

YOUMIG - Improving institutional capacities and fostering cooperation
in order to tackle the impacts of transnational youth migration
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WP5 Improved Local Services
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Table of Contents

1. Introduction	2
2. Local pilot sensitisation and multicultural training (SAMU)	6
3. Summary of the local pilot.....	6
4. Challenges addressed in the local pilot.....	7
5. LogFrame of the local pilot	9
6. Indicators, linked to the local pilot	10
7. Planned and implemented activities	11
8. Evaluation of the local pilot	12
8.1. Problems and needs (Relevance).....	12
8.2. Achievement of purpose (Effectiveness).....	13
8.3. Sound management and value for money (Efficiency).....	15
8.4. Achievement of wider effects (Impact)	15
8.5. Likely continuation of achieved results (Sustainability)	15
8.6. Strengths of the pilot/organization	16
8.7. Being proud of.....	16
8.8. Conclusions & recommendations	19

1. Introduction

In the YOUMIG project: Improving institutional capacities and fostering cooperation to tackle the impacts of transnational youth migration in the Danube region; 19 partners from 8 countries are working together to support the local governments of Maribor (Slovenia), Graz (Austria), Kanjiža (Serbia), the borough of Rača, Bratislava (Slovakia), Szeged (Hungary), Sfântu Gheorghe (Romania), and Burgas (Bulgaria), in exploiting the developmental potential of youth migration, leading to a better-governed and more competitive Danube region.

The YOUMIG project is aiming to boost their institutional capacities to enhance the scarce local evidence on youth migration, contributing to improved policymaking with a focus on human capital. Statistical offices & academic organisations are teaming up with local governments in a complex and tailored transnational cooperation to create local developmental strategies based on improved impact indicators of youth migration. They are also working together to introduce transnationally-tested tools to manage local challenges.

To address the challenges, obstacles, and benefits of youth migration in sending/receiving communities, a [Local Status Quo Analysis](#) (LSQA)¹ has been prepared, providing an overview of trends in youth migration and of related social phenomena, respectively. The study was based on policy-oriented research. The first objective was to synthesise the findings of the YOUMIG research activities with regard to youth migration. In this respect, the municipalities were characterised and typified according to the migration trends they experienced. The second objective was to understand the effects of youth migration, and to identify policy challenges related to it. Through applied research, a screening of responses provided by local authorities to challenges related to in- and out-migration of young people was performed. A related goal was to identify management and capacity gaps in institutional mechanisms of local authorities, with the aim of addressing youth migration and related phenomena.

To support the development of services on a local level that will assist local governments in coping with the inward, outward, and return migration of young people, a [European and global good practice collection](#) of relevant services and actions linked to youth migration² was prepared. This was the first step towards tailor-made solutions aimed at improving institutional capacities and fostering cooperation to tackle the impacts of transnational youth migration at the local level. Based on the challenges and needs revealed in the LSQA and on collected good practices, the local partners prepared tailor-made solutions that assisted them in coping with immigrants, emigrants or returning youth migrants on the local level.

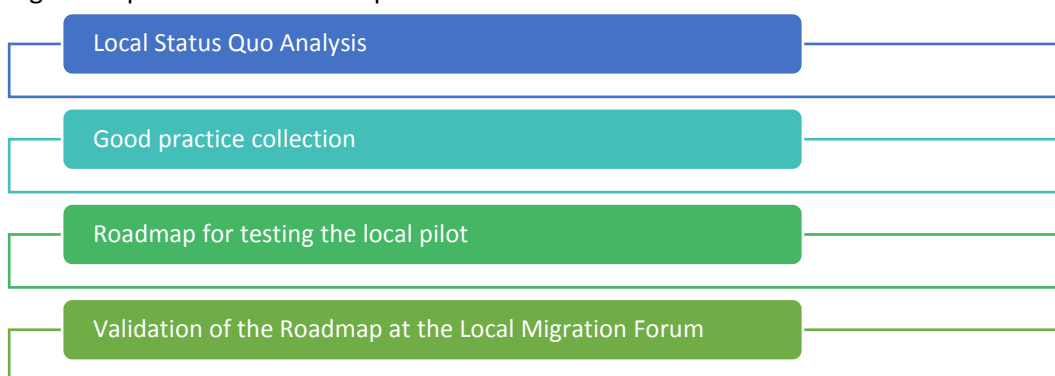
Reflecting on the local challenges and administrative capacity gaps identified and measured in the YOUMIG project, each local partner elaborated a roadmap, adapting existing practices and/or designing new ones. Different aspects were addressed, including challenges such as brain drain and care drain in

¹Local Status Quo Analysis can be obtained at:<http://www.interreg-danube.eu/approved-projects/youmig/outputs>

²The YOUMIG Good Practice Collection can be found here: <http://www.interreg-danube.eu/approved-projects/youmig/outputs>

the sending areas, immigrants’ deskilling (“brain waste”), and difficulties accessing public services in the receiving areas. Subsequently, local pilot actions were designed and implemented in the identified topics. In the case of already existing practices, actions were adapted to local context. The pilot actions were accompanied by local Migration Forums, which involve relevant stakeholders linked to the pilot area receiving immediate feedback and general local supervision. In addition, partners peer reviewed each other’s pilot actions as part of a study visit to increase knowledge sharing linked to the piloting, and in order to assess its transferability. The pilots were evaluated based on a common methodology.

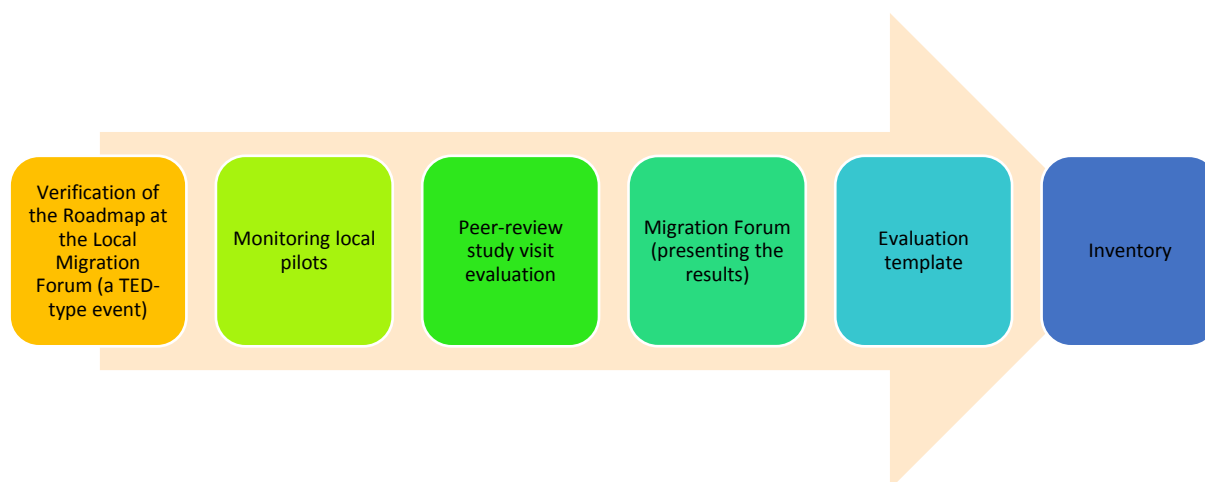
Fig. 1: Preparation of the local pilot



The local pilot’s testing phase incorporated several activities: implementation - accompanied by the monitoring-activities and presentation of the results to all 19 partners, as well as peer-review study visits in which local partners not only visited each other, but also capitalised on the lessons learned during the pilot project’s implementation.

In the figure below, the entire process of implementation, monitoring and evaluation of the local pilots is documented.

Fig. 2: Implementation, monitoring, and evaluation of the local pilots



With each of the local partners basing their pilot actions on field research and LSQA, the individual action plans are naturally distinct.

Tab. 1: Overview of YOUMIG pilot activity by local partners

Local partner	Name of pilot activity	Brief description of the pilot activity
Graz	M-GIST-HUB Engaging migrant girls from the Danube region in natural science and technology	<p>The city of Graz is currently witnessing a trend: its youth lack interest in obtaining an education in natural science and technology, which is especially typical of young women with a migration background. It has been found that in many cases there is little awareness of which skill sets are required or what job opportunities exist in obtaining such an education.</p> <p>The M-GIST-HUB is therefore concerned primarily with raising awareness among the target group, and above all, including family members of the target group, since young people rarely make such important decisions independently; therefore the influence of family members (who may also lack awareness of educational possibilities), is also one of the decisive factors.</p> <p>Ultimately, raising awareness of the opportunities available to the target group has an impact on their integration into society.</p>
Kanjiža	Stay, work, be happy!	<p>The Municipality of Kanjiža has opened a co-working space, providing its youth with the opportunity to gain business and language competences to further their opportunities in the Serbian labour market, since overall cooperation with the established national structures was inadequate for the specific situation of the municipality.</p> <p>Through the municipality-owned centre, the target group of young potential emigrants has been offered advice and support, thereby influencing their decision to migrate abroad or not.</p> <p>By means of this activity, the local partner is tackling the issue of youth emigration from the municipality to neighbouring Hungary, especially since the majority of the population is part of the Hungarian minority and has better language competencies in Hungarian than in the national language (Serbian).</p>

Local partner	Name of pilot activity	Brief description of the pilot activity
Maribor	CWMB YOUMIG (Co-Working Maribor)	<p>Maribor is a city facing both immigration and emigration. Therefore, the CWMB YOUMIG programme is targeting young people with a migration background or intention to migrate, as well as offering a supportive environment for return migrants.</p> <p>The co-working centre is offering support for young people on their path to self-employment, by offering free desk sharing in a stimulating environment with access to key support organizations within the city (including national SPOT points, a science park, and consultations available at the regional development agency), as well as linguistic support in the case of language barriers for migrants.</p> <p>By offering such support, CWMB YOUMIG provides a hub, staying in touch with its members even in the event of their emigration from the city. It also forms a supportive network for immigrants integrating into society through self-employment.</p> <p>During the pilot period, CWMB attracted 3 immigrants and 12 potential emigrants.</p>
Szeged	Sensitization and multicultural training (SAMU)	<p>The Municipality of Szeged identified an opportunity to facilitate the social integration of young migrants with nursery-school children (ages 3-6), through a programme provided by public pre-school childcare providers.</p> <p>Trainings on sensitisation and multiculturalism were conducted among public pre-school childcare providers and with municipal staff in order to break down the potential communication barriers between public service providers and immigrants.</p> <p>The pilot activities contributed positively to public service providers (municipality and nursery school), above all, by raising staff competencies in dealing with the issues of immigrants (mostly young parents) who do not share the same cultural background and command of the language as their native peers.</p> <p>The trainings proved successful, and provided staff with tools that could also be applied outside their immediate field of work.</p>

2. Local pilot sensitisation and multicultural training (SAMU)

Title	Sensitisation and multicultural training (SAMU)
Starting date	May-June 2018
Duration	September 2018 and half-year follow-up
Local pilot holder	Municipality of Szeged
Number of municipal staff involved in the implementation of the local pilot	Five members of the Szeged YOUMIG team
Target group	Nursery school teachers and front office workers
Stakeholders (list)	Minority organisations, educational and cultural organisations, decision makers, policy-makers and officials of the Municipality of Szeged, offices, administrative organisations, employers
Costs (as per AF)	Implementation: Staff = EUR 3,840.00 / External = EUR 5,000.00
Transferred good practice ³	2.2.13. "Integration: A Practical Guide to assisting Integration for Local Authorities" 2.2.15. Multi-training

3. Summary of the local pilot

The establishment of SAMU YOUMIG (sensitisation and multicultural training) serves two purposes. Firstly, it is intended as a training programme for officials employed in municipality customer services, and secondly as one for all nursery school employees.

After taking into account the findings of the local status quo analysis (LSQA), we decided to select front office workers and nursery school staff to be the target group in this pilot.

The main objective of the project was to increase the competence and intercultural sensitivity of nursery school teachers and public sector staff who have direct contact with foreign citizens.

In Szeged, only nursery schools remain under municipal control (primary and secondary schools have been managed by the state since January 2013). One consequence of this fact is that it has given us more time to acquire practical experience in this sector, which helped us in preparing for the training. In addition, during the local forums we received feedback concerning the particular importance of sensitisation in this area. These are the primary reasons we selected nursery schools to be our target group in this pilot.

³

Children from abroad often attend nursery schools; in fact, there are very few in Szeged that children from other countries do not attend, and each child brings their own culture and diversity. At this age, children have very flexible attitudes, and they look to the teacher as someone on whom to model their behaviour. During SAMU, we realised that the training responded to real needs and could benefit the most vulnerable parts of the population who are also, after all, our hope for the future.

The SAMU project finished in September when the second part of the training was held in Szeged for nursery school teachers, and a half-year follow-up period was provided for those who participated.

The expectation was that because of the training, nursery school staff and front office workers would be able to carry out their tasks more professionally. They would be more open to cultural diversity, and more attentive to young migrants and their parents.

We also hoped that those involved in the pilot would positively influence their colleagues, and this indeed happened. During the pilot's evaluation, teachers agreed that they would definitely recommend it to others. The benefits of organising further sensitisation training for other target groups were also pointed out.

We feel certain that all the good experiences and knowledge gained will last long after the local pilot or even the whole project ends.

Such good practice is highly transferable, and this was confirmed by the peer-review study visit; peers from Raca were satisfied with our goals, implementation and results.

4. Challenges addressed in the local pilot

Major local challenges and opportunities related to youth migration, identified by the local status quo analysis (Activity 3.2) and addressed in the local pilot

The LSQA identified several different challenges and opportunities related to youth migration, among others:

1. Challenges directly tackled by the pilot:

- Separation between foreigners and locals should be diminished
- Tolerance and cultural intelligence should be developed (sensitisation)
- Foreigners should feel particularly welcome – including English-speaking personnel in public administration and the service industry, as well as high-quality services tailored to the needs of foreigners

2. Challenges indirectly tackled by the pilot:

- Medical professionals should be encouraged to stay and work in the city
- Local companies should be encouraged to employ foreigners

3. Challenges not tackled by the pilot:

- Those who go abroad leave may leave family members behind - often those who stay in Szeged can neither rely on their help nor assist them
- The cultural and educational features of Szeged should cater to the needs of locals and foreigners alike
- Reliable and comprehensive data on local migration processes should be elaborated to provide local policy makers and decision makers with good quality and up-to-date information

5. LogFrame of the local pilot

	Intervention logic	Objectively verifiable indicators	Sources of verification	Assumptions
Overall Objective	Positive and open attitude of public servants towards immigrants; Low-level of prejudice	Will not be measured within the project	-	
Pilot Purpose	Increased well-being of young immigrant parents; Young adult immigrants feel more welcome in Szeged The attitude of preschool/ nursery school teachers towards cultural differences and immigrants changes positively	Number of local preschool/nursery school teachers and officials who successfully completed the sensitisation and multicultural training Current: 0, Target: 30	Training documentation	Preschool/nursery school personnel (currently or potentially) carry out their work in a more professional, open and inclusive way when working with immigrant children and communicating with their parents
Results	Sensitised local nursery school personnel and officials	Number of local preschool/ nursery school teachers and officials participating in the sensitisation and multicultural training Current: 0, Target: [30]	Training documentation	SAMU can achieve a change in the attitude of local nursery school teachers in their relations with immigrant children
Activities	1) SAMU preparation 2) SAMU implementation 3) SAMU evaluation	Means: - sensitisation and multicultural training (subcontractor) - counselling (subcontractor) - communication and support (Municipality of Szeged)	Cost: Implementation: Staff = EUR 3840 / External = EUR 5.000,00 Evaluation: Staff = EUR 580 / External = EUR 667	Local preschool/nursery school personnel are willing to take part in a sensitisation programme

Pre-conditions:

There are immigrant children included in local nursery school.

The Logical Framework Approach was used in the preparation and validation of the pilot activities within the Local Migration Forum with the involvement of the stakeholders.

6. Indicators, linked to the local pilot

Monitoring: indicators planned and achieved in the pilot project are presented in the table below.

	Planned (March 2018)	Achieved (December 2018)
Indicator 1	Nursery school teachers participating in intercultural training There are immigrant children included in local nursery schools Local nursery school personnel are willing to take part in the sensitisation programme	The Municipality of Szeged organised training for nursery school teachers by implementing the YOUMIG pilot from June to September 2018 The programme will be active throughout the duration of the pilot activities in the YOUMIG project
Definition	Intercultural training for nursery school teachers The conclusions of the LSQA were taken into account. This thorough work ensures that the action is useful and based on the real needs of the target group The Municipality of Szeged maintains control of nursery schools in Szeged; therefore, our sensitisation training is appropriate	
Baseline	0	
Target	17 (nursery school teachers)	
Data collection (by whom and how)	Attendance sheets were registered on each training day Evaluation questionnaires were filled-in by 15 of the 17 participants	
	Planned (March 2018)	Achieved December 2018
Indicator 2	Sensitisation and multicultural training for those who work in front office positions in the local municipality	The municipality of Szeged organised training for front office workers in May 2018

Definition	The conclusions of the LSQA were taken into account. The main objective of the project was to increase the competence and intercultural sensitivity of officials in public services who have direct contact with third country nationals	The feedback confirmed expectations; officials acquired useful knowledge on the topic
Baseline	0	
Target	30	
Data collection (by whom and how)	Attendance sheets were registered on the training day	

7. Planned and implemented activities

During the selection phase, the conclusions of the LSQA were taken into account, the good practice collection was scrutinized, and internal consultations took place in the Municipality of Szeged to define the outlines of the pilot action. This thorough work ensured that the action was useful and based on the real needs of the target group, and that the pilot would be feasible.

The LSQA identified several different challenges and opportunities related to youth migration, among others:

- Separation between foreigners and locals should be diminished
- Tolerance and cultural intelligence should be developed (sensitisation)

The pilot project was divided into two parts:

a) Sensitisation and multicultural training for those who – currently or potentially – work with the youngest age group of immigrants (in local nursery schools), and – currently or potentially – are in contact with their parents AND/OR

b) Sensitisation and multicultural training for those who work in front office positions in the municipality

The training for public sector workers was held in the municipality. Thirty officials were interested in this training, which is what we had expected. Before implementing the training, we had already held a local migration forum on 17 April to which we invited a member of the assigned association (Menedék) to hold a presentation on the topic. Regarding the officials' training, we asked the trainer to focus his presentation on concepts, legislation, facts and trends. This event took place on 28 May and was a great success.

The other training was for nursery school teachers. It was held on 11-12 June and 20-21 September. Nursery teachers were also invited to our local migration forum in April so that they could ask questions and settle preliminary arrangements with the association regarding the training.

We planned to involve at least 15 nursery school personnel in the training - finally 17 participated.

The nursery school teachers' training was practice-oriented; the main topics were conflict management, intercultural differences and competencies, the Lee model of migration, team working methods, sensitive topics and their management etc.

We also assigned an external expert to evaluate the training held for nursery school personnel. The assessment was based on an anonymous and voluntary questionnaire, and the results were very encouraging.

8. Evaluation of the local pilot

8.1. Problems and needs (Relevance)

Please state your opinion: were the selected (or created) good practices that you were transferring adequate to the specific needs of the young I/E/R in your local community and how?

From the good practice collection, two relevant good practices were identified.

The initiative 2.2.13., "Integration: A Practical Guide to assisting Integration for Local Authorities" (Ireland) can provide information on how a local authority's commitment to the integration of migrants can be deepened. The experiences of one of its activities "Providing specialist training for senior local authority officials to nurture an integration culture at leadership level and embed these values in their priorities" was studied when planning and implementing the pilot.

The objective of the good practice 2.2.15., "Multi-training" (Poland) was very similar to the goal of our proposed pilot action: to increase the competence and the intercultural sensitivity of those who provide public services and have direct contact with foreigners. The nature of the activities of "Multi-training" provided practical insights into how to proceed when intercultural sensitivity at local institutions is to be enhanced.

Currently, dozens of children with migrant backgrounds are enrolled in nursery schools in Szeged, and almost half of them (around 20 out of 45) integrate children of young immigrant parents. Further, the number of immigrant children is likely to rise: the projects of the University of Szeged as well as the presence of shared service centres (such as those in BP) and the operation of the ELI-ALPS Research Institute will attract further young immigrants in the future.

The integration and well-being of young parents is strongly influenced by the manner in which their children are treated at nursery school (in addition to how they themselves are treated). Therefore, the attitude of nursery school staff towards people of different cultural backgrounds is crucial, and the sensitisation of nursery school employees to aid in this respect, highly beneficial.

The good practice collection contains the project 2.2.15., "Multi-training". The aim of this initiative is very similar to ours: to increase the competence and intercultural sensitivity of those who are in contact with foreigners through their professions.

During the adaptation, the following modifications were made to:

- Take into account specific circumstances
- Shift the primary focus from police officers and border guard officers to kindergarten staff
- Include the sensitisation of people who do not necessarily have direct contact with foreigners (e.g., representatives of nursery school directors, local government officials, etc.), but nonetheless are involved in nursery school affairs
- To place less emphasis on conflict management than in the original project

8.2. Achievement of purpose (Effectiveness)

Please describe how well the outputs level indicators were achieved (see the table of indicators in the monitoring report as a reference point).

Indicator 1: Nursery school teachers participating in the intercultural training

There are immigrant children included in local nursery schools and personnel willing to take part in the sensitisation programme.

Achieved: The Municipality of Szeged organised training for nursery school teachers by implementing the YOUMIG pilot from June to September 2018 (with a 6-month follow-up period).

Indicator 2: Sensitisation and multicultural training for those who work in front office positions in the local municipality

The main objective of the project was to increase the competence and intercultural sensitivity of public sector officials who have direct contact with third country nationals.

Achieved: The Municipality of Szeged organised training for front office workers in the municipality in May. Feedback confirmed our expectations – officials gained a deeper knowledge of the topic.

Both training sessions were very useful; the evaluation also confirmed our expectations. Both the front office workers and nursery school teachers were satisfied and found the knowledge gained during the training very helpful for carrying out their daily work.

Please rate the usefulness of the second local event and migration forum for the implementation of the local pilot.

For our second local event, a member of the association (Menedék) was invited to give a presentation on the topic. Nursery school teachers and customer services personnel were invited, and they were able to ask questions and settle preliminary arrangements with the association regarding the training. In the second half of the forum, we discussed our good practice ideas with a smaller group in which – as we had planned - only nursery school teachers involved in the training were present. A co-worker of the Menedék Association, Ildikó Barcza, presented their 30-hour-training syllabus elaborated especially for nursery school teachers. Most of the attendants were interested, and a good dialogue developed during this one-hour meeting in which the following suggestions were made:

- The nursery school teachers pointed out that the most fundamental problem is a lack of language competence. Until recently, at least one of parent of a child was Hungarian, making communication possible. However, nowadays often neither of the parents speak Hungarian and in addition, only a few nursery teachers speak foreign languages. In such cases, the only practical solution is that the child quickly learns the language and translates it to his/her parents.

- A list of volunteers (e.g., university students with phones at the ready) who could occasionally help to translate for migrant parents was suggested.

- It was also mentioned that access to information about where to learn Hungarian in Szeged would be very useful. Many people supported this idea, bearing in mind that a situation in which neither parent speaks Hungarian is becoming increasingly common.

- In Szeged, the number of Hungarians from Vojvodina who migrated here in the wake of the war is remarkable. Moreover, they are developing a strong community and there is a Serbian nursery group as well. One of its teachers - also from Vojvodina - was at the meeting. She mentioned that getting on with this group presented few difficulties and that both its sense of community and communication skills were excellent.

All of these suggestions were forwarded to the Director of Nursery Schools.

Last but not least, attendees agreed with the trainer regarding the exam requirements and expected dates of the training.

How did the peer study visits influence the implementation of the local pilot?

The study visit took place after the pilot implementation had ended. Peer reviewers from Raca found our pilot to be feasible and we received a lot of productive feedback: they found our good practice choice to be very strong and adaptable, and liked the outcome of our second local event and the involvement of the target group. The possibility of repeating the training and widening its sphere of influence to other municipal and/or non-governmental areas in addition to evaluating its long-term effects (in the form of long-term feedback) was also highlighted.

How would you rate the involvement of the stakeholders?

The stakeholders were involved from the outset of the YOUMIG project and helped to identify the needs of the target group (young migrants) as well as possible solutions to their problems. Once the association was established, the stakeholders had the opportunity to discuss these needs at the local event in March after which the training was implemented.

The stakeholders further monitored the implementation of the programme during the forums held within the project. The vice-mayor, for instance, attended all the YOUMIG migration forums and made himself familiar with the project's goals and progress.

How well was the local pilot accepted by decision makers (e.g., the mayor) in the municipality?

It is important to consider specific motivations behind the statistics: "Why do young people come to Szeged and why do they leave the city?" "What kind of needs arise regarding immigrants or returnees?" – Such an approach can benefit the city's development process. The first port of call for migrants is typically local government institutions and officials; in view of this fact, decision makers welcomed the local pilot since the training of nursery teachers and front office staff (who have direct communication with migrants) will enable them to be better prepared and more flexible in their dealings with migrants in future.

What were the major challenging factors in implementing the local pilot?

Migration is a sensitive topic in Hungary, and initially it was difficult to find the right activity and target group. However, once over this hurdle, we were certain that we had found the right service based on genuine needs. It was also hard to find an association that was able to hold this kind of training, but fortunately, we found the Menedék Association – it was glad to do so for both target groups we selected. Based on the participants' feedback, all of them were very satisfied with the training and stated that the knowledge they gained was useful.

During the implementation of the local pilot, we had to deal with some political issues and were worried that these would affect the activity. Communication was certainly our biggest challenge in this respect. We had to be very careful preparing public relations literature and promoting the pilot even in our local forums because migration has become a very sensitive topic in Hungary in recent years.

8.3. Sound management and value for money (Efficiency)

Please describe the efficiency of the local pilot regarding costs, staff engagement and time consumption. Were the results/objectives achieved within the time and budgetary constraints?

With regard to staff engagement, SAMU was efficient in that every member of the project took an active part in its implementation. We had to estimate the needs of the city (the thematic expert) and define the scope of the municipality (the project team), after which we had to communicate our aims to the nursery schools and municipal staff (the communication's manager). As for organising the second local event, we invited the people concerned and held a presentation on the pilot activity (the entire project team). At first, it was hard to find an association for the training, but the Menedék Association proved to be fine.

Apropos costs: the planned budget for this activity initially seemed to be tight. However, since we had excluded certain activities, we were able to stay within the budget.

The pilot was also efficient in terms of time constraints. We had already found the association before our second local event, so we were able to invite a member of the association to the forum who, in turn, gave a presentation to the attendees. As such, it supported well the pilot activity.

8.4. Achievement of wider effects (Impact)

Please describe the impact of the local pilot on young I/E/R in your local community. What difference would it have made had the local pilot not been implemented?

The pilot had a positive impact on the community of nursery school teachers, and affirmed that they are on the right path to tackling migration-related issues. In addition, the pilot helped to establish a small community that will be better placed to face this and similar matters in future. Individual schools know they will no longer be left alone to deal with and resolve such problems, since they will be able to receive support from each other or from the training organisers.

8.5. Likely continuation of achieved results (Sustainability)

Is there any need to expand or modify the pilot activity and incorporate it into the long-lasting provision of services at the local level?

We received some feedback from nursery teachers during the evaluation after the training. Three interviewees suggested that more people should have access to the training, and one interviewee suggested that children might also benefit from sensitisation.

8.6. Strengths of the pilot/organization

Please list the strengths of the local pilot's implementation (e.g., in terms of staff commitment, stakeholders' participation, support of the mayor's office, etc.).

- Stakeholders' involvement from the outset helped to identify the needs and possible solutions that would assist the target group. Further, they had the opportunity to discuss such needs at the local event in March.
- Staff helped with the implementation of the pilot activity providing professional suggestions, means of communication and support with administrative tasks.
- The association proved its commitment to tasks by offering a half-year follow-up for nursery school teachers after the training's last session.

8.7. Being proud of

In brief, what are you especially proud of concerning the implementation of the local pilot?

Our biggest success relates to the feedback we got from nursery school teachers for the sensitisation training. One part of the evaluation was to write a few words (rather than sentences) that summarised the training, the knowledge gained, the methods learnt - the whole experience. From these we created a word tree, and we like to think it expresses everything.



The success of the pilot was also confirmed by the peer-review study visit. In October 2018, our partners from Rača visited Szeged as part of a two-day study visit. We presented our pilot activities, visited the Information Point (OSS) in the municipality and paid a visit to a kindergarten where our guests had the opportunity to take a peek at a nursery school group that includes a foreign child who cannot speak Hungarian.

“As a result of research carried out within the framework of YOUMIG in Szeged (based on population development data, interviews, focus groups, etc.), possible means of improving the opportunities and living conditions of migrants in relation to municipal institutions have been identified. In particular, nursery schools and preschools have been identified as specific areas in which communicating with foreign migrants’ children warrants particular sensitivity and care.”

“It is important for Szeged to maintain a continued interest in migrants, and to be aware of their contribution to the social and economic development of the city.”

The study visit took place after the pilot implementation had finished. The peer reviewers from Rača found our pilot feasible and they provided us with plenty of useful feedback. Overall, our good practice choice was found to be very strong and adaptable.

“We recommend that in the case of possible additional funding to expand this training to other groups or to facilitate co-operation with other lines of public administration and/or the non-governmental sector (outside of local government), the following areas be considered:

- *Clearly identified issues*
- *Compact and efficient framework for implementation*
- *Time efficient progress from decision to implementation, including the quick implementation of working practices*
- *Motivational aspects used to attract participants*
- *Direct search for feedback/monitoring among participants.”*

We received some feedback from nursery school teachers during the post-training evaluation; these data can be seen in the tables below.

Factor	Very satisfied	Rather satisfied	Undecided, rather dissatisfied or very dissatisfied
<i>Trainers' performance</i>	100%	0%	0%
<i>Preparedness of the instructors</i>	100%	0%	0%
<i>Quality of training materials</i>	100%	0%	0%
<i>Practical tasks</i>	100%	0%	0%
<i>Provision of theoretical information</i>	93%	7%	0%
<i>Infrastructure (location, equipment, etc.)</i>	93%	7%	0%
<i>Usability of the knowledge gained</i>	87%	13%	0%

Statement	Very much agree	Rather agree	Very much or rather disagree, or undecided
<i>I would be happy to recommend my colleagues to do the training.</i>	100%	0%	0%
<i>I got acquainted with the basic concepts of the topic.</i>	93%	7%	0%
<i>I gained knowledge I can use in my work.</i>	93%	7%	0%
<i>Thanks to the training I can participate more effectively in my interactions with children with foreign backgrounds.</i>	93%	7%	0%
<i>I gained knowledge in problem solving and conflict management.</i>	93%	7%	0%

<i>I have managed to widen my professional network thanks to the training.</i>	93%	7%	0%
<i>I improved a lot during the training.</i>	87%	13%	0%
<i>Thanks to the training I can communicate more effectively.</i>	80%	20%	0%
<i>I am now better acquainted with the situation of migrant children in Hungary.</i>	73%	27%	0%

The outcome of the evaluation was satisfying with respect to the high percentage of participants that provided feedback. Three interviewees suggested that more people should have access to training of this kind, four interviewees expressed a high degree of satisfaction with the pilot, one interviewee proposed the sensitisation of children, and one interviewee wished to promote further the idea of acceptance and cooperation.

8.8. Conclusions & recommendations

Summarised conclusions and lessons learned during the local pilot's implementation.

It is not only migrant youth that need to be supported in their adjustment to a city's (civic) environment but government sector employees who work with them or on their behalf; these officials also need help in dealing with migrants, their children and issues related to migration.

People working with or for migrants should be given the opportunity to meet and share experiences and practices with one another.

During the intercultural training, participants learned useful techniques that can easily be incorporated into their everyday work. They were pleased to find that these methods not only help when communicating with migrants but also more generally in their dealings with others with whom interactions are less frequent.

In order to ensure involvement and increase motivation, the organisers had to clarify that participants were not there due to poor performance, but for the purpose of learning practical sensitisation techniques that could subsequently be passed on to their peers.

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