

ShowUp 4Health



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

D3.5. STAKEHOLDER ENGAGEMENT METHODOLOGY AND TOOLKIT



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THE BUILDING BLOCKS OF THE PRESENCE PROGRAMME

Introduction

Marginalized communities across Europe, particularly Roma and other socially disadvantaged groups, face a complex web of systemic barriers that perpetuate intergenerational poverty, exclusion, and marginalization. These communities often experience significant disparities in access to education, healthcare, employment, and social services. Moreover, structural discrimination and deeply ingrained prejudices exacerbate the challenges they encounter daily. Addressing these systemic inequalities requires a holistic and community-driven approach that fosters long-term resilience and sustainable social integration.

The Presence Programme emerges as a comprehensive response to these challenges, aiming to break the cycle of deprivation through active engagement, community empowerment, and intersectoral cooperation. The programme emphasizes the need for sustained intervention in segregated areas, focusing on reducing disparities and fostering inclusion. By implementing a strategic and well-structured methodology, the initiative seeks to create a bridge between marginalized communities and mainstream society, promoting social cohesion and collective progress.

This document presents an overview of the Presence Programme, its mission, objectives, and core components, as well as a detailed strategy and toolkit designed to enhance local stakeholder engagement. The strategy and toolkit will provide actionable guidelines for professionals, institutions, and organizations working to support vulnerable communities. By fostering intersectoral collaboration, sustaining long-term partnerships, and empowering local actors, this initiative aims to facilitate meaningful change that extends beyond the duration of the project.

Mission of the Presence Programme

Supporting communities living in segregated areas and deep poverty by providing a positive vision for the future and creating opportunities through long-term, locally based, and comprehensive development programmes grounded in active presence.

People living in segregated areas, particularly Roma communities, face severe and persistent disadvantages that are often passed down through generations. These challenges manifest in multiple dimensions, including poverty, lack of basic services, limited mobility, inadequate healthcare, and restricted educational opportunities. Furthermore, systemic prejudices, crime, and social isolation contribute to a pervasive sense of hopelessness, leaving many community members without a clear vision for the future.

To address these interconnected challenges, the Presence Programme operates on the principle of active presence, integrating community-based social work, tailored developmental interventions, and shared responsibility. The initiative seeks to create sustainable social integration pathways by working directly with Roma and non-Roma families alike.

For years, experimental models focusing on active presence and community participation have been implemented in Roma settlements, laying the foundation for the Emerging Settlements Programme. This approach fosters local engagement, enhances service provision, and strengthens institutional cooperation to ensure long-term positive outcomes. The Presence Programme builds upon these efforts, ensuring that marginalized individuals and families gain

access to a wide range of community and social services that form the basis for broader educational, healthcare, and socio-economic improvements.

Objectives of the Presence Programme

The primary objectives of the Presence Programme include:

- Trust building, establishing a sense of community in socially fragmented areas.
- Developing locally tailored interventions that address specific needs and conditions.
- Bridging the gap between marginalized communities and mainstream society.
- Advocating for the rights and interests of residents in segregated settlements.
- Facilitating cooperation between institutions, professionals, and local stakeholders.
- Empowering communities to gradually develop self-sufficiency and resilience.

Strategy and Toolkit for Engaging Local Stakeholders

One of the key pillars of the Presence Programme is the development of a Strategy and Toolkit for Engaging Local Stakeholders. This resource is designed to ensure that all pilot interventions (T4.1-T4.6) within WP4 integrate a coherent and sustainable engagement model. HCSOM will coordinate the task, leveraging its extensive field experience, while project beneficiaries will provide critical insights into the dynamics of their respective vulnerable communities.

Key Components of the Strategy and Toolkit

The Strategy and Toolkit will address the following core elements:

- Identifying cooperation and collaboration barriers: Analyzing challenges that hinder effective engagement between stakeholders and vulnerable communities.
- Facilitating intersectoral cooperation: Defining roles and responsibilities across different sectors to optimize task-sharing and collective impact.
- Activating regular communication channels: Establishing structured interactions between key actors to ensure continuity and trust-building.
- Policy advocacy and sustainability measures: Aligning stakeholder engagement efforts with policy recommendations (T2.4) to promote long-term sustainability (T1.6). (See Annex 1)

I. FOUNDATIONS

The Mission of the Presence Program

People living in segregated areas, as well as children born and raised there, face seemingly insurmountable disadvantages that are passed down from generation to generation, posing an increasingly pressing social problem.

In addition to the prejudices affecting families in difficult situations, these communities often experience a severe lack of services, limited transportation, and inadequate social and basic healthcare provisions. Early childhood developmental support is frequently absent, and the only available educational option is often a segregated school, which exposes children to repeated failures, increasing dropout rates and resulting in low educational attainment and unemployment. Poor health conditions, caused by unhealthy living environments, are widespread in these settlements.

Crime, violence, loan sharking, and, in the most deprived areas, prostitution and human trafficking are common, while authorities often remain passive observers. These circumstances contribute to systemic poverty and a prevailing sense of hopelessness. People in these communities typically lack a vision for the future, with their actions driven by immediate circumstances and their decisions influenced by the conditions of the present moment.

The outside world has largely abandoned those living in these settlements, just as they themselves have lost faith in their ability to succeed in life. Children grow up knowing they have fewer opportunities than their peers and are confronted early on with the prejudices faced by Roma people in Hungary. Addressing poverty alone is not enough – there is also a need to remedy the disadvantages Roma families face due to their ethnic background.

In our settlements, we work both for and with Roma and non-Roma families alike. Bridging these disparities requires active presence, community-based social work, and integration programs built on shared responsibility, as well as innovative initiatives.

For years, experimental models and integration programs based on active presence and community participation have been implemented in Roma settlements, and we are committed to this approach. The Emerging Settlements Programme operates through interventions aligned with the Presence approach.

The Presence programme is designed to ensure that marginalized and deprived individuals and families gain access to various community and social services, which subsequently serve as a foundation for educational, healthcare, and other essential services.

The primary target group is the entire population of the given segregated area or settlement.

The objectives of the Presence programme are to:

- Establish a living community in socially fragmented areas;
- Initiate development projects tailored to the specific conditions and needs of the settlement and its residents;
- Build a bridge between the majority society and the people living in segregated settlements;
- Represent the interests of those residing in these settlements;
- Foster cooperation with institutions and professionals essential to the local population;
- Enable the segregated community to gradually develop the capacity to independently face the challenges of everyday life.

Methodological Foundations

The methodology and toolkit associated with the Presence programme are not limited solely to social work; the development of each segregated area requires a complex, diagnosis-based approach. After establishing trust, the necessary development needs are identified, followed by their implementation. This process always requires a long-term perspective, spanning several years. An essential component of this work is the “community development” of assisting professionals, fostering their cooperation, and enabling them to experience the power of collective action.

The Presence programme considers it its responsibility to apply interventions that are as well-adapted as possible to the specific characteristics of the settlement and its residents, while also offering adequate and immediate solutions to emerging needs. The programme demands a broad professional preparedness, commitment, flexibility, and creativity from social workers, along with the effective utilization of resources that prioritizes sustainability while being fundamentally tailored to local needs.

In the first phase of the Presence programme, social diagnosis is established and developed primarily with the assistance of social workers engaged in building Presence. This diagnosis is based on personal relationships, community acceptance and inclusion, and trust. Moving forward, the range of development efforts based on this diagnosis extends beyond social work and social services, involving an increasing number of professionals across various public services – from child protection to employment. Thus, the programme serves as a comprehensive community rehabilitation process initiated and operated within segregated settlements:

- **Presence:** The core of the programme is the provision of intensive, daily, and readily available social work for residents of the settlement. Offices and community spaces are established within a house or apartment in the settlement, ensuring easy access for those in need of assistance.
- **Comprehensive approach:** The programme simultaneously focuses on multiple sectors, including social services, education/training, employment, economic development, healthcare, and culture.
- **Community-based:** By mobilizing families and the community, the programme identifies and utilizes existing internal knowledge and resources. It employs social assistance as a means to drive positive change, rapid problem-solving, and teamwork with strong momentum and dynamics. A key objective is to foster the desire for active participation in the catching-up process.
- **Rehabilitation:** The programme provides vision and stability, enabling the fulfillment of fundamental needs – often linked to human dignity – that are frequently out of reach for those living in these settlements.

Settlements and Segregated Areas

Beyond differences in access to welfare services, the most disadvantaged settlements and segregated areas vary across multiple dimensions, such as location and size. Some impoverished areas are located on the outskirts of cities, others have developed in central parts of towns, and some have emerged in fully ghettoized rural environments.

These areas also differ in their degree of isolation and access to institutions and services. It is crucial to understand how the physical conditions of these settlements influence local social

tensions and internal conflicts. Factors such as overcrowding, lack of personal space, and unsafe environments all require special attention and intervention.

The Presence programme is implemented in response to locally identified needs, which results in significant variations in the focus and scheduling of professional work across different locations. The programme's adaptability extends to the identification of relevant institutions, authorities, services, and civil actors within each settlement. The level of cooperation among these entities varies: while some become key partners, others remain reluctant to collaborate. Nonetheless, at every site, the programme builds upon the cooperation of existing institutions and both basic and specialized services, as this is the only way to achieve meaningful and sustainable long-term development.

This approach involves creating an umbrella structure that integrates all relevant organizations operating in the area, ensures the coordination of activities, and restores a sense of agency and trust among professionals dedicated to serving local families.

The physical accessibility of these areas also varies, ranging from settlements that can be reached via a single road to those that are entirely isolated (e.g., dead-end villages). The programme operates across a wide spectrum of communities, from small segregated areas with only a few dozen residents to larger settlements with up to 3,000 inhabitants.

Among segregated communities, the levels of illiteracy, labor market vulnerability, indebtedness, and housing crises differ significantly. Additionally, early parenthood and various forms of deviance are present to varying degrees. However, all of these settlements share one common feature: they are remote from quality welfare and public services. In some cases, this is because the area was originally service-deficient (e.g., hard-to-reach small villages, declining towns, or informal settlements). In others, centralized services have gradually withdrawn, leaving no accessible, locally available institutions or professionals.

Since Presence programmes aim to engage entire communities, community work plays a crucial role alongside individual case management, counseling, and administrative assistance in social work. The goal is to initiate and reinforce positive social processes at the community level, fostering local development.

In long-established programmes with strong local integration, a broad service portfolio emerges, where different programme elements work in a coordinated manner, reinforcing one another. This approach enables meaningful changes not only at the level of individuals and families but also within society as a whole:

- prejudice can be reduced,
- social solidarity can be strengthened,
- the welfare system can be improved,
- factual information can help inform public opinion,
- enhancing advocacy skills can empower residents in exercising their rights (e.g., voting rights, access to healthcare, access to social services, access to social security benefits).

In order to achieve all these goals, colleagues working in Presence programmes not only provide direct assistance to clients but also build networks with local service providers, institutions, municipalities, civil organizations, and staff from other projects. They initiate interprofessional

discussions to explore opportunities for joint action. They also organize community forums where they share information and update local residents on developments affecting their community.

Additionally, within institutions established under other programmes – such as community centers, Sure Start Children's Homes, information points, social offices, after-school learning centers (Tanoda), and community service spaces – they organize community events that encourage and empower local residents to recognize their own strengths, unite to improve their circumstances, and ensure that families receive the necessary support and access to appropriate services.

"From Conception to Employment"

The Presence programme primarily aims to support families living in crisis situations and the wider settlement community. However, beyond crisis management, its goal is also to identify and mobilize internal community resources, make missing services accessible, and develop communities through cooperation with service providers, institutions, organizations, and churches working with families. At the same time, the programme seeks to integrate families into broader social systems, such as the open labor market and the education system.

Field interventions cover a wide range of opportunity-creating services, using social work tools along the continuum “from conception to employment” (e.g., family support, community development, operation of public bath and laundry facilities, individual mentoring, learning assistance, urgent and immediate personal assistance, community services, debt management, prevention work, and labor market integration support).

Families

In the Presence programme, we primarily work with disadvantaged communities facing multiple challenges, including daily survival struggles, housing crises, unemployment, and educational deficiencies. Our goal is to strengthen social cohesion across entire settlements. Since poverty often affects not only families in segregated areas but also those living outside these communities, it is essential to bring relevant activities and services to all families within the local community.

Making missing services accessible, strengthening the community, and facilitating (re)integration into major social systems – such as the labor market, healthcare, and education systems – benefits the entire population.

The Presence programme first reaches families through children, using them as a link to engage parents, extended family members, and the wider community. Gradually, this outreach extends to parents and grandparents, a particularly important aspect since, without them, children lack the role models necessary for programme goals and values to become credible and sustainable. Therefore, one of the key objectives of the Presence programme is to create opportunities for restarting life for parents and grandparents.

We must be prepared for the complex and cumulative challenges faced by families living in segregated settlements and ghettoized villages. The services provided by the Presence programme must be carefully adapted and scheduled to address these interconnected issues. To do this, we need a deep understanding of the wider challenges beyond income and housing problems, including the burden of debt, labor market vulnerability, family planning patterns, parental support for children's education, health issues (including addictions), exposure to deviant behaviors, and the ability to manage family conflicts.

For these reasons, every Presence programme begins with a social diagnosis, which assesses local needs and opportunities and determines which services should be provided within the settlement or segregated community.

We must anticipate that every family in a segregated area requires some form of support. Building a trust-based relationship is essential, as it allows us to understand their daily struggles and deliver services or programmes that can ease their lives. Therefore, regular family visits, coexisting with them in their daily lives, and maintaining a strong local presence are key factors.

Reaching, engaging, and ensuring the sustained participation of the most vulnerable families requires additional efforts, and this is a key measure of our programme's success.

The Operation of Settlement Groups

The discussion of diagnoses established through social work and the preparation of diagnosis-based decisions take place at settlement group meetings. These meetings are held in one of the settlements belonging to the group, with the settlement group coordination team traveling from Budapest to attend.

The structure of settlement groups allows participants to become familiar with each other's settlements, as meetings take place in a different location each month. This setup facilitates collaboration between implementing organizations, fosters networking among colleagues, and supports experience sharing, knowledge transfer, and the exchange of best practices. Additionally, these meetings provide space for collective problem-solving, joint planning of solutions for specific issues, resolving dilemmas, and reinforcing one another's work.

The local implementation of settlement groups is coordinated by the professional leadership and experts of the Hungarian Charity Service of the Order of Malta (MMSZ) Model Programmes, who oversee the following tasks:

- Holding monthly settlement group leader team meetings to monitor programme implementation, coordinate professional tasks, make decisions on diagnosis-based support requests, and forward the decision records to the MMSZ Model Programmes.
- Providing updates on current tasks related to programme implementation during settlement group meetings, offering professional support based on field reports from settlements, and addressing challenges identified in the monthly reports of the Social Development Analysis Team.
- Documenting the discussions at settlement group meetings and forwarding meeting minutes to both the settlements and the MMSZ Model Programmes.
- Compiling monthly leadership reports for programme management, based on settlement reports prepared by the Social Development Analysis Team.
- Providing monthly briefings to the programme's professional leadership on key events from the reporting period, with a focus on matters requiring senior-level intervention.
- Updating the settlement group activity tracking board monthly based on information gathered during settlement group meetings.
- Managing, reviewing, and continuously monitoring diagnosis-based support requests, both in person and online.

Process:

- Managing and saving the documents related to the request (justification, price quote, financial plan).
 - Recording the request in the Google Drive spreadsheet of the settlement group.
 - If voting occurs during a settlement group meeting, sharing the request and its associated documents via the settlement group mailing list for review.
 - Creating the decision record.
 - For online voting, sending the decision record link and related documents via the settlement group mailing list and requesting a vote.
 - Entering the request's subject and amount into the diagnosis-based expenditure tracking spreadsheet.
 - For online voting, monitoring the voting process, sending reminders if necessary, and providing updates on the voting outcome.
 - After the vote is concluded, authenticating the decision record and forwarding it, along with the request's supporting documents, to the colleague responsible for liaising with the Decision Committee.
- Participating in the review of the annually prepared/updated action plans for each settlement.
 - Maintaining continuous communication and providing professional support to settlements for the implementation of the programme.
 - Ensuring ongoing communication and updates with the representatives of the Ministry of Interior and the Directorate-General for Social Inclusion involved in the programme.
 - Maintaining continuous communication, information sharing, and monitoring with the Financial Group.

Institutional Cooperation and Networking

Our Approach

The effectiveness of Presence programmes depends on two key factors: the trust built with families living in the settlement and the collaborative relationship established with professionals working in the area and local leadership. Establishing a cooperative and positive daily working relationship is essential.

Our goal is to discuss the situations of well-known families, coordinate strategies to support them, and align the resources available to different professionals. Through joint action, our collective efforts multiply, allowing us to provide more comprehensive and effective support to families.

Steps

The social workers and support staff implementing the Presence programme cannot succeed in the long term on their own. This means that our settlement rehabilitation programmes are not carried out in isolation but in close cooperation with active partners, supporting their efforts while they, in turn, support us in achieving our goals.

We work with the same families and for the same families, so it is crucial that we help each other overcome obstacles, reinvigorate stalled collaborations – whether between families and institutions or among institutions themselves. Recognizing what developments, external or internal professional support can revitalize key service providers and institutions in the settlement is essential, as well as ensuring that they are receptive to these initiatives.

In carrying out these efforts, we typically follow the following division of responsibilities:

A Presence programme local implementing organization

In all cases, the local implementing organization is primarily responsible for planning the professional work, developing the professional programme, and ensuring its implementation based on continuous presence. The organization identifies relevant actors in the area and strives to establish cooperation with them.

Identifying synergistic programmes

By integrating other programmes that support Presence, such as Mobile Playgrounds, the HITEL-S Programme, the Symphony Programme, the Sports Programme, and employment programmes, the organization helps embed the project locally and makes previously unavailable services accessible. Additionally, it contributes to the programme's financing and seeks resources for its long-term sustainability.

Partners and identification

a) Municipal Government

Local decision-makers play a crucial role in the implementation of programmes. Their active and supportive approach is essential for smooth planning, timely initiation, long-term integration, and public acceptance of projects. The municipal government can significantly facilitate coordination with other local actors, engage institutions and services operating in the area, and support their involvement in the programme.

Their role is also critical in handling administrative matters, such as clarifying legal housing status, regulating access to public utilities, and implementing prepaid meters. For long-term successful cooperation, it is important that the municipal government adjusts the local social assistance system in a way that reinforces and expands the positive processes initiated by the Presence programme.

Ideally, the municipality provides its own properties, workforce capacity, and financial resources to support the operation of the programme and the establishment of new services. However, in some cases, collaboration with local leadership may face obstacles. If these cannot be resolved through local negotiations or the tools available to the implementing organization, it is recommended to seek assistance from the professional coordination team.

b) Families

Families are most often referred to as the target group, but it is important to recognize that even in the most fragmented communities, there are many hidden resources worth identifying, understanding, and developing. During the Presence programme, families are a key focus.

We strive to recognize and nurture the unique strengths and potential within each individual, making it a priority to support and develop these qualities. It is essential to involve local residents and existing institutions in the operation of various services while paying attention to key figures emerging from the local community – role models, opinion leaders, and influential voices.

Over time, through joint efforts, outstanding talents and dedicated individuals may emerge, such as skilled football players, musicians, or committed child caregivers, who can further contribute to strengthening the community.

c) Child Protection Cooperation

During the preparation of official measures in the involved settlements, the programme represents the interests of families, ensuring that the concerns and proposed solutions identified by social workers in cooperation with families are considered. It facilitates communication among participants in child protection procedures and mediates conflicts to achieve the most effective resolution.

It provides professional support to social workers in complex or challenging cases, especially when authorities propose child protection measures that differ from the perspectives of professionals who are actively present in the daily lives of families. The programme also participates in case discussions and contributes to their organization.

Throughout the process, it collaborates with members of the child protection signaling system, providing professional support to programme experts in crisis situations. By engaging in social work with families, it aims to ensure that child protection procedures follow the principle of gradual intervention and encourages members of the signaling system to adhere to these guidelines.

When necessary, it contacts authorities to ensure timely crisis intervention in children's lives and monitors whether interventions are always carried out with the best interests of the child in mind. It ensures that the guidelines outlined in the victim support protocol are applied in specific cases and seeks to align mandatory reporting obligations with the principles and methods of the Presence programme, resolving any related challenges.

If difficulties arise, they are reported to the topic leader or the project's professional management. The programme maintains contact with district offices, relevant staff at county-level government offices, and national early childhood experts within the project. It facilitates constructive dialogue and cooperation between stakeholders, fosters an understanding of local relationships, supports networking, and mediates conflicts among professionals when necessary.

d) Roma National Minority Self-Government

It facilitates engagement with local residents and, through its active involvement, contributes to the programme's acceptance and the activation of the community. Throughout the programme's implementation, it can assist in addressing emerging issues and resolving conflicts. It plays a key role in formalizing initiated development projects and ensuring their recognition within the Hungarian Roma public sphere.

e) Public Utility Providers

They participate in the operation of debt management services initiated within the programme. As part of the resolution process, they ensure access to various public utilities and monitor their lawful use. Irregular electricity consumption, accumulated debts, and disconnected consumers pose serious challenges. Establishing and maintaining a high-level, solution-oriented partnership with electricity and other energy providers is essential in resolving these issues.

f) Social, Health, and Educational Institutions Under State, Municipal, or Civil Management

These institutions hold significant support capacities and resources, which the staff of the Presence programme seek to utilize by coordinating their professional work with that of other professionals in the field. Long-serving colleagues in the settlement play a key role in identifying local issues and engaging the community.

It is essential to establish contact and cooperation with existing projects and programmes. Supporting or reinforcing ongoing initiatives greatly enhances the effectiveness of development efforts and interventions.

g) Government Office

Employment departments are key actors in organizing labor market programmes, not only in the area of public employment but also in providing primary labor market services, including training and financial support. The child protection services operating within government offices should also be considered as essential partners in implementing social assistance tasks.

h) Civil and Church Organizations

Regardless of worldview or religious affiliation, the involvement of civil and church organizations can be crucial. Their best practices and established methods provide valuable contributions to the programme's success.

i) Law Enforcement Agencies

Restoring public safety in settlements requires rebuilding the relationship between the community and law enforcement. To achieve this, active engagement, consultations, and continuous communication with the local police departments are regularly initiated.

II. BUILDING THE PRESENCE

The methodology of the Presence programme has evolved over the past fifteen years, emerging directly from the techniques developed through on-the-ground social work in segregated settlements. It is shaped by various factors, including the differences between settlements, the density of challenges that need to be addressed, the relationship between segregated communities and the local majority society, the dynamic changes in service systems, and the broader economic and social processes affecting these areas. These factors influence not only the content and tools of the methodology but also its ultimate goals.

The Presence programme is built progressively on individual and family diagnoses, which serve as the foundation for building trust. Through this trust, the programme works towards identifying and utilizing community resources, ultimately aiming to strengthen communities and improve living conditions in segregated areas. It requires a long-term commitment to supporting each settlement and does not anticipate rapid progress in terms of results. Since social workers are present daily, the structured coordination of their activities within a settlement ultimately defines the programme's implementation there.

At the core of the programme is the Presence Point, which serves as the base for social work and relationship-building. It is where information is exchanged, making it the "office" for social work and family support. Every Presence Point includes hygiene facilities and provides immediate, case-specific personal assistance as part of crisis management. It also serves as the starting point for organizing community services and, where space allows, functions as a venue for events and a community gathering place. Additionally, a Presence Point may house an emergency supply storage unit, a communal laundry and bathing facility, or a community kitchen.

The entire Presence programme is implemented based on the settlement's diagnosis and may operate in one or multiple locations within a given settlement. If the programme is spread across multiple locations, this division must be justified in the initial diagnostic assessment. The organization of all work processes, the opening hours of various locations, and the schedules of staff members working across different sites are documented in a cooperation agreement. Presence Points operating under this model work collaboratively to implement the Presence programme for the settlement.

Since the programme requires interventions tailored to local diagnoses, the nature of the work in each settlement varies significantly. This also applies to the types of services introduced, their scheduling, and their intensity at different Presence Points. The variation depends on factors such as the service providers, authorities, local decision-makers, civil organizations, and church representatives available for cooperation in the settlement.

Selection of Staff

Our Approach

The key to the success of the Presence programme lies in building the strongest possible local professional team of social workers and support staff. The programme relies on professionals who are not only effective in directly assisting clients but are also credible and reliable partners for those working together to ensure the programme's success.

Beyond case management, staff members are responsible for building networks with local service providers, institutions, municipalities, civil organizations, and staff from other projects. They conduct home visits, manage crises, transport children, organize activities, play with

children, intervene when necessary, distribute donations, initiate interprofessional meetings, and hold community forums where they provide information to residents about available benefits and programmes.

Additionally, within institutions established as part of the programme – such as community centers, children's homes, information points, social offices, after-school learning centers (Tanoda), and community service spaces—they organize community events and work to empower local residents to take control of their own futures.

Steps

Staff and competences required

To launch the programme, a programme manager must be appointed, and social workers active in the settlement must be selected and hired. The ideal staff member is a creative team player with strong interpersonal skills, a problem-solving mindset, and a background in social work. They must be empathetic, capable of working independently, and able to navigate not just the technical aspects of the Presence programme but also the relationships necessary for local cooperation.

Staff members and organizations receive continuous updates on the training system, which plays a crucial role in ensuring programme quality, as well as on current application opportunities.

Scheduling

The Presence programme can only begin in a settlement if a sufficiently prepared and adequately staffed professional team is available to start building the Presence. Therefore, filling the planned positions as soon as possible – hiring a programme manager and at least one staff member for social work in the settlement – is a priority task.

By the first month of the programme, the Presence Point must have at least one full-time staff member. To ensure continuity, the full team should be established as quickly as possible. In the event of staff turnover during operations, vacant positions must also be filled as soon as possible.

Where Are We in Completing This Task?

Laying the foundation for Presence begins with arrival, which requires a well-prepared professional team to be in place. The team builds all the local knowledge necessary for the work, strengthening each other's skills and complementing one another's strengths. While different organizations may assign the programme leadership role differently at the settlement level, the programme manager is always the driving force behind the team. They provide sensitive support for the professional development and cooperation of colleagues and, when necessary, arrange supervision.

Questions for Consideration

- Have we found the right colleague?
- What training, fine-tuning, or awareness-raising does this colleague need?
- Is the Presence Point adequately equipped for work? Does it have a desk, chair, computer, internet access, phone, etc.?
- Has the organization established a supportive internal framework for cooperation?

Cooperation

The regional coordinator can assist in selecting and preparing staff members.

Establishing the Presence Point

Our Approach

The role and purpose of the Presence Point is to coordinate, support, and make accessible various initiatives, programmes, and developments aimed at children and their families. The long-term objective is to sustainably improve the opportunities available to children. Through continuous social presence and broader community-focused programmes, the Presence Point contributes to the renewal and development of the local community.

A Presence Point serves as a stable and reliable location in the lives of settlement residents, designed to meet their specific needs. Here, young children can explore the world safely, older children can find warmth and shelter, teenagers can find trust and companionship, and adults can receive guidance and supportive conversations. It is a space that facilitates encounters, learning, and growth.

The Presence Point is established within the settlement to provide a space where families feel both physically and emotionally safe, knowing that support is always available. This space must also function as a service hub, accommodating not only immediate assistance for families but also the organization of regular programmes. It is a welcoming place where all questions and requests are heard, and every effort is made to find solutions. No one is redirected elsewhere, and assistance is not offered from behind a desk.

In some cases, due to factors outlined in the diagnostic assessment, it may not be possible to meet all the criteria of a Presence Point at a single location. In such settlements, multiple sites may be established. The Presence programme is implemented collaboratively across these locations based on a written cooperation agreement.

Our Goal

The Presence Programme's central location is the Presence Point. Establishing a functional space for administrative tasks is a priority, and in many cases, an interim location is set up before the permanent Presence Point is finalized. However, after this transitional period, a larger Presence Point must be established to accommodate community activities.

If needed, the Presence Point should also be suitable for hosting institutional services such as a Sure Start Children's Home, an after-school learning center (Tanoda), a laundry facility, an employment support center, or a demonstration garden.

The Presence Point must be within walking distance for families with small children while also being accessible to other families in the settlement.

Steps

Setting Up a Temporary Attendance Point

A temporary location should be established as soon as possible – preferably immediately after arrival, but no later than the end of the third month. This temporary presence point will help families quickly recognize the programme's presence while providing basic social office functions, adequate working space for staff, and proximity to families living in the settlement. If

no suitable existing space is available, a container office can serve as a temporary presence point.

Before a permanent presence point is established, temporary venues should be arranged for community activities, such as play sessions or screenings. These programmes can take place outdoors or in collaboration with local institutions, including the municipality, schools, cultural centres, or sports facilities.

Selecting the right location for the Presence Point is key to success. It is not just a venue for individual and community development work but also the place where these activities are carried out. Therefore, the chosen building must be well-located, well-equipped, and properly structured to support the programme's core activities. It must serve as a genuine community space for both children and adults in the settlement.

To transition from spontaneous encounters to regular visits and lasting engagement, the establishment of a permanent Presence Point is necessary. The Presence Point should ideally be located within the segregated area of the settlement or, in cases where multiple segregated areas exist, in the largest or most disadvantaged one. It should be within a stroller-accessible distance (maximum 1000 meters) or positioned along frequently used daily routes, such as paths to kindergartens, schools, or shops.

A Presence Point is best suited to be a family house or a section of a house, preferably with a courtyard that can be used for community events. It is also advantageous if it includes a larger plot of land where a demonstration or community garden can be established. It is essential that the Presence Point is in a location that is both suitable and accepted by the local community.

Given current opportunities, it is advisable to purchase a property that is in good condition but only slightly better than the surrounding houses in the segregated area. This is because renovations can be costly, time-consuming, and require significant resources. Instead, the property should be gradually upgraded in parallel with the community's own development.

The Presence Point should be chosen based on the size of the settlement or segregated area, ensuring that it is suitable for implementing the diagnostic assessment and the subsequent action plan.

Establishment of a Permanent Presence Point

The permanent presence point should be designed to support key programme developments and deliver a core package of services, ensuring accessibility for the community.

Property Selection Criteria

Ideally, the presence point should be located within a segregated area of the municipality. If multiple segregated areas exist, it should be placed in the largest or most disadvantaged one. The location should be within 1,000 metres (accessible by baby carriages) or along frequently used daily routes, such as roads leading to nurseries, schools, or shops.

A single-family home or a subdivided property is the most suitable option, preferably one with a yard that can be used for community events. A larger plot of land is also desirable, allowing space for a demonstration or community garden. It is essential that the presence point is in a location that is both convenient and acceptable to the local community.

Given current options, purchasing a property in good condition is advisable. However, it should be only slightly better than the surrounding houses in the area, as renovation can be costly, time-

consuming, and resource-intensive. Instead, the property should be renovated gradually as the community develops. The selection of the presence point should consider the size of the municipality or segregated area to ensure it can effectively facilitate the diagnostic assessment and the subsequent action plan.

Providing Space for Operations and Community Programmes

At least one room should be large and well-equipped to support the following functions:

- Social office services
- Early childhood development activities
- Recreational events
- Group activities and community-oriented programmes, such as extra-curricular activities, mother-child clubs, women's programmes, and playhouse activities
- Separate facilities, such as a kitchenette for informal gatherings and communal meals, are essential to strengthen community ties.
- Smaller dedicated rooms should be available for confidential meetings and specialized programmes, including debt management, women's support, and victim support.
- Additionally, a small storage room should be included, or at least planned for, to store donations and materials for various activities.

Establishing a Laundry Service

A laundry service should be operated within or near the Presence Point. Beyond its practical benefits for families, the laundry also serves as an entry point for engagement – mothers may come to wash clothes and, while waiting, join a conversation or participate in a programme. It also provides a reason for children to visit, either to bring or pick up laundry, fostering trust in the Presence Point as a safe space.

With an integrated hygiene facility, many children will also have the opportunity to bathe here after community activities, such as sports sessions, or as part of their daily routines.

Ensuring Security for the Temporary and Permanent Presence Point

Security measures must be in place to protect equipment such as computers, printers, communication devices, furniture, washing machines, and loanable programme supplies. Personal data and programme documentation must also be stored securely. Depending on local conditions, security systems such as cameras and alarms may be installed to prevent vandalism and theft.

Where Are We in Completing This Task?

A Presence Point becomes fully integrated into the community when it is not just a place for pre-scheduled events and donation distributions but a natural meeting point for children, women, and men alike. Success is evident when families instinctively turn to the Presence Point in times of crisis or celebration. In some communities, engagement must begin slowly and carefully, but

the ultimate goal is always the same: to maintain open doors, broad invitations, and an inclusive, welcoming space.

Cooperation

With the support of regional coordination, the temporary Presence Point can be selected and rented.

Scheduling

1	Start of the establishment of the temporary Presence Point: providing basic social office functions, facilitating community programmes, and ensuring a suitable workspace for staff	Start of the establishment of the permanent Presence Point
2		
3	Establishment of a temporary Presence Point suitable for implementing community programmes, in cooperation with local institutions such as cultural centres, schools or sports facilities.	
4		
5		Start of the establishment of laundry-type services
6		
7		
8		
9		Start of the establishment of the permanent Presence Point and laundry-type services
10		
11		
12		

1. Table: Scheduling: Establishment of a Presence Point

Questions for Consideration

- Based on the diagnosis, will the Presence Point be able to fulfill all necessary functions?
- Is there sufficient space available?
- Does the layout, furnishing, and atmosphere of the Presence Point create a sense of trust and comfort?
- Are the services – regarding space, time, frequency, and scheduling – aligned with the needs of the community?

Diagnosis Establishment

Our Approach

The first phase of the Presence programme methodology focuses on establishing a diagnosis. The key tool in this process is intensive social work, which aims to map out the settlement in its entirety. Initial contact is made on the streets, as it is impossible to determine from an external perspective what specific tools and interventions are needed to stabilize the situation and initiate development processes.

Understanding the sensitive characteristics of the settlement or district is essential, as this brings to light information that fundamentally shapes the atmosphere of the community, the mood of its residents, and the possibilities for development. The goal is to build trust and initiate collaborative work.

Our Goal

In the Presence programme, our objective is to identify community resources, strengthen local communities, and enable families living in segregated areas to envision a future that they can actively shape. A key step upon arrival is gaining insight into the initial conditions of families and the settlement, as these determine the activities to be implemented, ranging from immediate crisis responses to long-term development efforts in areas such as education and employment.

Our social workers are present daily in the lives of families, allowing them to develop an in-depth understanding of the community's situation through these daily interactions. The focus is on building a trust-based relationship, which enables the development of individual and family diagnoses and the coordination and joint implementation of activities based on these assessments.

Steps

Beyond the initial rapid diagnostic assessment, the foundation of the settlement diagnosis is built upon: institutional and community surveys, initial interviews and support conversations with families, and participant observation.

The local action plan is then developed to respond to the issues identified in the diagnosis. Monthly reports summarize the daily operations, outlining progress made and challenges encountered during implementation.

Initial Diagnostic Assessment (Zero Diagnosis)

The zero diagnosis is a brief 3-5 page document that serves as the foundation for planning the first intervention steps. Its purpose is to gather key preliminary information before conducting full institutional and community surveys.

This assessment involves conducting initial interviews with key local stakeholders, such as the mayor, notary, health visitor, school principal, and heads of relevant institutions (e.g., family support services, churches, civil organizations). By incorporating available statistical data and public records, this initial review provides an overview of local characteristics and guides the direction of the professional action plan.

Institutional Surveys

Conducting surveys with local institutions is an excellent opportunity for relationship-building and familiarization with key actors in the settlement. If in-person meetings are not possible, the surveys should still be sent to them and collected within two weeks.

These institutions include:

1. The notary
2. The health visitor
3. The family support service
4. The child welfare service
5. The nursery
6. The kindergarten
7. The primary school
8. The secondary school
9. The pedagogical professional service
10. The employment department of the government office

Community Surveys

Household surveys serve multiple purposes: they facilitate initial contact and trust-building while also allowing social workers to gather insights into the conditions and needs of households.

Even in fragmented communities, individual residents and families often possess hidden resources that can become central to community development initiatives.

During the second month of the programme, every fourth household in the settlement should be visited, and surveys should be conducted with residents. Each visit is expected to involve a one-to-two-hour conversation, allowing for a deeper understanding of the family's circumstances and perspectives.

Initial Family Interviews and Supportive Conversations

Social workers and support staff conduct initial interviews and supportive conversations with families following the outlined principles. These discussions aim to assess the family's situation and establish a family diagnosis, identifying skills, available resources, and support systems. Based on this, families and professionals can jointly set goals, develop individual and family action plans, and select the most appropriate support models.

While implementing the action plan is primarily the responsibility of the client, the support professional guides and adjusts the plan as new information emerges throughout the process. This plan does not only outline steps for financial stabilization but also includes measures to enhance mental resilience, develop employability skills, improve problem-solving abilities, foster self-awareness, strengthen family cohesion, and address any shortcomings.

Participant Observation

In participant observation, social workers do not actively seek interviewees or discussion partners but rather create situations that encourage dialogue with local residents. These interactions take place in community spaces, shops, or local gathering spots, providing insight into local events, social dynamics, and residents' perspectives on available services.

Local Action Plan

Based on the diagnostic assessment, the local action plan should be developed by the end of the first six months. This plan describes the interconnected structure of community and family-level activities, the roles and resources of collaborating organizations, and the mechanisms for tracking the implementation of programme elements. The plan enables timely adjustments in response to challenges or delays.

The action plan's structure is detailed in a separate annex. At the end of the first year, the plan should be reviewed and updated based on achieved results and emerging challenges.

Monthly Reports

Monthly reports may be required as part of the programme. These reports help social workers document and reflect on their daily work, detailing not only activities but also observations and experiences.

Certain programme components must also be documented in TENYI, recording the support and services provided to adults and children at the family level. These monthly reports, along with recorded activities, serve as the basis for monitoring and evaluating FETE.

Detailed and well-structured reports are crucial not only for assessment but also for newly arriving staff, who rely on these documents to understand local processes, developments, and challenges. These monthly reports are later compiled into annual reports.

After one year, the diagnosis should be reassessed to evaluate changes and plan new activities needed to further improve the situation of the community and families.

Where Are We in Completing This Task?

Gathering data for the diagnosis, formulating the action plan, and reviewing its implementation are just steps in the broader process of establishing long-term engagement and commitment.

For social workers in the settlement, the relationships built during this phase – with service providers, local leaders, the municipality, and civil organizations – will only be truly valuable if they translate into collaborative efforts to support families and the community.

To achieve this, it is essential that the social worker becomes part of daily life in the settlement. The real "arrival" happens when updating family and settlement-level diagnoses becomes second nature – when the social worker fully understands the local relationships, problems, and dynamics and can balance the surrounding forces effectively.

This means knowing what to expect each morning, understanding the unspoken messages behind conversations, and sensing the community's subtle changes. It is also important to critically assess whether the goals set are realistic and whether all stakeholders accept and actively contribute to them.

Questions for Consideration

- What is life like in the settlement early in the morning and late at night?
- Are families willing to share their concerns with social workers and support staff?
- Are families cooperative?
- Are all relevant stakeholders involved in the consultation processes?
- Can our goals be achieved through gradual development?

Cooperation

Regional coordinators oversee and support data collection for the diagnostic assessment and collaborate on the development and updating of action plans. Establishing a diagnosis and implementing the corresponding action plans is a multi-stakeholder effort. In some cases, these stakeholders may not be familiar with one another or may never have worked together before. Within the Presence programme, opportunities must be created to foster cooperation and strengthen these partnerships.

Scheduling

1	preparation of the zero diagnosis	start of institutional survey collection	
2	zero diagnosis completed	start of household survey collection	
3	institutional and household survey collection		submission of monthly reports
4	submission of the diagnosis submission of institutional surveys completion of household surveys		
5	start of action plan development		
6			
7	submission of the action plan submission of the monthly report		
8			
9			
10			
11	review of the diagnosis and update of the action plan		

12	submission of the diagnosis review, completion of the updated action plan	
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2. Table: Scheduling: Diagnosis Establishment

Program Administration

Our Approach

The Presence programme is built on coordinating activities that are designed based on local needs. Organizing these activities and monitoring their impact is a complex task. Since we work in partnerships, professional cooperation must be transparent, which also requires careful administration at the technical level. The programme introduces new approaches, and its long-term impact must be measured and monitored. One of the key foundations of this monitoring process is consistent and transparent documentation.

Our Goal

The purpose of regular and accurate documentation of activities is to ensure close monitoring and, where applicable, transparency in the financing of activities linked to different projects.

Steps

Programme staff record and organize activity reports and financial statements using standardized forms provided by central coordination and in designated online folders. A financial and professional plan for each local programme ensures clarity on planned activities, programmes, and investments within a given financial year. For families and individuals involved in services, cooperation agreements are established based on the programme's requirements. Each phase of work is concluded with a final report, while resource management is accounted for through financial statements and closing reports. Some programme components may also require the Activity Monitoring System (TENYI), where staff report key steps of their professional work within their respective fields.

Plans Developed by Organizations for Settlements

1. Financial Plan:

A plan summarizing the cost requirements for activities over one year, including the operation of the Presence Point and staff salaries.

2. Professional Plan:

A timeline based on annual milestones that form the foundation of the Presence programme, developed before the diagnosis is completed. It includes planned costs and professional activities related to core operations.

3. Agreements Between Organizations and Families:

Cooperation agreements form the foundation of the programme. These agreements clearly outline what support is provided and what is expected in return. This transparency helps families understand what they can rely on, while also establishing clear cooperation frameworks and defining commitments.

Traffic log

The staff working at the Presence Point must maintain the Traffic Log provided in the annex, documenting all services provided by the Presence Point and its staff (administration, client reception, crisis management, donations, home visits, community activities). This log is subject to review during on-site visits by supporting authorities. It must also include summarized daily data for additional activities.

Attendance sheet

An attendance sheet must be maintained for group sessions, clubs, and events.

Monthly report

The purpose of the monthly report is to monitor the progress of the programme, as well as the conditions of the settlement, disadvantaged children, families, and related institutions. It tracks any changes in their situations and relationships.

Action plan

A brief (2-3 page) document outlining the planned one-year developments and activities addressing the problems identified in the diagnostic assessment. It includes a Gantt chart detailing the schedule.

Financial statement and closure

At the end of each annual cycle, all financial resources allocated to the Presence Programme must be accounted for. Programme staff receive continuous guidance and support from professional and central coordination teams regarding their financial and technical responsibilities.

Where are we in completing this task?

One of the local team's primary tasks is to translate the professional plan and action plan into concrete activities, programmes, daily tasks, and services according to identified needs in different intervention areas. Since we regularly coordinate with multiple partners, careful planning and scheduling are essential.

Beyond responding to immediate family crises, we need a structured approach that ensures clarity for all involved stakeholders. Everyone—partners, staff, and families—should understand the programme's progression, the expected pace of change, and community expectations.

At the family level, these structured guidelines provide stability and direction. We are doing our job well when the team knows how to build on each task, secures pre-approved funding, and effectively summarizes achievements in professional and financial reports with the required level of detail.

Questions for Consideration

- Is the professional plan sufficiently detailed?
- Do the expected expenses align with the financial plan?
- Are we successfully finalizing cooperation agreements with families if required by the funding provider?
- Have we gathered enough data for the financial and professional reports as the annual cycle nears its end?

Cooperation

The central coordination team and the provided guidelines and templates support staff in compiling required reports. At the programme level, local teams record and organize activities in the Activity Monitoring System (TENYI). This digital system allows for structured tracking, making it easier to integrate data into professional reports.

Scheduling

The Presence Programme consists of a wide range of activities, making it essential to understand and demonstrate the financial and operational framework that supports our work. Each local team must prepare a financial plan at the start of the programme year and submit it to central coordination. The cost planning for additional developments must reflect the challenges identified in the diagnosis. At the end of the programme year, the team prepares a closing report, followed by the financial statement and closure in the first month after the anniversary date.

1	Preparation of the financial and professional plan and contract agreements	
2	Submission of the Financial and Professional Plan, Contract Agreements	
3		
4		
5		
6		
7		
8		
9		
10		
11	Preparation of the Final Report	
12	Preparation/Submission of the Final Report	Preparation of the Financial Statement
13	Submission of the Financial Statement, Closure	

3. Table: Scheduling: Program Administration

Training

Implementation of Professional Training for Experts Working in the Programme

The Presence programme's complexity and the diversity of its intervention areas highlight the need for regular professional workshops and training sessions. The Presence approach, as a shared methodological foundation, provides the framework in which each local programme and action plan is implemented. Thus, establishing a common professional language, fostering similar thinking and attitudes, and ensuring continuous guidance are essential elements of quality assurance.

The aim of the training sessions is to familiarize participants with the fundamental principles and operational framework of social work based on the Presence approach. Training supports social professionals in acquiring new, effective tools to enhance their daily social work practice. The training structure offers a diverse range of courses to support professionals in the programme, including foundational and accredited professional training, awareness-raising and methodology training on the Presence approach, as well as accredited courses focusing on play and support skills development, thematic days, and professional workshops.

Types of training

a) Introductory training

Participants	family mentors involved in comprehensive presence work
Number of hours	120 hours (20 days)
Type of training	compulsory
Description of training	Develops skills to build trust-based relationships with the families supported, laying the foundations for careful monitoring of children's healthy development, immediate assistance and the strengthening and development of parenting roles.

b) Additional training

Participants	family mentors who also work as assistants to health visitors
Number of hours	16 hours (2 days)
Type of training	compulsory
Description of training	The primary objective of the training is to address the shortage of health visitors and reduce their workload by providing them with the knowledge and practical skills to enable them to provide effective support to professionals. After completing the training, they will become part of the health visitor referral system, help organise screenings and consultations, facilitate communication and provide information to families with children and health visitor services.

c) Introduction to the methodology of presence – Sensitizing training

Primary target group	Family mentors who also work as assistants to health visitors
Secondary target group	Health visitors, family and child welfare workers, teachers, social workers and municipal representatives
Number of hours	40 hours (2+2 days, with field training between the 2nd and 3rd day)
Type of training	Mandatory, to be completed in the first year of participation in the programme Accredited
Description of training	Participants will learn about the Presence approach, methods to facilitate the life situation of vulnerable people and a social model that provides a wide range of tools for all. In addition to theoretical knowledge, participants will participate in practical exercises to develop skills in behaviour, communication, relationship building and interaction. Through these exercises, they will gain first-hand experience in real-life situations, which will enhance their ability to communicate effectively and clearly.

d) Skills Development Training

Participants	Professionals working in the social field
Number of hours	30 hours (2 +1 days)

Training schedule	Twice per region, recommended after completion of the sensitisation training "Introduction to the methodology of presence".
Type of training	accredited
Training objective	To familiarise participants with the principles of helping disadvantaged individuals, to develop their helping and empathic skills and to improve their communication and self-awareness skills.
Description of training	The training focuses on understanding the basics of play development, introducing engaging and age-appropriate games and the challenges of implementing play-based activities in communities. It will enable programme staff to effectively plan, organise and deliver play-based activities.

e) Play/Game? Skills Development Training

Participants	Professionals working in the programme with children, either as parents or as professionals.
Number of hours	30 hours (2 +1 days)
Training schedule	Twice per region, recommended after the completion of the Sensitisation Training "Introduction to the Methodology of Presence".
Type of training	accredited
Training objective	To familiarise participants with the principles of helping disadvantaged individuals, to develop their helping and empathic skills and to improve their communication and self-awareness skills.
Description of training	Provides a deeper understanding of the basics of helping, empathy, effective communication and the development of helping skills.

For professionals engaged in the programme, in addition to foundational and accredited trainings, it is advisable to organize professional workshops and thematic days.

f) Workshops

Participation in professional workshops is recommended for social workers and local professionals. These two-day sessions allow participants to gain in-depth knowledge of specific topics through interactive learning.

For professionals working in the programme, attending at least one professional workshop per year is mandatory.

The following key topics are suggested:

Addiction Or Suffering – Practical Toolkit For Social Workers Working With People Suffering From Addictions

The aim of this training is to prepare professionals and volunteers working with individuals struggling with addiction, equipping them with the necessary skills to ease their life circumstances and support positive behavioral changes.

Participants will gain insight into the foundations of addiction-focused social work, comprehensive support methodologies, and effective ways to assist individuals dealing with substance use disorders. The training also encourages self-reflection, helping participants understand their own motivation and professional competencies.

The objectives of the training include providing knowledge on substances and behaviors that may lead to addiction, health conditions associated with substance misuse, the structure of addiction support systems in Hungary, different intervention methods used in addiction support, as well as opportunities for health promotion, harm reduction, and prevention.

Mutual Impact – Domestic Violence and The Helping Relationship Professional Workshop

Professionals bear significant responsibility in the prevention and management of domestic violence. This responsibility extends to preventing victimization, reducing recidivism, and addressing juvenile delinquency.

The aim of this professional workshop is to analyze the process from the perspective of helping professionals, enabling them to understand the dynamics of victimization and perpetration within domestic violence.

Additionally, the workshop helps identify the risk factors, underlying processes, and missed intervention opportunities that require greater attention and targeted action for more effective prevention.

Enough! – The Risks Of Psychological Overload In Social Work Professional Workshop

The aim of this professional workshop is to recognize the stages and warning signs of burnout syndrome, manage emotional reactions, strengthen self-efficacy, and provide renewed energy for facing new challenges.

The workshop focuses on maintaining personal mental hygiene, learning stress-reducing techniques, and fostering supportive peer groups. It also creates an opportunity for collective ventilation and helps mitigate risk factors in the workplace.

Possible additional topics for the professional workshop training include:

- The psychology of helping in practice
- Play, sports, and the arts as tools in social work
- Let's talk about children! – Supporting children growing up with parents struggling with addiction
- Actions and possibilities in cases of domestic violence
- Endangerment and abuse of minors, prostitution, human trafficking
- Lice treatment and ensuring hygienic conditions
- Housing
- Rodent control and stray dogs
- Managing community spaces
- Group work, group dynamics, basics of group leadership
- Utilizing resources in social work
- Networking and developing collaborations
- Crisis intervention and handling crisis situations
- Organizing camps and recreational activities

- The importance of holidays and community events
- Other topics based on specific needs

The planned professional workshops will be two-day events, organized six times across the regions during the grant period. Local staff can participate by registering, with an expected attendance of approximately 30 people per session. The topics of these workshops will be determined through prior consultation. It is expected that each staff member will be required to attend at least one professional workshop during the project period.

g) Thematic days and workshops

The primary target group for the one-day thematic days and workshops consists of family mentors – staff engaged in complex Presence programme work – while the secondary target group includes health visitors, family support and child welfare service workers, teachers, social workers, and municipal leaders. Staff members are required to attend at least three thematic days per year, with each day covering multiple topics. Before announcing a thematic day, a needs assessment will be conducted among colleagues.

The aim of the workshops and thematic days is to process specific topics in a way that transforms them into applicable knowledge. Additionally, these sessions support the development and reinforcement of key personal attributes, such as skills, proficiency, and competencies, which are essential for practical application.

In addition to the thematic day on "Family Preparation", which focuses on preparing disadvantaged families for parenthood, we recommend the following topics:

- The psychology of helping in practice
- Play, sports, and arts as tools in social work
- Supporting children growing up with parents struggling with addiction
- Actions and possibilities in cases of domestic violence
- Child endangerment/abuse
- Crisis intervention and trauma processing workshop
- Prostitution and human trafficking
- Community planning and decision preparation
- Lice eradication and ensuring hygienic conditions
- Managing community spaces
- Working with the social warning system
- Donation organizing
- Behavior within segregated communities
- Utilizing resources in social work
- Networking and building collaborations
- Basics of mediation

- Fundamentals of conflict resolution
- Basics of negotiation techniques
- Family support and child protection
- Foster care, family reintegration, and reunification
- Crisis intervention
- Communication techniques
- Documentation, administration, correspondence, and social media basics
- Socio-photography and publication
- Organizing camps and leisure activities
- The significance of holidays and community events
- Basic psychological pathologies in everyday life
- Addictions and substance abuse
- Group work, group dynamics, and fundamentals of group leadership
- Other topics based on demand

National And Regional Professional Meetings

The aim of the national professional meetings is to establish and initiate collaborations between regions and areas, as well as to deepen and discuss specific professional topics. These professional meetings are held as one-day events and are recommended to be organized by region for social sector professionals.

Conferences

The conferences bring together program staff, representatives of implementing organizations, and local cooperation partners. These events provide an annual platform to present the progress of the programme and the results achieved through its activities.

Scheduling

The training sessions are continuously announced.

III. PRESENCE POINT FUNCTION

The Presence Point serves as the foundation of the Presence Programme. It is a place established to address the limited availability of essential (public) services and provisions for children and adults living in extreme poverty. This is a space that remains open to provide support, hope, and encouragement, ensuring that within impoverished families and marginalized communities, burdened by daily survival, the concept of "tomorrow" once again becomes a reality.

The function of the Presence Point is to bring and organize multidirectional interventions that are essential for improving the living conditions of individuals and communities facing severe housing, employment, education, and healthcare challenges – delivering support when and how it is needed.

The essence of the Presence programme lies in being there, being present alongside marginalized communities, sharing their difficult living conditions, identifying problems together, and finding solutions in collaboration with them. As a first step, a social office is established within direct proximity to those living in segregated settlements, adapting as much as possible to the local living conditions.

This form of solidarity and continuous supportive presence creates the conditions for mutual acceptance and the establishment of trust-based relationships.

Client reception and administration

Our Approach

Solving the problems of those living in the most extreme poverty requires the most comprehensive set of information and data. Requests for assistance often fail at the very first step due to the inability to clearly articulate specific needs. The client reception service operating at the Presence Point is not merely about providing solutions to specific obstacles; it also addresses the administrative barriers that emerge during supportive conversations. However, the process cannot stop here – the person seeking help receives guidance and support to find a long-term resolution to their issue.

Our Goal

The Presence programme is built on social work with individuals, families, and communities, as well as community development. The staff working at Presence Points closely collaborate with municipal, social, and healthcare service providers present in the settlement. They support these services by establishing regular contact with families who may not have access to the state welfare system, collecting relevant data and information. One of the key tools of this activity is client reception and case administration.

The primary goal of client reception and administration at the Presence Point is to comprehensively address issues that do not reach, are not successfully handled by, or can only be resolved outside of the overloaded state welfare system. The work of the support staff at the Presence Point goes beyond simple client reception, as each encounter also aims to enhance and develop the individual's ability to navigate the world of administrative processes and information more effectively.

Steps

Case administration at the Presence Point is a form of individual case management that leverages not only sectoral services but also the resources of other stakeholders operating within or in connection with the programme. Client reception and administrative services are available every weekday, with staff working in staggered shifts to ensure the longest possible opening hours – at least eight hours per day – making the Presence Point accessible even for families with varying schedules.

To support the management of complex issues, the central coordination team provides informational materials, while the sectoral team organizes additional support and training sessions for the Presence Point staff. These may cover topics such as debt management procedures, certification and entitlements related to chronic illnesses, access to family support schemes (such as the CSOK housing benefit and baby-expectancy loans), individual social security contribution obligations, enforcement procedures, and school or institutional enrolments.

From the Presence Point, social workers set out for home visits, particularly for those who may have disengaged from organized programmes or those who feel hesitant to seek assistance publicly due to social stigma. The Presence Point is also the meeting hub for professionals working within the programme's sub-programmes, ensuring information sharing and coordination.

During case administration, staff provide assistance not only with filling out forms and applications but also with telephone and written (letter and email) communications, helping individuals navigate the increasing digitization of administrative and healthcare services. To facilitate these processes, printing, scanning, photocopying, internet access, and mobile phone use are available at the Presence Point.

Where Do We Stand In Task Completion?

In the heavily burdened and understaffed public support system, clients often seek assistance later than necessary. At the Presence Point – whether for administrative support, community programmes, laundry services, or other immediate assistance – staff can identify pressing issues through informal conversations. This allows them to guide or accompany individuals to the appropriate institution or service provider in a timely manner.

Our work is successful when families, beyond seeking solutions to long-standing unresolved issues, also turn to us with preventive concerns – issues whose resolution not only simplifies their daily lives but also stabilizes their circumstances and prevents crises.

Questions For Consideration

- Is it clear which services are the most inaccessible to the local population?
- Has a trust-based relationship been established with the community, encouraging individuals to approach social workers with their difficulties?
- Are the knowledge, tools, and resources available to ensure comprehensive case administration?

Collaborations:

Regional coordinators support professional inquiries and, when necessary, reinforce relationships with local municipalities, government offices, and other organisations.

Scheduling

The launch of the Presence Point occurs simultaneously with the programme's introduction – initially, if necessary, at a temporary location.

Even during this transitional phase, it is essential to establish a reliable and family-friendly schedule, one that aligns with their daily routines. This process continuously identifies the resources required for effective case management, strengthens partnerships with stakeholder organisations, and fosters active cooperation with child and family welfare services and health visitors.

At the end of the first year, the local professional team reviews individual and family case management activities, assessing what additional solutions may be necessary to better address stalled cases.

1	
2	Establishment of the basic infrastructure of the Presence Point
3	The Presence Point is open (temporary or permanent), equipped with basic infrastructure (telephone, printer, computer, internet), and suitable for administrative assistance.
4	Development and establishment of the basic infrastructure of the Presence Point.
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12	The Presence Point is open (temporary or permanent), equipped with basic infrastructure (phone, printer, computer, internet), and suitable for administrative procedures.

4. Table: Scheduling: Client reception and administration

Operation of community space and community building

Our Approach

Community building and development require long-term commitment to the local community. Only presence and coexistence can establish the trust essential for strengthening the

community. There is no universal recipe for success, no one-size-fits-all solutions, as each community is unique and unrepeatable. Our task is to uncover the strength within the community and support the processes that contribute to its reinforcement using as many tools as possible.

Our Goal

The role and purpose of the Presence Point are to consolidate, support, and make available existing development programs, initiatives, and activities targeting children and their families. This ensures that in service-deprived settlements, the missing services and programs are provided in the necessary quantity and quality, facilitating access to them. Through programs aimed at the entire settlement, it should promote community renewal and development, thereby helping social groups with low advocacy skills to recognize, articulate, and act upon their interests.

Additionally, Presence Points should serve as focal points for the development of settlements, functioning as the local centers of the Emerging Settlements Programme.

Thus, the goal is to host community-building activities at Presence Points that allow families – and through them, the settlements – to reconnect with their micro-region and society. By introducing and practicing community decision-making, communities can effectively represent their own interests and take control of their future.

The Steps

Continuous and supportive presence creates the conditions for mutual acceptance, the establishment of trust, and the initiation of joint efforts. Through ongoing presence, services can be gradually integrated into the life of the settlement step by step, while an increasing number of institutions and service providers in the surroundings are engaged.

In the initial phase of establishing a community space, professionals must primarily implement classic street social work: mapping out the complete reality of the settlement, making the first connections with families, and conducting home visits.

The Presence Point, or community space, is selected based on accessibility for those who have the greatest difficulty accessing certain services through other means while also serving as a recognized base for the entire settlement. In larger settlements, it should be established within or at the edge of segregated areas, while in small settlements (under 500 residents), it should be located in a central and easily accessible place for everyone.

The location must provide opportunities for a wide and diverse range of groups to hold regular or occasional programs, from children's camps to women's self-help groups, musical activities, group job recruitment, and study support programs for different age groups. These programs must be coordinated with the schedule and possibilities of individual client consultations and administration, as some clients may be approached for personal casework precisely through their participation in community activities.

Considering local needs while keeping various age groups in mind, a minimum of five days per week with eight hours of operation is necessary. During the school year, it is also recommended to ensure availability on Saturdays, depending on local events.

Community programs and community development activities represent a vast area. Social workers regularly organize thematic and age-specific community leisure activities to increase the time children can spend on meaningful programs while also strengthening the community

through shared experiences and goals. A good example of this is the launch of microprojects, where the community takes action for itself with minimal external resources – such as a collective cleanup, refurbishing an abandoned area, or repainting a "playground." Activities such as music, dance, and handicrafts fall under this category, along with preventive and sports activities and play, which are covered separately.

When planning community programs, it is essential to consider the rhythm of the local community to ensure attendance by those for whom the event is organized. Invitations to families, children, teenagers, or women should be extended with appropriate frequency and incentives to encourage participation. Some community events are not organized by the local staff but by external teams operating in multiple settlements within the program or initiated by other external organizations.

If children of different ages regularly gather in the settlement, it is relatively easy for the Presence Point staff to establish regular sports sessions based on this existing interest. It may also become apparent during these sessions that some children's performance or behavior is inconsistent, raising concerns about substance use. In such cases, if necessary, group discussions about substance use should be organized with external facilitators at the Presence Point. These sessions may evolve into regular teen clubs tailored to participants' needs.

For a community-building initiative to be successful, community decision-making must gradually take hold. This requires a facilitative approach from social workers, emphasizing partnership, collaborative thinking, and shared action. Social workers should enter as partners, genuinely interested in the opinions of the community members, who in turn actively participate in identifying problems and making decisions. This approach focuses on empowering individuals, shifting the social worker's role from control to coordination, guidance, and encouragement, helping community members recognize their own knowledge and abilities while integrating them into the program and local community life.

If required by the given subprogram, program reports are collected by the project coordinating the phase or by central coordination, aiding in tracking the development process.

Where Are We In Completing The Task?

A well-functioning community space offers a variety of services and programs that engage the residents of the settlement and remain accessible to all. It provides essential services that were previously unavailable or difficult to access for local residents. These services are designed to be low-threshold and comprehensive, including recreational, social, mental health, preventive, developmental, and parental support programs, all with a strong emphasis on community activation.

Social work with families is conducted in collaboration with the local and district-level social care systems, not replacing but complementing existing services by reinforcing them with human resources and additional tools.

The extent to which the community space is embraced and actively used is one of the most visible indicators of our program's success. Smudges from children's hands on the walls, the most frequently touched door handle showing signs of wear, children waiting outside even before opening hours, and women dropping by just to check in – all of these signal that the space has become recognized, a familiar part of families' mental maps.

It takes navigating many ups and downs to understand what the local community is ready for and what still remains out of reach, as well as to identify the most effective ways to encourage families to participate. In some places, there is already local support available for even the smallest task, while in others, complete passivity may persist, even after many carefully planned programs.

Even in such cases, persistence is key, as numerous factors influence how residents respond to activities – conflicts between families, deaths, illnesses, fears, family events, seasonal work schedules, the dynamics of commuters returning home, or even the timing of benefit payments can determine whether a community gathering will be successful or not.

One common mistake is stopping at the point where we have built a stable group of 10-20 families or participants who "always show up." Instead, our efforts must extend to those living in the deepest poverty, who are often excluded by their own community.

Reaching and gradually involving the most disadvantaged families in programs is a critical objective, as gaining and maintaining their trust may require targeted interventions.

We know we are doing our job well when we fully understand the specific struggles affecting families in the community and structure our programs accordingly – building on one another to provide practical tools for addressing these challenges. At the very least, we earn their trust along the way. The most important measure of our success is that they see and know we are there for them, ready to stand by their side and help whenever needed.

Questions For Consideration

- Is it evident which services are the most difficult for residents to access in the settlement?
- Does the atmosphere at the Presence Point feel inviting enough for residents to come in regularly?
- Are there programs available for all age groups?
- Is there room to support individual initiatives?
- What channels and tools are proving effective in engaging and informing potential participants? Are families staying away only due to distance, or are fear and hesitation also barriers?

Collaborations

Specialized field leaders assist in navigating the range of programs that can be organized at the Presence Point. If necessary, they coordinate the sessions offered by professional teams and arrange knowledge-sharing opportunities to ensure these programs can be sustained locally.

Scheduling

The launch of the Presence Point coincides with the start of the program – initially, even at a temporary location. From the very beginning, attention must be paid to choosing the most suitable venue for community events that facilitate a welcoming “arrival” process.

By the end of the first six months, parent groups and male and female support groups (e.g., accident prevention, attachment-based parenting, storytelling, baby massage, smoking cessation, patchwork sewing workshop, cooking club, carpentry, furniture making, and roofing assistance) should be initiated. Trust should continue to be built through activities related to children so that by the 12th month, summer programs, camps, and excursions can be planned.

By the middle of the second year, holiday preparations (for winter festivities, Easter, etc.) should already be held collaboratively. The outcomes of these efforts will be reviewed no later than the end of the second year.

Are there opportunities for individual conversations?
Have we made an effort to connect and build relationships with residents?
Can we bring the necessary programs to the community instead of expecting them to travel?

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2	Organizing community programs
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6	Organizing parent groups, men's and women's groups
7	Organizing community programs
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12	Planning summer children's programs, camps, and excursions

5. Table: Scheduling: Operation of community space and building

The School at the Presence Point

Our Approach

There is no progress without academic success. Since most of our children start school with disadvantages, we must not only provide a space for completing daily homework, given the lack of conditions at home, but also carry out playful developmental activities that they have missed. We need to reach those who do not believe that they could ever receive praise at school again. As a first step, we must offer an alternative to wandering the streets, something that makes them return the next day and the day after that – both the younger and the older children.

Our Goal

In our target settlements, most children already start their schooling with setbacks: accumulated disadvantages, undiagnosed and therefore undeveloped learning difficulties, and daily feedback that reinforces a sense of failure. Their home environment can only support their academic

journey for a limited time, as parents are often uneducated themselves or have also struggled with similar failures throughout elementary school and possibly their vocational training years.

The goal of establishing study hall-like services in settlements without an existing study hall is to:

1. Build the foundational skills necessary for successful school participation,
2. Support children in their daily learning activities,
3. Assist in realizing decisions related to further education,
4. Reduce truancy and provide meaningful engagement after school hours through community-building activities.

Steps

Within the program framework, we establish a space either at the Presence Point or, if that is not feasible, in another suitable building – temporarily even in a designated service area within the school – that can function as a safe environment for organizing after-school activities, equipped with the necessary tools and resources to align with students' schedules. Beyond tutoring and homework assistance, this space provides games and discussions that help children experience the joy of learning. Additionally, we work to gradually compensate for their missed motor and cognitive development, which are essential for effective learning.

The employment of highly skilled educators who serve as role models for children, understand and communicate in various languages of affection, and have extensive expertise in special education development is indispensable. Beyond the structured learning support provided by the study hall, it is equally important to organize recreational activities that broaden children's horizons beyond the boundaries of their settlement. These activities, like the academic support initiatives, can rely not only on the local staff but also on volunteers.

When establishing the space, we must ensure that children of all age groups can participate in the activities. If necessary, a structured schedule may be required to accommodate the different developmental paces and sensory tolerances of younger and older children alike. This will provide them with opportunities for social interaction, homework support, guided activities, and free play. In addition to the fundamental infrastructure, it is essential to acquire and maintain the necessary equipment for utilizing digital tools and resources.

The role of learning support centers also includes maintaining close communication with schools for two key reasons. First, in order to understand the current and general expectations children must meet, we need to track their academic progress on an individual basis and be aware of upcoming milestones and assessments. Second, we must relay our observations to the school regarding each child's areas of growth and improvement, ensuring that the school provides positive reinforcement. This validation from educators is crucial in affirming that the time spent at the learning center is worthwhile and beneficial.

For older students, a critical aspect of our work is supporting career orientation and further education opportunities, guiding them toward informed decisions about their academic and professional future.

If there is a formalized, centrally funded learning support center, our task is to integrate children into this service. If such a service does not exist, we must work towards establishing a structured and regularized program as soon as possible, ensuring that it meets the aforementioned conditions and quality standards.

Where Do We Stand In Completing This Task?

Among children living in segregated areas, we often hear that they find no joy in learning, that school has no value, and that their career prospects seem limited to public work or unskilled labor. Early school failures impact the life chances of future generations as well, as there is no credible example to show why investing time and effort in education is worthwhile.

The learning support center must not only redefine the framework of daily learning activities but also shift perspectives, providing success and joy to ensure that we do not lose pre-teens and that we accompany them as long as possible through school. The goal is to nurture their talents, support them in overcoming learning gaps, and strengthen them in assessment situations.

We are doing our job well if the learning support center becomes a structured space for afternoons and a meaningful activity, if mutual assistance becomes a routine, and, most importantly, if school failures and dropout rates decrease among both younger and older children.

Questions For Consideration

- What type(s) of development would be most beneficial for the local children?
- Are the necessary resources, such as equipment, space, and personnel, available for the learning support center?
- Is the planned location for the learning support center easily accessible for children after school?
- How should the learning support center be organized in terms of timeframes and age groups in the given settlement?
- How can we motivate children to attend the learning support center regularly?

Cooperation

The pedagogical service coordinators and regional coordinators responsible for learning support programs can assist in the local planning of activities and ensuring the necessary infrastructure.

Scheduling

Every settlement requires learning support activities and structured, safe community spaces for children of all ages. These study-support sessions should be initiated at the *Presence Point* or, if not feasible there, in an easily accessible and safe location for both children and their parents. In the first few months, the primary tasks include setting up this space and recruiting and employing the appropriate human resources. The first year serves as a trial phase for the operational framework, concluding with a thorough and critical review. This evaluation will help determine areas for improvement, assess which children have been reached and which have not, and identify additional support services necessary to enhance the learning center's effectiveness in improving academic performance, reducing dropout rates, and preventing early school leaving.

1	Establishment of the conditions for the study hall component at the Presence Point
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5	Initiation of the study hall component at the Presence Point
6	Establishment and review of the conditions for the study hall component at the Presence Point
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12	Initiation of the study hall component at the Presence Point

6. Table: Scheduling: The School at the Presence Point

Donations

Our Approach

Assistance can only be successful if it has broad societal support. For decades, the public has supported charitable organizations with in-kind and monetary donations, which are collected through campaigns or in connection with institutions. We draw strength from society's sensitivity and solidarity when we receive support to overcome everyday difficulties, and through the power of true cooperation, we can solve the problems of a single family or even an entire settlement.

Our Goal

Our goal is to assist the organizations and staff working in the Presence programme in the collection and distribution of donations, ensuring that the process is organized and executed in a way that best aligns with local needs and social work practices.

Steps

Most organizations involved in the Presence programme have established practices for collecting, organizing, and distributing donations. Therefore, this methodological guide is primarily useful for organizations that may have less experience in this area.

Preparation for Donation Collection

When announcing a donation drive, it is recommended to clearly communicate its purpose and the intended use of the collected donations. This announcement can be made through online platforms and advertisements. Flyers can be displayed at locations such as the health visitor service, medical clinics, social institutions, and schools, tailored to local conditions and customs. It is essential to ensure legality, legal and moral integrity, transparency, and accountability in donation management.

At the start of the donation collection process, it is crucial to have appropriate facilities and human resources available for receiving, sorting, and categorizing donations, as well as maintaining records of both incoming and distributed items. Presence Points in neighboring or

nearby settlements can coordinate donation-related efforts, exchanging surplus donations based on needs and available resources.

Organizing the Donation Process

At each Presence Point, it is recommended to compile a waiting list indicating the specific needs of donation recipients. This can be structured into parallel lists: one based on a diagnosis-driven approach and another collecting requests from families via application forms, or even through verbal communication.

Donation collection can also be initiated through online appeals, either via a dedicated website or social media platforms (a good example is www.tegyunkcsodat.hu). The purpose of the website and social media presence is to showcase the organization's work and, in an anonymous manner, illustrate the living conditions of families in need.

It is beneficial to list the types of donations most needed while also specifying items that are not required. Additionally, various community-based donation systems exist, offering useful ideas and best practices that can be adapted to enhance the donation process.

Donations

Different protocols may be followed in the donation process, but the fundamental principle is that donations should first be allocated based on diagnostic assessments, followed by those who have been on the waiting list the longest and/or those in crisis situations.

Possible methods of distribution include:

1. **Second-Hand Markets, Swap Days, and Donation Events:** If there is a significant demand for clothing donations, organizing a second-hand market is advisable.
2. **Mass Donation Events:** These should only be organized in cases of severe crisis (e.g., a house fire). Large donations should be inspected in person before transportation. If this is not feasible, requesting a photo is recommended – especially for larger items such as furniture. If an organization does not need a particular item, it is acceptable to decline it.

It is always important to assess whether the transportation costs are justified in relation to the value of the donation.

Upon receiving a donation, a handover-receipt or donation/support agreement should be prepared. However, this is not necessary for bulk donations of toys, kitchen utensils, clothing, or books.

Presence Points should keep a record of accepted donations and conduct inventory checks at least on a monthly basis. If storage is full, it is best to pause accepting further donations and prioritize utilizing existing resources before bringing in additional items.

Risk Zones

Risk zones refer to problematic situations that can arise during the donation process but can be avoided or prevented with proper planning. Inexperienced donors may easily find themselves caught in such situations.

Some common risk zones include:

Overcrowding in Small Spaces: When too many people gather in a limited area and/or the available donations are insufficient, tensions may arise.

Distributing Excessive Amounts of Unnecessary Items: Providing an excessive amount of low-value or unusable items can lead to dissatisfaction among recipients.

Targeted Distribution Favoring Specific Groups: If donations become specialized toward products preferred by specific interest groups, it can create imbalance and unfairness (e.g., if donation distribution turns into a marketplace for street vendors to collect goods for resale).

Effective organization, clear communication, and equitable distribution are key to preventing such risks and ensuring that donations reach those who truly need them.

Scheduling

From the start of the program, it is advisable to continuously prepare for the organization, categorization, and distribution of donations. Donation distribution can be aligned with crisis intervention schedules, but if necessary – and if the incoming donations allow – it is beneficial to create an internal distribution calendar. Every quarter, an overview should be conducted to assess the available in-kind support, and if necessary, warehouse stock should be replenished.

Where Do We Stand In Completing This Task?

Efficient donation collection and distribution requires transportation, adequate storage space, and manpower for handling and delivering larger items, such as furniture.

Donation distribution does not always run smoothly. Once a family receives a donation, it is common for other individuals – who were previously not on the recipient list or were not next in line – to begin requesting assistance. This can place a continuous burden on staff members, making it essential to anticipate and prepare for such situations.

Questions for Consideration

- What types of donations are consistently in demand?
- Which donations carry potential risks?
- Are there sufficient resources available for the collection and distribution of essential items such as non-perishable food, medicine, clothing, furniture, etc.?

Collaboration

The most efficient way to manage donations is through cooperation between field organizations and Presence Points in neighboring settlements. Coordinated collection and distribution can significantly enhance efficiency.

The central coordination team plays a key role in organizing larger, one-time donations and facilitating access to donations collected during broader fundraising campaigns.

Crisis Management

Our Approach

Poverty reshapes the boundaries within which people think and make decisions. The "here and now" dominates their reality, and immediate survival takes precedence over long-term considerations. If a child gets pneumonia in a cold room because the firewood is gone, it no longer

matters whether the family burns the last piece of clothing meant for spring or takes firewood from where they shouldn't. If the only person available to watch the younger siblings while the parent travels to the pharmacy is the school-aged brother or sister, then unexcused absences pile up – and the hope remains that the family allowance won't be revoked. If the loan shark payment is due today but the public works salary won't arrive for another week, then day labor or off-the-books work becomes the only option.

Our role is to stand by families in these exact moments, providing a framework for survival so that their situation does not deteriorate further – whether it's securing firewood, medication, or preventing irreversible harm.

Our Goal

The urgent requests arriving at the Presence Point often stem from major life changes such as serious illness, an accident, the loss of a job, eviction, the removal of a child from the family, divorce, or even the birth of a child or a new household formation. Sometimes, essential household appliances or furniture break down, leaving families without critical resources.

Most families lack both financial and emotional reserves to cope with such sudden shifts, and their difficulties peak during winter when they have already exhausted all resources. The level of deprivation and hunger can become dire, severely endangering children's health.

The crisis management package aims to ensure that a family can maintain the basic conditions for a safe life even when their income runs out and they have nowhere to turn for emergency expenses.

Steps

Crisis management is a critical part of individual case management, requiring social workers and support staff to be fully prepared to identify and address urgent needs. Their task is to recognize which families cannot secure heated rooms and food during the harshest periods, where ill individuals lack medical care, or when a home becomes structurally unsafe, requiring an alternative housing solution. They must also identify cases where children lack proper footwear, or families cannot afford public transportation passes, preventing children from attending school. Beyond immediate survival, crisis intervention must also ensure that children remain engaged in public education and that adults retain access to employment opportunities despite financial hardships.

The program operates on two key pillars:

1. Winter Crisis Management, addressing the most critical period by ensuring emergency interventions for families facing severe deprivation.
2. Ongoing Crisis Readiness, maintained through the Crisis Fund, providing continuous support for families in urgent need of essential resources.

For families with young children, additional targeted interventions may be necessary, such as obtaining official documents, providing accommodation near hospitals, and ensuring access to specialized medical care.

Winter Crisis Management

If the settlement diagnosis reveals that families are in such severe financial distress that they regularly run out of food and firewood during the winter heating season – and by that time,

furniture and clothes acquired through donations or their own savings are already being burned for fuel, or even stoves have been sold – then the Presence Point must allocate a stock of furniture and clothing for these families in its storage facility. Additionally, it must organize the lending of stoves and ensure the provision of firewood.

Crisis Fund

Similar to the logic of the early childhood subprogram, a dedicated budget line is allocated within the program to cover unexpected but life-saving or existentially crucial expenses for families. These are costs that cannot be addressed through available material donations (such as clothing, furniture, firewood, building materials, or in some cases, medicine). This fund helps prevent families from falling into a further spiral of problems, whether related to debt, health issues, or housing difficulties. Any crisis situation requiring immediate intervention must be reported to the regional coordination team.

Scheduling

From the start of the program, preparations should be ongoing for the expected surge in assistance requests during winter. The key to winter crisis management is ensuring heated spaces, which means stocking up on stoves and firewood tailored to the needs of families in the settlements. At the same time, attention must be given to other needs that can be addressed through material donations or financial resources. Every nine months, a review should be conducted to assess the available in-kind assistance, and if necessary, replenish storage supplies.

1	Utilization of the crisis fund
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9	Crisis fund
10	Utilization of the crisis fund
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7. Table: Scheduling: Crisis Management

Where Do We Stand In Task Completion?

Winter is the most challenging period of the Presence Programme. Families burning waste for heating, long dark evenings passing in a different rhythm in segregated settlements, and the tangible nature of extreme poverty all highlight how, for many families, survival is a matter of addressing only today's or, at best, tomorrow's needs. We cannot change this reality overnight, but we can stand closely by families, providing material aid and firewood so that their meager income – already insufficient for basic needs – is not entirely consumed by interest payments on loans. We must plan ahead to handle unexpected situations of deprivation, prevent severe illnesses, and ensure that no child is removed from their family due to hunger or uninhabitable living conditions. We are doing our job well if we enter winter knowing who needs help, ensuring they accept it with the understanding that they can rely on us in the future – provided they engage in cooperation. No home should be left without at least one heated room.

Questions For Consideration

- Have we assessed all potential crisis situations?
- Is the support team prepared for crisis scenarios? Do we have sufficient food, medicine, clothing, furniture, etc., or do we have access to such resources?
- Do we fully understand what expenses the crisis fund can cover?

Cooperations

The central coordination team provides information on effective loan and deposit-based systems. The list of expenses eligible for crisis fund coverage is also updated by central coordination.

Prevention

Our work – regardless of the area of intervention – is carried out with a preventive mindset. Any activity or intervention is considered preventive if it contributes to avoiding a crisis situation or preventing a deterioration of the current circumstances. Given that the individuals and families we assist continuously require support, our preventive efforts must always remain a priority and cannot be overlooked.

In other words, the crisis has not yet occurred, and the assistance we provide can ensure that it does not happen. Take winter crisis preparedness as an example: if families enter the cold months equipped with adequate heating devices and firewood, numerous serious problems, including potential tragedies, can be prevented.

This same preventive approach applies to other interventions, such as providing prenatal vitamins through the Health Visitor+ Programme or implementing learning support services similar to study halls.

Thus, our support work is not only about recognizing and addressing existing crises or critical situations but also about actively preventing them.

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2	

3	Preparation for the winter crisis e.g., stockpiling supplies in warehouses, identifying at-risk properties, assessing heating options Monitoring highly vulnerable families
4	Readiness for the winter crisis monitoring highly vulnerable families
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8. Table: Prevention

IV. EARLY CHILDHOOD

Life is a gift. This is one of the most important lessons that every family must instill in their children. But what does this sentence truly mean? It means that children born into poverty, even those living in slums, are not responsible for their circumstances. Wealth is not a merit, and poverty is not a punishment. It must not be seen as such in a child's life.

The acceptance of marginalized people and the uplifting of those in need cannot remain the private concern of a handful of helpers. It is society that must embrace them, and the decision must be made by the majority. Rescuing a few families on the outskirts of a village will not yield measurable results in national poverty statistics. But if others also recognize the importance of this cause, and if we can change the way people think, then there is a chance for real change.

True success can only be achieved if we can instill in the next generation the understanding that those living in poverty are not lesser. They have simply received less at the start of their journey.

Our task is to stand beside them and help them take that first step.

Mentoring Families

Our Approach

The early attachment experiences between parent and child shape our nervous system, influence our ability to regulate emotions in adulthood, and, if these positive experiences are lacking, they have lifelong consequences. In extreme poverty, it is very rare for parents to have the strength and knowledge to build this emotional bond, as they themselves often did not experience it, and there are few role models in their surroundings to learn from. It is our responsibility to reinforce in them that paying attention to this is worthwhile, as it enables children to grow into confident and fulfilled adults. We strive to convey this message in the most authentic way possible – integrated as a kind of "hidden curriculum" within family mentoring.

Our Goal

Every child has the right to grow up in financial security and well-being, free from discrimination. Supporting the social inclusion of children living in poverty and disadvantaged situations can only be effective if parents are actively involved. From a developmental perspective, the parent or primary caregiver plays the most crucial role in a young child's life.

Our approach assumes that each parent is a "good enough parent," regardless of their life situation, personality, knowledge, or habits. However, in some cases, professional support is necessary to boost parental confidence, provide essential information, highlight opportunities, and emphasize their responsibility for their child's development.

Parenting and caregiving require specific knowledge and preparation. In disadvantaged families, the presence of health visitors and social workers is often needed more frequently, yet in practice, this is difficult to achieve due to the excessive workload of professionals. This is why comprehensive mentoring based on the Presence Approach is essential for families, whether provided at the Presence Point or directly in the family's home.

Steps

The mentoring of families encompasses three main areas: supporting expectant mothers and families with children aged 0-3, ensuring access to basic childcare essentials, and handling crisis situations that arise in family life.

Family mentors work within disadvantaged communities, conducting home visits, maintaining regular contact, and accompanying families in their daily lives. They provide information, guide them to the appropriate professionals, and assist with everyday administrative tasks, acting as a safety net for the families.

Once trust has been established through shared experiences and time spent together, professionals can transmit knowledge and demonstrate best practices through imitation-based learning. This includes fostering secure attachment, infant care, early childhood development practices (such as supporting or preventing movement-related habits), storytelling, life management skills, healthy lifestyles, and hygiene – whether in the family home, community spaces, on the street, or even in a local shop.

Where needed, family mentors connect parents to services and support available through the program, such as debt management, housing interventions, drug prevention, and smoking cessation programs. They also involve children in various activities, including health screenings, the Mobile Playground initiative, and community-building programs. Through these efforts, family mentors help integrate families into everyday life while collaborating with local professionals.

The "Good Enough Parent" Program Element

The goal of this program element is to strengthen mothers and caregivers in their ability to be sensitive and empathetic toward their children while striving to ensure their well-being, self-awareness, and emotional stability.

1. The "good enough parent" approach supports a child's healthy development through two key processes:
2. The mother or caregiver, whenever possible, is fully committed to meeting the infant's every need.

During more challenging periods, the mother gradually helps the baby adapt to a world that does not always align with their expectations.

This process is essential in enabling children to develop resilience and handle extreme life situations flexibly in the future. Family mentors work to deepen these skills in parents and caregivers.

Ensuring Access To Basic Childcare And Hygiene Equipment At Presence Points And Community Spaces

The program aims to provide essential equipment and household appliances necessary for the development of infants and young children, as well as for the proper care of mothers. These items should be available at Presence Points for use and, when necessary, for loan. Such basic equipment includes strollers, baby carriers, cribs, breathing monitors, thermometers, nasal aspirators, and access to laundry facilities. In certain cases, external assistance may be required to ensure basic hygiene conditions for both children and parents, such as providing diapers and sanitary pads for postpartum mothers. The program also supports healthy nutrition for pregnant

women. Additionally, upon request, it addresses issues related to head lice infestations and their treatment.

Crisis Intervention Targeted At Families

The role of family mentors is to support families under their care in overcoming everyday crisis situations. For this purpose, a local crisis fund is available.

Eligible activities include:

- Assisting access to specialized care: The goal is to ensure prevention, health preservation, and timely intervention (treatment) when necessary for pregnant women, young children, and mothers. This includes assistance in reaching gynecologists, blood tests, ultrasound scans, NST, follow-up examinations, as well as taking children for screenings, developmental sessions, and visits to healthcare and educational institutions. Support is provided both financially (e.g., travel expense reimbursement, transportation) and through childcare assistance for large families, who face challenges in transporting multiple children simultaneously due to travel discounts. Additionally, information provision, appointment scheduling, travel planning, access to phone services, and personal accompaniment are offered to overcome obstacles related to spatial and temporal orientation.
- Providing medication: Experience suggests that each year, approximately 20% of children may require external assistance to access essential medications. Therefore, in-kind support is provided to ensure that pregnant women and young children receive the most crucial or doctor-prescribed medications.
- Replacing lost or missing documents: During pregnancy and after childbirth, accessing services and completing administrative procedures often become difficult due to the parents' missing documents. The availability of children's documents is a prerequisite for accessing most benefits and later for school enrollment. Financial support is available for replacing essential personal documents, including identification cards, social security (TAJ) cards, tax cards, and address cards.
- Securing accommodation near hospitals for pregnant women and mothers: A mother's proximity is one of the most significant protective factors during the hospitalization of preterm infants or young children (0-3 years old). However, maternity wards and hospital accommodations for mothers are typically available in limited numbers. Additionally, upon request, accommodation is provided for mothers whose children require hospitalization at a later stage, especially in cases of surgeries or medical treatments in distant cities.

Current Status Of Task Implementation

Family mentoring is a cornerstone of early childhood-focused programs and, therefore, runs continuously throughout the entire program. The role of family mentors is to coordinate and monitor all activities surrounding families, ensuring support during major turning points in their lives.

Family mentors systematically record activities in the TENYI system, which enables tracking of the services provided to families and assessing their effectiveness in addressing the challenges of each life stage. It is the responsibility of the family mentors to prevent families from dropping

out and to ensure that as many young children and parents as possible participate in the programs and receive support tailored to their specific needs.

Questions For Consideration

- Have we managed to establish contact with all families in the segregated area who have children aged 0-3?
- Does the program support parents in need in acquiring childcare skills with the help of the equipment available at the Presence Point?
- Can the family mentor respond to crises in families raising children aged 0-3, provide assistance, or organize the necessary support?

Collaborations

The regional coordinators accompany and support the family mentors. The professional leaders can provide information about the tools available within the given sub-program.

Scheduling

1		The provision of crisis services is continuous: • Support for healthy nutrition for pregnant women; • Assistance in accessing specialized care; • Provision of medication; • Arranging official documents for families; • Securing hospital-adjacent accommodation for expectant and new mothers.
2		
3		
4	Ensuring the availability of essential childcare and hygiene supplies at Presence Points and community spaces is initiated.	
5		
6	Ensuring the availability of essential childcare and hygiene supplies	
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11		
12		Summary of Crisis Services

9. Table: Scheduling: Mentoring Families

Presence-Based Deepening of Information and Knowledge Transfer

Our Approach

Young mothers encounter many new stimuli during pregnancy and in the early years of their child's life, as this is a period of significant change. Therefore, there may be a need to discuss, process, and reflect on everyday events and experiences, as well as to acquire new knowledge (e.g., childbirth preparation, infant care, age-appropriate stimulation, secure attachment, sleep routines, and play development). These are pivotal moments in their journey, where we can stand by their side, offer advice, and share in both their joys and struggles. We also aim to convey that there are no bad questions – only questions that have not yet been asked.

Our Goal

We believe that dispelling misconceptions and fears, as well as fostering a more conscious experience of everyday situations in parenting and family life, is of utmost importance. Our goal is to help often very young couples on their journey to parenthood reflect on and share with each other what they know or assume about motherhood, fatherhood, and parental roles. Couples who are well-prepared for parenthood can project greater harmony, calmness, and security. They feel more satisfied with themselves and their role as parents, which, in turn, positively affects their children. As a result, children become more balanced, adapt more easily, and are able to form stronger bonds with their parents.

Steps

Based on the observations of family mentors and the diagnoses of professionals, healthcare visitors and specialists caring for families determine what types of skill development, knowledge transfer, and mindset-shaping activities are needed within the given community.

Experts share their knowledge and perspectives with expectant mothers and young mothers through shared experiences, interactive sessions, and lived situations. These individual and group meetings, discussions, and gatherings enable parents to learn about, test, and apply optimal age-appropriate stimuli essential for infant and early childhood motor and speech development, healthy personality growth, and the formation of secure attachment. To reshape perspectives and dispel misconceptions, knowledge transfer is conducted regularly both in the home environment and through services available in the community. This includes Sure Start Children's Homes, various forms of nursery care, community spaces applying the Sure Start approach, and Presence Points.

Beyond individual and/or small-group social work, we also engage various professionals – including healthcare visitors, lactation consultants, doulas, midwives, and developmental specialists – through community spaces and home visits. At Presence Points, regularly scheduled gatherings on diverse topics provide shared experiences that help families find solutions to the challenges of family life. Our topics focus on discussions aimed at developing and strengthening parental competencies for expectant mothers, their family members, and families raising children aged 0-3. Additionally, we provide training on first aid, resuscitation, and basic caregiving skills, as well as guidance on everyday childcare practices.

Sessions aimed at developing and strengthening parental competencies for expectant mothers, their family members, and families raising children aged 0-3

Many expectant mothers are unaware of the nature of the medical examinations they undergo. Therefore, an essential task is to familiarize them with the process of fetal development and to provide education on harmful influences (e.g., substance abuse, inadequate nutrition).

During these sessions, we engage in discussions and collective reflection on the detrimental effects of smoking, alcohol and drug consumption, and excessive medication use – both on the fetus and on children and adults. Together, we strive to identify alternative methods for stress relief and tension management that can replace addictive behaviors.

Through regular meetings, expectant mothers, fathers, and grandparents participate in multiple preparatory sessions leading up to childbirth, conducted in group settings or, if needed, on an individual basis.

First Aid, Resuscitation, and Basic Care Training

Injuries of varying severity are quite common in children under the age of two, most frequently occurring in their immediate environment – at home or in the yard. During themed training sessions, we focus on the prevention and management of the most common household accidents. Participants learn essential first aid techniques, including airway obstruction removal, wound care, and home care practices such as fever reduction, hydration, and cough relief. These sessions are conducted with the assistance of first aid professionals, including paramedics, emergency medical officers, medical students, general practitioners, physicians, and healthcare visitors. Participants also receive a basic first aid kit suitable for home use.

Childcare in Everyday Life

A fundamental principle in our approach is that we do not "train" families in the traditional sense. Instead, by applying the Presence methodology, we guide families toward developing the necessary competencies through shared experiences and interactions. In the area of basic childcare knowledge, we provide support in various aspects of daily life, including cooking and baking (traditional and cost-effective meals, baby food preparation), cleaning, sewing and mending, laundry and drying, personal hygiene, clothing, establishing daily routines, time management, and general life skills. When needed, participants receive essential household items for home use, such as cutlery, cookware, sewing kits, drying ropes, and clothespins.

Where Do We Stand In Task Completion?

The deepening of knowledge and information-sharing based on the Presence approach is a fundamental pillar of early childhood-focused programs; therefore, it continues throughout the entire duration of the program.

Family mentors continuously assess what knowledge transfer is needed and what resources are required to support newborns and their families. They record the advisory activities and program needs of families in TENYI.

By the end of the program's first year, families develop a solid foundation of knowledge, resulting in a decreased need for advice and assistance, particularly in childcare.

The severity and frequency of household accidents also improve as more families participate in program events and discussions, increasing awareness and preparedness.

Questions For Consideration

- Have family mentors assessed the competencies, knowledge gaps, and needs of the parents involved to ensure that parenting competence development programs are based on these findings?
- Is there someone within the community who could serve as a role model in these areas and share their knowledge or best practices with others?
- Do we have the necessary expertise to credibly and effectively transfer these competencies?

Collaborations

Regional coordinators monitor and support family mentors.

Scheduling

The activities related to deepening knowledge and information-sharing based on the Presence approach take place continuously throughout the program in both individual and small-group formats. Family mentors regularly initiate one-on-one discussions at Presence Points and in families' homes, ensuring ongoing engagement with families expecting children.

The organization of local group sessions is also an ongoing process. At the end of the first nine months, a review should be conducted to assess any remaining needs for the following months and to determine how these needs can be structured and scheduled within the program.

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8	The Presence-based deepening of knowledge and information-sharing begins in both individual and small-group formats, covering the following topics: Strengthening parental competencies, First aid, resuscitation, and basic caregiving skills, Childcare in everyday life
9	The Presence-based deepening of knowledge and information-sharing is implemented in both individual and small-group formats.
10	The Presence-based deepening of knowledge and information-sharing continues in both individual and small-group formats, focusing on strengthening parental competencies, first aid, resuscitation, and basic caregiving skills, as well as childcare in everyday life.
11	

10. Table: Scheduling: Presence-based deepening of information

Health Visitor+ Programme

Our Approach

The healthcare visitor network carries out its work with dedication, often under extremely challenging conditions. Healthcare visitors are heavily burdened, yet their role is crucial in the lives of people living in these communities. In many places, the service is only maintained through temporary replacements. This not only impacts the workload of healthcare visitors but also affects the availability and quality of services accessible to the local population. We recognize that the first hours and days of a child's life, the peace of pregnancy, and the circumstances of birth are decisive for both parents and children. Our goal is to stand by families, ensuring that the arrival of their children is as balanced and positive an experience as possible. By easing the burden on healthcare visitors, we can help ensure that they have the time and energy to provide meaningful support to families, expectant mothers, and newborns.

Our Goal

By supporting the work of healthcare visitors in Emerging Settlements Programme communities with social work, we can help reduce the risks associated with housing, daily living, hygiene, and other environmental factors that often affect families. At the same time, for healthcare visitors to perform their duties more effectively, they need access to essential resources – including specialized diagnostic and pediatric care equipment, medical tools, and transportation. These resources would enable them to conduct fundamental prenatal check-ups and, later, essential measurements and assessments that provide critical information from infancy through early childhood. This would also facilitate the transfer of key knowledge to families. In this way, a comprehensive framework of social and material support is established for pregnancy, childbirth, and early childhood.

Steps

Within the Healthcare Visitor+ Programme, we provide healthcare visitors with diagnostic equipment, address their limited transportation options, and alleviate their workload by assigning healthcare visitor assistants to support them.

Diagnostic Equipment for Healthcare Visitors

Following a preliminary needs assessment, we provide healthcare visitors with diagnostic tools beyond the mandatory equipment requirements. This ensures that they can conduct examinations that would otherwise only be available at a distance or within specialized healthcare facilities. For example, screening for pregnancy toxocosis or pregnancy testing can be performed locally, eliminating the need for expectant mothers to travel 30-40 km in the early morning hours for a urine test. In many cases, due to travel concessions, they must bring multiple children along, which may result in school or kindergarten absences. The healthcare visitors' equipment can be expanded based on the needs assessment and the list of available tools.

Solving Transportation Challenges for Healthcare Visitors

Difficulties in reaching families can consume a significant portion of effective working hours. Ensuring proper transportation options is therefore essential for healthcare visitors to carry out their duties efficiently. To address this, the provision of a personal vehicle – or, depending on terrain conditions, an off-road vehicle – may be justified. Additionally, the acquisition of bicycles or scooters could also be a practical solution.

Healthcare Visitor Assistants

To alleviate the severe workload resulting from the shortage of healthcare visitors, we rely on healthcare visitor assistants. These assistants are members of the local community and are all mothers themselves. Their established role within the community enables them to be involved as local support personnel, assisting with non-specialized tasks related to healthcare visitors. In some locations, such support already exists spontaneously, with individuals or even groups accompanying the daily work of healthcare visitors. These assistants serve as social support figures, acting as intermediaries between healthcare visitors and the community. They help organize and facilitate screenings, health assessments, lifestyle counseling sessions, and educational talks. Additionally, they contribute to informing the public, supporting preventive activities, and assisting in the implementation of events within the program. We provide training for these assistants, with the professional content developed in coordination with the National Public Health Center's Health Administration Department. In larger communities with higher child populations, full-time healthcare visitor assistants are involved, while in smaller settlements, family mentors take on these responsibilities on a part-time basis.

Where Do We Stand In Task Completion?

Establishing cooperation and trust with healthcare visitors is essential for the effective work of assistants. Efforts should be directed toward ensuring that the additional support provided by the assistants significantly alleviates the workload of healthcare visitors.

To maximize the effectiveness of work with families, collaboration must be gradually developed with the entire local population – covering all families under the care of healthcare visitors – within the first three months at the latest.

Questions For Consideration

- Have we been able to establish a strong working relationship with the healthcare visitor? Can we rely on each other with confidence, particularly in sharing information?
- Does the healthcare visitor have all the necessary tools and support to perform their job in the best possible way?

Collaborations

Regional coordinators oversee and support healthcare visitor assistants, as well as family mentors who take on assistance roles in small settlements. The central coordination team is responsible for organizing procurement.

Scheduling

Within the Healthcare Visitor+ Programme, contact with the healthcare visitor must be established by the end of the third month of presence. During this period, the necessary equipment assessments and demand specifications should be prepared.

By the end of the program's first six months, improvements in service efficiency and quality are expected due to equipment procurement. Healthcare visitor assistants will continue to provide ongoing support to healthcare visitors until the conclusion of the program, assisting in preventive, educational, and administrative tasks through social support.

1	
2	The provision of missing diagnostic equipment for healthcare visitors begins, along with the engagement of healthcare visitor assistants.
3	Establishing contact, defining the framework for cooperation, and conducting regular consultations.
4	The Healthcare Visitor+ Programme is ongoing.
5	
6	The assessment of equipment needs and healthcare visitor assistant requirements has been completed.
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11. Table: Scheduling: Health Visitor+ Programme

Promoting Healthy Development and Lifestyle

Our Approach

Every preventable illness or complication and every unhealthy meal take away from a child's chance for a healthy life. We believe it is our responsibility to ensure that even in the womb, every fetus has the best possible start. Every expectant mother deserves the highest quality care, the most appropriate vitamins, and an environment that provides the best possible conditions for new life. For many living in poverty, these essentials remain out of reach, as deprivation overrides these fundamental needs. Our mission is to ensure that during pregnancy, childbirth, and family expansion, essential vitamins are provided, and no baby is left without the necessary supplies.

Our Goal

A significant number of families with young children lack the basic conditions necessary for healthy development, making it essential to bridge these gaps. This is particularly true during pregnancy, postpartum recovery, and within large, impoverished families, where financial constraints prevent access to high-quality, often expensive, or hard-to-obtain essential products.

Steps

Supporting healthy development and lifestyle is primarily provided through an in-kind support package designed for expectant mothers, new mothers, and children of various age groups. This includes prenatal vitamins and vitamin packages for young children, medical aids and over-the-counter healthcare products available at Presence Points, as well as specifically curated support

packages such as the Expectant Mother Package, the Baby Package, and the Big Sibling Package. These packages significantly ease the transition for families expecting a child and help them prepare for the financial burdens associated with family expansion.

Scheduling

From the beginning of the program, family mentors and healthcare visitor assistants, in consultation with the healthcare visitor, continuously monitor the circumstances and needs of expectant mothers and families with children. Based on these assessments, the necessary support packages are assembled and procured. Starting from the sixth month of the program, these packages are regularly distributed to families.

1		
2		
3		
4	The organization of prenatal vitamins and vitamin packages for young children has commenced.	The organization of the Baby Package provision has commenced.
5		
6	The provision of prenatal vitamins has begun.	The distribution of Baby Packages has begun.
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12. Table: Scheduling: Promoting Healthy Development and Lifestyle

Where Do We Stand In Task Completion?

Within the Presence programme, our goal is to ensure that every child is born into safe and adequate conditions. This initiative focuses on reaching families raising children aged 0-3 years and providing essential childcare supplies and preventive care packages to those in need, tailored to individual requirements. Family mentors are continuously responsible for assessing these needs, coordinating the delivery of necessary packages to the settlements, and distributing them to families.

Questions For Consideration

- Are we ensuring that expectant mothers and young children receive the essential vitamins needed for healthy development?
- Have we adequately prepared for the procurement of expectant mother and baby packages, considering the possibility of premature births?

Collaborations

Regional coordinators oversee and support family mentors and healthcare visitor assistants, while central coordination manages the logistics of package distribution.

Supporting Early Motor Development and Facilitating Neurological Maturation

Our Approach

From the very first moment of life, children engage in an intense process of learning. They explore the world by touching, seeing, tasting, and smelling. The richer their environment in stimuli, the easier and more exciting this learning becomes. We recognize that children who lack opportunities for discovery and the joy of exploration face significant disadvantages. Many young parents do not realize that simple actions, such as allowing their baby to lie on their stomach to stretch, reach, and strengthen their back, contribute to healthy development. Regular rest, singing, and cuddling are essential for a child to feel safe, as excessive stimulation – constant engagement, noise, and background activities – can be overwhelming. However, in addition to being held and comforted, it is equally important for babies to progress through every stage of motor development. We know that countless missed opportunities stem from the mindset of *"I grew up somehow, too."* Our mission is to lead by example with patience, demonstrating what, how, and why specific activities should be integrated into an infant's daily routine. By fostering greater awareness of developmental milestones, we can share in the wonders of a child's growth together.

Our Goal

The program aims to support early motor development and facilitate neurological maturation. Due to a lack of stimulating environments, challenging housing conditions, and limited parental knowledge, early childhood motor development is often delayed or essential movement patterns – such as rolling, crawling, and climbing – are completely absent. Experience shows that motor development in children aged 0-3 years tends to fall into two extremes: either it is delayed, or it progresses too quickly. In many homes, children are not placed on the floor due to poor or cold flooring, nor are they given opportunities for swinging or rocking. Instead, they spend excessive time being held and are encouraged to stand too early. The home environment is often noisy and overcrowded, exposing infants and toddlers to inappropriate sensory input for their developmental stage. Key early experiences, such as singing, storytelling with picture books, rocking, and playful physical interactions, are frequently absent. In some communities, bilingualism poses additional challenges in speech development, with some children encountering Hungarian for the first time only when they start preschool. This language barrier creates significant stress for both children and professionals in terms of comprehension and emotional security. These conditions do not merely lead to deficiencies in motor coordination, but also result in neurological immaturity and delayed development in cognitive, visual, linguistic, and social skills. These factors negatively impact intellectual and emotional development, ultimately affecting the child's educational journey and future learning outcomes.

Steps

While adhering to professional competency boundaries, we strive to create an environment at Presence Points, Sure Start Children's Homes, and community spaces that ensures the necessary conditions for the biological, psychological, and social development of children aged

0-3. Additionally, we support the creation of an appropriate physical environment at home. The professional team responsible for motor development and early childhood development establishes diagnoses for cases identified through the reporting system, which is based on the records of healthcare visitors, healthcare visitor assistants, and family mentors. Based on these diagnoses, they organize personalized development programs for the children.

The local professionals (such as healthcare visitors, experts working in Sure Start Children's Homes, staff managing Presence Points, and family mentors) possess adequate information, knowledge, and practical experience regarding methods and tools that promote motor development in children aged 0-3. Based on their observations, additional professionals working with families – such as social workers, early childhood experts, and movement therapists – provide support within their respective competencies. They contribute through various aspects of their expertise and methodologies, introducing developmental tools to assist young children and their parents. During intensive consultation periods, our specialists in early motor development (including healthcare visitors, INPP, TSMT, and Dévény therapy experts) identify developmental deviations and refer children to the appropriate professionals. This program element ensures that children identified through the healthcare visitor's early childhood program as having motor development delays receive the necessary specialist support. The professional team continuously provides informal training and guidance to family mentors and local assistants, enabling them to effectively support parents and children, even in challenging developmental situations.

At Presence Points and other community spaces, we establish play and development rooms, taking into account the needs of expectant mothers as well.

Home-Based Development

Taking into account the family's circumstances, it is essential to integrate some of the developmental tools available at Presence Points into the infant's or young child's home environment on an individual basis.

The "Mocorgó – Home Play Corner" provides an appropriate physical space for development within the home setting. Its components include tools that support rolling, crawling, climbing, sensory perception, and awareness for children aged 0-1 year, walking, balancing, perception, and sensory exploration for children aged 1-2 years, and gross and fine motor skills, balance, perception, and sensory exploration for children aged 2-3 years.

Where Do We Stand In Task Completion?

Among the early childhood program components focused on children, the most critical are supporting early motor development and facilitating neurological maturation. These activities play a key role in ensuring that children born into disadvantaged families begin preschool with as few developmental delays as possible, giving them a stronger foundation for school readiness.

At the same time, it can be difficult for parents to accept that their child may require specialized development or to recognize that their established parenting methods – used with older siblings – might need some reconsideration. This places a great responsibility on us to build relationships with parents in a way that gradually fosters trust, so they are open to seeking and accepting our advice and support in this area.

Another challenge is that integrating developmental activities into daily life often requires sacrifices from families. In these situations, we must stand by them closely, patiently guiding them through difficult periods and offering continuous encouragement.

Family mentors are responsible for monitoring the progress of families, identifying which developmental activities they have already adopted, and encouraging parents to commit to the regular application of effective development strategies. Developmental needs and interventions are continuously recorded by family mentors, while the professional team provides feedback and further recommendations to support them.

Questions For Consideration

- Was the playroom designed with age-specific divisions for 0-1, 1-2, and 2-3-year-olds?
- Is the playroom large enough to accommodate baby-mother sessions?
- Have we created a playroom environment where children feel comfortable and eager to play?
- Have we adequately prepared the family for the integration of the Mocorgó play corner?
- If developmental support is not provided elsewhere (e.g., in preschools or Sure Start Children's Homes), is it possible to employ a developmental specialist in the playroom at the Presence Point?
- Can we answer all questions related to early childhood development with the support of the professional team and healthcare visitors?

Collaborations

Regional coordinators oversee and support family mentors and healthcare visitor assistants. The professional team specializing in motor development and early childhood development provides guidance on neurological maturity and motor skill development. Central coordination is responsible for organizing package logistics as well as training programs.

Scheduling

The supporting activities related to early motor development and neurological maturation are integrated from the very beginning of the program, as family mentors and healthcare visitor assistants continuously monitor children's development. By the 11th month of the program, the necessary physical infrastructure and equipment must be fully available in community spaces as well as in the homes of families where home-based developmental activities can also be implemented.

1	When selecting Presence Points and community spaces, it is essential to ensure that there is adequate space for setting up a Play and Development Room.
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8	
9	The establishment and development of Play and Development Rooms at Presence Points and community spaces has commenced.
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11	The play corner has been set up, and the play equipment has been procured.
12	

13. Table: Scheduling: Supporting Early Motor Development and Facilitating Neurological Maturation

V. INTEGRATION AND COMMUNITY DEVELOPMENT

When we arrive in these settlements, it is striking how inadequate the concept of classical income poverty is in capturing the severe and long-standing deprivation that exists in these areas. What we encounter is not merely poverty but rather a form of extreme and persistent destitution that erodes local communities and ultimately leads to their disintegration.

This destitution leaves a profound mark on the communities of segregated settlements and ghetto villages. The fragmentation of social ties, the lack of prospects among those living in deep poverty, and the absence of self-organizing capacity all contribute to their further marginalization. Moreover, many of the people struggling in these areas have already been subjected to numerous assessments and interventions that were ultimately abandoned or proved ineffective. These incomplete efforts have left behind unresolved conflicts and lingering tensions that seem impossible to address.

Thus, one of the greatest challenges and responsibilities of programs targeting these settlements is to enable residents to change their own circumstances. The road to achieving this is long, and it requires identifying the right tools, partners, and companions for the journey.

Mobile Playground Programme

Our Approach

Play is a crucial tool for understanding the deeper dynamics of a community and establishing trust-based relationships with children, parents, and local professionals alike. Play activities serve as a form of learning, offering experiential knowledge acquisition and providing opportunities for multifaceted preventive development.

Play allows participants to develop self-awareness by experiencing their values, abilities, and limitations. Through spontaneous learning, they encounter both success and failure, improving their ability to follow rules and cooperate with others. Shared play and experiences are among the most effective methods for shaping group dynamics.

Our Goal

The Mobile Playground program component has multiple objectives:

1. Understanding the functioning and group dynamics of the community, as well as the institutions and professionals associated with it.
2. Building trust with families and children.
3. Identifying developmental needs.
4. Implementing developmental activities, with a primary focus on group dynamics and strengthening group cohesion.

Steps

The Mobile Playground – physically embodied by a small van – is a mobile resource that enables staff to reach every location where their presence is needed, including underserved areas and regions with a high number of children. The van can carry a wide range of play equipment (including a bounce house) and sports gear, making it possible to engage up to 100 children simultaneously. This service fulfills a substantial local demand and offers extensive opportunities

for community interaction. Each Mobile Playground is staffed by two team members, supported by volunteers.

The purpose of the play bus goes beyond simply providing joy. It also serves as an effective and “invisible” tool for socialization, community development, and communicating social and moral norms. In addition, it contributes to an ongoing understanding of the community’s opportunities, challenges, and risk factors. The Mobile Playground’s animators serve as direct role models for children and their families, demonstrating communication, conflict resolution, and collaboration skills. The Mobile Playgrounds and their staff regularly visit the communities involved in the program, establishing professional and trust-based relationships with local stakeholders and program implementers. They organize developmental, community-building, and experiential activities for children that foster unity and promote integration. Moreover, the Mobile Playground provides professional support to all local professionals and staff working in these communities and settlements, including social workers and family mentors engaged in the comprehensive Presence work. It can also be called upon in crisis situations, offering methods to help manage tensions within the community, improve families’ life skills, and support their development and resilience. Ongoing training workshops are provided to staff and interested local professionals to enhance their play facilitation skills.

Before the play program arrives, the team consults with local program leaders, presents their tools and methods, and coordinates with local government, educational and social institutions, civil organizations, and religious institutions to seek their cooperation. Local needs and opportunities are assessed, and the mobile play program is then tailored to these conditions and the age-specific characteristics of the children. The play bus can be scheduled through an electronic system that outlines the planned play session’s parameters. After receiving a request, the staff contacts local colleagues to agree on the timing, duration, age group, number of participants, location, session theme, and equipment needs.

Scheduling

The Mobile Playground also functions as a diagnostic tool, signaling to families that, even if child- or family-specific interventions have not yet started, the Presence programme is underway. This makes it a priority to ensure that the first play session takes place within the first six months. During this initial phase, the play sessions are organized by the Presence social workers collaborating with local institutions. In the second half of the year, the methodology of the play sessions is passed on to the local team. This enables them to integrate the activities into community programs, such as summer camps and after-school programs, tailoring them to the needs of different age groups and group dynamics.

1	
2	The Mobile Playground program has started.
3	
4	
5	
6	Mobile Play Bus
7	The Mobile Playground program continues.

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9	
10	
11	
12	Daily play activities at the Presence Point

14. Table: Scheduling: Mobile Playground Programme

Where Do We Stand In Task Completion?

Children in the most disadvantaged areas often lack access to play – both as a source of joy and as a developmental tool. These children live in emotionally, socially, mentally, and physically under-stimulating environments that limit their opportunities in life and hinder successful integration into society. Children living in deep poverty frequently have no toys and no access to playgrounds. The lack of financial resources makes the creation of such community spaces unlikely in the near future. In this context, the Mobile Playground not only serves as the flagship of the Presence programme, but also plays a vital role in bridging these gaps. It serves as a foundation for fostering development and connection during the programme’s implementation. Our work is successful when participants, through play, are able to experience their values, develop their abilities, build self-confidence, and become more open to others. The goal is for our participants to perceive play as a spontaneous and natural activity. To achieve this, we must be thoroughly prepared. This involves understanding the location (local conditions and terrain), reviewing community indicators, identifying potential local helpers such as young volunteers, social workers, or parents and grandparents, and assessing the participants’ prior play experiences. If the children already understand the norms and rules of cooperative play, we can plan more complex and challenging activities.

Questions For Consideration

- Do local helpers participate in Mobile Playground activities?
- Do we play with the children on a daily basis? Is this a planned and regular part of the daily work at the Presence Point?
- Do the community’s families anticipate the event and actually attend?
- Do the Play Bus staff provide feedback on the community’s overall atmosphere, as well as the condition and resources of the local institutions?

Collaborations

Central coordination facilitates the scheduling of Mobile Playground sessions and organizes training sessions for the regional teams.

Organising Sports Programmes

Our Approach

Physical activity and sports involve the entire person, engaging their full personality. Sport shapes character and plays a significant role in building relationships among people. At the same time that it brings joy, it teaches children how to cooperate according to rules, based on their contribution to the team rather than sheer physical strength. A soccer practice, for example, is not just exercise; it is also talent development, relationship and community building, education, assessment, strengthening emotional bonds, and personal development. In this sense, sport serves as a tool for social work.

Our Goal

The sport initiative focuses on the children from the most disadvantaged and impoverished families. Sports played within the framework of rules not only contribute to personal development but also facilitate integration into the community. Successfully completing a physical activity can lead to changes in social connections, and a well-chosen game can reveal how individual performance holds value for the community. Because it involves working toward shared goals, it has a strong community-building impact.

The main objective of the program is to promote play and joy, along with meaningful interactions with peers. Operating as a team involves giving special attention to learning basic behavioral norms and teaching the principles of fair play. Our core goal is to support social work through community development based on sports. Additionally, we aim to encourage health-conscious lifestyles among the disadvantaged, organize ongoing district- or regional-level competitions (championships), foster team networks, create opportunities for competition with children from outside the settlements, and provide an environment for joyful play.

Steps

The program implements children's development through individual (technical-tactical) and play system knowledge, small games, and (team-level) matches/tournaments.

Sports activities can be initiated based on the assessment of the settlements. Where no appropriate infrastructure exists, individual sports sessions can be organized in community house courtyards or their immediate surroundings.

At the locations, we are continuously looking for volunteers and trainers to lead the afternoon sports sessions. When selecting potential team members, an important consideration is to choose dedicated and exemplary individuals, rather than solely relying on professionally trained coaches, to lead the sessions.

The regular sessions are organized in partnership with the Presence Point, the sports club, or other local organizations, holding at least two training sessions a week, divided by age groups. With the help of volunteers, we expand the range of sports offered, making teqball, basketball, and various martial arts regularly available in addition to soccer training. If necessary, more opportunities must be provided to participants in the sports programs, such as organizing football tournaments and sports days beyond the afternoon sessions.

The work of the specialist directing the sports sessions is multifaceted; they are not simply "coaches" in the lives of young people. Training sessions do not begin with warm-ups but with a shared meal, as many arrive having eaten nothing before the snack provided at the sessions. The

sessions are inherently tied to social work: we notice if a child has no clothes, if something dramatic has happened at home, or if the child is at risk of failing at school. The local sports sessions thus serve as a continuous signaling system, which is indispensable for the local Presence program.

Scheduling

Within the Presence program, the range of leisure activities for children and young people must be expanded to include team sports as soon as possible. This is why the diagnostic process should focus on identifying which sports are welcomed by the local community, the intensity of training that can be conducted, and the locations where sessions can be held.

Even before addressing gaps in infrastructure and equipment, efforts can begin to form local “teams,” with the goal of launching programs no later than the end of the first nine months.

Training sessions should be held at least twice a week on a continuous basis. In addition, regional or inter-community meetings should be organized for matches and tournament rounds, ultimately integrating these local teams into a national tournament network.

1	
2	
3	Organization of sports programs: selection of a sports professional and a venue
4	Organization of sports programs: – initiating the preparation of sports professionals – procuring sports equipment – visiting and involving schools, children, and families with the assistance of the social worker
5	
6	
7	A stable group of regularly attending children is formed (minimum 10 participants).
8	Starting regular sports programs
9	Participation in sporting events and challenges
10	The organization of sports programs continues
11	
12	First joint sports activity with other teams

15. Table: Scheduling: Organising Sport Programmes

Where Do We Stand In Task Completion?

Children in the most disadvantaged areas often lack the experience of physically active group play as a source of joy and a developmental tool. Establishing the framework for team sports provides new opportunities for children, teenagers, and eventually adults to spend time together in a constructive way.

Involving children in training sessions requires a gradual and carefully structured incentive system – if necessary, supplying or replacing missing equipment, while also setting expectations for following rules and taking responsibility for the group.

We consider our work successful if children attend practice sessions regularly and not only find joy in the sport but also receive reinforcing feedback. This occurs when they perform well in tournaments and when the group’s unity evolves into mutually supportive relationships.

At an individual level, we can achieve significant results if, through sport, we can help children overcome learning difficulties or family issues, thereby strengthening them.

Questions for Consideration

- Are we making an effort to engage the children physically even outside of championships?
- Do we organize various sports programs where everyone can try them out or simply have fun?
- Are we identifying talent that should be brought to the attention of a specialist (coach or sports coordinator)?
- Through sports, which children need support to help them more easily handle school or family challenges?

Collaborations

The sports area leaders and regional coordinators can assist in planning local activities, providing infrastructure support, and recruiting coaches and volunteers.

Organising the Symphony Programme

Our Approach

The Maltese Symphony Program is a social music program and a specialized method of social work.

Our Goal

The goal of the Maltese Symphony Program is to build a community and an orchestra through group music instruction. This approach aims to foster personal development, improve skills, and create positive changes in children’s lives. It also seeks to strengthen their self-awareness and self-confidence while offering a constructive and meaningful way for them to spend their free time.

Steps

The first step in the Symphony program is to select suitable music teachers. We provide intensive professional and methodological training for them, as group music sessions differ significantly from traditional music school approaches. Recruitment of children in the community is done through musical instrument demonstrations. Building connections within the community in cooperation with a social worker is an integral part of the music teacher’s role. It is also crucial to establish a suitable venue where group sessions and regular community programs can be launched. After one or two months, the first musical family visits and “mini concerts” can take place. From there, preparations can begin for the first larger-scale concert linked to a holiday or for the first joint concert with other Symphony orchestras. By that stage, a cohesive group often emerges, allowing them to participate in “mini camps.”

The first step of the Symphony program is to select the appropriate music teachers. In the Symphony program, we are looking for music teachers who possess a heightened social sensitivity, are able to speak about and approach poverty with dignity, keep social goals in focus, contribute to addressing social issues, and eventually become role models – a tremendous responsibility, but also one of the most rewarding aspects of the work.

We place great emphasis on the intensive professional and methodological preparation of music teachers. For this reason, those who wish to join our program as team members are invited to various sites and camps, so they can see and experience firsthand what this vocation truly entails.

Group and individual sessions are included right from the start. Initially, playing is based on imitation, but the theoretical foundation quickly becomes clear once we begin teaching with specially developed sheet music that incorporates colors and numbers. We share the related experiences, knowledge, and professional materials with new team members through internal training sessions. Children are recruited through an interactive musical instrument demonstration. Ideally, we visit the location with an already established Symphony orchestra so the children can see the level they might achieve after a few years of dedicated music learning. Guest teachers and colleagues from other locations can also be involved in this effort. The goal is to create a vibrant, enjoyable, community-oriented orchestral experience where children can try out the instruments themselves.

Community development is an essential part of our program, which we aim to carry out – whenever possible – in collaboration with a social worker. Key components of this include conducting home visits, getting to know local stakeholders, involving local helpers, mapping out the functioning of schools, identifying existing musical traditions and legacies, and further building upon them, as well as organizing local events

Setting up our locations requires a high degree of flexibility and creativity from our staff. An ideal Symphony venue has a permanent room where sessions can be held. It should be a welcoming space not just for playing music but also for having conversations, where we can decorate as we wish, place rugs, and sit in a circle. It is crucial that we can keep our instruments secure. Therefore, having a lockable cabinet for storage is an indispensable requirement for starting our activities.

We will establish the framework for group sessions – such as scheduling the days and time slots, choosing venues and rooms, and dividing the children – together with school staff, community center staff, after-school program colleagues, and the children themselves. If we can integrate into the school system, it will be necessary to determine whether the music lessons can be included in the school curriculum. In the meantime, we will assess the need for instruments and prepare lesson plans that include rhythm development and other activities. Over time, we can explore options for differentiation to ensure that every child is taught according to their abilities and our resources. Once a stable group of regularly attending children is established, we can begin building the orchestra. This will include holding the first full rehearsals and organizing community events, such as concert outings, communal cooking sessions, or talent shows. From there, we can identify who will participate in the first team-building mini-camp. Within one to two months, we can also arrange musical home visits and plan the first small concert at a suitable venue (e.g., an after-school program site), inviting parents to attend.

The next step is to develop the repertoire for the first holiday-themed concert (e.g., Christmas) so that we can begin preparing for it in a deliberate manner. This concert can be promoted more

widely and not just to the children's relatives; we can invite the entire local community, as well as future collaborators such as staff from other organizations, family support workers, healthcare visitors, and the mayor. The following initiative could involve joining other Symphony orchestras for a joint concert.

The typically two-day mini-camps are designed to provide a small number of participants with a diverse, structured program. The primary goal of these camps is to foster self-awareness, achieved through a variety of activities presented in a playful manner and supported by personal conversations.

These mini-camps can also include elements of musical development and the introduction of other cultural values.

Questions for Consideration

- Can we support the music teacher's work through prior team-building activities or group singing sessions?
- Have we created a suitable venue for music education?
- Is there a need for snacks during music lessons, or parallel activities for children who are not currently playing music?
- Are we organizing programs that motivate and inspire young people, making them eager to participate?
- Do our programs help strengthen the community and foster a trusting atmosphere?

Collaborations

The regional coordinators of the FETE program support and assist the music teachers, who also carry out their work in close cooperation with the local helpers. This means the music teachers can seek assistance from them at any time. Establishing active partnerships with schools and child welfare system staff is essential, as is identifying and building on existing musical traditions and legacies.

Scheduling

- Selecting suitable music teachers.
- Organizing and conducting an instrument demonstration during the first month of the program.
- Providing highly intensive preparation for the music teachers during the first three months.
- Establishing connections with the community – when possible, in cooperation with a social worker or helper – during the first month of the program.
- Setting up a suitable venue by the second or third month of the program.
- Initiating group sessions during the second or third month of the program.
- Establishing a stable group of regularly attending children (minimum of 10 participants) by the fifth month of the program.
- Regularly holding community programs starting from the fourth or fifth month onward.

- Preparing for holiday-themed concerts on an ongoing basis – with at least 8 participants during the first six months.
- Holding the first joint concert with other symphony orchestras (minimum 3 participants) within the first year.
- Organizing and conducting a mini-camp in the second year.

1	
2	
3	Organizing the Symphony Program: Selecting music teachers and venues.
4	Organizing the Symphony Program: – Initiating the preparation of music teachers – Procuring musical instruments, establishing a music room – Reaching out to schools, children, and families with the assistance of a social worker.
5	
6	
7	A stable group of regularly attending children is formed (minimum 10 participants).
8	Initiating regular community programs
9	Holiday-themed concerts (minimum 8 participants)
10	The organization of the Symphony Program continues.
11	
12	First joint concert with other symphony orchestras (minimum 3 participants)

16. Table: Scheduling: Organising the Symphony Programme

VI. EDUCATION

Our motto: “From conception to employment”

In line with our vocation – no matter our position or professional field – we assist and support every child from conception all the way to employment, in accordance with the Presence approach.

Our Approach

One measure of the Presence programme’s success is whether children attend preschool and school regularly and whether they feel comfortable and can develop their abilities there. To achieve these goals, we need to establish close relationships not only with families but also with the institutions that work with children, supporting them in challenging educational situations, communication with parents, and the often complex developmental processes of children.

Our Goal

Our aim is to:

1. Make accessible to children and families living in FETE communities those school success-supporting activities and quality public education services that address the unique, locally identified issues outlined in the educational diagnostic and action plan.
2. Expand the pedagogical and methodological repertoire and toolkit of educators in institutions operating in FETE communities through joint activities with the Presence point, allowing them to better meet the unique needs of children and students.
3. Ensure that children in FETE communities receive the support needed to develop the skills and abilities essential for succeeding in school during their preschool and early primary years.
4. Make learning support available in a safe, caring environment for children in FETE communities.
5. Strengthen relationships between local schools/preschools and parents, encouraging greater parental involvement in the educational process and the daily life of the institution.
6. Introduce local school/preschool staff, pedagogical service employees, and parents to the principles, operations, key actors, and client services of the Presence programme.
7. Organize local educational and pedagogical service leaders and staff into a collaborative network with Presence programme team members, fostering regular, solution-focused communication.

Steps

First, we gather information about the children/students living in the community and the public education institutions they attend. Based on this information, we establish contact with local public education institutions, as well as with the preschools and schools that children/students commute to from the community. If we succeed in forming partnerships and if the parties are open to supporting the FETE initiative, we familiarize the staff of these public education

institutions with the Presence programme's operations and services. Additionally, we introduce the relevant leaders to one another.

Going forward, we assist in establishing effective communication channels.

As the local implementers of the Presence programme, we continuously map and coordinate what kinds of support parents, children, and teachers request, as well as identify potential areas for development as seen by the programme staff. We discuss these with the central team of the Presence programme's educational pillar and the regional leaders, then create a community development plan outlining the specific methods, means, and forms of providing support.

Within one year of the programme's implementation, we will develop a basic or comprehensive educational action plan, focusing on the following key processes:

- Supporting transitions
- Promoting school success
- Providing learning support
- Using play as a developmental tool
- Fostering collaborations
- Building community

The basic educational action plan is specifically designed around the strengths and challenges of public education institutions that work closely with families. It sets out goals and corresponding activities one year in advance, all aimed at improving the connection among parents, children, and teachers and enhancing the effectiveness of children's participation in educational and instructional processes.

The comprehensive educational action plan includes strategies to leverage identified strengths and addresses the planned approaches for resolving problem areas. It outlines both long-term and short-term goals for key processes, detailing the methods of implementation, planned activities, and their respective timelines. A critical aspect is that the action plan must respond to issues and needs in a holistic manner, tailored to local conditions, and involving all relevant stakeholders. This ensures that individual interventions come together to form a coherent, unified plan of action.

The plans should be reviewed annually.

The practical support package may include the following:

- Organizing case discussions and workshops for teachers and other professionals (e.g., utilizing methodological cards recommended by the FETE education field).
- Conducting nationally advertised pedagogical-methodological, conflict resolution, or other training sessions, sometimes linked to multi-day events that also promote networking; supporting secondary school enrollment, providing career orientation activities, offering methodological support for basic skill development, mentoring, and services aimed at achieving learning outcomes across different educational stages.
- Partnering with and proactively cooperating with institutions in acknowledging atypical child development and shaping the necessary institutional steps.

- Introducing the pedagogical-innovation activities employed in institutions maintained by the MMSZ School Foundation (across four intervention areas: developing social competencies, enhancing basic skills, using ICT tools and methods, and renewing educational organization).
- Offering assistance in organizing parental forums as needed, supporting the establishment and implementation of institutional operating frameworks and programs where parents are actively involved (e.g., hosting activities, organizing celebrations, preparing performances, and managing, maintaining, or renovating school spaces).
- Supporting the development of teacher-student relationships and classroom communities to foster a more welcoming, creative atmosphere (e.g., updating and establishing routines and schedules, organizing joint celebrations, and creating, maintaining, or refurbishing communal spaces).
- Enhancing teacher motivation and providing tailored support services and programs to prevent teacher burnout.
- Emphasizing “prevention through play” in pedagogical work, with practical exposure to the Maltese playground methodology for diagnostic, motivational, relationship-building, and comprehensive developmental purposes.
- Organizing non-formal programs for children in coordination with local public education institutions.
- Offering advice on educational issues and questions, either at the request of Presence Point staff or the institution, by FETE education field colleagues.
- Supporting and developing leadership (e.g., through leadership clubs).
- Facilitating collaboration among school principals and teachers across institutions, encouraging networking and mutual learning.
- Organizing competitions for primary and secondary school-aged children living in FETE communities.
- Assisting children in reaching specialized services/healthcare and other assessments through the involvement of Presence Points.
- Supporting “transitions” between educational stages and institutions by strengthening inter-institutional connections and activities (e.g., family education support).

Where Do We Stand In Task Completion?

Children’s participation in education can only improve if we support the parent-institution-child triad in harmony. Beyond community programs, this may also require institutional development activities, provided public education institutions can be sensitized and made open to such initiatives. We are doing our job well if we can spark their interest and make them receptive to programs and collaborations.

Questions for Consideration

- Has collaboration between the relevant public education institutions started?

- What activities have we undertaken to provide screenings, specialized services, and developmental activities tailored to the unique situations of children and students?
- What is the school atmosphere like? What does it mean to be Roma in the institution, and how is Roma culture and history represented there?

Collaborations

To achieve methodological support and institutional development goals related to education, it is beneficial to work with a broad range of local and sectoral stakeholders, including: MMSZ School Foundation afterschool programs, Sure Start Children's Homes, preschools, and primary schools along with their maintainers, institutional leaders, staff, pedagogical support services, relevant institutions within the child protection signaling system, local and minority governments, as well as active religious and civil organizations in the area.

Scheduling

Professional support for education is continuously available.

1				
2	Conducting school and preschool surveys, maintaining institutional contacts	Alignment of institutional and Presence Point goals. Integration of FETE services into the institution (financial literacy, crime prevention, drug prevention, health screenings).		
3				
4	Integration of school and preschool diagnostics into the community diagnosis			Collection of institutional and community values. Organization of workshops to strengthen networking.
5				
6		At least three FETE services are implemented within the institution.	Adaptation of the Methodological Toolkit. A collection of educational and pedagogical support methods. The methods can be adapted individually or through training and on-site work.	
7		FETE education sector-specific service		A Presence Point staff member and/or a partner institution has participated in at least one workshop.
8				
9		At least three FETE services are implemented within the institution.		
10				

11		FETE education sector-specific service implementation.		Collection and adaptation of local values and best practices.
12	Completion of the basic and comprehensive educational action plan	At least three FETE services are successfully implemented within the institution.	At least one methodological card is utilized in the school/preschool.	A Presence Point staff member and/or a partner institution has participated in at least two workshops in total.

17. Table: Scheduling: Collecting and Adapting Local Values and Best Practices

VII. HEALTHCARE

People living in the most disadvantaged settlements in the country face numerous challenges, many of which stem from difficulties in accessing healthcare services and deficiencies in the healthcare system. In one-third of the emerging settlements, general practitioner positions remain unfilled, and access to healthcare services for residents is significantly below the national average. Healthcare services, preventive health programs, and related services are only partially accessible, and in most cases, they are not adequately implemented for those living in deep poverty.

Children's Ophthalmological Screening

Our Approach

In the settlements covered by the Presence programme, a high number of undiagnosed and untreated illnesses and health impairments affect both adults and children. We aim to alleviate this issue through telemedicine services.

Our Goal

In the settlements of the Presence programme, many undiagnosed and untreated illnesses and health impairments are prevalent among both adults and children. A particularly critical issue is the lack of eyeglasses and the prevalence of untreated vision problems. Families often struggle to access screenings, and even when they do, they frequently lack the financial means to obtain prescribed glasses. As a result, children with vision problems face nearly insurmountable academic setbacks. The goal of the pediatric ophthalmology screening programme is to assess the vision of all children in emerging settlements and to provide a permanent solution for those in need. Additionally, we aim to foster a positive attitude toward wearing glasses, encouraging children to wear them confidently and with pride, thereby normalizing the culture of eyeglass use among them.

We also aim to provide follow-up care and monitoring for children who receive eyeglasses, as those who receive ophthalmic treatment require regular screenings and ongoing check-ups.

Steps

The pediatric ophthalmology screening team consists of an optometrist, a team leader, four assistants, and two technical specialists. A 6-7 member screening team sets out on a weekly basis to pre-arranged screening locations, where local colleagues welcome and assist them to ensure a smooth ophthalmic screening process. The screenings take place in a refurbished screening bus, acquired from the National Public Health Center (NNK), which functions as a modern pediatric ophthalmology clinic.

If necessary, the optometrist on the screening bus prescribes eyeglasses on-site, and after the examination, children can immediately choose from a selection of stylish, brand-new frames. Within 2-3 weeks after the screening, the custom-made eyeglasses are sent by mail to the local coordinators for distribution. For children diagnosed with various eye diseases, we organize specialist care, including ophthalmological treatments and, if necessary, eye surgeries. We also provide continuous support, guiding our young patients through the complexities of the healthcare system.

Scheduling

To further refine the health situation identified in the local diagnosis and to ensure better care for children, a pediatric ophthalmology screening package must be implemented during the first year of the programme. This package should include the production and delivery of the necessary eyeglasses to the children.

1		
2		
3		
4		
5		
6		
7		The organization of pediatric ophthalmology screening begins.
8		
9		
10		
11	Strengthening general medical care with telemedicine tools (optional) begins.	
12	Strengthening general medical care with telemedicine tools (optional) is implemented.	The implementation of pediatric ophthalmology screening takes place.

18. Table: Scheduling: Children's Ophthalmological Screening

Where Do We Stand in Task Completion?

The preservation and improvement of children's health is one of the key objectives of the Presence programme. Beyond organizing healthcare services, an additional task is ensuring that children learn to wear their eyeglasses consistently, take care of them, and, if further intervention is needed, that parents – if necessary, with our assistance – take the necessary steps.

Questions for Consideration

- Has every local child's family been informed about the opportunity for ophthalmology screening?
- Are we promoting the ophthalmology screening effectively? Are we encouraging families to participate?
- Is the follow-up process (further examinations, possible surgeries) and access to these properly organized?

- Are children who received glasses being followed up through social work to ensure they wear, clean, and take care of their glasses?
- Are we addressing the needs of children whose glasses have been damaged? Are we ensuring they receive a replacement as soon as possible?
- If we have identified a child with vision problems, have we taken the necessary steps to address the issue (e.g., contacting the Pediatric Ophthalmology Screening Team)?

Collaborations

The healthcare screening team organizes the screenings through its own coordination. To facilitate these screenings, support from mayors, general practitioners, and health visitors may be necessary – coordination with them should be carried out in cooperation with the regional coordinators.

Strengthening General Medical Care With Telemedicine Tools

Our decades of implementation experience have shown that on-site screenings reinforced with social work and certain therapeutic solutions are effective and successful. Therefore, medical care must be brought directly to those living in these communities, with telemedicine being the most efficient method to achieve this.

By implementing telemedicine, we aim to establish regular medical care in all Emerging Settlements Programme communities, primarily providing general medical, internal medicine, and pediatric consultations. Telemedicine is a healthcare service where the patient and the provider do not meet in person; instead, the doctor connects with the patient online, while a qualified nurse attends to them on-site. It is important to recognize that telemedicine cannot fully replace traditional, face-to-face medical consultations. However, it provides a highly effective solution for improving access to medical care.

VIII. SPECIAL PREVENTION

The painstakingly achieved results of our efforts can collapse in an instant if families shift towards daily survival centered around drug procurement.

Drugs fundamentally reshape the possibilities for collaboration both at the community and family levels. As crime becomes routine, victims are increasingly traumatized, and domestic violence is normalized, our programs risk becoming parallel worlds, separated by insurmountable barriers, forcing us to abandon affected families.

Crime Prevention and Victim Support

Our Approach

The Presence Point is a safe space where we stand by those struggling with addiction and victims who may not yet be able to ask for help, working together to find solutions. We do not impose conditions or pass judgment – our role is to support harm reduction and to be there when someone needs to escape an abusive situation, resolve an overwhelming problem, or navigate a difficult conflict.

Our Goal

Alcohol and drug addiction, often used as an escape from hopeless life situations, are evident in most communities. Preventive interventions addressing substance abuse – particularly drug and alcohol addiction—as well as awareness programs aimed at preventing smoking, which increases health risks during pregnancy, are essential. However, these initiatives are also among the most challenging and slowest-developing components of the Presence Programme.

The goal of our prevention programs is to counteract the risk factors that threaten the development of disadvantaged children and young people, prevent the further worsening of harm caused by existing addictions, and create safer communities in our targeted settlements.

Steps

We initiate prevention programs in three major thematic areas, each accompanied by a "secondary diagnosis" that refines the findings of the settlement-level diagnosis and lays the foundation for a realistic action plan.

The first prevention area focuses on addiction management and launching drug prevention activities. Unlike previous programs, this is not a one-time intervention or campaign but rather a methodologically supported module integrated into ongoing work within disadvantaged communities. It is built on both community-based and individual support work.

The second thematic area targets smoking cessation among expectant mothers. This is particularly emphasized within the early childhood program, aiming to reduce disadvantages that become entrenched during pregnancy and childbirth.

The third component focuses on crime prevention and victim support.

Initiating Addiction Treatment and Drug Prevention Activities

Social diagnoses at the settlement level, action plans, and domestic research on substance use in disadvantaged communities all clearly indicate that in the poorest settlements, in addition to

alcohol and prescription drug misuse, the use of various narcotics is also prevalent. However, the patterns and extent of use vary significantly from one settlement to another.

In areas where substance use is more intense, so-called designer drugs (such as "crystal" and "herbal") are the most commonly used, though classical narcotics are also present. Since this is a relatively recent phenomenon, and the domestic addiction treatment system has long struggled with capacity issues, no systemic, effective responses have yet been developed to address the problem.

As a first step, we provide professionals working in the field with the necessary methodological support to begin identifying and addressing drug-related issues. Both local residents and, in many cases, support workers have very little reliable information about drug use and addiction. Short, easy-to-understand brochures and leaflets can help ensure that essential information is accessible to everyone.

Our goal is to establish an alert system that is sensitive to detecting substance use and addiction and that has formal and informal connections through which help can be sought. Additionally, a drug prevention program tailored specifically to children in disadvantaged communities will be implemented through public education institutions.

For individual cases identified through the alert system, the drug prevention professional team will assist in case management by facilitating access to rehabilitation, encouraging individuals to stop using drugs, and supporting their admission to psychiatric care.

Helping Expectant Mothers Quit Smoking

Based on social diagnoses at the settlement level and feedback from professionals, it is evident that smoking during pregnancy is a severe issue in all communities involved in the program. Intensive, targeted preventive interventions are necessary to prevent numerous health problems.

Every expectant mother must receive personalized counseling, and the content of this support package will be influenced by several factors, such as the individual's commitment to quitting, their willingness to accept counseling, and past experiences with previous attempts to quit smoking.

The goal of the program is to reduce the prevalence of smoking among young women both during and after pregnancy by providing counseling support and resources to pregnant women. The objective is for them to quit smoking and maintain their smoke-free status during the postpartum period and beyond.

If the program successfully supports women in quitting smoking, it will improve the expected birth health of newborns and have long-term positive effects on mothers, children, and their families.

The program consists of reinforcing steps. Pregnant women are referred to a local professional implementing the program, and they participate in four prenatal counseling sessions where they receive training and support to quit smoking. They are also tested using a carbon monoxide monitor.

During the third and fourth prenatal counseling sessions, women can receive baby care supplies if they are smoke-free based on the test results.

After childbirth, mothers return monthly for continued carbon monoxide testing, and if they remain smoke-free, they receive additional supplies for up to twelve months postpartum.

A smoker living with the pregnant woman can also enroll in the program. If they successfully quit smoking, they too can receive donations during the postpartum period.

Crime Prevention and Victim Support

With the involvement of the police and the local community policing organizations, we organize crime prevention campaigns and themed days where residents can learn about the organizations and individuals involved in reducing crime and supporting victims in their communities. It is crucial that residents approach law enforcement agencies with trust rather than fear, but it is equally important that local law enforcement officers become more sensitive and open to the challenges faced in these settlements. The crime prevention component of the program targets the entire population. To reach people effectively, we organize campaigns with engaging events such as police demonstrations, interactive games, competitions, quizzes, and community activities. Personal encounters with the police provide direct experiences that can help build trust in law enforcement agencies. Victim support is especially important because victimization is a serious issue in the targeted communities.

Professionals bear a significant responsibility in preventing and addressing domestic violence. This responsibility extends to preventing victimization, reducing repeat offenses, and preventing juvenile delinquency. The professional workshops organized for staff aim to analyze the processes that lead individuals to become victims or perpetrators of domestic violence from the perspective of support professionals. These workshops help identify risk factors, patterns, and missed intervention opportunities that require greater attention and proactive measures in prevention efforts. The workshops also contribute to uncovering deficiencies in the state's support system—legal, institutional, and policy-related—available to victims of domestic violence. During these sessions, special attention is given to the cyclical nature of violence, particularly how it perpetuates itself within families. This includes recognizing how an abused woman may redirect her accumulated frustration toward her children, continuing the cycle of violence.

The official victim support network and its prevention and crisis intervention activities often do not reach people living in FETE communities or are not easily accessible for those in need. As a result, many cases go undetected, becoming embedded in the local culture. To address victim support needs, a professional is assigned to the affected communities. This specialist works based on reports from local family mentors, social workers, health visitors, and other professionals to provide immediate assistance and crisis intervention. Their role also includes supporting victims' mental well-being and helping them access specialized services. A key target group is women, as domestic crimes – such as physical and sexual violence within the family – most often affect them. Through women's groups – integrated into community development and household management activities – it is possible to identify those at risk and provide targeted assistance.

It is crucial to recognize that experiencing abuse and victimization is inherently traumatic. Addressing trauma and working with those who have lived through it requires a specialized set of tools, which we provide through targeted training. The workshop focuses on crisis situations, their various forms, possible crisis interventions, and the available resources. A dedicated module within the training covers working with trauma survivors, defining the relevant competency boundaries, and clarifying intervention options. Participation in this training is ensured for local support workers and staff members who interact with affected individuals.

Where Do We Stand in Task Completion?

It is crucial to understand the level of impact and to gain some insight into families who are particularly difficult to reach due to addiction – whether through other programs or by ensuring they are at least included in the referral system. As long as children's free play continues to reflect recurring themes of an abusive father hitting the mother and children, or drug use being portrayed as a desirable state, we must persist in organizing prevention programs. We need to demonstrate in tangible ways that there are solutions to these life situations and that these patterns do not have to be passed down through generations. If we succeed in reducing the intensity and prevalence of smoking among expectant mothers and within their surroundings, we will already have significantly improved the prospects of the next generation. These children will be born with far fewer disadvantages right from birth.

Questions For Consideration

- Are there any prevention-related flyers?
- Can we provide information about prevention programs?
- Have we managed to involve partners in prevention activities based on the diagnosis?
- Is there someone on the team with specialized knowledge, experience, or practice in this field who can participate in prevention activities?
- What is needed to involve and retain pregnant women in the program?

Collaborations

Currently, crime and accident prevention, as well as police coordination, are handled nationwide by a single staff member assigned by the National Police Headquarters to the Prime Ministerial Commissioner's Secretariat. In the field of prevention, our most important collaborations are with educational institutions and learning centers (*tanodák*). In the area of treatment and care, we work closely with the National Association of Addiction Consultants (*AKOE*), which provides trained professionals who can be deployed to severely affected settlements. Thematic professional teams and regional coordinators support daily operations.

Scheduling

During the first six months of the program, we deepen the recorded local diagnosis related to substance addiction, crime, and victimization through a secondary diagnosis, which is then translated into an action plan. By the end of the first year, internal training sessions will commence. In the subprogram focused on addiction treatment, the goal is to "speak a common language," ensuring that at least one staff member participates in the "*Basic Concepts of Addiction Studies*" training. Simultaneously, we will launch locally organized programs in collaboration with partner organizations. Drug prevention activities will be institutionalized in schools, aiming to establish a stable and well-functioning prevention package by the end of the second year at both the settlement and target group levels. This will facilitate the initiation of local case management, program inclusion, or, when necessary, referral to care services.

1			
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2	Harm reduction for substance addiction, launching drug prevention activities. Helping pregnant women quit smoking. Establishing contact with the central prevention team. It is recommended to gather and summarize relevant experiences and previous solutions during the first few months.		It is recommended to gather and summarize relevant experiences and previous solutions related to crime prevention and victim assistance during the first few months.
3			
4			
5			
6	Based on the experience of the first six months, identify the problem areas – does any special intervention need to be implemented in addition to the general Presence work?		Based on the experience of the first half-year, identify the problem areas: is any special intervention needed beyond the general Presence work?
7			Based on the settlement diagnosis, contact the Central Prevention Team and develop a local action plan if necessary.
8			
9	Continuation of drug prevention activities.	Supporting pregnant women in quitting smoking continues.	A local prevention plan and institutional prevention are implemented.
10			
11			
12	"Let's speak a common language" At least one staff member participates in the Basic Concepts of Addiction Studies training.	Contact the smoking prevention program and identify local resources.	

19. Table: Scheduling: Crime Prevention and Harm Reduction

IX. HOUSING

Poverty is most tangible in housing conditions. Damp, dilapidated homes, overcrowding, a barren physical environment, and mixed, unhealthy heating methods remain a common sight in rural Roma settlements despite overall improvements. Families in many places work beyond their means to repair, maintain, and tidy their homes and yards inside and out. In many areas, children still cannot be placed on the floor because it's impossible to maintain cleanliness without an indoor water source in the perpetually dusty, muddy environment of these settlements, or because the child could get hurt by the stove that doubles as a heating source. Disconnected utilities and never properly constructed roofs can only be repaired or replaced through financial sacrifices that settlement families can hardly even dream of making. Without healthy and safe housing, there can be no healthy and safe life.

Improving Housing Conditions

Our Approach

In our settlements, overcrowded and comfortless homes, lack of running water and bathrooms, life-threatening and unhealthy houses, and families struggling with utility debts are common. These families cannot improve their housing conditions or prevent further deterioration without external help. There is no escape from dangerous homes – neither within the settlement nor beyond – due to a lack of resources. However, by working together with these families, it becomes possible to ensure the technical safety of their living conditions, thus eliminating immediate dangers. The primary objective is to prevent children born into housing poverty from facing significantly worse health and developmental opportunities compared to their more fortunate peers.

Our Goal

The aim of the housing interventions is to reinforce the condition of properties, making them resilient to subfreezing temperatures during the winter crisis period, and to create living spaces for children that meet the minimal standards of habitability. The approach to housing intervention must always be tailored to the needs and preparedness of each family.

It is also essential to ensure that the local community understands and supports which family receives the intervention, as nearly everyone in these settlements is in need of help. During these interventions, we aim to consider settlement development, the appearance of the locality and streetscape, as well as striving for environmental and social sustainability.

Steps

When the Presence programme's social workers arrive in the settlement, they establish contact with the families and strive to learn as much as possible about their housing conditions and challenges. Beyond simply observing and categorizing the physical condition of the houses and yards, this information is documented as part of the settlement diagnosis and recorded in TENYI for the families included in the programme.

Additional essential data is gathered through housing-related questions on the household data forms, which are completed as part of the diagnostic process. From this comprehensive collection of information, the housing diagnosis and strategy are then developed.

In the context of specific investments, the primary and foremost objective is always to ensure the technical safety of housing conditions, thereby eliminating immediate dangers. Steps must be taken to provide access to utility connections, including electricity and potable water, particularly in preparation for the winter crisis period. The goal is that every home where children live has at least one room that can be safely heated – be it with wood, electricity, gas, renewable energy, or other means.

Another fundamental requirement is to establish a safe energy supply point in every home with children. Where the building's structure permits, preparations should also be made to enable access to water.

In parallel with the interventions, it is necessary to regularize property ownership structures (which may require the tools of on-the-ground social work) and to raise awareness about proper property usage. This includes family counseling that promotes energy consumption awareness. Families that are ready to enter the housing market are supported in accessing home creation subsidies.

We aim to ensure that, with our professional support, these families can also recognize their eligibility for various home creation subsidies (such as CSOK, Rural CSOK, CSOK loans, baby support, home renovation support). The overarching goal of the program is to help eligible families successfully claim these subsidies. In doing so, their housing conditions can be significantly improved.

Housing Diagnosis

The purpose of the housing diagnosis is to plan interventions and prepare for their implementation to improve the viability of a given settlement. During the diagnosis, at a minimum, the condition of properties in segregated areas must be assessed. This helps in planning interventions on private property and preventing urgent life-threatening situations. If there are vacant homes that can be renovated, the priority may be to purchase and refurbish them before considering the construction of new buildings for rental housing. Additionally, the entire settlement must be surveyed to identify economically exploitable properties and to help improve the organization of the settlement center and the entire community. A critical component of the settlement diagnosis is the long-term (five-year) action plan for housing interventions. This plan outlines interventions aimed at improving the viability of the settlement and the living conditions of its residents. Such interventions may include improving housing quality and enhancing the appearance of the settlement. These actions must also be aligned with employment and economic revitalization measures, as well as debt management activities that support the financial stability of residents. The housing intervention diagnosis and its corresponding action plan should be reviewed annually.

Eliminating Immediate Hazards – Roof Taskforce

In many of the residential buildings in the settlements involved, it is necessary to eliminate life-threatening conditions. Common problems include incomplete roof structures, collapsed chimneys, poor structural integrity, missing gutters, damp and cracked adobe walls, damaged or entirely absent foundations, leaky or missing doors and windows, and moldy rooms. Many homes also have open cellars with concrete ceilings and no insulation, resulting in thermal bridges. The goal of the work is to reinforce the stability of these properties, make them resistant to subfreezing temperatures during the winter crisis period, and establish living spaces that meet minimal standards of habitability.

Steps in the administrative process for housing interventions:

1. Submission of a request for property condition assessment
2. Condition assessment, planning of work, and decision-making
3. Execution of the planned work
4. Preparation of a report

Introducing Utilities

Among the utilities, preparing safe electricity access points is the top priority. Establishing safe electricity access typically involves creating a new metering site with a standardized meter box and ensuring compliance with safety regulations. If the building's characteristics allow, water access should also be provided. As with the previous program element, this process requires permits and must follow utility provider regulations. For properties without network water access on the lot, a water well and certified water meter must be installed. During the water meter installation, the pressure pipes must be placed below the frost line, which requires additional expertise to plan and construct. If water can be brought into the homes, the next step is to determine how internal water supply, washing facilities, and a bathroom can be established. For properties where these solutions are not feasible, outdoor latrines must be installed. It's worth highlighting that the installation of the necessary fixtures, sanitary fittings, etc., will be carried out by the local community.

Regularizing Property Ownership

In order to plan realistic housing interventions for families or, if necessary, include them in debt management programs, their housing legal status must be clarified. This issue often arises as the initial step when addressing unpaid utility bills, but it also comes up in connection with the Family Housing Support Scheme (CSOK) and other housing-related subsidies. In many cases, the person residing in the property is not the official owner, or families occupy homes based on verbal agreements or informal "handwritten" contracts. The underlying reason for these unresolved issues is that property transfer agreements have not been recorded in the land registry, or the terms of an inheritance decree are interpreted differently by the heirs. In such cases, legal assistance is sought.

CSOK – Support in Accessing Housing Subsidies

The Presence programme staff identify and select families with children who can use housing subsidies to move or renovate their homes. The regional coordinator, based on a personal interview with the selected family, verifies eligibility and then independently guides the family through the entire process of obtaining the housing subsidy, involving Presence Point colleagues as necessary. For the families we prepare for CSOK application, professional bank advisors handle the final banking procedures. However, the support process must not stop at this stage, as post-financed programmes carry a high risk of failure.

Social workers continuously document activities in TENYI, allowing them to track the services provided to the families and determine whether these effectively address their housing challenges.

Where Do We Stand In Task Completion?

In settlements, children often grow up in dire housing conditions that families, despite their best efforts, cannot change on their own. Creating healthy and safe living conditions for children's development is a cornerstone of the Presence programme.

In these cases, the programme's resources must be targeted to meet families' needs and align with community resources to improve their situations. No family should face the winter without a heated room, and life-threatening conditions must be systematically eliminated. This process involves engaging the families themselves, drawing on their knowledge and labor. The legal status of their housing must also be clarified as soon as possible for the families' benefit.

Questions For Consideration

- Has the survey of residential properties been completed, and has the timeline and method for interventions and renovations been planned?
- Are there local individuals who could be involved in the renovation work?
- If such individuals are available, is there a need for training or tools?
- What deficiencies exist in the utility infrastructure of the residential properties?
- What are the priorities for utility improvements?
- Is electricity theft occurring? Is intervention necessary to eliminate life-threatening conditions in this regard?
- Is it necessary to establish social rental housing?
- What procedure determines who moves into social rental housing? Under what conditions does the relocation take place?
- Do staff members have the appropriate expertise to support resolving property ownership issues?
- If not, is a qualified professional available?

Collaborations

The role of the project leader for the life and housing improvement program element is to provide professional supervision during implementation, coordinate workflows, and compile and evaluate reports. They regularly hold discussions, have reporting obligations to the professional manager, and are responsible for scheduling activities, ensuring quality implementation, and adjusting activities as necessary to adhere to the schedule. They also monitor local implementation, ensuring its effectiveness and quality. The project leader's work is supported by construction professionals in the four regional groups. These professionals are equipped with a basic set of tools and vehicles, including trailers, for transporting construction materials and equipment.

Regional coordinators assist and support family mentors, and a separate alert system is in place within TENYI to handle crisis situations.

Scheduling

Upon arrival in the Presence programme settlements, the assessment of residential property conditions must begin immediately and be completed by the fourth month. This allows for urgent safety measures to start where necessary, as well as the summarization and creation of the housing diagnosis. By the end of the first half-year, the detailed documentation must be finished, and the groundwork for legal processes and debt management must commence. Following the eighth month of the first year, the strategy (including the action plan) will provide the framework for tracking interventions in residential properties and programmes to maintain houses at risk of becoming unsafe. Internal evaluations of these elements should be conducted at the twelfth month, and again at the mid-point and end of the second year. Progress in preparing for and implementing utility connections will be reviewed at the end of the second year. The ongoing legal efforts (such as supporting property ownership regularization and plot adjustments) will be assessed in the ninth month of the second year.

1	1. Assessment of residential property conditions begins.			
2				
3				
4	1. Assessment of the residential properties in the settlement is completed.			
5	2. Preparation of the housing diagnosis.			
6	2. Housing diagnosis is completed.			
7	3. Preparation of the housing strategy.			
8	3. Housing strategy is completed.			
9				
10				
11				

Interventions on residential properties and the maintenance programme for life-threatening houses begin.

Utility connections begin.
The establishment of a rental housing system begins.

Support for regularizing property ownership and land adjustment begins.

12		Interventions on residential properties and the maintenance programme for life-threatening houses are completed.		
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20. Table: Scheduling: Improving Housing Condition

Safe Living Environment

Our Approach

Stray dogs make these settlements dangerous and, in a sense, uninhabitable. Children cannot play safely in the yard or street, and even attending school is unsafe. Dogs spread the already hard-to-manage garbage, invade yards through broken fences, and discourage visitors such as health visitors and mail carriers from approaching the homes. Until responsible dog ownership is established, the problem will continue to grow.

Rodent and pest control measures must be organized to match the extent of infestations. As long as residents remain vulnerable to public health hazards, the programme must continue – no child should sleep in a bed infested with bedbugs, and no house should have to deal with rat bites in the morning.

Our Goal

In the settlements involved in the Presence programme, stray dogs often pose a threat to the physical safety of both children and professionals. Public health risks are also caused by poor sanitary conditions and the presence of rodents and pests that thrive in accumulated waste. Beyond improving the physical aspects of housing, it is also necessary to address the quality issues of the living environment. Interventions related to the residential environment aim to improve the living conditions of the entire local community.

Steps

When developing the settlement's housing diagnosis and strategy, it is also necessary to identify community-wide residential environment problems and plan specific actions to address them, assigning the necessary resources. We support the creation of a safe living environment through two distinct activities: a responsible pet ownership programme and a rodent and pest control package.

Responsible Pet Ownership

Stray dogs are a significant challenge in many settlements. In some places, they number in the hundreds; in better cases, they roam by the dozens, posing both public safety and health risks. These dogs are unspayed, unvaccinated against rabies and infectious diseases, carry external and internal parasites, and reproduce at least twice a year, multiplying the existing population many times over.

The Responsible Pet Ownership Programme's staff assist with identifying the dogs and educating owners on proper pet care. If no one claims ownership of an animal, the processes required for adoption begin. The first step involves placing the animal in quarantine for three full weeks. During this time, the dogs are vaccinated, dewormed, microchipped, and spayed or neutered.

The Tiszabő temporary shelter provides comprehensive care for the dogs, feeding and watering them twice daily. Kennels are cleaned daily, flea and worm control is continuous, and bedding is carefully maintained. In winter, extra straw is added alongside wood shavings. Dangerous rescued animals are always housed separately for their safety and that of others.

Rodent and Pest Control Package

In many of the households and settlements involved in the programme, rodents – primarily rats – are a serious issue. These rodents often live in colonies in garbage-filled areas and piles of waste but frequently enter homes, causing damage, biting residents, and spreading infections and diseases that can harm both humans and domestic animals. Since the problem is usually due to the overpopulation and spread of rats, the primary goal is to reduce their numbers. Rodents' extensive underground pathways allow them to move easily and discreetly between properties, creating a network that links the structures together. For this reason, rodent control is most effective when conducted simultaneously across multiple properties – rather than in public spaces – within affected areas of the settlement.

Depending on the size of the property and the level of infestation, 2 to 6 rodent control boxes (an average of 4 per property) should be placed along the animals' travel and feeding paths. These boxes should be refilled every four weeks and replaced as needed. In addition to rodents, households often face infestations of cockroaches and bedbugs, which significantly disrupt the daily lives of residents. Eliminating these pests is essential not only for improving living conditions but also for preserving the usability of new or donated furniture and textiles, which can quickly become infested and rendered unusable.

Where Do We Stand In Task Completion?

Improving the living environment is a meticulous task that requires collective effort to achieve real change. Our work involves not just organizing pest control and responsible pet ownership, but also ensuring that families are genuinely committed and willing partners in the process.

Questions For Consideration

- Have we established contact with the families? Do we know who is responsible for each dog?
- Are there individuals in the community who can set a good example of responsible pet ownership for others?
- Do we know which local partners or influential families we can rely on to help implement and coordinate the rodent and pest control programmes?

Collaborations

The coordinators of the Responsible Pet Ownership Programme are responsible for maintaining regular communication with local programme leaders and municipalities, as well as providing updates to the leaders and staff of the Presence Points. They initiate personal discussions with residents and establish contact with animal shelters and animal protection organizations.

Their duties include reaching out to veterinarians and preparing contracts if agreements are reached. Rodent control is organized by the central coordination team.

Scheduling

Mitigation of the environmental hazards surrounding residential properties in the Presence programme's settlements should begin during the development of the settlement's housing diagnosis. The management of risks posed by stray dogs and the deepening of cooperation with residents and partner organizations should be planned no later than the ninth month of the first year. After another nine months (potentially as part of a larger campaign), the second phase of this effort should be completed. Rodent and pest control activities must be coordinated with pest reproductive cycles, carried out regularly to ensure their effectiveness. During the second year, it is feasible to involve all families within the settlement or within a larger settlement area in a coordinated control effort to achieve the best possible outcomes.

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6		Improving public safety begins.
7	Responsible pet ownership begins	
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9	Responsible pet ownership	
10	Responsible pet ownership continues	
11		
12		Improving public safety

21. Table: Scheduling: Safe Living Environment

Rental Housing System

Our Approach

Decades of lagging behind in housing quality cannot always be addressed simply by supporting families in renovating their homes. Vacant properties that can still be economically refurbished may be utilized as social rental housing – provided they genuinely help in promoting inclusion and integration. We need to identify these opportunities and understand which families, given their current life circumstances, might benefit from them, either temporarily or permanently. Sometimes, enabling a family to relocate to a more distant settlement may offer a better solution, as it could provide easier employment opportunities, better schools, and more prospects for the future. Along with taking the initial steps, we must also ensure that our solutions remain sustainable – not just for the families, but also for the municipality or the organization operating the Presence programme.

Our Goal

For resource-strapped small municipalities, providing affordable and safe housing options is virtually impossible. The programme's goal is to establish a supply of socially rented housing that is predictable, affordable, and sustainable over the long term.

Steps

The implementing organizations of the Presence programme can create a stock of social rental housing in emerging settlements by building new properties or purchasing and renovating existing ones. The properties, once under the ownership of the implementing organizations, will be managed within a housing agency framework. This agency will allocate the housing to those in need through a transparent application process. The rental arrangements may include conditions and opportunities for property maintenance, responsible use, and even gardening.

Establishing a Social Rental Housing Stock

Our housing measures primarily focus on utilizing the existing, affordable, and good-quality housing stock – mainly by purchasing and making used properties habitable. In settlements where such properties are unavailable, the stock may be expanded through construction. However, no social housing is to be established in isolated or outlying segregated areas. During the implementation of this program element, we define the system for selecting families or individuals, as well as the detailed regulations for locally operated rental housing (including contract terms, house rules, and cooperation agreements). Families and individuals are prepared for moving into rental housing through personalized and community-based social work, along with basic household management training. It is equally important to prepare not only the newcomers but also the community into which they are moving for these changes. Families will continue to receive follow-up support and mentoring based on a family mentoring plan developed jointly by the designated social worker and the family.

The Housing Agency

To alleviate the burden on resource-strapped municipalities, which are likely to opt for privatization as soon as possible, housing units owned by organizations (or even the municipalities themselves) are managed by a housing agency. In addition to its own stock, the agency provides housing through properties owned by local implementing organizations for families who cannot afford to rent or buy on the private market. A well-established model of the housing agency ensures efficient management by arranging intensive social work for those in need and operating (or collaborating with) an alert system to prevent debt accumulation. If necessary, it organizes debt settlement services. Another key role of the agency is facilitating housing swaps that align with the residents' life situations, serving as a primary channel for housing mobility. The experiences gained from operating this social housing agency model in disadvantaged rural settings will be transformed into policy recommendations. This ensures both the sustainability of the model and the possibility of expanding its implementation.

Scheduling

When addressing the housing issues identified in the housing diagnosis created upon the arrival of the Presence programme – particularly the lack of affordable and predictable housing options – social rental housing is needed. The availability of suitable local housing and the rental opportunities facilitated through the housing agency should be assessed by the ninth month of the first year. If necessary, renovations and modifications must be completed so that, after

properly preparing both the tenants and the receiving environment, families can move into homes under either of the two frameworks by the 21st month.

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9	The establishment of the rental housing system begins.
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22. Table: Scheduling: Rental Housing System

Where Do We Stand In Task Completion?

For families whose homes cannot be economically renovated, even with program support, alternative solutions must be found. We know we are doing our job well if we can identify which families in our settlement can manage their situation on their own and which cannot. For the latter, we must consider their long-term prospects and carefully evaluate the best solution, whether it's renting or relocating within or outside the settlement.

The task is done well when realistic plans are developed together with the families, and when both the relocating families and the receiving community are prepared for the new circumstances. Furthermore, we provide ongoing guidance and support if the families require it.

Questions for Consideration

- What is the mayor's/municipality's and the community's attitude toward the rental housing system?
- Is it necessary to establish social rental housing?
- What process determines who moves into social rental housing?
- Under what conditions does relocation take place?
- Have we identified who needs to be mobilized – possibly beyond the settlement boundaries – under a housing agency relocation scheme?

Collaborations

The central coordination and the housing sectoral team oversee the purchase and renovation of rental housing, as well as the development of the housing agency organizational model.

Improving the Settlement Image

Our Approach

In the Presence programme's settlements, the boarded-up former public institutions, neglected yards, and shacks that appear vacant but often house multiple families reflect both the fate of those excluded from developmental processes and the failure of abandoned communities. These settlements' recurring waste problems are a visible stain, but when streets, yards, and front gardens become orderly, communities gain a tangible sense of their own value-creating potential. Our role is to inspire these communities.

Our Goal

The interventions aimed at improving the settlement's appearance are designed to demonstrate to the community that their living environment can become healthier, more attractive, and more organized through their own efforts and the strength of the community. Economic-use properties also play a significant role in enhancing the settlement's appearance.

Steps

Efforts to improve the settlement's appearance focus on addressing accumulated and recurring waste through systematic collection and disposal of household junk and garbage. Additionally, they encourage and support small-scale community-led beautification projects, promoting environmental renewal, tidiness, and community building.

Systematic Waste Collection and Removal

The large volumes of waste accumulating in settlements not only detract from the visual environment but also pose an increasing public health risk. Piled-up trash makes it difficult to eradicate rats and other rodents. In settlements most affected by illegal dumping, it is especially important to clean up the surroundings, removing garbage that has gathered around residential buildings. To reduce environmental hazards and restore the appearance of the settlement, we facilitate waste collection using containers and organize its removal, all with the involvement of the local population. This process also helps mitigate public health risks.

Small-Scale Community Beautification Projects

As part of the action plan outlined in the housing diagnosis, communities collaboratively design and implement small interventions through low-cost, quick-impact motivational grants and campaigns. These projects are focused on improving the condition of properties and enhancing the appearance of the settlement. By leveraging the power of collective effort, these initiatives also strengthen local social cohesion.

Proposed Interventions:

- Fencing the properties.
- Collective cultivation of privately owned, uncultivated gardens.
- Utilizing vacant plots and properties within the settlement for housing or economic purposes.
- Creating and refurbishing community and recreational spaces.

Scheduling

The intervention system aimed at improving the appearance of the settlement is also linked to addressing public health risks. Therefore, these efforts should be coordinated and the accumulated waste in the settlement should be addressed by the 11th month of the first year, following deeper collaboration with residents and partner organizations. To maintain cleanliness and order, reinforcement actions should be organized every four months.

Where Do We Stand In Task Completion?

The task is considered successful when the community increasingly refuses to tolerate littering, families pay attention to the condition and appearance of their surroundings, and the jointly achieved results are maintained and protected.

Questions for Consideration

- Once the waste is removed, how can cleanliness be maintained?
- Is it necessary to install cameras at the sites previously used as illegal dumping grounds?
- Is there a shared space within the community that holds enough symbolic significance that its cleanup and preservation could gain widespread consensus? Who could be partnered with to clean up this space?

Collaborations

The central coordination team and the housing sectoral group oversee the container-based waste management tasks. The housing sectoral group and social workers coordinate local action plan projects. The economic development sector's strategic planning also places significant emphasis on improving the settlement's appearance.

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8	The reduction of illegal dumping sites and the establishment of continuous household waste removal begins.	
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10		
11	Reduction of illegal dumping sites and establishment of continuous household waste removal.	

23. Table: Collaborations: Improving the Settlement Image

Debt Management and Financial Awareness

Our Approach

In addition to bank debts, people in disadvantaged settlements often accumulate various other liabilities. Easy access to new products and services – especially in the highly competitive market of communication services – traps many families in debt for years. Cheap and seemingly affordable mobile phone and internet services, along with store credit purchases, are common contributors to this cycle. Prepaid utility systems, such as electricity and gas, are generally limited and typically only offered after households have accrued significant arrears. Families in these settlements often rely on local support networks, informal economies, or a mix of strategies to avoid enforcement actions and wage garnishments. However, building trust is challenging. Many residents are reluctant to discuss their financial situation and tend to expect a different kind of assistance.

For the most marginalized families, it is critical to provide targeted help that integrates institutional and civil support, market-based solutions, and the families' own resources. This approach should lead to sustainable solutions for housing and debt issues. Beyond simply managing debts, services must emphasize sustainability, fostering informed consumer habits, building trust in formal systems, and encouraging shifts from informal economic activities to stable, formal employment relationships.

Our Goal

Experience from recent civil programs shows that it is possible to establish a specialized service that effectively helps families escape the debt trap. The key to the success of such a financial advisory service is focusing on the debtor rather than the debt, building on their resources and cooperation to implement a debt settlement program. Throughout this process, the family is continuously guided and mentored. Our goal is to provide this type of mentorship.

Steps

In addition to debt settlement, special attention must be given to broader financial integration. Not all families are in debt, and not all families are without income. However, it is true that the number of locally available financial service providers is declining, and financial literacy and consumer practices remain limited. Some loan and subsidy brokers take advantage of information gaps or inexperience in handling official matters, such as when applying for CSOK or repurchasing NET properties. It is crucial that families understand both the pitfalls and benefits of using bank accounts and payment cards.

The foundation of debt settlement is mediation – whether between debtors and creditors, service providers, or even within families. A successful action plan or solution critically depends on all parties agreeing to its implementation. Achieving this agreement is often most challenging within the family itself, especially in cases of dissolved family structures. Mediation between debtors and creditors is particularly important. Communication in this relationship is inherently asymmetric: the debtor is seen as the “guilty party” who has breached the contract and often has little or no financial means to negotiate a favorable settlement. Unlike creditors, debtors do not have access to a team of financial experts within their family or social network. Families typically

have limited resources (often lacking funds even for phone calls or travel) and are unfamiliar with formal written or phone communication. Additionally, they may not have the vocabulary needed to engage effectively in negotiations. This lack of knowledge further discourages debtors from seeking resolution. A debt settlement mentor, along with other supporting professionals involved in the process, can help bridge this asymmetry by guiding debtors through negotiations or directly intervening on their behalf with their authorization.

In many cases, for those affected to better understand their own situation and available options, the legal relationships related to the specific issue must be clarified. It often turns out that the person living in a property is not its official owner, and resolving the legal status of their housing requires extensive legal work. In such situations, the debt settlement mentor typically seeks assistance from a legal expert.

Scheduling

For debt settlement to begin, a deep, mutual trust must be established, and families must commit to a long and often challenging process that may involve setbacks and conflicts. While the Presence programme continuously prepares the framework for debt resolution from the moment it arrives in the settlement as part of the housing diagnosis, the actual involvement of families is expected to take approximately the first nine months. From that point, cases should ideally be resolved within a year, but ongoing communication and support must be maintained. In cases requiring longer-term agreements, families should be referred to family support colleagues for further monitoring and follow-up.

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7	Launching household financial counseling and legal aid services with the involvement of the regional debt management team.
8	
9	Launching household financial counseling and legal aid services.
10	Launching household financial counseling and legal aid services with the involvement of the regional debt management team.
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24. Table: Scheduling: Debt Management and Financial Awareness

Where Do We Stand In Task Completion?

Debt management and related counseling typically uncover highly complex and intricate financial situations. Even reaching the point where families begin to reflect on their household financial decisions – considering which choices to avoid or prioritize – marks the first step toward change. The task is considered complete when income garnishments, active enforcement procedures, and foreclosures among families in the settlement are reduced to a negligible level. However, in cases of severe indebtedness, this process can take many years. In such situations, the realistic goal is to ensure that the existing debt burden does not continue to grow.

Questions for Consideration

- Is there a clear understanding of the different types of debt present in the community?
- Is there sufficient data available to initiate a comprehensive debt settlement plan for each family, and is this information accessible to the professional team?
- Has the necessary level of trust been established where clients feel comfortable sharing their financial difficulties and seeking help from a mentor?

Collaborations

The regional coordination team and the debt management sectoral group oversee activities related to debt management, including counseling, mentoring, and maintaining communication with service providers.

X. ECONOMIC DEVELOPMENT

The majority of residents in our settlements have low levels of education, placing them at an initial disadvantage in the labor market. This is further exacerbated by discrimination, the lack of childcare options for women seeking work, and the ineffectiveness of primary labor market tools in regions with no market employers. There is a lack of employment role models, and multiple generations now face not only the challenge of entering the workforce but also the difficulty of sustaining employment. While some companies, in response to labor shortages, have resumed transporting entire villages by minibus – sometimes even across county borders – many residents of our villages remain excluded from these opportunities.

We recognize that social support is a prerequisite for ensuring that residents of our villages have access to basic and quality welfare services. However, social assistance alone is not enough to provide real prospects for families. For that, the local and regional economy must be strengthened, and families must be reintegrated into it.

Cultivating Gardens and Supporting Small-Scale Animal Husbandry

Our Approach

In many villages, the knowledge and willingness to engage in household farming have faded over the past decades. The neglect, disorder, and abandoned properties create a demoralizing environment that negatively affects families' well-being. We believe this knowledge can be revived, and that achieving success in growing their own crops will restore families' pride and belief in their ability to shape their environment, take control of their lives creatively, and ultimately live healthier and more economically by putting homegrown fruits and vegetables on their tables.

Our Goal

The Small Garden Programme aims to promote self-sufficiency and strengthen the ability to engage in independent, regular, and planned work. At the same time, the beautification and care of gardens contribute to improving the overall appearance of the settlement. Alongside the cultivation of small home gardens, demonstration gardens and production gardens are also being established in the settlements. These serve as tools for shaping perspectives and passing on knowledge, offering practical opportunities to acquire essential skills. In these community-managed gardens, in addition to traditional vegetables and fruits, villagers will also become familiar with various medicinal and culinary herbs as well as lesser-known berry crops.

Steps

The gardening programme consists of two parts: the household gardening programme for residents and the establishment of demonstration gardens and production gardens in the yards of Presence Houses and on vacant plots within the settlements.

Household Gardening Programme

This programme involves cultivating the gardens adjacent to homes for families who voluntarily commit to participating. In March, social workers and economic development coordinators working in the settlements distribute seed packages containing various vegetable varieties. In April, additional crops such as onion sets and seed potatoes can be planted, while in May, families receive pre-grown seedlings. Beyond encouraging families to grow vegetables for their

own use, the programme also contributes to improving the appearance of homesteads and villages. In addition to vegetable seeds and seedlings, families can also receive flower seeds, making their surroundings more vibrant and aesthetically pleasing. The Small Garden Programme participants are supported by Presence Programme staff, who not only assess needs and distribute seeds and plants but also provide advice and mentoring whenever possible.

Demonstration Gardens and Production Gardens

Demonstration and production gardens can be established in the yards of *Presence Houses*, on vacant plots within the settlement, and by utilizing abandoned lands. The programme provides professional advisory support for farming activities on these plots. In the coming years, plans include organizing farmer workshops, events, and study trips to facilitate knowledge transfer and practical learning.

Where Do We Stand In Task Completion?

The primary goal of the programme is to initiate regular work, enhance the environment, facilitate knowledge transfer, and bring families the joy of growing their own vegetables and flowers. At this stage, income generation is not the objective, as the gardening programme is being launched in communities where household farming and self-sufficient vegetable and fruit cultivation were once common but have disappeared over the past decades. This lost knowledge and lack of routine cannot be restored overnight. Success in the programme is already evident when participants develop better work socialization skills and acquire previously unfamiliar work competencies. Our work is effective when participants recognize the resources available in their environment – such as unused, neglected plots, abandoned farm buildings, their own capabilities, and the power of collective effort – and learn techniques to reclaim and use them. It is essential to stand alongside families with expertise and guidance, to anticipate potential damages and weather-related risks, and to help them gain as much experience as possible in each planting and harvesting cycle. The true measure of success will be when families can maintain their gardens independently. A warning sign would be if gardens cultivated last year remain uncultivated this year.

Questions for Consideration

- Have we identified the available and suitable land for gardening within the settlement, along with the relevant property ownership structures?
- Do we understand the traditional small-scale farming methods used locally, and is it worthwhile to revive these practices?
- Have we successfully engaged families in the *Small Garden Programme*?
- Do we have sufficient expertise? Can we rely on the team to acquire and pass on the necessary knowledge?

Collaborations

With the assistance of regional and sectoral coordination, suitable land for cultivation can be identified, leased, or purchased. The economic development working group coordinates the resources and seeds necessary for farming.

Scheduling

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8	Launching the household gardening programme.	Establishment of a demonstration and production garden: property acquisition.	Development of household livestock farming (based on diagnosis): assessment, consultation, individual farming plans, training sessions.
9	Household gardening programme.		
10			
11		Demonstration and production garden.	Development of household livestock farming is completed.
12			

25. Table: Scheduling: Cultivating Gardens and Supporting Small-Scale Animal Husbandry

Public Employment Programme

Our Approach

In the settlements, low levels of employability skills and weak work socialization are common. Most of these communities are located on the periphery, making access to nearby medium and large employers difficult. The challenges of commuting further increase residents' vulnerability. Without locally available employment opportunities that provide income, work experience, and skill development in a protected environment, increasing participation in the primary labor market and obtaining marketable qualifications or vocational training remain distant goals. For many residents, public employment is often the only local job opportunity. Since some municipalities limit public employment to basic settlement maintenance tasks, we aim to extend and transform local public employment programs beyond these low-value activities. Our goal is to ensure that public work is also linked to visible, meaningful tasks within the community. The expanded and restructured program adds value by fostering capability development and addressing gaps in work socialization. However, this transformation is only possible if the municipality is willing to collaborate.

Our Goal

Public employment, as a form of protected employment, primarily supports individuals who are not yet prepared for open labor market participation or whose circumstances only allow for local employment – yet in these areas, employers are scarce or nonexistent, making public

employment the only option. However, the gap between traditional public employment tasks and the formal or informal primary labor market remains nearly impossible to bridge unless public employment is structured around meaningful, relevant activities that workers can view as a profession. For this reason, the Presence programme ensures that its key services and institutions actively collaborate with the local public employment program. Beyond this, we aim to establish long-term employment opportunities for public workers by integrating social work, labor market services, and economic development initiatives into a comprehensive system.

Steps

Collaboration with the Local Public Employment Programme

The services connected to the Presence programme can also integrate local public workers, enabling the employment of a broader group of individuals. Through the programme, public workers can be involved in maintaining and operating the Presence Point, as well as contributing to developments related to demonstration gardens.

Long-Term Employment for Public Workers

The Presence programme is committed to ensuring that everyone has an opportunity for employment. For adults who can only work locally, value-creating public employment offers a viable option. If a local workshop or demonstration garden is successfully launched and can sustain production or cultivation within a well-defined market segment over the long term, the Presence programme can support local employment in a stable and predictable manner, potentially for years, while approaching market-based operations. At the same time, activities must be tailored to the specific conditions of each settlement and the available workforce. This could include, for example, supplying local (public) institutions or nearby markets.

Scheduling

The group of individuals employed or employable within the local public employment program must be aligned with the ongoing and planned programs in the settlement. Contact and consultations should ideally take place within the first six months to ensure integration with long-term programs and local development goals.

When launching a long-term program, the workforce requirements specific to the planned local activities must be determined and submitted to central coordination, including clearly defined job roles.

By the start of the second half of the program, the necessary property should be secured to serve as the base for the public employment activities.

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5	Consultations, outreach, and collaboration with the local public employment program begin.	
6		Long-term employment of public workers begins as needed.
7		Long-term employment of public workers as needed. A property is available to serve as a base for public employment.
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26. Table: Scheduling: Public Employment Programme

Where Do We Stand In Task Completion?

For those who can more easily transition into the labor market, a small amount of assistance may be enough. However, for those who can realistically only access employment in a protected, local environment, we must offer activities that go beyond public employment – providing purpose and self-esteem. We know we are doing our job well when people are not simply going to "public work" but to *actual work*, and their children see their parents engaged in a craft or skill, providing them with a positive role model for their own future.

Questions for Consideration

- Who can be included in employment opportunities, with support and mentorship if needed?
- Can we secure the most suitable property to serve as a production or employment site?
- Can we organize the public employment program in synergy with other local employment initiatives?
- Can we integrate the settlement into broader economic and employment networks in a way that ensures the sustainability of production activities with the support of the Presence Programme?

Every organization should consider exploring the possibilities of participating in the public employment program:

- Can the organization itself become a public employer?
- Does it have a partner that operates public employment programs?
- How can it collaborate with the local municipality to achieve shared goals while avoiding competition?

Collaborations

With the assistance of central coordination, suitable land and sites for cultivation or employment activities can be identified, leased, or purchased. The economic development working group is responsible for coordinating the necessary resources for production and employment-related initiatives.

Labour Market Services

Our Approach

In our settlements, children and adults are exposed to very few influences that provide real labor market opportunities or meaningful choices, such as selecting a profession. Instead, labor market vulnerability is often inherited across generations, with very few pathways for breaking this cycle. However, we must also recognize that even in the poorest settlements, unfilled job opportunities exist within reach. This naturally defines one of our key tasks: helping potential workers connect with these available jobs. In most areas, seasonal work and long-distance commuting are the dominant forms of employment. Year-round jobs are usually limited to public institutions, small retail businesses, and public employment programs. Our role is to broaden the horizon beyond this limited job market. Through individual and group support, job mediation, building relationships with employers, and strengthening workplace integration and acceptance, we aim to enable more people to find and sustain valuable employment according to their best abilities. In some communities, entire generations have missed out on work experience, while in others, the challenges are less severe. Regardless of the starting point, our goal remains the same: to open doors to new labor market opportunities.

Our Goal

Beyond promoting local employment, our primary objective is to support the working-age population in securing and maintaining jobs in the open labor market. This includes preparing support professionals to assist in this process effectively.

Steps

This programme element is built on interventions designed to reduce the labor market vulnerability of settlement residents, increase their integration into the primary labor market, and, in line with the economic development strategy, strengthen the presence of formal employment opportunities within these communities. To achieve this, the programme combines all relevant individual and group labor market services that are most effective in a given situation. Additionally, intensive and comprehensive mentoring is provided, ensuring that those in need not only enter employment but are also supported in maintaining their jobs.

Labor Market Services

Encouraging employment mobility within the community requires structured professional support packages, supplemented by detailed, patient, and supportive work. These interventions equip individuals with little or no work experience with the necessary skills for job searching, workplace integration, and, if needed, transitioning to new employment opportunities. One component of this package involves integrating individuals into the employment services of government offices or bringing these services directly to the local community. This includes information sessions, recruitment efforts, supportive discussions, and the systematic reinforcement of fundamental job-search skills. Another key aspect is ongoing, relationship-based support, which, in practice, functions as a community development tool for long-term unemployed individuals or those who have never engaged in legal employment. This approach provides positive reinforcement throughout the job search process and assists individuals in retaining their employment over time.

Supporting Employment Placement for Those in Need

The cycle of job searching, securing employment for a few months, and then quickly resigning highlights not only individual setbacks but also the significant gap between employer expectations and employee skills. Many newly employed individuals tend to leave their jobs at the first sign of difficulty or conflict.

To address this, support is essential in helping employees integrate into the workplace, build relationships, and develop problem-solving and conflict-resolution skills. Maintaining communication with employers and mediating between both parties are also key strategies that can effectively contribute to long-term job retention.

Scheduling

By the end of the first six months, we should be able to report on community events and local support training sessions that systematically aim to make entry into the primary labor market more tangible and accessible. Based on the understanding of the local labor supply and leveraging the trained support personnel, a tailored and sustainable service model should begin to take shape by the end of the first year. This model will assist individuals in securing employment and retaining their jobs.

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6	Launching labor market services and promoting employment mobility within the community: targeted professional training begins, and the first community events on the topic are organized.	
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10	At least one local support staff member.	
11		

12		Supporting the employment placement of those in need.
13		Continuation of the development of the service model.
14		
15		
16		The service package has been established and is operational.

27. Table: Scheduling: Labour Market Services

Where Do We Stand In Task Completion?

We know we are doing our job well when we have a clear understanding of what type of work each individual can take on and under what conditions, and we actively support them in securing and maintaining employment. It is essential to be present in situations where an individual (or even their employer) needs assistance in resolving seemingly minor issues that, if left unaddressed, could lead to the loss of a hard-earned job. Ongoing awareness of job and training opportunities is crucial, as is establishing a partnership with the government offices to facilitate local recruitment efforts and make informed mentoring decisions.

Questions for Consideration

- Have we identified individuals who can be included in employment, with support and mentoring if needed?
- Do we maintain a close relationship with the government employment services? Do they consider us a partner in helping clients access their available programs?
- Have we reached out to employers where families could find suitable jobs? Do we understand their needs?

Collaborations

The economic development working group facilitates connections with the government offices and other organizations that provide valuable labor market skills services. Additionally, it coordinates the training and knowledge development of local support personnel.

Economic Programme

Our Approach

The Presence programme should not be seen merely as a complex and long-term commitment focused on social assistance. Social mobility is unimaginable without increasing families' income-generating capacity and enabling them to take control of their own economic future.

Addressing the employment shortages in the most disadvantaged settlements requires not only local economic development interventions but also direct support for labor market entry and job retention. It is our responsibility to put these settlements back on the labor market map, making them visible and relevant to both employers and workers. Achieving this requires systematic efforts in collaboration with local economic actors, labor market service providers, and government agencies. At the same time, we must leverage the work of social support

professionals to ensure that families can fully integrate into the world of work and reach their potential.

Our Goal

Our goal is to use the available tools to support the overall economic development of our settlements and to promote solutions and initiatives that generate lasting economic impact in our villages. We strive to build an economic culture in villages where, over the past decades, nearly all forms of economic activity have disappeared.

The economic programme aims to systematically explore and utilize available resources, outlining a structured development trajectory. This includes identifying key milestones that increase economic activity, employment, and the presence of economic actors within the settlement, while also establishing the necessary institutional frameworks for implementing the plan.

Steps

Based on the physical, natural, and human resources identified in the settlement diagnosis, the first *economic development strategy* must be formulated. This strategy should set clear goals and outline steps that can be realistically achieved within a defined timeframe.

The strategy must explicitly establish not only the reliance on public funding but also the service package necessary to open up opportunities for engagement with market actors. Additionally, it should determine which local job-creating interventions – such as training workshops – should be launched.

The First Economic Development Strategy

This short document should record what aspects of the settlement's former economic character can be restored, what needs to be rethought, and how the large-scale agriculture operating on the surrounding (outer) areas – as the practically sole potent player – can be incentivized to sustain and strengthen the local economic culture. If this path is not feasible, then a new profile, production opportunities, and a viable market segment must be designated for the settlement, and the task becomes local job creation (including reliance on public employment) and labor force mobilization.

Creating A Service Package

As our tasks now include assisting local governments and external entrepreneurs, as well as establishing intensive relationships with them, their success also enhances the value of our programme. It cannot be expected that the economic growth of the most disadvantaged settlements will be driven solely by new social enterprises or by a large number of already existing social enterprises (e.g., social cooperatives) that have been supported. To develop the local economy, it is necessary to support the establishment, operation, and strengthening of community economic initiatives that, in addition to providing social benefits, also possess market rationality. This should be achieved through the creation of a unified identity, a common product development base, and integrated logistics and sales solutions. Furthermore, the programme devotes significant energy to fostering the creation of jobs in settlements where this is feasible, through building relationships with market-oriented companies. One of the most important objectives is to enable the organisations implementing the programme to demonstrate to capital-holding investor circles that certain parts of these settlements are indeed suitable for

hosting rational business activities, whether in production or other market operations. The *Presence programme* itself can serve as the network that reduces business investment risks from a social perspective. The service package to be created will therefore include elements tailored to local specificities for both new and existing social enterprises, as well as for market players (for instance, as sites for ongoing economic development programmes, where applicable).

Job-Creating Interventions, Employment Workshops:

Tailored to the available local physical infrastructure and human resources, the programme package includes expert consultancy, farmer evenings for knowledge transfer, events, and study visits. This scope of activities also includes the launch of employment workshops, which serve as spaces where participants can learn small-scale industrial work, processes, and machine usage. Additionally, these workshops can serve as venues for adult education programmes. Some of these employment workshops (similar to production gardens) can be maintained as training bases in the medium term. With the presence of vocational instructors, workshop schools can be established, and as part of this initiative, product manufacturing can also begin – although not necessarily for sales purposes, but primarily for learning. At the same time, the programme aims for some of the established workshops to initiate actual market-oriented production and processing – most likely within the framework of a social enterprise.

Where Do We Stand In Task Completion?

For the communities strengthened through support work in the settlements, employment provides perspective. Therefore, we must do everything possible to reorganize local conditions and create real employment opportunities locally. We are fulfilling our task effectively if we find the key to attracting entrepreneurs to these locations. To achieve this, we organize services that ensure local residents become the best possible employees. For groups that can be employed and trained in more protected forms, we need to identify a type of work or product that can be elevated to a high-prestige status. This must be feasible under local infrastructural conditions while also utilizing the results of other activities within the economic development programme.

Questions For Consideration

- What realistic local development goals can the settlement commit to? What resources are available locally, and what needs to be brought in from outside?
- Are we in close cooperation with the government office's employment service, and do they facilitate access to regional stakeholders for us?
- Do we have an active relationship with employers where our families could find or have already found good job opportunities? Do we understand their needs? Are these services accessible?

Collaborations

The economic development sector facilitates relationship-building with key actors in the economic life of the settlement, the government office, and other organizations. It coordinates the resources and knowledge necessary for establishing and operating social enterprises and organizes engagements with investors interested in local investments.

Scheduling

As part of the settlement diagnosis process, a component of the economic development strategy must summarize local development opportunities, preferably within the first six months. To achieve this, the necessary services must be systematically organized so that, by the programme's second year, an investment based on employment-expanding market or social enterprises can be realized in the settlement. At the same time, explicitly supported, training-integrated employment opportunities should be launched with the help of training workshops (or, where applicable, production gardens).

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6	First Economic Development Strategy Development: The joint brainstorming process begins, along with interviews.			Contact established with key actors in the economic life of the settlement, cooperation begins.
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10	. Final strategic document, Maximum 5 pages, which can be appended to the diagnosis and used to modify the action plan.			
11		Job-creating interventions, training workshops begin: property is available.		Contact with key actors in the economic life of

12		Planning begins based on the strategy.		the settlement, cooperation.
13		Planning continues based on the strategy.		
14				
15				
16		Workshop handover.		

28. Table: Scheduling: Economic Programme

Improving Public Transport

Our Approach

Jobs and labor market services have become almost unreachable for a significant portion of the *Presence programme* settlements due to the lack of personal vehicles. The poor condition of roads, the financial burden of travel costs, and the infrequent and uncoordinated public transportation system tie local workers to their settlements and make these areas unattractive for investors.

Transport poverty often renders jobs, schools, shops, and doctors located just 20 kilometers away inaccessible, disproportionately affecting the families in our settlements. As long as this disadvantage in access persists, opportunities for social mobility remain minimal. It is our responsibility not only to address transportation difficulties at an individual level but also to integrate or reintegrate settlements into the network of accessible and connected villages.

Our Goal

Our goal is to make nearby employment, training, and educational opportunities accessible by reorganizing public transportation and to align schedules with the expectations of these companies and institutions.

Steps

Optimizing intercity routes is key to addressing the transport poverty identified in the settlement diagnosis. This is essential to making jobs accessible and reintegrating the settlement into the map of reachable locations, enabling investors to consider establishing sites there.

Optimization Of Intercity Routes

Based on the population's service usage habits and the needs of local businesses and potential employers, an optimized schedule must be developed. This schedule should be aligned with the routes operated by the regional transportation company and, if available, with employer-provided bus services. Negotiations must be initiated to launch missing routes. It is crucial to work closely with residents, potential employees, and currently employed individuals to thoroughly assess their needs and possibilities (e.g., affordability of transportation, employer support options that

would enable them to use the service). Similarly, it is essential to explore employment opportunities that could accommodate commuting times of 60-80 minutes, engage with companies, coordinate required work start times, and possibly identify multiple workplaces that can be linked along a single route.

Scheduling

Strengthening intercity transportation options is essential for implementing the economic development strategy. Therefore, intensive negotiations must be conducted with the service provider and key stakeholders (e.g., school leadership, general practitioners, etc.) whose needs may justify schedule adjustments. By the end of the first year, the goal is to ensure that mobilizable workers can commute to their jobs, or if workers need to be brought into the settlement, a solution for this must also be in place.

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9	Intercity Route Optimization
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11	
12	Intercity Route Optimization Achieved

29. Table: Scheduling: Improving Public Transport

Where Do We Stand In Task Completion?

In many settlements, employment can only be improved. However, if there is no bus departing on time, there will be no passengers, and over time, the settlement's transportation services will drop to a critical level. This further complicates the lives of families, as services outside the settlement also become inaccessible. We are doing our job well if we have a precise understanding of what bus connections are needed for workers to commute to the best possible jobs. These connections must then be gradually implemented through the transportation company or, where applicable, in coordination with employers organizing bus services.

Questions For Consideration

- What types of work schedules do employers in the area have that families cannot access due to transport poverty?
- What modified schedule would make people's lives and employment opportunities easier?
- Do we have an active relationship with employers where our families could find or have already found suitable jobs? What transportation options could these employers provide that could be aligned with the intercity transport system?



Collaborations

The economic development working group facilitates relationship-building with employers and transportation companies.

ANNEXES

Strategy and Toolkit for Engaging Local Stakeholders

Introduction

To address the complex social and economic challenges faced by marginalized communities, it is crucial to engage local stakeholders in a structured and strategic manner. The Strategy and Toolkit for Engaging Local Stakeholders provides a framework for fostering collaboration among governmental bodies, civil society organizations, local institutions, and community members to create sustainable solutions.

This approach ensures that local stakeholders actively participate in decision-making, service provision, and policy implementation, ultimately contributing to long-term community development. The strategy focuses on breaking down barriers to cooperation and enabling effective communication and task-sharing among different actors.

Key components of the strategy

1. Identifying and Mapping Stakeholders

- Conducting a stakeholder analysis to identify key actors, including government agencies, NGOs, healthcare providers, educators, local businesses, and community representatives.
- Assessing the interests, influence, and capacity of stakeholders to determine their role in the initiative.

2. Building trust and relationships

- Organizing initial stakeholder meetings to introduce the Presence Programme and its objectives.
- Establishing clear communication channels and continuous engagement strategies to foster trust and mutual understanding.

3. Defining roles and responsibilities

- Clearly outlining the responsibilities of each stakeholder within the program to ensure accountability.
- Developing formal agreements, such as Memoranda of Understanding (MoUs), to solidify commitments.

4. Capacity building and training

- Providing training for stakeholders on effective engagement strategies, cultural competencies, and social work methodologies.
- Offering workshops on best practices for addressing the needs of marginalized communities, particularly Roma and IDP populations.

5. Facilitating multi-sectoral cooperation

- Establishing regular multi-sectoral meetings to promote dialogue and align efforts.

- Encouraging cross-sector collaborations by integrating educational, healthcare, social work, and employment initiatives.

6. Implementing community-based solutions

- Encouraging participatory decision-making where local residents contribute to the planning and implementation of initiatives.
- Supporting locally driven projects that enhance social cohesion and economic opportunities within the community.

7. Ensuring policy advocacy and sustainability

- Developing policy recommendations based on stakeholder feedback and community needs.
- Creating mechanisms to ensure the long-term sustainability of the project, such as securing funding streams and institutionalizing stakeholder networks.

Toolkit for engaging local stakeholders

The toolkit provides practical resources and templates to support the implementation of the strategy. It includes:

- Stakeholder Engagement Guide: A step-by-step manual on building partnerships, facilitating discussions, and resolving conflicts.
- Community needs assessment template: A structured framework for gathering data on local issues and resources.
- Facilitation guides for workshops: Detailed outlines for conducting stakeholder meetings and training sessions.
- Policy advocacy toolkit: Resources for engaging policymakers and drafting policy recommendations.
- Monitoring and Evaluation Framework: Tools for tracking progress, measuring impact, and making data-driven adjustments.

Stakeholder Engagement Guide

The Stakeholder Engagement Guide serves as a comprehensive manual for fostering meaningful collaboration among local stakeholders. It provides a structured approach to establishing partnerships, facilitating discussions, and addressing conflicts effectively.

1. Identifying key stakeholders

- Conduct stakeholder mapping to identify individuals, organizations, and institutions with an interest in community development.
- Classify stakeholders based on their influence, interest, and potential contribution.
- Engage diverse representatives, including government agencies, NGOs, businesses, community leaders, and residents.

2. Building partnerships

- Establish trust through transparent communication and shared goals.

- Define roles and responsibilities within the partnership to ensure accountability.
- Create formal agreements or memoranda of understanding (MOUs) to solidify commitments.

3. Facilitating discussions

- Organize structured meetings with clear agendas to ensure productive conversations.
- Use participatory techniques such as focus groups, roundtable discussions, and problem-solving workshops.
- Encourage open dialogue and active listening to ensure all voices are heard.

4. Conflict resolution strategies

- Anticipate and identify potential conflicts early in the process.
- Utilize mediation and negotiation techniques to address disagreements.
- Foster a culture of compromise and consensus-building among stakeholders.

5. Sustaining engagement

- Develop regular communication channels (e.g., newsletters, meetings, digital platforms) to keep stakeholders informed.
- Encourage continuous participation through feedback mechanisms and periodic evaluations.
- Recognize and celebrate achievements to maintain motivation and commitment.

Community needs assessment template

I. Introduction

- **Purpose of the assessment:** Defines the goals and objectives of conducting the assessment, including identifying local issues and available resources.
- **Target community and scope:** Describes the specific community under evaluation and the boundaries of the assessment.
- **Assessment methodology:** Outlines the approach used, such as surveys, interviews, and data analysis.

II. Community Profile

- **Geographic and demographic information:** Provides details on the community's location, population size, age distribution, and other key characteristics.
- **Socioeconomic conditions:** Covers employment rates, income levels, education status, and economic challenges faced by the community.
- **Key cultural and social characteristics:** Highlights traditions, languages spoken, ethnic composition, and social norms that influence community interactions.

III. Identification of Key Issues

- **Major challenges faced by the community:** Lists pressing problems such as unemployment, inadequate housing, or access to basic services.
- **Existing social, educational, and healthcare gaps:** Identifies deficiencies in schools, healthcare facilities, and social services.
- **Safety and security concerns:** Discusses crime rates, public safety initiatives, and community policing efforts.

IV. Resource Mapping

- **Available community services and programs:** Catalogs government, nonprofit, and private sector programs that serve the community.
- **Existing stakeholder and organizational involvement:** Identifies key actors such as local government, NGOs, businesses, and advocacy groups.
- **Gaps in services and opportunities for collaboration:** Highlights missing resources and potential partnerships to address community needs.

V. Data Collection Methods

- **Surveys and questionnaires:** Tools for gathering direct input from community members on their experiences and priorities.
- **Focus group discussions:** Small, diverse groups discussing specific community issues to gain deeper insights.
- **Stakeholder interviews:** One-on-one conversations with key leaders and service providers to understand systemic challenges.
- **Observational studies:** Direct fieldwork to assess conditions and validate reported issues.

VI. Analysis and Findings

- **Summary of key findings:** Concise overview of the main insights gained from data collection.
- **Identification of priority areas:** Highlights the most urgent needs requiring intervention.
- **Trends and emerging issues:** Discusses patterns over time and potential future challenges.

VII. Recommendations and Action Plan

- **Proposed strategies for addressing key issues:** Suggests evidence-based solutions tailored to community needs.
- **Suggested partnerships and stakeholder engagement:** Identifies collaborative approaches involving multiple sectors.
- **Short-term and long-term goals:** Outlines immediate actions and sustainable initiatives for continued improvement.

VIII. Monitoring and Evaluation

- **Key performance indicators:** Metrics used to measure the effectiveness of interventions and policy changes.

- **Timeline for assessment review:** Specifies when and how the assessment will be revisited and updated.
- **Feedback and continuous improvement strategies:** Mechanisms for incorporating ongoing community input and making necessary adjustments.

IX. Conclusion

- **Summary of the assessment process:** Recap of how the assessment was conducted and its significance.
- **Final recommendations:** Key takeaways and policy suggestions based on findings.
- **Next steps for implementation:** Actionable steps for community leaders and stakeholders to initiate change.

This template provides a structured approach to assessing community needs and resources, ensuring a comprehensive and actionable evaluation.

Facilitation Guides for Workshops: Detailed outlines for conducting stakeholder meetings and training sessions.

Toolkit for Engaging Local Stakeholders

The toolkit provides practical resources and templates to support the implementation of the strategy. It includes:

- **Stakeholder Engagement Guide:** A step-by-step manual on building partnerships, facilitating discussions, and resolving conflicts.
- **Community Needs Assessment Template:** A structured framework for gathering data on local issues and resources.
- **Facilitation Guides for Workshops:** Detailed outlines for conducting stakeholder meetings and training sessions.
 - **Workshop Planning and Preparation:** Guidelines for defining workshop objectives, selecting participants, setting an agenda, and preparing materials.
 - **Facilitation Techniques:** Best practices for encouraging participation, fostering open dialogue, managing group dynamics, and ensuring inclusive discussions.
 - **Stakeholder Meeting Structure:** Recommended formats for different types of workshops, including introductory meetings, problem-solving sessions, and action-planning workshops.
 - **Conflict Resolution Strategies:** Methods for addressing disagreements constructively, promoting consensus-building, and maintaining a productive discussion environment.
 - **Follow-Up and Evaluation:** Steps for documenting workshop outcomes, gathering participant feedback, and integrating insights into ongoing stakeholder engagement efforts.
- **Policy Advocacy Toolkit:** Resources for engaging policymakers and drafting policy recommendations.
- **Monitoring and Evaluation Framework:** Tools for tracking progress, measuring impact, and making data-driven adjustments.



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