

Absztakok:

Domszky, András: Royal road did not even lead to the law

It is said that in the end of the 20th century there are 3 types of legitimacy of child protection (being significant individually and also linked to each other): anthropological, political and the one from the aspect of children's rights. The scopes of legitimacy help to organise the services needed and also to judge its level of technicality of the times. The institutions in the system of child protection are continuously tested in all 3 legitimacy domains. Child Protection Act is the one framed by political legitimacy.

The primary impact of the child rights legitimacy is how these articles should be validated – in the framework of the international children's rights - by the states ratifying the Convention. The more perfect structures and the regulation getting more precise (changed quite often and being more subtle) can alienate from that very content and its substantial renewal, which originally meant to express the main goals and purposes. A very exciting study can be written out of this also. The role of the anthropological legitimacy is not only serving the application of scientific knowledge, but to express humanity. The anthropological legitimacy is the résumé of the practice of the professionals working in the field of child protection, It concludes, together with the effort of emerging expertise, to make human dignity as a mindset,

In sum, the essence of the efficient child protection is the interpersonal relation in the professional system.

Keywords: Child Protection Act, law, rights, history, legitimacy, interpersonal relation, 3 types of legitimacy of child protection

Simon, Gabriella: Roger's person-centered humanistic approach in helping

Humanistic psychology is a school of psychology that emerged in the middle of the last century, after the behaviourist and psychoanalytic movements – which in contrast to the views of the previous movements - referred to itself as the so - called third force. (The transpersonal psychology will later become the fourth force.)

The term humanistic means being human-centred. This point of view, philosophy is a way of looking at life, an attitude towards living. In its focus stands the person with his subjective experiences. His basic needs – in addition to the physiological needs – with the development

of his abilities and potentials. It focuses on the emphasis of the individuals' natural aspiration to self-realization (also called self-actualization).

Carl R. Rogers, who is one of the most prominent representatives of the humanistic psychology movement, claims that instead of predicting human behaviour and assessing the problem, we should concentrate on understanding it. According to the advocates of this radically different approach, the sincere desire to understand the person is solely enough to facilitate the person to be open to change. The representation of this process, attitude and mindset of the helper is emphasising the active, responsible, equal relationship with the client; it is also a holistic, system-based approach - in contrast to the deficit-centred, diagnostic attitude of the medical approach, which subordinates the client to the medical professional, who is seen as an expert.

In the interpretation of humanistic therapies psychological conditions occur when the fulfilment of the individual's potential is interfered with circumstances or other people (such as parents, teachers, spouse) seeking to divert the individual's development into a path they consider as being acceptable. The humanistic approaches aim to help the client to become the person they can. But not only by exploring the past, but by encouraging the individual to understand oneself, to focus on the „here and now” and to give support and to find the own solutions.

According to this approach, the helper's attitude is based on the possible values of the client and his environment. Its representatives consider the client to be the expert of his problem, being a responsible person in the solution-focused task. At the centre of the humanistic approach is the client in charge and not the patient in dependence.

The holistic way, which is the main characteristic of the humanistic approach, seeks to understand the individual in his wholeness, relations, family ties and its context and interactions with the environment and society. It doesn't simplify this understanding to a mere element of the human wholeness: thoughts, emotions, body or mind. The approach focusing on integrity – by viewing the individual as part of the universal transcendence– explores all dimensions and every context of the human existence.

Keywords: humanistic psychology, person-centered, helping, therapies

Papházi, Tibor and Papházi, Viktor: Living conditions, living situation and family planning in Hungarian Youths datarecords

The aim of this study is to reveal the factors related to the living situation and the quality of living among descendants planned by their parents, applying gross-sample youths survey studies (The Youth, Hungarian Youth data records) conducted in every four years. The results of the applied 2- and multi-variable statistical analysis show that the correlation between the number of planned children and the living condition is not strong; the results are influenced by other factors as well. The number of planned children is primarily based on the number of existing children in the family, but the ones living in better living conditions plan children with a higher proportion. This is determined by the financial situation of the family, which is strongly linked to the educational attainment and their job market status.

Keywords: youth research, the number of planned children, living situation, living conditions

Rosta, Andrea PhD: The past and present of the first social pedagogy education

This article deals with the history and the current situation of the Hungarian social pedagogy education that was first founded in János Vitéz Catholic Teacher Training College, presently Péter Pázmány Catholic University as successor institution.

Present work tackles the history of the two institutions providing base for the first social pedagogy faculty and it also describes the main developmental milestones from social aspect. The article recalls the first difficulties of the heroic period in social pedagogy education, for example the hardship of self-definition, which give challenges time to time for the ones thinking about the field of social pedagogy.

We also touch on the enthusiasm of this period, in what the founding fathers put the standard curriculum together from „brick to brick”. The article writes about that rather long stable period when the higher education institutions, being responsible for social pedagogy, made agreements and improvement with mutual effort.

This piece of work calls up all those stages when changes, both in higher education and also on macro society level, put new demands on trainer institutions and trainings as well, requiring reforms from them. All those difficulties and changes related to social-pedagogy education are also mentioned that were generated by the fusion of the Esztergom parent institute with Péter Pázmány Catholic University. Finally, we outline the focal points and the probable future challenges of the present social pedagogy education in Pázmány University.

Keywords: social pedagogy, education, university, history

Bihari, Ildikó; Rácz, Andrea and Sik, Dorottya: Possibilities of building complex services in the early years intervention

One of the main goals in the field of child protection is prevention: preventing the children from being removed from the family, to strengthen families in order to assure children to be raised in safe environment without any threatening circumstances. Early childhood is the most sensitive period in terms of any therapies. Based on model researches and impact assessments it can be stated that efforts invested in the care and education in early years, resulted with multiple payback.

These aims were reflected in one pillar of the EFOP 1.9-5 – VEKOP -16-2016-00001 – „Improvement of early childhood interventions to improve the complex services for the children age 0-6” project, in which services were delivered with the cooperation of the 3 sectors: social, education and medical, in the 8 most disadvantaged districts. In our pilot program we conducted one-on-one and group interviews with qualitative research method for data collection. The conclusions of the interviews are shared in this article with an ending of a policy proposal for future development.

Keywords: child protection, prevention, research, education, cooperation, early childhood



Szerzőink:

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Babits Mihály versével kíván Áldott Karácsonyi Ünnepeket és Boldog Újesztendőt szerkesztőségünk!

Babits Mihály: Karácsonyi ének

Mért fekszel jászolban, ég királya?
Visszasírsz az éhes barikára.
Zenghetnél, lenghetnél angyalok közt:
mégis itt rídogálsz, állatok közt.

Bölcs bocik szájának langy fuvalma
jobb tán mint csillag-úr szele volna?
Jobb talán a puha széna-alom,
mint a magas égi birodalom?

Istálló párája, jobb az neked,
mint gazdag nárdusok és kenetek?
Lábadhoz tömjén hullt és arany hullt:
kezed csak bús anyád melléért nyult...

Becsesnek láttad te e földi test
koldusruháját, hogy fölvetted ezt?
s nem vélted rossznak a zord életet?
te, kiről zengjük hogy "megszületett"!

Szeress hát minket is, koldusokat!
Lelkünkben gyujts pici gyertyát sokat.
Csengess éjünkön át, s csillantsd elénk
törékeny játékunkat, a reményt.