

Shelter and Assistance: Complex Training and Employment Program for the Homeless

DONOR:	EU
PROGRAMME:	HUMAN RESOURCES DEVELOPMENT OPERATIONAL PROGRAMME OF HUNGARY (TÁMOP)
GRANT:	38 MILLION HUF
YEAR:	2014

The general goal of Oltalom Charity Association (OKE) and the Hungarian Evangelical Fellowship is, among other things, to reduce the social exclusion of people with multiple disadvantages and homelessness, to improve their labour market position, and to increase their ability to become self-sufficient tax-payers. Furthermore, it aims at developing and strengthening partnerships between organizations, church and public institutions, training institutions and employers. Our overall goal is to activate the unemployed, to improve their efficiency, and to promote their social inclusion. Our TÁMOP project, presented below, contributed to the achievement of the above goals.

The aim of our project is to rehabilitate the skills, abilities, of homeless people using the services of the OKE care system, to improve their personal and social and competences, as well as to eliminate their social exclusion by improving and supporting their marketable profession, improve their labour market position and involve them in activities, assisted employment, which also opens the door to their continued presence on the open labour market.

Our specific goal within the project is:

the complex development of the lifelong learning ability, based on individual needs and priorities, of the multiply disadvantaged unemployed, homeless people living in the 8th district of Budapest, particularly in the Magdolna-quarter and its surroundings.

According to the principle of lifelong learning, in addition to the knowledge acquired in a formal framework, the expansion of their knowledge is the provision of knowledge acquired in a non-formal and informal way, as well as the promotion of the pursuit of individual life goals. Supervised learning on a daily basis, despite the unusual conditions, encouraged participants to work continuously, which developed the competencies needed to learn. The key area of our program is mentoring, the direction and purpose of which can only be grasped in a complex way: it is not limited to discussing issues related to the curriculum, but goes far beyond that, in counselling and life coaching. Mentors (and the school as a work environment) provided participants with a pattern that allowed them to simultaneously acquire work culture, social communication, and learning-related competencies in an interdependent manner.

In the case of our direct target group, our goals include:

- developing cooperation with donors and other partners,
- elaboration of a flow chart, determination of the interdependence of services,
- operation of a professional team, selection (by setting up a problem tree in advance), setting up a diagnosis (involving “external” experts if necessary), compiling a problem tree and an individual development and service plan (with a client)

- follow - up by case managers.

The primary goal is therefore to reintegrate the person into the world of work. However, we had to acknowledge that not everyone, and especially not immediately, can be lead back to work directly. There are places where the inadequacy of local employment makes it difficult to reintegrate into the labour market. In these cases, the aim is to strengthen social integration, promote psychosocial “maintenance” and / or promote meaningful, community-friendly activities.

Overcoming the initial difficulties was greatly helped by the fact that it became clear to the participants in the program that their activities were not only self-explanatory, i.e. that they became personally educated people, but also that their activities served as a model for the local community, who overcoming initial envy wished to follow them. This may explain why initial intent, job opportunity, and learning are opportunities to achieve their individual life purpose and become useful, valued members of society again.

Within the framework of the program, we set the goal of acquiring two professions included in the National Training Register: providing social care nurse training – this being based on finished elementary school, and a social assistant training based on a high school diploma, achieving employment for 12 persons for a year and keeping them in long-term employment.

We started our project on September 3, 2012 with recruitment. Eligible applicants participated in five key competency measurements. To measure competence, we used the publication entitled Methodological Guide of the National Institute for Vocational and Adult Education for Measuring Input Competences. We considered it important that this should be presented in a measurable form and not only in informal discussions, as this could form a more definite picture of the participants and their goals for the trainers and project leaders, and provided a good basis for coordinating expectations and goals. Competence measurement and then the development of the given individual key competences were followed by skills development trainings. This block was evaluated. After three months of thorough pre-training, the period of acquiring state-recognized professions began with the organization and conduct of the John Wesley Theological College. Based on a personalized learning and training plan, we started the work with continuous mentoring, with the help of a psychologist, and based on Abraham Maslow's motivation system, taking into account the hierarchy of individual needs. We ensured the development of the students and their progress in their studies on the one hand through individual consultations and on the other hand in the framework of group sessions, with parallel competence development. “At the lowest level of the pyramid, basic physiological needs such as hunger, thirst, and so on. they are located, and then, moving towards the top of the pyramid, we encounter motifs of higher and higher order.

According to Maslow, the needs at different levels of the pyramid only occur if the needs below them are partially met. For example, the need for security at the second level of the pyramid only arises when the physiological need at the lower level is partially met. The pyramid contains only human needs, such as the need for esteem, cognitive, aesthetic, and self-realization. Self-realization is meant as the fulfilment of the possibilities within us. To this end, we also provided meals three times a day,

student aids, training support, travel expenses and the satisfaction of any individual needs that may arise. We consider it very important to continuously maintain and increase motivation.

As a result of the project, we expected the clients to:

- take part in training,
- participate in competence development work,
- acquire a profession within the framework of the nationally registered trainings,
- participate in an active labour market program,
- get to work.

Our results:

We achieved the goals set in the project. The people involved in the project obtained a state-recognized certificate. Their employment was successful, all participants were placed in the institutions of OKE and the Hungarian Evangelical Fellowship, partly as social care nurses and partly as social assistants.

Our long-term goals:

- integration through work, encouraging a return to the labour market,
- preventing the deterioration of the quality of life,
- Encouraging network integration:
 - increasing the intensity of social relations for the disadvantaged in the labour market, breaking the isolation,
 - strengthening self-confidence, self-assertion,
 - psychological support.