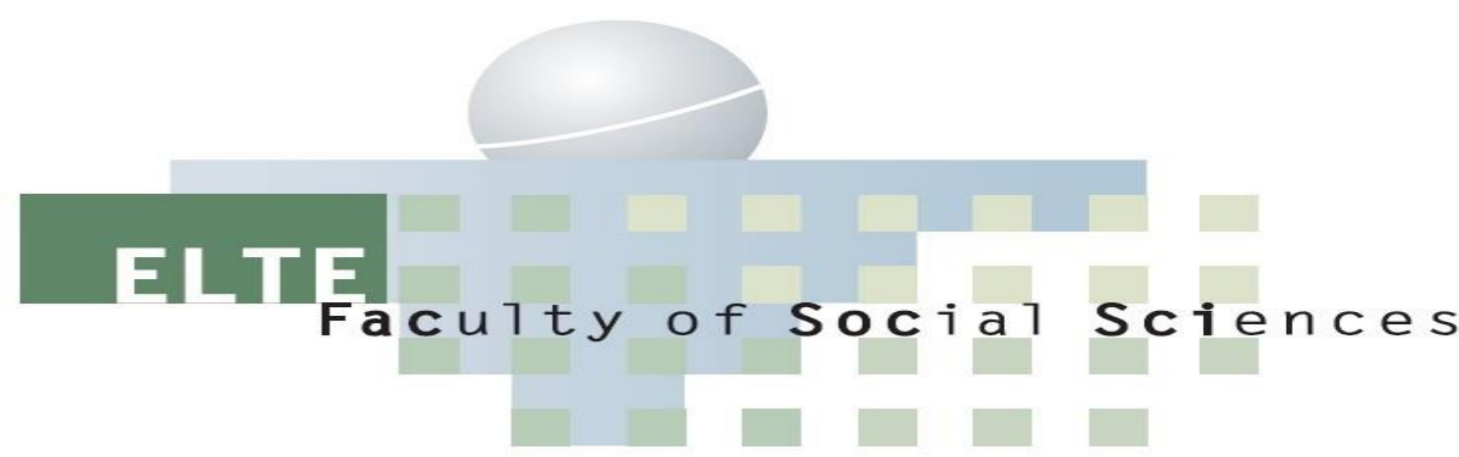


EDUCATIONAL VALUES AND CHALLENGES IN THE HUNGARIAN CHILD PROTECTION SYSTEM



Dr. habil. Andrea Rácz, Associate Professor
Eötvös Loránd University, Department of Social Work,
Budapest, Hungary
racz.andrea.aniko@tatk.elte.hu



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METHODOLOGY

RESEARCH IS BASED ON INTERVIEWS WITH PROFESSIONALS AND YOUTH IN CP

- 2 EXPERTS FROM DECISION MAKING
- 2 FOCUS-GROUPS (INSTITUTIONAL AND FOSTER CARE SYSTEM: WITH 6 AND 9 MEMBERS)
- 4 CHILDREN AND YOUTH (3 with children aged 16-17 and 1 with a young adult (aged 20). Three of the interviewees were female, one male. All live in the countryside, in three different counties.



MAIN AIMS

THE AIM OF THE RESEASRCH IS TO INVESTIGATE WHAT GOALS, VALUES AND CHALLENGES OF EDUCATION AND CARE CAN BE IDENTIFIED IN THE INSTITUTIONAL AND FOSTER CARE OF THE CHILD PROTECTION SYSTEM IN THE HUNGARIAN CONTEXT.

- For Hirst (1999) it is a general truth that education means all those activities, which aim at allowing for a “good life”, implying the satisfaction of emotional, physical and social needs.
- Thus, in the context of the CP, the aim of education is to preparing children to good/agreeable life, to quality survival, constructive lifestyle, and future responsibilities in life. The two segments of the child protection care. Where the child is not only the target, but also the actor of education.

Professionals think that **optimal child protection is about listening and paying attention to children, about allowing them to express their feelings and thoughts.**

They consider education being a teamwork:

“(...) so that they can guide the young person within the proper boundaries, and ensure that specific intimacy where children can always withdraw whenever they are not up to a certain situation, falter, or get stuck, so they must always have a secure supportive background team which would help them out, help them stand up, so the young person can advance and spread their wings.” (Foster care, focus group)

MAIN RESULTS

LIMITS	EXPECTATIONS
<p>YOUTH EXPLAIN THAT WHILE BECOMING CLOSE TO ADULT AGE, THEY FEEL THAT THEIR OPINION COUNTS MORE, SINCE PREVIOUSLY, EVEN IN CASE OF MORE IMPORTANT DECISIONS, LIKE CHOOSING A CAREER PATH, A HOBBY, OR ASSESSING THEIR RELATIONSHIPS, THEY HAD A RATHER PASSIVE ROLE.</p> <p><i>“(...) While I was there (in a foster family), they told me to choose a profession and stick to it, so that was it. (...) Only after moving out I got the chance to become aware that that’s not the only option, I don’t need to pick up one single thing and be good at that, but I can try out anything, and I can do many things simultaneously, I can even earn a living from several things, it’s just that I will have to find that one thing that best works for me.”</i> (Young person receiving aftercare in a civil network)</p>	<p>BEING PRESENT, INDIVIDUAL CARE, AND GUIDANCE REGARDING THEIR FUTURE ARE THE ASPECTS IMPORTANT TO THEM IN ORDER TO BECOME DECENT ADULTS ABLE TO ACCEPT THEMSELVES AND THEIR ENVIRONMENT, ABLE TO COPE WITH THEIR TRAUMAS AND THRIVE INDEPENDENTLY AFTER LEAVING THE CHILD PROTECTION SYSTEM.</p> <p>IT IS IMPORTANT FOR THEM TO KNOW THAT THEY CAN ACCESS SUPPORT AS YOUNG ADULTS AS WELL, SINCE SUCH ASSISTANCE ENSURES THEM SECURITY AND TIME TO GET PREPARED.</p> <p>ACCESS THE EXPERTS WITHIN THE CHILD PROTECTION SYSTEM (FOSTER CARE COUNSELLOR, GUARDIAN, PSYCHOLOGIST), SOMETIMES THEY DON’T REALLY FEEL THAT THEY APPLY THE VIEWPOINTS OF THE YOUNGSTERS.</p>

QUALITATIVE RESEARCH FINDINGS SHOW THAT THE STRUCTURAL PROBLEMS, GAPS IN PROVISION AND SERVICES, AND CAPACITY PROBLEMS SIGNIFICANTLY LIMIT THE PROFESSIONAL TOOLBOX WITH WHICH EDUCATIONAL WORK CAN BE EFFECTIVE AND DIVERSE.

CHILDREN AND YOUTH IN THE CARE SYSTEM NEED MORE AND BETTER-QUALITY SERVICES, INDIVIDUAL CARE AND A LOVING ATMOSPHERE IN WHICH THEY CAN ALSO RECEIVE PROFESSIONAL HELP TO COPE WITH THE TRAUMAS OF THE PAST.

“(...) If I will have a child, I wouldn’t throw him away, but I would like to have a very good relationship and discuss everything with him/her, for unfortunately I can’t really have a conversation with my mum.” (Young person growing up in a church supported home)