



**Enter! at work –
Practical guidance of implementing the Enter!
Recommendation**

Nyíregyháza, 8-10 November 2018

Report

The Enter! project

The Enter! project¹ was initiated by the youth sector of the Council of Europe in 2009 aiming at the development of youth policy and youth work responses to situations of exclusion, discrimination and violence affecting young people, particularly in multicultural disadvantaged neighbourhoods. The project promotes young people's access to social rights as a means for their inclusion and participation in society. The Enter! project mainly responds to multilevel social and economic imbalances, which hinder young people to access their social rights.

The Committee of Ministers of the Council of Europe adopted the Enter! Recommendation on access of young people from disadvantaged neighbourhoods to social rights in 2015. The Recommendation proposes the development of policies taking into consideration the specific situations and needs of young people from disadvantaged neighbourhoods. Such policies should aim at preventing and eradicating the poverty, discrimination, violence and exclusion faced by young people.

In the Enter! Recommendation the Committee of Ministers „recommends that authorities responsible for youth in the member States ensure that this recommendation, including its appendix, is translated and disseminated as widely as possible, in particular among young people using youth-friendly means of communication”. As of today, no translation of the Recommendation in Hungarian has been published or made available in any other way to stakeholders.

The implementation of the Enter! Recommendation is specifically supported by a youth-friendly version of the recommendation, a guide for the implementation of the recommendation – Taking it Seriously, and Dignityland, a game for learning about social rights with young people. Note that none of these resources is currently available in the Hungarian language.

Under the Enter! project training courses for youth workers and other stakeholders working on youth policies on how to promote social rights for young people are organised. The Nyíregyháza training is one of those.



The Nyíregyháza training programme

The Council of Europe organised this training course in cooperation with the Social and Public Education Department of the town of Nyíregyháza, Hungary as a support measure activity for the town to improve its work on access to social rights for young people. The training course

¹ More information on the Enter! Project is available here: <https://www.coe.int/en/web/enter/about-enter>

was based on the Municipality's expression of interest for introducing the Enter! Recommendation to stakeholders involved in youth work at local level.

The course took place at the premises of Köz-Pont Youth Association (Nyíregyháza, Bocskai 25.) between 8 and 10 November 2018 and brought together 19 representatives of various organisations that are active in the youth field, such as family and child care centres, youth associations and NGOs, as well as representatives of the local administration. The course aimed to develop the participants' skills and competences to support young people's access to social rights through implementing the Enter! Recommendation in Nyíregyháza and its vicinity. More specifically, the course explored ways to prevent early school leaving and support young people's access to employment.

Training objectives

- To develop the participants' knowledge about the Enter! Recommendation and to reflect how to apply them in their contexts in Nyíregyháza;
- To explore, analyse and reflect on ways to implement the Enter! Recommendation especially in promoting access to employment and preventing early school leaving among young people in Nyíregyháza;
- To contribute to improving dialogue and cooperation among the participants for new initiatives that sustain and strengthen the usage of Enter! Recommendation at local level;
- To present the work of the Council of Europe to the youth policy stakeholders in Nyíregyháza.

Participants

Participants had been recruited by the Nyíregyháza Municipality. The final group included 19 participants, of which 14 are women and 5 men. Roughly half of them are employees of local governments of Nyíregyháza or nearby Cserkesz. The other half are social workers: most of them work for the family support and child welfare service, one at an organisation for substance users, and a few at the school social service, a new public service introduced recently in Hungary. Many of the participants are also active in local NGOs. One is the secretary of the Youth Roundtable of Nyíregyháza, a local youth policy organisation. Two teachers from another village called Napkor cancelled their attendance in the last minute. One participant was present only on the first day and skipped the rest of the programme. The participants had had no previous experience with human rights education.

The list of participants is appended to this report.



Team of trainers and organizers

The trainers were invited to design and implement the training programme by the Council of Europe. The team included only two trainers, Vera Juhász, member of the Trainers' Pool of the Youth Department of the Council of Europe and Mara Árvai, independent youth trainer.

Educational approaches and the programme

Before the training, the team had very limited information about either the participants (their previous knowledge of human rights or specifically the Enter! Recommendation, gender, age or ethnic background) or the training venue.

The training used non-formal learning methods, with some activities developed for human rights education by the Council of Europe Youth Department. The trainers aimed to cover all three aspects of learning about, through and for human rights and use a wide variety of methods. As required by the organisers, the training schedule was adjusted to the regular working hours of the participants from 8 a.m. to 4 p.m. except for the last day of the training, which fell on a Saturday when the day's programme ended at lunchtime. So the programme took two full days and a half day. The short time available made it very difficult to squeeze in the planned content to achieve the training's objectives and required both the trainers and the participants to work very intensively.

The **first day** was dedicated to learning about human rights, especially social rights and to sensitizing the participants. Attention was given to scanning the participants' expectations and learning needs, getting to know each other and team building in order to create an atmosphere conducive to cooperation and learning. Furthermore, the participants shared what they and their organisations do to support young people, and discussed the main challenges faced by young people in their communities in accessing social rights.

The participants were welcomed by deputy mayor Menyhért Jászai and the local organiser Zoltán Szenes. The trainers introduced themselves and asked the participants to do the same. To learn each other's names, a 'Crosswords' activity was run, where people say their name one by one and write it on a flipchart paper using one of the letters already on. This was followed by a 'speed dating' activity called 'Talk about the clock', where the participants choose 12 persons from the group they know the least and then have 2 minutes with each to discuss a subject offered by the trainer.

Next, the programme of the training was presented and working rules for the 3 days were discussed and put on a flipchart paper. To promote target-oriented and motivated learning, individual learning needs were explored. First, the participants read and interpreted in groups the course objectives and then thought about their own learning needs in relation to the

objectives and their own work with their target group. They wrote their expectations and learning needs on arrow-shaped pieces of paper individually and shared the outcomes in plenary. They also indicated how advanced they were on the way towards satisfying particular needs by putting an absolute number or a percentage. The arrows were attached to the wall for further reference.

The following learning needs came up most often:

- Get acquainted with the Enter! Recommendation;
- Build partnership and solid cooperation with the other participants;
- Learn about each other's work and how they respond to their challenges;
- Learn about human rights;
- Learn effective tools, methods and techniques to use in their local environment, especially with Roma youth;
- Explore how the Enter! Recommendation can be applied in their daily work with young people and used as a tool to address social problems.

Some specific expectations included the following:

- Learn about the Council of Europe's youth policy;
- Find tools regarding how to tackle financial and social obstacles;
- Learn how to make educators, young people and professionals interested and ready to act for social rights;
- Become more sensitive and attentive to social issues and young people's problems when working;
- Be able to recognize early signs of risks of school dropout and organise specific catch-up programmes;
- Learn how to develop/shape the attitudes of parents and teachers;
- Learn how to quickly develop the social skills of the target group.



The next session was about human rights, with a focus on social rights. The participants worked with the articles of the Revised European Social Charter and created postcards (one for each article) that illustrated the meaning of the article. They explained their drawing and the meaning of the article concerned in plenary. This creative activity was followed by a short presentation about human rights: their history and general nature – universal, inalienable, indivisible, etc. – and the three generations.

Next, the participants explored how relevant the social rights prescribed in the articles are in their daily work and to what extent they are guaranteed to the target groups they work with. In small groups they discussed the following issues:

- What is my work I do?
- Who is my target group I work with?
- What are my challenges I face in my work?
- What are the social rights I need to improve for my target group?
- Who can support/inspire me in my work to face the challenges?

The activity was concluded by presenting and discussing the main challenges and tools and methods used to tackle them, also elaborating on the effectiveness of such tools and methods. Some of the challenges mentioned were: bureaucracy, disinterest, difficulty of finding common ground and reach an agreement, undermotivated parents, racial discrimination, difficulty of escaping poverty, lack of access to employment, conflict among children, difficulty of finding the right approach to people, unequal distribution of disadvantaged children among schools, ungrounded decisions by the authorities, lack of sufficient and up-to-date knowledge about legal regulations (e.g. how to apply for and win financial support) .

After a hard day's work with a lot of thinking and exploring and analysing, the last session called Euro-rail a la cart (an activity from Education Pack) allowed the participants to look at their own prejudice, fears of or aversions to 'the different', and the limit of their tolerance. In an imaginary train trip the participants had to select from a list of imaginary travellers 3 people they would happily travel with in the same compartment and 3 they had rather not, and then work in groups to create their top 3 and bottom 3 lists. Some groups had heated discussions, others found it easy to come up with a shared list. An important realization mentioned by the participants during debriefing was how deeply their memories of previous similar situations and experiences influenced their decisions in this activity.

The day was closed with a brief round of feedback from the participants on the events of the day.

The **second day** of the training course was dedicated to two main subjects: the Enter! Recommendation as one of mechanisms to protect human rights and a very relevant one in this geographical region, and human rights education as a tool or approach to address social issues and problems in Nyíregyháza and its vicinity.

The day started with a short presentation on human rights mechanisms at global, European and national levels, and the work of the Council of Europe including its youth policy. After this general theoretical introduction, the participants moved on to learn about the Recommendation in detail, explore its relevance to their professional activities and find out what resources were required, available and missing for its local implementation, especially with regard to the access to education and employment of young people from disadvantaged neighbourhoods.

Working in five groups the participants read the youth-friendly version of the Enter! Recommendation and looked at the document from one of the five perspectives:

- What is the Recommendation about?

- How could it be implemented in practice?
- How can it be valuable and useful for us?
- What obstacles or challenges may hinder implementation?
- How to implement the Recommendation? – specific tools, activities, projects

The results were presented in plenary. Regarding why the Recommendation might be useful, the participants highlighted the followings:

- It motivates the stakeholders to come up with new programmes and improve their services;
- Underlines the importance of prevention;
- Promotes the participation of young people in making decisions relevant for their lives.

The participants identified some challenges:

- The Recommendation is not legally binding;
- Target group is undermotivated;
- Other social groups are not interested in the implementation either;
- Shortage of available funds;
- Neither the advantaged, nor the disadvantaged see the benefits of desegregated schools;
- The labour market offers full-time jobs, which are not ideal for young women with children.

The participants collected existing and potential new approaches and channels to implement the Recommendation. The following were mentioned:

- Municipality projects for desegregation (through training, infrastructure development, providing more jobs, improvement of public utility services);
- Operate the Youth Roundtable;
- Develop youth community spaces, support their programmes, and involve all neighbourhoods (including the two segregated neighbourhoods);
- Support student councils (in the county) and set up Nyíregyháza's student council;
- Launching school social service, which should also support the work of student councils;
- Family-friendly local government offices;
- The municipality should stand up for children's rights (public hearings for children and youth);
- Implement the municipality's equal opportunity programme.

The group looking at the Recommendation from a project management perspective came up with the following suggestions:

- Training and education: grant programmes, early child development, employability training, tutoring;
- Employment: mentoring, new position of catch-up programme coordinator, legal advice;
- Health care: diagnostic screening, psychological consulting, health education;
- Housing: mentoring, life skills consulting;

- Provision of information and consultancy: set up an information centre, mentoring, social services;
- Sports, leisure and culture: camps and excursions, family days, community events, cultural programmes and traditional festivities.

The outcome of the previous group activity formed the basis for further exploration of the (pre)conditions to implementation of the measures suggested in the Appendix to the Recommendation on access to education and employment. The participants discussed what resources were needed, which ones were available locally and which ones were missing, trying to match demand and supply.

Working in groups the participants read and interpreted the suggested measures on education and employment in the Appendix of the Enter! Recommendation. They wrote on pieces of yellow paper what they considered necessary for implementing the suggestions, and on paper of peach colour the resources/offers available within the group or their organisations, trying to match such offers with the identified needs. A huge poster was created with all the needs / challenges identified during this session (and the day before), and all the connecting offers / resources matching those needs. Through this activity, the participants became aware of their own resources and learned about those of others. This process created a cooperative atmosphere as it became clear that they could support each other by offering/asking help where it was needed. A plenary discussion of the outcomes resulted in a very constructive dialogue between the municipality employees on the one hand, and social workers on the other hand. By listening to each other's needs, the two groups and the participants reached a new level of understanding of each other's perspectives and problems.

The afternoon was about human rights education and how it can be used to promote the social rights of disadvantaged young people. First, a short presentation was given about the objectives and nature of human rights education and non-formal education, and the methods, approaches and tools it uses.

After this theoretical introduction, the participants had an opportunity to have hands-on experience with yet another human rights educational activity, Roma bingo (an activity from Bookmarks). There is a considerable Roma population in Nyíregyháza, who are extremely vulnerable to human rights violations such as discrimination, segregation, early school dropout, poverty etc., and therefore constitute an important target group for those working with disadvantaged people. The aim of the activity was to sensitize the participants by looking at this ethnic group from new perspectives, and raising awareness about the history and culture of the Roma, without directly challenging the participants' stereotypes and prejudice, if any.

This activity was followed by a presentation of the educational resources of the Youth Department of the Council of Europe including Compass, Bookmarks, Education Pack, and Mirrors, and other human rights resources. There were a few copies of the Hungarian version of Bookmarks and Mirrors, and the revised Compass in English available to look at the training. However, most of the educational resources of the Council of Europe are not available in Hungarian and even those that have been translated to the local language are not available in

printed copies. Therefore, in the presentation it was explained on which websites such materials would be accessible online.

Videos are good tools to introduce a subject or convey a message to any audience, but especially young people. Three videos related to human rights issues (prejudice, racism, social cohesion, ethnic conflicts, antisemitism, islamophobia, radicalisation, etc.) were screened and discussed briefly in plenary.

This day too was closed with a round of feedback from the participants on the process and the learnings of the day.

The **third and final day** was designed to support the participants in developing initiatives, which they would implement in the near future. First, a presentation was given about various available funding schemes and other support measures:

- Information on the support measures for municipalities in the framework of the Enter! project;
- Presentation of funding opportunities of the European Youth Foundation, Erasmus, European Solidarity Corps;
- Other opportunities to learn about non-formal education and advocacy in Hungary
- Educational opportunities offered by the Council of Europe;
- OSF funds to civil initiatives in the Northern Great Plain region of Hungary.



The rest of the day was about project ideas. With the help of a set of guiding questions to recall the outcomes of the previous two days (needs of the local communities and specifically their target groups, their organisations' expertise and resources, their own responsibility as they see it), the participants formulated ideas about potential mini-projects to promote social rights and implement the Enter! Recommendation in their localities. Each person wrote their ideas on a fruit-shaped sheet of paper and presented their ideas in plenary. In case the others thought they could contribute to such a project, they wrote their name and offer on a post-it and attached it to the fruit.

Overall, 25 project ideas were put forward. The participants were asked to select the ones they liked the best or the ones they could further develop in cooperation with other participants and to elaborate their project idea either individually or in pairs or in groups. They were invited to define the following:

- Target group
- Objectives and how these can be measured

- Possible partners among the participants
- Further needs for support
- Time schedule

As a result, eleven project plans were created. The session concluded with presentations: all the participants presented their project plan as creatively as possible as if to convince a boss, a target group or a potential donor. The audience was invited to ask questions for clarification, or offer further support.

The following project plans were presented:

1. Substance abuse service in international partnership. The project is about study visits for social workers providing substance abuse service in 2-3 countries including Hungary, Ukraine and Romania to explore and share best practices and tools.
2. Make the Enter! Recommendation more available to everyone.
 - Translate the Recommendation into the Hungarian language;
 - Revise the Youth Strategy of Nyíregyháza based on the Recommendation.
3. Improve the career opportunities of disadvantaged young people aged 13-16 years so that they would
 - continue studying in secondary school;
 - learn a profession;
 - be able to live on their wages instead of social aids;
 - if gifted, have opportunity to develop their talent.

Partners to be involved: career counsellors, high schools, teachers, institutions, organisations and successful adults and students from similar disadvantaged background who can be role models.

4. Sensitize educators from kindergarten to secondary school so that they would understand children and the possible reasons for their failure. Success indicators: less dropouts and fewer alarms received by the child protective services.
5. Provide efficient and quick support to families in distress. Partners: Family and Child Welfare Service, Child Welfare Institution of Nyíregyháza, NGOs (in identifying distressed families, making suggestions, communicating with clients), churches, social workers, local government institutions, decision-makers, financial professionals.
6. Provide information to social workers and other professionals in this field about available social services and types of financial support so that they can provide efficient and

targeted support to clients. Partners: government offices, local governments, institutions run by the municipality, NGOs.

7. Improve live conditions of people aged 16 to 54 years living in segregated and disadvantaged neighbourhoods and help their integration into society. Questionnaires and interviews will be used to monitor success. Partners: municipality, Family and Child Welfare Service, professionals, volunteers.
8. Organise drug prevention events in schools for students in Nyíregyháza in cooperation with other professionals and organisations. Partners and supporters: Talentum Foundation, Family and Child Welfare Service of Nyíregyháza, and the Substance Consultative Forum operated by the Municipality.
9. Reduce prejudice by a) screening short movies and videos at schools, b) organising various programmes across different schools, and c) organising story evenings for parents (reading and discussing children stories together).
10. "Szevasz Szeder!" training for "US", where we include members of the Youth Roundtable, representatives of the member organisations, and members of the Substance Consultative Forum, to improve communication and cooperation between the organisations. Success indicators: time to organise joint activities becomes shorter; responsibilities and deadlines are met.
11. Give a boost to community life among Roma youth aged 8 to 18 years in Nagycserkesz by establishing a youth club, where they can spend their free time more productively and by supporting their personal development. Partners: Roma Government (to reach and motivate the target group), Municipality of Nyíregyháza, Municipality of Nagycserkesz (provide the venue), Family and Child Welfare Service and NGOs (to organise club programmes, events)

To reflect on the entire training and evaluate the success of their learning process, the participants went back to their learning needs identified on the first day and considered their development in reaching those. The programme was concluded by a circle of feedback on their progress and on the training programme in plenary and filling in the evaluation sheets.

Examples of the participants' reflection on the 2.5-day training:

I came here to learn about the Enter! Recommendation, and I have received and learnt much more.

I've become more aware that we school social workers and the service we will provide are very much needed.

I received tools that I can use in my daily practice effectively. Actually, I received even more: I know now where to turn to if I need help, and this is worth so much more than tools!

I expected to find out whether the Municipality's youth strategy was good as it is. I didn't expect what I found out even though it was so obvious: I had an aha moment when I realized that the Enter! Recommendation could be an answer to the problem of segregation. And whatever is missing from our strategy right now can still be integrated based on the Recommendation.

I realized here that the professionals in this field were highly committed to their work, and this was a cathartic realization.

I found out we have a lot of opportunities and until now we hadn't used them. I was surprised how well the participants from different professional background could work together here.

...there was room for the participants to learn about each other's work and come up with suggestions on how to tackle challenges in our daily work. Now I know where to turn to if I need help. All the participating professionals were really open-minded.

I think we all are very much committed to doing everything we can to prevent school dropout and motivate young people from disadvantaged neighbourhoods to seek and find employment.

For me the most outstanding moment was when I realized that Nyíregyháza was not underperforming in supporting its youth; on the contrary: the town can be proud of its activities and successes.

Everyone participated 100%, all participants were active and constructive in the group. All tasks were based on our experiences and challenges in our lives and work.

I was surprised how successfully people stranger to each other were able to cooperate, support each other, and be helpful to achieve shared goals.

Everything is possible. We can do a lot to solve these problems and make young people's live better by following the Enter! Recommendation.

Everybody adopted a professional and helpful attitude to one another. This attitude made the training very successful.

We didn't judge but accepted each other's opinions, and supported each other. We'll do the same in the future.

There was a very strong cooperation between professionals from different areas. This shows that we will be able to cooperate and support each other in our daily work as well.

Recommendations by the trainers based on the outcome of the training process:

- Organise more training courses, workshops or other cooperative events to promote the dialogue between various stakeholders;
- Make targeted efforts to involve teachers in cooperation and learning;
- Support initiatives for creating community spaces offering film clubs or other programmes for young people in Nyíregyháza and neighbouring villages to spend their time constructively and meaningfully;
- Promote programmes to combat racism (intercultural training, events for people from different social backgrounds, workshops to understand the reasons for particular behaviours or attitudes of various social groups);
- Organise events to share best practices and learn about projects that actually worked in Hungary and in other countries.

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Nyíregyháza, November 8-10, 2018

Training programme

November 8

8:00-10:00 Welcome by Zoltán Szenes from the Nyíregyháza Municipality, organiser of the training, Vera Juhász trainer and Menyhért Jászai deputy mayor of Nyíregyháza

Getting to know each other

Identifying the participants' personal learning needs related to the course objectives

10:00-11:20 **Break**

11:20-11:50 Exploring human rights and social rights

11:50-12:10 **Break**

12:10-13:00 Social rights in the participants' local realities: challenges and current approaches to address them I.

13:00-14:00 **LUNCH**

14:00-15:00 Social rights in the participants' local realities II.

14:45-15:00 **Break**

15:00-16:00 Human rights in our own lives: stereotypes, prejudice, tolerance

November 9

8:00-10:00 Human rights protection mechanisms and the work of the Council of Europe
The Enter! Recommendation

10:00-11:20 **Break**

11:20-11:50 Education and Employability: What is going on and what is missing for the protection of social rights related to access to education and employment in Nyíregyháza and its vicinity, especially in disadvantaged neighbourhoods?

11:50-12:10 **Break**

12:10-13:00 Demands and offers: tools and resources available within the group to tackle the challenges

13:00-14:00 **LUNCH**

14:00-15:00 HRE and non-formal education to promote social rights

Roma Bingo

14:45-15:00 **Break**

15:00-16:00 HRE manuals, resources, videos and other tools

November 10

8:00-8:30 Support available for initiatives focused on access of youth to social rights:

- Enter! Project
- European Youth Foundation
- Erasmus+ and European Solidarity Corps
- OSF (through Alternatív Közösségek Egyesülete)
- CoE study sessions
- Training by NGOs, e.g. Közélet Iskolája

8:30-10:00 Fruitful cooperation! Initiating project ideas and finding partners and developing the project ideas with partners

10:00-11:15 **Break**

10:15-12:00 Presentation of projects

Q&A to point out challenges/threats/opportunities

12:00-12:15 **Break**

12:15-13:00 Evaluation and closing

13:00- **LUNCH**

List of participants – Enter! training at Nyíregyháza

Balogh Beatrix
Lehelné Béres Ilona
Kulcsárné Szenku Bernadett
Jécsákné Sondor Mónika
Németh-Veres Ildikó
Kovács Lilla
Sajben Ildikó
Jónas Bianka
Pelsőczy Gergő
Tóthné Hatala Zsuzsanna
Kereziné István Orsolya
Potesnyik Friderika
Dánku-Nagy Bernadett
Dr. Vachler Péter
Dr. Varga Attila
Szenes Zoltán
Korpai Tibor
Árvai Mara
Juhász Vera