.

#### Main details

Subregion: Dombóvár  
County: Tolna  
Region: Southern Transdanubia

Population number: 1,000 people

#### Objectives of activities:

Reducing extreme poverty, social integration of Roma.  
Stabilization of the financial management of the local government.

Implementation date: 2010-2015

#### Amount and type of resources used:

a total of approx. HUF 610 million;  
budget: ca. HUF 250 million (mainly public works program),  
ESF: approx. HUF 360 million (SROP 5.1.3, 5.3.6, 1.4.3)

#### What are the most important experiences?

Identification of appropriate opportunities for employment and income support in line with local conditions, continuous social work and the establishment of elements and institutions permanently remaining within the scope of projects may together yield sustainable results.

For what communities may this experience be of interest?

<p>In 2010, the community contacted the Maltese Charity Service. First, this included the exchange of professional experience and later, the provision of permanent social work and the operation of a kindergarten and a school. In the local equal opportunity program, the issue of extreme poverty is addressed in detail, supported by many data.</p>	<p>Villages and small towns with their own institutions struggling with extreme poverty. Who can share the relevant experience? Károlyné Dobos, mayor; Nándor Németh, professional manager</p>
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### Activities

In half a decade, labor-intensive agricultural production has grown from saving opportunities for a debt-ridden local government to form a **local economic development program**.

The local economic development program was built in the following steps:

2011.

- Following the results of the "Sorsfordító-Sorsformáló" ("Shaping and Transforming Destinies") program, the sub-region got involved in the initial pilot **public works program**. Participation of the sub-region (Dombóvár sub-region) was initiated by the community leadership. In subsequent years, more and more people were involved in public works out of which labor-intensive agricultural production provides employment for about 30 people. The area used for growing vegetables gradually increased to 15 hectares.
- Gyulaj joined a project managed by the **Maltese Charity Service** linking developments in 8 different segregated communities, under the support of the Open Society Institute of Budapest. This made possible diverse exchanges of experience.<sup>xxxiii</sup>

2012.

- Subregional ESF project by combining the instruments of **social work**, community development and regional development (SROP 5.1.3)<sup>xxxiv</sup> The participation of a subregion (with the communities of Tamási sub-region) was initiated by the community's leadership in 2009, when the tender was announced.
- Farmyard animal husbandry was started by breeding rabbits, under the support of the Ministry for Rural Development (Vidékfejlesztési Minisztérium) and the Ministry of National Economy (Nemzetgazdasági Minisztérium)("Nyúl-unk a munkáért" - "Grabbing work")<sup>xxxv</sup>

2013.

- As part of a public works program, relevant tools were acquired with which the collected food could be chopped and utilized for heating in municipal buildings, thus saving costs.
- Farmyard animal husbandry was complemented with pig farming.
- An ESF project was launched with complex educational, employment, health and community development activities (SROP 5.3.6).<sup>xxxvi</sup> Within the scope of the project, **continuous social work** could be provided, along with the establishment of a **community center** and a service point.
- The state took over the local government's debt by which the community was freed from a heavy burden and the opportunities for development had increased.

2014.

- A new targeted ESF project was launched to develop **employment** (SROP 1.4.3).<sup>xxxvii</sup> The local government, along with specialists related to the community and the Maltese Charity Service established a **social cooperative** (Hetedhét Határ (Boundless) Social Cooperative).
- One co-worker of the Maltese Charity Service has moved to Gyulaj. The latter manages ESF projects, and the community center along with social work, as well.

2015.

- Within the scope of an employment ESF project, a pig farming plant was built along with a meat plant and meat shop and a pickling plant, taking over farmyard processing activities processing so far.<sup>xxxviii</sup> Thus, the opportunity was created on the one hand to increase the level of processing and thereby reduce seasonality and on the other hand, to perform sales

not only for the local kitchen but for external markets, as well. According to this concept, public works and farmyard animal husbandry can ensure the production of raw materials and the relevant social cooperative performs processing.

- The Maltese Charity Service has taken over the **operation of the school and the kindergarten**. In essence, these decisions were delegated back to Gyulaj and technical and financial management was returned to the hands of an organization committed to social aspects.

### Results

At the peak activity level, nearly 100 people were involved in public works per year, partly in agricultural production and partly in other activities (e. g. maintenance of public spaces). By means of rotation, the number of those receiving income from public works for at least one period is more than half of the village population.

The labor-intensive agricultural production **provides employment for about 30 people**.

All programs and projects included permanent elements and institutions (public works program: instruments, ESF project for 2013: community center and service point; ESF project for 2014: pig breeding farm meat plant, pickling plant) which make one-time project intervention sustainable.

Due to the efforts of social cooperatives and social work, farmyard animal husbandry and plant production increased, which is an important **option for supplementing income**. The emphasis of social work could be gradually transferred from handling crisis situations to prevention.

Utilization of vegetables, meat and wood chips produced **makes possible the savings of nearly 9 million HUF** for the local government. Thus, nearly 10% of the public work costs are utilized twice.

### Experiences

Appropriate **capacities** are necessary for determining the direction of and launching local economic developments as well as continuous innovations. In Gyulaj, this was primarily ensured by a mayor with proper husbandry skills and professionals working as volunteers on account of the Gyulajért Alapítvány (Foundation for Gyulaj). The widespread network of relationships brought by the Maltese Charity Service was also important.

The role of **continuous social work** ("presence") goes far beyond the handling of individual and family crises. It reinforces constant communication with people, guarantees basic prerequisites of developments, builds trust and encourages long-term thinking. It helps to identify problems and opportunities for improvement. It helps utilize income support opportunities related to the developments (e. g. farmyard animal husbandry and plant production expansion)

The sustainability of developments mostly based on projects can only be guaranteed by highly careful and conscious project planning. The first requirement is that continuous operation of earlier developments must be taken into account in all projects. The second is that the creation of **permanent elements and institutions** should be considered (e. g. tools, community center and service point, pig breeding farm, meat plant and pickling plant). But only such developments can be launched which specifically reduce the expenditures of local governments instead of increasing them, either by the opportunity to access normative budgetary support or by production of value (e. g. utilization of vegetables and meat or woods chips produced). Even during the planning state, it is important to think through and determine the expected owner of permanent elements and institutions created.

The different objectives (see reduction of extreme poverty, social inclusion of Roma people, stabilization of the financial management of the relevant local government) and developments should be handled in a **single system** in professional and financial terms. Each development should rely on its own instruments to contribute to all objectives. People and organizations participating in developments must work together on a daily basis.

## 1.2.4 Kiút, income generation in Szabolcs-Szatmár-Bereg County

target group:	poor, Roma	children	women	elderly	disabled	other: ...
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specialization:	healthcare	education and training	employment	housing	social care	other: ...
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<p><b>Cucumber growing in Szabolcs</b> Income-generating programs with the inclusion of disadvantaged, mainly Roma families - experience of the Kiút (Way out) program</p> <p><b>Background</b> Szabolcs-Szatmár-Bereg county has one of the highest unemployment rates in the country. Nine out of its 13 districts belong to the country's 36 most disadvantaged regions which need to be helped with complex programs<sup>xxxix</sup>. Cucumber growing looks back on a past of decades in some parts of the county. The small gardens belonging to family houses play significant role in cucumber production. In several settlements cucumber growing has been the primary source of income both for the Roma and the non-Roma citizens for a long time. Kiútprogram has made an attempt to involve in the production also such families in some predominantly Roma inhabited settlements of the county, who would otherwise be unable to make the initial steps by themselves. The original aim of the Kiútprogram, in its own wording, is to <i>enable people living in deep poverty - primarily Roma - to become self-employed by providing for them social support, financial services and information, so that they are able to improve their own social situation and create an existence for themselves and for their families.</i><sup>xl</sup> The key objective of the program is to set up sustainable enterprises that are able to join in the regular circulation of the local economy, and its most important financial service is the self-employment promoting micro-loan. The Szabolcs cucumber growing program started as a pilot project three years ago, and in the meantime some two hundred, mainly Roma, families joined it in some form or other.</p>	<p>photo</p>
	<p><b>Main data</b></p> <p><i>County:</i> The settlements of Szabolcs-Szatmár-Bereg county <i>Region:</i> North Alföld</p> <p><i>Aim of the activities:</i> to give an income to disadvantaged, mainly Roma families by supporting their activity as primary producers. <i>Period of implementation:</i> 2012 - 2015</p> <p><i>Amount and type of the funds used:</i> In the framework of the Kiútprogram in 2015, 28.5 million HUF worth of tools and materials were allocated to the disadvantaged families. The program is financed from private resources.<sup>xli</sup></p> <p><i>Most important experiences:</i> The disadvantaged families that earlier did not pursue independent farming activities, can be successfully involved in the income generating programs.</p> <p><i>For what settlements can the experiences be interesting?</i> For settlements with poor employment opportunities which have kitchen garden areas suitable for farming (of at least 600 sq. m each)</p> <p><i>Who can share the experiences?</i> Sárkány Csilla technical leader, Kiútprogram Közhasznú Nonprofit Zrt.</p>

<p><b>Activities</b> The provision of group micro-loans aimed to promote self-employment under the Kiútprogram, and the connected services (training, consulting, mentoring) started in 2010 in the framework of an EU-</p>
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financed pilot program. Under the two-year program that rested on intensive field work the development and support of various enterprising activities were implemented in a disadvantaged environment, mainly in the Eastern region of the country. Besides several less successful attempts, cucumber growing in Szabolcs county was clearly a success story of that period. After closing the pilot, the program now works with national private resources and has exclusively cucumber growing clients.

Cucumber growing is performed in an integrator system: the integrator provides the plants and the chemicals the price of which it gradually deducts from the price of the cucumbers. Growing can be started in an average size kitchen garden but to start with the grower needs a support and watering system, a drilled well, pump and spraying apparatus.

In 2012 the Kiútprogram joined this integrated production process. The aim was also to involve in the production such disadvantaged families, which earlier were not able to purchase the necessary tools and seeds with their own resources or were not considered creditworthy by the integrators. In the framework of the program:

- the families involved were granted easy-term micro-loan (of 150 000 - 200 000 HUF on average), which enabled them to purchase the necessary equipment
- Kiút mediated between the families wishing to engage in farming and the integrators in the conclusion of the contracts (in many cases the presence of Kiút was required to persuade an integrator even to enter into contract with a would-be farmer).
- Kiút provided the accountant and the contributions payable by the enterprises, and the local officers of the program continuously helped the growers in the performance of their administrative tasks.

The most important experience of the first three years was that the growers were far too much dependent on the integrators. In many cases they only received the necessary spraying chemicals with delay or the expert provided by the integrator came too late to diagnose what disease attacked the plants (cucumber is a rather vulnerable plant, belated spraying may destroy a plantation already at the start of the season). It was a further problem that the growers did not receive any money for their produce until the full price of the materials granted on loan was not deducted from its price.

In 2015, in an effort to reduce the dependence of the growers, Kiútprogram Nonprofit Zrt. as a social enterprise joined the program in the capacity of integrator. From this year Kiútprogram itself provides for the contracted families the tools and the materials necessary for starting the production, and it also purchases the cucumbers. The organization does not lend money, only equipment: the growers get two years to repay the growing equipment and the price of the cucumber farming materials will be deducted from the price of the ready produce, but at a much slower pace than earlier (at a time maximum half the amount due to the growers for the delivered cucumbers will be retained as repayment of the loan). In ten settlements the take-over points of the cucumbers have been set up in the courtyards of the families involved in the program. Five local mentors are in charge of the procurement of the farming equipment, the administration of the purchase, the payments and other farming administration matters. A plant protection expert helps the growers with advice.

This year 73 families in 12 settlements grew cucumbers in the Kiút integrator system, altogether on nearly fifty thousand linear metres (minimum 300 linear metres per family) and the value of the cucumber produced reached 40 million HUF. 53 growers never grew cucumbers earlier. In all 10.5 million HUF worth of equipment was loaned for two years, while the value of the growing materials (plants, chemicals, etc.) exceeded 18 million HUF (the growers have already repaid 80% of the amount). The long-term commodity loan means 5 000 - 10 000 forint expenditure monthly for the growers.

According to the evaluation of the technical leader of the program, the integrator role of Kiút was clearly a success and thanks to the new system the program participants made more income than in the previous years.

There are, however, also such obstacles which the program is not able to manage. Cucumber growing is a labour-intensive activity, its season lasts from April till September. During the season every hand is needed on the family plantation, so this activity can hardly be done alongside other activities. In several settlements the municipalities organise public work, which is practically the only work opportunity, with as much consideration of the family farming activities as possible. However, in one of the settlements of the Kiút program exactly the opposite happened: the public work program organised by the municipality actually put an end to the Kiút program activities of the families. In this settlement so small families took part in the program in general that the remaining members were unable to make up for the work of the family members lost to the public work program.

## Results

In the past three years some 200 disadvantaged, mainly Roma families took part in the cucumber growing program. According to the calculations of the Kiútprogram, if a family already has the fundamental growing equipment, with 500 HUF / linear metre additional investment they can reach 1000-5000 HUF income. Essentially two factors determine the size of the income: the weather and the skills. According to the experiences, there can be as much as 500 HUF per linear metre difference between the incomes of the families farming under similar conditions, to the advantage of the more experienced farmers with better skills.

Some 40 per cent of the families growing cucumbers under the Kiútprogram in 2015 had an income of under 200 000 HUF, slightly over 30 per cent had 200-250 000 HUF and 16 per cent above 500 000 HUF. It is important to note, however, that more than half of the families involved this year never engaged in cucumber farming earlier. The income figures could be slightly higher than given above, these only show the cucumbers sold under the program, but it follows from their magnitude that for those families that only farmed in their own garden not involving any extra labour outside the family members cucumber growing was an important source of income though, it failed to provide for the entire subsistence of the family. For the disadvantaged families the income concentrating for the end of summer is sufficient for the start-of-school spending and to survive the winter. It is rare even in the case of those families that farm a bigger area and have bigger income that they are able to build reserves for the next farming season, so the integrator loans them the plants and the chemicals from year to year.

Besides the incomes we should also discuss the repayment rate of the loans, even though this is not the primary success criterion of the program. In the first year of the program the repayment rate of the loans reached 80 per cent, but in the subsequent two years it barely exceeded 30 per cent. There are several reasons underlying the significant difference (bad weather, more inexperienced growers), but the most important is that the one-year term of the loans was reduced by half in the second and the third years on the request of the lending institution.

In addition to the quantifiable results, it is clearly a success of the program that the prestige of the cucumber growing families and their judgement by the non-Roma citizens, after the initial doubts, improved considerably in their own settlement. The field workers of the program report that the confidence of the successful grower families significantly increased and the *“world opened up for them”*. The successfully farming families serve as examples for the others, which is also shown by the fact that interest in the program is growing from year to year.<sup>xiii</sup>

## Experiences

One of the most important experiences of the program is that with appropriate technical and financial assistance the families living in deep poverty are able to pursue independent farming activity, with which they can earn rather good income. The money that can be produced in a kitchen garden-size area is important income supplement, but cucumber growing in such dimensions cannot

provide for the entire subsistence of a family and cannot replace regular employment. Because of its relatively high profitability rate, cucumber growing is becoming more and more attractive to the local municipalities as well. Several settlements have already started to grow cucumbers in the framework of the public work program, with the involvement of the integrators. However, cucumbers grown by public workers on municipality land are pushing down purchase prices, which clearly worsens the positions of the family farmers and the larger enterprises.

The full adaptation of the Kiútprogram model would obviously run into many obstacles (lack of loans, marketable farm produce). Income-generating programs of similar structure could be organized in capital-poor environments, basically for the production of highly labour-intensive products, but becoming an independent business enterprise - despite the continuously provided support services - is still not a self-evident option. The success of this type of programs is essentially determined by the selection of the participants, the quality of the support services and naturally the marketability of the products.

### 1.2.5 Social rehabilitation and housing integration, Pécs

target group:	poor and Roma, respectively	children	women	elderly	disabled	other: ...
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specialization:	health care	education and training	employment	housing	social care	other: ...
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#### HOUSING INTEGRATION, PÉCS

***improving the situation of people living in slums and moving 35 families to an integrated environment on the city's northeastern edge***

photo

##### Background

Pécs is the largest city in the Southern Transdanubia Region with attractive scientific and cultural life and at the same time with substantial coal mining history. 4 former mining colonies are also located at the edge of the Mecsek hillside town. From west to east: Pécsbánya, the adjacent Hősök tere (Heroes' Square) and György-telep (George Colony), István akna (Stephen Mine), Somogy-bánya (Somogy Mine) and Rucker-akna (Rucker Mine) paired. The ratio of public rental housing is significant in each of the above. When the mining industry gradually deteriorated in the 1990s, those living in the relevant mining colonies lost their jobs and by their moving, the ratio of low-skilled, unemployed and Roma people increased further and the colonies had progressively become segregated communities. Further three segregated communities can be found on the southern side of the city, along the railway.

The 4 colonies are not uniform: Pécsbánya, Hősök-tere (Heroes Square) and Somogy-bánya (Somogy

##### Main details

Subregion: Pécs

County: Baranya

Region: Southern Transdanubia

Population number: 150 thousand people

Objectives of activities:

Reducing housing segregation in 3 colonies at the northeastern edge of Pécs, on the one hand by improving the situation of those living in the relevant communities and on the other hand, by relocation of 35 families to an integrated environment.

Implementation date: 2011-2015

Amount and type of resources used:

Mine) are largely traditional suburban, detached housing areas, Kórház utca (Hospital Street) and György telep (George Colony) are areas characterized by crowded row houses in bad condition, the István-akna (István Mine) and the Rucker-akna (Rucker Mine) are isolated from the neighboring town parts and surrounded by forests.

There have been two earlier attempts to handle the increasingly severe socio-economic problems of the colonies. Unfortunately, one of them starting from 2005 at the István-akna (István Mine) titled the Lakmusz (Litmus) program aimed at providing housing for young people leaving state foster care became a spectacular failure after social work was discontinued.<sup>xliii</sup> At the same location,, large-scale real estate developments were also hoped, but they were dispelled by 2008.<sup>xliv</sup> The other was implemented from 2008 at the György-telep (George Colony) primarily by the "jelenlét" ("presence") problem of the Maltese Charity Service, which was specifically based on long-term social work and yielded more sustainable results.<sup>xlv</sup>

The detailed and ambitious local equal opportunity program prepared in 2013 identifies the situation of segregated communities as the primary problem in the field of equal opportunities for those in extreme poverty and Roma and housing integration as a development opportunity.

a total of approx. HUF 1,500 million;  
foundation: approx. HUF 50 million (MtM);  
ESF: HUF 150 million (SROP 5.3.6);  
ERDF: HUF 1,300 million (SIOP 3.2.3, DDOP 2.1.4)

What are the most important experiences?  
With appropriate preparation, housing segregation can be effectively reduced in cities.

For what communities may this experience be of interest?

Cities struggling with housing segregation.

Who can share the relevant experience?  
Katalin Kovacs, professional counselor, mayor's office;

Katalin Csonkáné Utasi, program manager  
Maltese Charity Service

## Activities

Housing integration activities started in 2012, encouraged by the fact that by amendment of an EU regulation, using EU funds for housing had been made possible. A single social urban rehabilitation program consisting of several projects was implemented.<sup>xlvi</sup>

The municipality developed a multifaceted cooperation involving the Pécs group of the Maltese Charity Service as well as the Khetanipe Association for Roma Cooperation and the university's sociology department and launched a systematic project preparation process. They concluded a cooperation agreement with the United Nations Development Program (UNDP) to moderate the process and provide methodology support. Competent "coaches" started to work at the relevant sites to mobilize local communities, strengthening their problem solving capabilities and for example, by local volunteer work, they cleaned up littered public areas overgrown by bushes and by programs organized for children and families, they "reoccupied" Hősök tere (Heroes Square) which was formerly characterized by prostitution and drug trafficking. Coaches played an important role in determining development needs which may be even implemented without extra resources and in mediating towards local governments. A good example for the latter is where children walking to the nearest bus stop had to run across the busy Route 66, which had no pedestrian crossing, which understandably bothered parents; and when the local government and the transport company understood this problem, they moved the bus stop to make possible for the bus to stop even before turning to the main road. The resources required for project preparation was provided by the Budapest Open Society Institute.

In the spring of 2012, a relevant tender opportunity with ESF resources opened up to improve the education, employment and health status of those living in segregated communities and for community development.<sup>xlvii</sup> A project aimed at the György-telep (George Colony) has been

developed, because the presence of the Maltese Charity Service at this location has provided ample basis for this. A year later, a related tender opportunity with ERDF resource opened up to complement the previous tender with investment elements e. g. refurbishment of housing.<sup>xlviii</sup> Desegregation was possible but not required. A related project was developed targeting the same area, undertaking the renovation of 24 housing units and moving 5 families to an integrated environment.

In the autumn of 2013, another relevant tender opportunity opened up with ERDF resources (only for the South Transdanubia region) to develop housing integration models<sup>xlix</sup> Specific desegregation requirements were imposed: for each project, the relocation of 30 to 36 persons to an integrated environment had to be undertaken. Three projects were developed, targeting at this time Pécsbánya, Hősök tere (Heroes Square), the Somogy-bánya (Somogy Mine) and the Rucker-akna (Rücker Mine) pair (the István-akna (Stephen mine) would have required longer preparation) undertaking the relocation of 30 families altogether to an integrated environment and the renovation of 44 housing units. In accordance with the staging principle, families moving out typically left apartments in better condition and they subsequently accommodated families in worse apartment living conditions, while the latter were accommodated with families living in homes with the worst living conditions and the latter homes were eliminated.

During implementation of the projects, perhaps the most serious risk was that due to delays in tender evaluation, project launch coincided with the campaign period of local government elections in the autumn of 2014. On the one hand, public sentiment in the country was increasingly reluctant to accept efforts aimed at Roma integration and many leaders noticeable displayed the fear of losing electoral support and the resulting risk aversion. On the other hand, local associations formed in the previous term by the coalition of the governing party and major NGO organization ended up dissolving and non-governmental organizations working in these projects became opposed to the government party. The city leadership consistently communicated about the project as social urban rehabilitation, highlighting supporting social work and did not back out of the projects<sup>1</sup>

## Results

Each project had elements affecting the entire population of a given site. This included for instance at the György-telep (George Colony) renovation of the stairs representing a main traffic route as well as the community center, development of a playground and basketball court at Hősök tere (Heroes Square) and a covered waiting facility at the bus stop, etc.

The housing situation improved for a total of 127 families, i. e. more than 400 persons. 35 families moved into an integrated environment. 68 families' apartments were renovated within the colony. Further 24 families moved to better (albeit not renovated) apartments within the colony. 34 apartments were eliminated by merger or demolition.

Renovations, mergers and demolitions within the colony were also focused on those parts where the situation was the most severe. In the Kórház utca (Hospital Street) in Pécsbánya, the homes in the worst condition ceased to exist, others were renovated, e. g by installing bathrooms. By mergers performed in the crowded György-telep (George Colony), which was in bad condition, the number of homes was reduced by one-sixth and each apartment was renovated. Buildings of the closed Rucker-akna (Rücker Mine) were demolished.

Renovation, merger and demolition affected public rental apartments owned by the local government, as well. In addition, minor renovation tasks could be performed by organizing the practical part of construction training and employment programs, handyman clubs in private homes in the colony, as well.

As a result of social works, arrears could be reduced. For this, emerging work opportunities and income support options were consciously used.

Communities living in the colonies were strengthened and organized relevant programs (from cleaning up public spaces to leisure, sports and cultural events). Strengthening of the community was the most spectacular in Hősök tere (Heroes Square) where residents formed their own association, as well.

Despite the risks, no major conflicts developed due to the relocations and due to proper preparation, those moving to an integrated environments could also gain their new neighbors' trust. Local government elections showed that electoral support had not decreased significantly.

**Experiences**

The most important experience is that with appropriate preparation, housing segregation can be effectively reduced in cities. If city leadership is determined and well-prepared, housing integration - on the one hand, improvement of the situation of those living in slums and on the other hand, moving families to an integrated environment - can be archived without serious conflicts and loss of voter support. The importance of this experience is highlighted by the fact that only a small part of communities is engaged in effort aimed at housing integration. Despite the fact that it is apparent in a number of communities that failure to make these efforts will result in situations that are increasingly difficult to handle.

Another important experience is that investments involving large sums must be prepared and accompanied by several years of social and community development work. The "presence" ("jelenlét") program of the Maltese Charity Service provides a complete methodology for preparatory and accompanying social and community development work, which goes beyond the handling of individual and family crisis situation to reinforce constant communication with people, provide the basic prerequisites of developments, build trust and encourage long-term thinking. It helps to identify problems and opportunities for improvement, including those that can be implemented without large amounts of investment (see remediation of public places, "reoccupation" of space, relocation of bus stops). It helps to exploit potentials related to developments (e. g. the community should feel attached to and maintain completed investments . see the stairs at György-telep (George Colony), the most vulnerable are included in job opportunities opening up who move to an integrated environment and able to get the trust of their new neighbors).

This methodology can also be completely improved. In Pécs for example, this was done by incorporating the UNDP "coaching" practice. As regards the role of coaches, it is important to mobilize the community apart from helping and gradually move back, while passing on the relevant initiative to the community.<sup>ii</sup> It is also important that coaches keep in contact not only with the beneficiaries of developments but also those who are understandably concerned about changes brought about by the relevant development, e. g. moving disadvantaged families into the neighborhood. By personal or small-group contacts, the mistrust arising from the lack of information and the spread of misinformation and the resulting conflict can and should be prevented.

The Pécs example of housing integration offers useful experience to several cities where segregated communities had developed.

All of the following are required to implement the relevant experience:

- dedicated and skilled leadership;
- within the municipal office, a sensitive an efficient manager sensitive to social problems;
- long-term social and community development work and "presence" in segregated communities,
- at least one or two years to prepare investments,
- resources for the implementation of investments.

**1.2.6 Békéscsaba, city of cooperation**

target group:	poor, Roma	children	women	elderly	disabled	other: ...
specialization:	healthcare	education and training	employment	housing	social care	other: ...

**“Egyedül nem megy” (You can’t make it alone),  
Békéscsaba**

Experiences of the implementation of the Local Equal Opportunity Program in the city of Békéscsaba

**Background**

Békéscsaba, a city with county rights and a regional centre, has about 61 000 inhabitants and good railway and road communication with Budapest and also with Romania. The unemployment rate is around 8% (2012) with half of the unemployed - some 2,000 people - being out of work for a long time. According to the estimate of the Roma Local Government, some 2,000-2,500 people of the local inhabitants are of Roma origin. Although there is no coherent segregation in the city (according to the definition of the Central Statistical Office: KSH), the majority of the Roma live in isolated blocks in the gone down or going down parts of the city. Most of them are unemployed.

The social and economic environment of the city is in constant movement. The demands of the population, the ever higher needs for infrastructural, social, educational and cultural services brought about by the changes in the age pattern of the citizens face the local municipality with new and newer challenges. Thanks to the earlier planning processes Békéscsaba has significant traditions of cooperation between the various sectors and their many players, which also shows that the city has realized that the interventions in the different partial areas impact the entire system. In addition to continuous and broad dialogue, the zero-HUF projects also play an important part in the implementation of the LEOP: these interventions build on existing civil and municipality resources, capacities, commitment and ideas and practically do not involve EU or municipality funding. The third pillar of the implementation of the LEOP is the development policy resources (received so far and expected to be received). Between 2009 and the 2015 the value of the EU projects directly and indirectly promoting equal opportunities was 4.5 billion HUF, and in addition to that the city also implemented about 10 billion HUF worth of infrastructure development projects. (The annual budget of the city is approximately 14 billion HUF.)



Békéscsaba - City Hall

**Main data**

Micro region: Békéscsaba micro region

County: Békés county

Region: South Alföld region

Population of the settlement: 61 325

Aims of the activities: Our aim is to improve the quality of living of the inhabitants and to create an attractive living space and a secure social environment in which the family, as a molecular social community, is able to convey such values which will help develop strong bonding to Békéscsaba and promote progressive development.

What is the most important experience?

- Partnership - not only at the level of words

For what settlements can the experiences be valuable?

Where the resources of the civil sphere can be mobilised

Who can share the experiences?

Mrs. Uhrin Nándorné

deputy head of department, group leader

**Activities - motto: (K)Érted – Neked (You asked for it - For you)**

The leaders of the settlement realized quite soon that the city in itself will not be able to solve all the problems arising from its statutory obligations or indicated by the citizens, however justified and legitimate they may be. So it opened towards the civil sphere in several areas. It supports the

realisation of their objectives and helps their operation. The initial ad hoc form of subsidization has been eliminated. By now, the supports granted to the organisations have become structured and systematic, and are granted by the same criteria and for the same period of time. In the field of personal care the municipality has made agreements with six civil organisations for 3 years, and this ensures that all compulsory tasks of the municipality are seen to. In addition to this, other civil organisations promote the implementation of the LEOP or are members of the LEOP Forum. The activities of these organisations are directly linked to a target group (e.g. City Seniors' Association). Several such civil organisations present here which are county-reach organisations and have their seat in Békéscsaba, and they also wield considerable lobbying power, they are very good at "making their voice heard" (e.g. Békés County Association of the Blind, Békés County Association of the Deaf and Hearing Impaired, Békés County Women's Association).

**Experiences - Motto: (M)Érted - teszed (For you - you do it)**

The Local Equal Opportunity Program of Békéscsaba City of County Rights essentially rests on two pillars.

1. In the Local Equal Opportunity Program we put the emphasis on the "local" term and tried to explore those possible areas of intervention which have zero budget involvement. A zero-HUF project does not require any European Union funding and does not involve any budget spending on the part of the municipality either for the term of the implementation of the LEOP. It rather relies on the skills and knowledge of the local craftsmen, experts, involves the players of the local civil sphere, its human resource requirement is big. In the brainstorming group we studied what we ourselves could do - in addition to the existing and well operating systems - for equal opportunity, for its innovative, non-typical yet efficient improvement.

The majority of our LEOP projects are zero-HUF. Still, implementation is running enthusiastically and smoothly. Each and every participant can feel that we are giving something different, something extra to the beneficiaries, which simultaneously poses professional challenge in the everyday monotony and rather quickly measurable result and feedback for those involved in the implementation. Such are, for example, the editing and distribution of the information and awareness raising publications (e.g. in the fields of abuse, disabled care), the organisation of various courses (e.g. lifestyle counselling, housekeeping assistance for people living in deep poverty). In the field of child protection, information and professional dialogue about issues of threat and abuse have helped better access to care. The improvement of ante-natal care also serves the aim of reducing the number of births with permanent defect. The 60+ information clubs help combat the isolation of the elderly.

2. The second group includes such developments which require funding. In May 2015 the Municipality Assembly of the City of Békéscsaba with County Rights adopted the document called "Integrated Area Program of the City of Békéscsaba with County Rights 2014-2020". This contributes to the development of better quality of life in the city and to the increase of the attractive and population retention powers of the city. The investments help better availability of the services, the increase of social security and the development of a more health-conscious society. The investments aimed at increasing the capacities and improving the quality of the crèches and kindergartens have strong priority also because of their impact on the increase of employment. The social and healthcare services fill the most acute gaps within the given frameworks.

The complex development of the city's public services can be financed from the TOP, HROP and sectoral operational programmes which can help the implementation of a modern and high quality public services system that will meet the expectations of the age. Making public buildings wheelchair accessible is an important condition of realizing a more integrating society. Before making any alterations for disabled access, we follow the established practice of consulting the

local members of the affected target group, as well, consultation with them is continuous. In the past years only some of the social housing facilities were renovated in the framework of public work and since this activity can be pursued regardless of the weather and requires and deepens professional skills, these projects also help the participants find employment in the primary labour market and continue the trade for regular pay.

**Experiences** *Motto: Érted - veled (For you - with you)*

- In the course of the implementation of the actions, proposals in the LEOP all stakeholders - the citizens of Békéscsaba, the Municipality, the people working in the institutions and in the Office focusing on the affected target group - could again experience and realize the importance of the dialogue. The good decisions can become even better if the opinion, proposals of the group affected by the problem is also articulated.
- Joint implementation resting on communication and dialogue helped reach those citizens who know well the difficulties of one or the other specific social group, have good lobbying power and with their active and helpful attitude are able to contribute to the solution of certain problems.
- The LEOP programs promote social integration, support participation in the public affairs, help the improvement of the conditions of spending one's leisure time with quality activities or arouse the need for it. The connection network of the participants will expand, isolation and solitude can decrease, and so can the feeling of uselessness. Everyday life filled with quality content can make the life of the citizens more meaningful and help them create a positive image of the future.
- Bonding with the city will increase in the implementation of the programs, loyalty will deepen which, as indirect result, can increase the population retention power of the city and even reduce migration.
- Attention focussed on the issues raised in the LEOP will stimulate discussion about them, shape people's views and **may even change their attitude to a given** issue, and enhance sensitivity and focus at the level of the entire society.
- In the implementation of the LEOP the local society becomes stronger and more united, solidarity grows and the equal treatment of the disadvantaged groups and equal opportunity access of the public services will be realised.
- The opinion of all stakeholders involved in the implementation of the LEOP about the issue of equal opportunity changed in a positive direction (we did not have "why do we need this at all?" type disputes).
- Harmonised cooperation prevails in the complex activity matrix of the different disciplines with observance of the principle of subsidiarity.

**1.2.7 A thoughtful town, Jászfényszaru**

Target group:	<u>People in poverty and the Roma</u>	<u>Children</u>	<u>Women</u>	The elderly	People with disability	Other: ...
Policy area:	<u>Healthcare</u>	<u>Education and training</u>	<u>Employment</u>	Housing	<u>Social services</u>	Other: <u>COMMUNITY DEVELOPMENT</u>

<p><b>JÁSZFÉNYSZARU – A THOUGHTFUL TOWN</b></p> <p>The development policy of Jászfényszaru in the context of local demands</p>	<p>Photo</p>
<p><b>Context</b></p> <p>Jászfényszaru is a small town located at the intersection of three adjacent counties and has a population of more than 5,000. The town's main profile is agricultural production which has been accompanied by strong industrialisation since the collapse of the Communist regime. It is one of the hubs of Samsung television manufacturing in Hungary.</p> <p>The Roma make up approximately 20 percent of the local population the majority of whom live in the two segregated areas of the town. In recent years the town has been undergoing continued development resulting in an upgrade of the town's infrastructure, among others, in the central as well as in the segregated areas. Along with investment in infrastructure, human development has also come to the fore, with the complex settlement programme launched on 1 July 2013 being one of its greatest undertakings.</p> <p>Initiatives to support low-status groups are nothing new: the town had offered social and training programmes and encouraged infrastructure development before. Among these, social urban regeneration had a great impact on the segregated areas as the once muddy then contaminated area was completely renovated and now houses a 1 hectare outdoor leisure park in the middle of the segregated area at Szegfű Street.</p> <p>Since 2008 the development policy adopted by Jászfényszaru has placed growing emphasis on equality. The local authority and the external equality expert have both played a key role in formulating the strategies. The Türr István Training and Research Institute, as consortium partner, and the Hungarian International Children's Safety Service, as implementing partner, are both actively involved in implementing the complex settlement programme.</p>	<p><b>Key data</b></p> <p>Microregion: Microregion of Jászberény  County: Jász-Nagykun-Szolnok  Region: North Great Plain (Észak-Alföld)  Population: Central Statistical Office (CSO), 2011: 5,724 (population); 5,680 (usually resident population)</p> <p><b>Aim(s) of the activity(ies):</b></p> <p>The complex development of residents in segregated areas by implementing social, educational, employment, healthcare and community development related programme elements.  Period of implementation: 2013–2015.  Amount and type of funds used (TÁMOP 5.3.6-11/1-2012): 148,966,204.  Before the launch of the complex settlement programme, the town applied for and was granted funds earmarked for human and infrastructure development to finance the makeover of the town centre (HUF 476,761,370) and the social rehabilitation of the segregated areas (HUF 347,229,783), just to mention the two most important infrastructure projects.  During programme planning it became evident that project elements and the various projects and development concepts needed to be built on one another. The success of a project depends greatly on how the local authority's available resources and their development concepts (e.g. social cooperatives, communal work programmes, development of the local economy) match the objectives of the project.</p> <p>The <b>experiences</b> gathered are <b>useful</b> to municipalities with innovative ideas about municipal development and a willingness to apply for funds, where the complex approach reflected in the application can be exploited.</p> <p><b>Who can share the experiences?</b>  dr. Márta Győri-Czeglédi, Mayor  Péter Csaba Kocsis, project manager, expert</p>

<p><b>Activity(ies)</b></p> <p>The town is clearly divided into a lower and an upper end. The eastern quarter includes the segregated areas of the town. In 2001 primary school was the highest completed level of education for 55 percent of the residents in this quarter, and this figure was 36 percent in 2011. Of the two segregated areas one is located at Szegfű Street and has a longer history than the other (according to the 2011 Census 215 people live here), the other area is situated at Bajza Street and developed concurrently with the gradual settlement of residents (according to 2011 data 113 people live here). The latter is typically the home of Wallachian Gypsies, while Hungarian or so-called musician Gypsies live in the older area. According to CSO data of 2011, a total of 445 Roma live in the town. In contrast, estimates suggest a much larger population: the number of the Roma is estimated at 1100 to 1200, and within that the number of Wallachian Gypsies at around 300.</p>
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The complex settlement programme was designed to address the multiple problems the segregated areas are confronted with by raising the level of education and improving the chances for employment accompanied by programme elements related to healthcare, social and community development. Needs were identified basically in two ways: (1) a summary of municipal development concepts, human development concepts and the experiences gained so far, for example, to create a community space capable of operating as a multifunctional scene also in the future, that is, during the maintenance period; to organise training courses not delivered recently which are expected to help the target group find employment. (2) assessment of target group needs using focus group interviews where the main needs, training subjects and everyday employment experiences were mapped up.

Areas of activity	Programme
Social and child welfare services, community development	Local History Club, <i>Szarui Tálentum</i> , a talent scouting and nurturing programme, Film Society, Family Day, Sports Day, indoor play centre, public agenda and individual responsibility, Future Planning Team
Education services	United for the New Kindergarten, English language sessions, SEN prevention consulting, early childhood screening programme
Healthcare services	Lifestyle Days I (screening of 0–18 year olds), Lifestyle Days II (screening of 18 year olds and above), <i>Te, a házban</i> performance group, Gastro Club, Do-It-Yourself Club, 3N – lecture on prevention
Adult education and training	Digital literacy training, Shelter belts – energy forest planter and caretaker, maintenance worker, kitchen attendant, Development of traffic and transport competences – paving worker, waste selection and treatment training, career orientation training, <i>Doing business effectively</i> training
Promoting employment	IT Club, Job Seeking Club, Working Again! – workshop

The development programme is target group-oriented: Its programmes sought to reach each member of the family providing an opportunity to exchange experiences between the various programme elements.

#### Difficulties and how they were addressed

The implementation of subactivities needed rescheduling. One reason for this is that more than a year had passed between planning and the start of implementation and that there were problems due to other engagements that emerged in the meantime and overlaps with other programmes. It became clear during implementation that children living in the segregated areas would not be able to attend the summer camps and that summer activities had to be arranged. The programme period covered two summer seasons, by redesigning and compressing the programmes children could be under supervision from morning till evening for two periods of one month and engage in playful skills and community development sessions.

After the launch of the programme it became ever more evident that the indicators set for the programme could not be achieved if target group members participated in other central programmes, so the families concerned had to be consulted on an ongoing basis to find out which solutions suited them and were the most beneficial for the programme.

Several minor and petty problems emerged during implementation, but these were considered to be naturally inherent and handled accordingly by colleagues and the management. One area to be highlighted is the facilitation of training attendance and the minimisation of drop-out. To this end, a 'call tree' was set up to enable the almost instant discovery of absentees, the notification of training providers and to ensure the documentation necessary for continued training attendance.

The fluctuation of social workers represented another problem. Social workers were at all times present during the programme, nonetheless, staff fluctuation was a real possibility to reckon with, so we devised three mechanisms to cope with this problem. First, we concluded a cooperation agreement with the local Care Centre that had appropriately qualified experts at its disposal who fulfilled the requirements set out in the Application Guide. Second, we re-interviewed experts who had previously applied for the vacancies posted whenever a social worker could not continue participating in the programme. Third, in addition to the social workers, the specialists of the Teahouse are also gathering information about target group members to avoid any hitches in the individual development process when a social worker is replaced.

## Results

The programme was successful as we managed to engage the entire target group with more than 60 people attending the training courses and 28 finding employment (some of them municipal communal work). Besides the mandatory indicators of the programme, the community development work undertaken, the result of which would be difficult to quantify, is also of great significance. The stereotypical prejudices of the non-Roma society (the Roma do not study, they do not like to work, etc.) were one by one broken down during the programme as one of the most important activities was to promote employment in cooperation with the competent officials of the local government. The programmes of the Teahouse were accessible to all residents of the town, and as it turned out many residents not belonging to the target group were also happy to use these services (e.g. learning useful skills during the IT Club, job search, writing a CV, etc.). The behaviour of children have visibly changed, the friendly community space, the presence of young and devoted colleagues strengthened ties and shaped the patterns of everyday behaviour.

We managed to involve a number of local young Roma in implementation who contributed either as a volunteer or a colleague and can hopefully continue their activity in the maintenance period as well. Local government capacities have definitely improved during the programme with municipal services becoming available that are helpful for families, local kindergarten teachers and school teachers alike (e.g. SEN consultations, prevention programmes). The equipment purchased and the community house created will remain available for future use and can help realise the human development concepts of the town. The work that became 'institutionalised' under the Teahouse programme will expectedly bring about a positive change in the attitude of local workers. In many cases market actors seek to recruit employees by contacting the local government and the Teahouse, and the activities undertaken in the Teahouse are regularly covered in the local paper *Mi újság Fényszaru* (What news from Fényszaru). Feedback from local teachers suggests that professionals involved in implementation acquired new expertise and a new attitude that help them with their work. Young people engaged in the programme could join other EU and Hungarian-American programmes. Despite a strong focus on the community development related goals of the programme, there is not yet an active community within the target group which could constantly formulate and communicate the needs towards decision-makers.

The programme was met with mixed reactions. The target group was naturally enthusiastic that a programme to ease their life was to be implemented, but the originally favourable reception of the town has gradually abated, and the programme and the community house were soon labelled 'Gipsy programme' and 'Gipsy house', respectively. Continuous information could trigger a change in this attitude as there were several programmes that were attended by many outside of the target group and left them feeling good.

“We cannot give you bread, but we can give you advice” – once a Csángó from Gyimes said when asked about the success of the evolving Gyimes community and what piece of advice he would give others on how to do it. We do believe that this is exactly what makes these programmes important: to offer opportunities and alternatives that, besides providing basic services, can create active communities of citizens.

### 1.2.8 Alsómocsolád, entrepreneur village

target group:	poor, Roma	children	women	elderly	disabled	other:
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specialization:	healthcare	education and training	employment	housing	social care	other: management capacity
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<p><b>ALSÓMOC SOLÁD, AN ENTREPRENEUR VILLAGE</b>  <i>How did a small village build internal project management capacity and how did the broader region benefit from it?</i></p>	
<p><b>Background</b>          Alsómocsolád is a cul-de-sac settlement with a</p>	

<p>population of around 350 in the northern corner of Baranya county and in the Hegyhát region that is among the most disadvantaged regions of the country.</p> <p>The biggest problem of the settlement is its dwindling population, ageing and the migration of its young people to places with better living prospects.</p> <p>Though Alsómocsolád is in a better employment situation than the other settlements of the region, thanks to the 4 large companies operating here (including the Pick Szeged Zrt. plant that employs over 400 people though, but only 14 people from the village) as well as the 26 micro-enterprises. At present the number of the registered jobseekers is 16. Yet, the rate of population decrease is similar to the other settlements.</p> <p>In the past twenty years Alsómocsolád has been consciously seeking the development possibilities.</p> <ol style="list-style-type: none"> <li>1. It built public utilities, such as piped water, telephone, gas by the mid-1990s, then sewerage and broadband internet by the middle of the 2000s.</li> <li>2. It created new community services, i.e. village warden, telehouse, village house, old people's home.</li> <li>3. It renovated the public squares and places including the Main square, the church and the market.</li> </ol> <p>The village used EU funds (Phare) to finance these projects already before the accession. Initially, the inclusion of the development resources was the job of the young and ambitious mayor Dicső László but later, when 2-3 projects were launched and 50-100 million HUF development funds were received every year, a team was set up to manage the projects.</p> <p>The village also needed substantial loans for the co-financing and the non-eligible costs, so it amassed rather big debt. In 2012 the state took over that debt also from Alsómocsolád.</p> <p>The utilization of the project management capacity for the benefit of the micro-region became possible and also necessary in 2008 in the framework of the program for the most disadvantaged micro-regions.</p>	<p><b>Main data</b></p> <p>South Dunántúl (Transdanubia) region, Baranya county, Hegyhát district; Population of the settlement: 350</p> <p>Aim of the activity: Increase population retention capacity with targeted development</p> <p>Period of implementation: from 2010</p> <p>Amount and type of the funds used: ESF: 210 million HUF (SROP 5.1.1, 5.1.3).</p> <p>What are the two most important experiences (1-2)? Once we succeed in involving development resources the projects will make it possible to gradually build up a team which will provide targeted assistance to people living in deep poverty and to the other settlements of the region.</p> <p>For what settlements can the experiences be interesting? For the settlements with relatively favourable conditions of the disadvantaged regions.</p> <p>Who can share the experiences? Dicső László, mayor; Mrs. Halmi Gáborné, technical leader</p>
<p><b>Activities</b></p> <p>In 2008 the program designed for the most disadvantaged micro-regions (in Hungarian: LHH) made it possible for the Sásd micro-region to determine their most important development objectives using a total budget of nearly 2 billion HUF. The planning process highlighted striking differences between</p>	

the planning and implementation capacities of Alsómocsolád and the other settlements of the region.

So it was decided that a small part, about 2.5% of the fund, be allocated for the establishment of a project office in Alsómocsolád that will provide management services for the other settlements of the region, and promote the integration of the disadvantaged groups through building partnership, generating and preparing projects. The project office promoted both the implementation of the projects selected under the LHH program and the involvement of additional resources. The LHH program (SROP /in Hungarian: TÁMOP/ 5.1.1, 46.2 million HUF) financed the operation of the project office from early 2010 till the end of 2011. The office still operates, at present with a staff of 2 employees and 5 trainees.

For the involvement of additional resources answering the objectives of the project office, the “Community inclusion for the integration of people living in deep poverty” application program offered excellent possibility. This program combined social work with community development and regional development. The program financed the project called “Establishment of a regional family-centred community network (Köz-Tér-Háló)” from early 2012 till the end of 2014 (SROP 5.1.3, 164.4 million HUF).

The project covered 10 settlements of the a Sásd micro-region (Alsómocsolád, Ág, Bikal, Gerényes, Kisvaszar, Mekényes, Nagyhajmás, Szágy, Tormás, Varga) and one settlement of the neighbouring Dombóvár micro-region (Döbrököz). The total population of these 11 settlements is around 5 000.

The primary aim of the project was to help the families living in deep poverty and deprivation. It helped reduce the dependence of the families and enabled them to have longer-term vision.

The main activities of the project were the following:

- establishment of 4 “houses of practical skills”, organisation of community events and provision of everyday life helping services (e.g. washing, ironing);
- organisation of competence development training to develop the basic competences of housekeeping, gardening and joint practising of the skills learned (e.g. house renovation, production of cake coal for heating);
- establishment and operation of a new-type social service, the family mentor;
- preparation of the specialists and the village leaders to understand and ease the situation of the families living in poverty (workshops, clubs).

### **Results**

The first among the results to be mentioned is the preparation and implementation of the project, which the region could not have accomplished without the project management capacity of Alsómocsolád. They not only implemented the project but implemented it in a way that they also ensured the thorough local knowledge and the professional skills of the mentors and connection with the other activities going on in the region. With this the implementation of this project stood out among the other projects supported under the program that used external management capacities (application writing companies).

Some 150 families benefited regularly from the services of the project. But the number of those who received ad-hoc assistance was more than three times higher. Some of the families became capable of formulating and following longer-term objectives.

More than 30 professionals and village leaders took part regularly in the training activities. The number of the ad-hoc participants was three times that figure.

### **Experiences**

The example of Alsómocsolád proves that once we succeed in starting to involve development resources the projects will make it possible to gradually build up a team which will provide targeted assistance to people living in deep poverty and to the other settlements of the region. With the internal project management capacity not only more development resources can be procured, but the funds can also be used more efficiently.



## **Annex II. RAS Implementation Roadmap – Consultations and Field Visits**

On April 13, the team participated at a technical workshop led by with the Ministry of Human Capacities (MHC) team for government agencies involved in the implementation framework of the National Social Inclusion Strategy (NSIS): MHC, Türr István Training and Research Institute (TKKI), the Hungarian Central Statistical Office (HCSO), Ministry for National Economy (MfNE), Ministry of Interior (Mol) and Lechner Lajos Knowledge Center (LLTK)., and has conducted further follow-up discussions with MHC, Mol, LLTK and TKKI counterparts on April 14 and 16. The discussions covered collaboration and knowledge sharing arrangements under the various RAS activities, and synergies between existing institutional and procedural arrangements and information system architecture and RAS deliverables.

On April 15, the team visited local social inclusion projects in Pécs and Gyulaj, and conducted discussions with municipal and civil society stakeholders on the key lessons learned in project development, implementation and follow-up. In summary, lessons indicated that key factors to project implementation are (i) sequencing project activities (soft measures need to be implemented first, with a view to enable the community to participate in project planning), (ii) clear delineation of responsibilities among local-level actors; (iii) leveraging local civil society partnerships; and (iv) need for well-structured follow-up activities with the community following project closing. On April 17, the team conducted further discussions with the MHC and MfNE teams, and identified the lack of involvement by the Prime Minister’s Office (which houses data and information about European projects and has not attended the opening workshop) as a high risk to successful project implementation.

Between May 26 and May 30, the team conducted further technical discussions with MHC, TKKI and HCSO to further refine the scope and content of the deliverables under this activity. The World Bank team also visited the municipalities of Békéscsaba, Győr and Jászfényszaru, as well as the Roma mission of the Hungarian Pentecostal Church in Békés. During the visits the team held discussions with a broad set of local stakeholders regarding their experiences with the planning and implementation of social inclusion interventions. The meetings focused in particular on the local social inclusion planning framework i.e. the development of Local Equality of Opportunities Plans (LEPs). Additionally, the team led a workshop in Sárkeresztúr which brought together mayors, managers and beneficiaries of social inclusion projects from 12 rural municipalities in Hungary. The focus of the workshop was to exchange views on challenges and opportunities with the development and implementation of social inclusion interventions targeting the most marginalized groups of Hungarian society.

At these meetings and during the workshop discussion, a number of key challenges were identified, in particular: (i) the structure, process, budgetary and implementation framework that have been developed for the planning and implementation of the LEPs are currently not sufficient to enable municipalities to effectively deliver relevant social inclusion activities; (ii) municipalities face particular challenges in adequately addressing the multi-dimensional exclusion challenges by the most marginalized groups; (iii) public works programs are widely used in lieu of more targeted activation programs, and often substitute for local basic services - hence not only do they fail to create pathways for the integration of the unemployed into the first labor market, but they also lead to municipalities’ dependency on such programs; (iv) budget sources (mostly EU funding) are usually allocated on a project basis, therefore municipalities struggle with medium-to long-term planning, implementation and monitoring and evaluation of social inclusion measures; and (iv) even though lack of adequate budget resources is a key concern for most municipalities, the implementation of the LEPs and Operational Programs for EU funding are currently not sufficiently linked.

In response to the issues identified during the field visits, the team agreed with MHC and TKKI that the deliverables will focus on effective support for the implementation and monitoring of the LEPs. A particular emphasis of the deliverables will be on practicality, i.e. to provide “step by step” guidance for stakeholders who are planning and developing projects that can address the challenges faced by the most marginalized groups. The World Bank team has prepared annotated outlines of the relevant deliverables and shared those with your teams for their feedback and inputs.

On June 3 the team joined a dissemination workshop on the *Handbook for Improving the Living Conditions of Roma* held at the office of the European Commission in Budapest, with a view to take advantage of inputs from approximately 40 participants who attended the event, including representatives from local authorities, civil society organizations, and relevant institutions of the national government. During the event, the objectives and a summary of key elements of the Handbook were presented. Representatives from MHC and TKKI provided remarks on the relevance and applicability of the Handbook in the Hungarian context. MfNE has also given a presentation on funding opportunities under the 2014-2020 EU Programming period. This was followed by a discussion with all participants on the Handbook’s applicability and presentations of relevant experiences by some local authorities.

On June 15, the team conducted discussions with DG Employment, DG Justice and DG Regio to introduce the scope of the ongoing activities and gather feedback. Comments focused on (i) the need for close alignment of the planning and implementation framework with the upcoming structural changes in OP implementation (in particular, the Territorial Integration OP organized at the level of counties and cities with county rights); (ii) discussions facilitated by the European Commission, its outcomes and related resources on the role of social economy in activation and social inclusion of poor and disadvantaged groups; (iii) joint opportunities to disseminate the findings of this RAS to further EC audiences and country experts.

On July 21, the Country Manager for Hungary and the RAS team conducted another field visit to Pécs so as to carry out consultations with the deputy mayor, the municipality social policy expert, the managing director of the Maltese Charity and the local staffs of TKKI. The discussion focused on the city’s experience in developing and implementing social rehabilitation projects in the 2007-2013 period to address poverty and marginalization in 8 segregated communities located in Pécs’ Eastern District that are broadly considered to be successful (EU-funded) local social inclusion initiatives. The most important takeaways from these projects are as follows: (i) local partnerships are key, such complex interventions require a strong, committed and well-coordinated team of the municipality, local civil society and TKKI; (ii) sequencing of activities is also essential in that infrastructure development need to be preceded by intensive family-level social work and community development; (iii) cross-cutting efforts: the project should be leveraged towards reaching the community through a multi-pronged approach ranging from skills and employability (for example, utilizing training opportunities offered by TKKI and public works funds) to education and health (for example, enabling local actors to provide after-school activities and information seminars on maternal and child health in the local community center); (iv) follow-up and tracking of clients: it is very important that, as a follow-up to resettlement interventions, client families continue receiving social work so as to assist them and their neighbors in adjusting to the new environment. The municipality has expressed committed to continuing the social rehabilitation projects during the 2014-2020 period and has earmarked approximately HUF 600 million (approximately 1.95 million EUR) to this end. The city’s most prominent challenge in this forthcoming period is the social rehabilitation of the István-akna settlement of approximately 250 poor and marginalized (and heavily indebted) individuals that had recently relocated to the margin of the city creating an extremely poor and unsafe neighborhood: any investments in this settlement will likely require a lengthy period of intensive social work and community mobilization. Following these discussions the team has visited the project locations where the social rehabilitation projects are about to close (György-telep, Hősök-tere) or ongoing (Pécsbánya, Somogybánya) and conduct discussions with field workers and project

beneficiaries about their experience. The team has also visited a daycare center of adults with mental disabilities run by the Maltese Charity.

On July 22 the Country Manager led consultations with the Deputy State Secretary for Social Inclusion at the Ministry of Human Resources. Following an update on the status of RAS deliverables, the deputy state secretary informed the team about forthcoming priorities under the National Social Inclusion Strategy's Implementation Plan (fostering entrepreneurship of Roma professionals, facilitating after-school programs in marginalized communities, enhancing the labor market integration of young Roma females) as well as further upcoming initiatives in education supported by the state secretariat (for example involving corporate actors in developing innovative education approaches to support skills acquisition of marginalized children).

On July 22 the team has also conducted consultations at a technical workshop with civil society social inclusion experts in Budapest. The workshop discussed opportunities to improve the national and local institutional setting for developing social inclusion projects at the local level. Workshop participants have called for improving the alignment of relevant sectoral strategies with the strategic framework for equal opportunity, and raised concerns on budgetary incentives at the level of the local municipalities. The workshop has also identified concrete inputs and contributions for one of the RAS deliverables, a handbook of social inclusion programs developed for local-level. The team has also discussed possibilities to develop monitoring and evaluation of social inclusion interventions at the microregional and local level.

In the course of August, the team has conducted further field visits in rural localities in Alsómocsolád, Ács, Porcsalma and Szatmárcseke, as well as in the town of Tatabánya, and consulted with local municipality and civil society stakeholders to learn from local implementation experience (the lessons of these visits are captured by the case studies developed as part of this study). The team has continued the technical dialogue with MHC and MfNE counterparts throughout August and September. The team is planning to conduct further consultations with group of mayors to "test" and collect feedback on the accompanying Handbook.

## Notes

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<http://www.tarki.hu/hu/publications/SR/2014/>

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Portraits of Labor Market Exclusion (The World Bank, 2014)

Hungary: Skilling Up the Next Generation (The World Bank, forthcoming)

<sup>ii</sup> **Final Synthesis Report: Main ESF achievements, 2007-2013 – ESF Expert Evaluation Network,**

<http://ec.europa.eu/esf/BlobServlet?docId=452&langId=en>

<sup>iii</sup> The TEMPLATE (SABLON) supporting preparation of Local Equal Opportunity Programs (LEP) of local governments was prepared by a workgroup at the University of Pécs (Pécsi Tudományegyetem) in December 2012, commissioned by the István Türr Training and Research Institute within the scope of the project titled "Guaranteeing the capacity for an equal opportunity-based development policy" with an identification number of ÁROP-1.1.16.-2012-2012-0001 .

<sup>iv</sup> [https://www.teir.hu/szoc\\_agazat/](https://www.teir.hu/szoc_agazat/)

<sup>v</sup> For example in 2015 the Hungarian Helsinki Committee represents two victims of hate crime and police inaction before the domestic authorities in a criminal and a police complaint procedure. The two clients of the HHC were at their relatives' house when far-right, extremist groups held a demonstration in the town of Devecser. The crowd marched along the streets mainly inhabited by Roma people, stopped at a house and threw stones at it and the approximately 12 people – including children – staying in the courtyard, injuring one person. The police failed to dissolve the demonstration and speeches incited hatred against Roma citizens, leading to subsequent serious crimes committed by the leaders of the event. Moreover, when participants both verbally and physically insulted the Roma that were present, the police failed to intervene. The case is currently pending before the National Police Chief and it will eventually be brought before the domestic courts and the European Court of Human Rights.

<sup>vi</sup> Source:

[http://www.melyszegenyseg.hu/dokumentumok/dokumentumtar\\_tartalma/TAMOP513\\_kozfejl\\_modszertani\\_edok.pdf](http://www.melyszegenyseg.hu/dokumentumok/dokumentumtar_tartalma/TAMOP513_kozfejl_modszertani_edok.pdf)

<sup>vii</sup> [http://palyazat.gov.hu/az\\_europai\\_bizottsag\\_által\\_elfogadott\\_operativ\\_programok\\_2014\\_20](http://palyazat.gov.hu/az_europai_bizottsag_által_elfogadott_operativ_programok_2014_20)

<sup>viii</sup> <http://palyazat.gov.hu/content/10814>

<sup>ix</sup> In 2012 the loans of local governments have been taken over by the central government.

<sup>x</sup> <http://www.nmckkszsz.hu/>

<sup>xi</sup> <http://www.szetaeger.hu/>

<sup>xii</sup> <http://www.maltai.hu/>, <http://gyerekesely.maltai.hu/>

<sup>xiii</sup> <http://autonomia.hu/>

<sup>xiv</sup> Disparities in the number of nursery places is well illustrated by the fact that a small child in the Central Hungarian region has three times as likely to get into nursery than the one living in Northern Hungary. Jól-Lét (Well-Being) Public Benefit Foundation (2010): A SZOCIÁLIS GAZDASÁGBAN REJLŐ LEHETŐSÉGEK FELTÁRÁSA CSALÁDI SEGÍTŐ HÁLÓZAT LÉTREHOZÁSA CÉLJÁBÓL - HELYZETFELTÁRÓ KUTATÁS. (EXPLORING THE POTENTIALS IN THE SOCIAL ECONOMY TO CREATE FAMILY SUPPORTING SERVICES - SITUATION ANALYSIS) [http://jol-let.com/magyar/wp-content/uploads/Noket\\_segito\\_szervezetek\\_kutatas.pdf](http://jol-let.com/magyar/wp-content/uploads/Noket_segito_szervezetek_kutatas.pdf)

<sup>xv</sup> cf: Ágnes Szabó-Morvai: Kisgyermekes nők munkapiaci helyzete (Labor market situation of women with small children), In: A Jövő munkahelyeiért, (For Future Workplaces) Volume II. Adalékok egy magyar foglalkoztatáspolitikai stratégiához. (Supplements to a Hungarian employment policy strategy). Összefoglaló háttér tanulmányok. (Summary background studies). Budapest: Hétfő Elemző Központ (Seven Trees Analysis Center) pp. 126-151.

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- xvii Jól-Lét (Well-Being) Public Benefit Foundation (2010):
- xviii NEMZETI TÁRSADALMI FELZÁRKÓZÁSI STRATÉGIA (NATIONAL STRATEGY, SOCIAL INCLUSION)– MÉLYSZEGÉNYSÉG, GYERMEKSZEGÉNYSÉG, ROMÁK (EXTREME POVERTY, CHILD POVERTY, ROMA)– (2011–2020) HELYZETELEMZÉS (SITUATION ANALYSIS), 12. oldal (Page 12).  
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- xix NEMZETI TÁRSADALMI FELZÁRKÓZÁSI STRATÉGIA (NATIONAL STRATEGY, SOCIAL INCLUSION)– MÉLYSZEGÉNYSÉG, GYERMEKSZEGÉNYSÉG, ROMÁK (EXTREME POVERTY, CHILD POVERTY, ROMA)– (2011–2020) HELYZETELEMZÉS (SITUATION ANALYSIS), 12. oldal (Page 12).  
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- xxxi Govt. Decree 105/2015 (IV. 23) on classification of beneficiary communities and the conditions of classification.  
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- xxxiii <http://www.gyulaj.hu/index.php/falufejlesztes/43-kirekesztett-kozossegek-terepszemleletu-tamogatasa/>
- xxxiv <http://palyazat.gov.hu/doc/1892>
- xxxv <http://www.gyulaj.hu/index.php/falufejlesztes/42-qnyul-unk-a-munkaertq>
- xxxvi <http://palyazat.gov.hu/doc/3367>
- xxxvii <http://palyazat.gov.hu/doc/3540>
- xxxviii <http://www.gyulaj.hu/index.php/megnyitottunk>
- xxxix Government Decree No. 105/2015 (IV. 23.) on the classification of the beneficiary settlements and on the conditions of classification
- xl <http://www.kiutprogram.hu/index.php/hu/mi-a-kiutprogram/vizionk>
- xli Kiútprogram Nonprofit Zrt. has been operating exclusively from Hungarian private resources since October 2012, it uses neither EU, nor government funding. All data on the operation of the Kiútprogram are public.
- xlii Kiútprogram - Experiences of an employment and social micro-lending pilot program -  
<http://www.kiutprogram.hu/index.php/hu/dokumentumtar/category/15-szakmai-ismertetok-kutatasok>
- xliii <http://www.bama.hu/baranya/kozelet/sajat-lakasukat-epitik-90502>,  
<http://www.bama.hu/baranya/kozelet/bostranyos-lakmusz-program-tonkretett-lakasok-felszedett-parketta-217384>
- xliv <http://www.bama.hu/baranya/kozelet/minden-mozdithatot-visznek-istvan-aknan-224265>

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- xliv <http://www.maltai.hu/?action=program&programid=13>
- xlvi [http://www.pecs.hu/tartalmak/Kuzdelem a szegenyseg ellen](http://www.pecs.hu/tartalmak/Kuzdelem_a_szegenyseg_ellen)
- xlvii <http://palyazat.gov.hu/doc/3367>
- xlviii <http://palyazat.gov.hu/doc/4122>
- xliv <http://palyazat.gov.hu/doc/4249>
- <sup>1</sup> <http://www.bama.hu/baranya/kozelet/harmincot-csalad-koltozik-a-pecsi-gettobol-a-komloi-uti-hazakba-606077>
- <sup>li</sup> <http://localdevelopmentforinclusion.org/assets/-coaching-adventures.pdf>