



Hungary-Romania
Cross-Border Co-operation
Programme 2007-2013

Two countries, one goal, joint success!

Rákó Erzsébet

**Child protection - methodological aids for learning the
skills for child welfare and child protection**

The publication of this book was funded by the project HURO-1001/268/2.3.1.
„Határmenti együttműködés erősítése a szociális szakemberek képzése és munkaerő-piaci
orientációja területén - Deepening of cross-border cooperation in the field of training and
labour market orientation of social professionals”

The content of this publication does not reflect the official opinion of the European
Union.



European Union
European Regional Development Fund

www.hungary-romania-cbc.eu
www.huro-cbc.eu

Introduction

The aim of the present methodological aid is to provide help to process the information related to child protection system. Our goal is that students recognize the threats regarding the children and youth age groups, be able to collect information and experiences on the children and youth age groups as users, and organize them. The students get to know the methods of unmet needs, detect vulnerability, processing, analysis and management. The students have to be able to explore and interpret the reasons and consequences that lead to the unfavourable situations for the target group. During the preparation of the course the student will be able to perform social pedagogical work and to provide professional services for in the child and youth protection institutions and to plan the helping processes, to analyse and provide them, as well as to apply the preventive and problem-solving techniques and methods in these institutions.

In the framework of the course students will learn about the current situation of child and youth protection through researches, particularly with regard to risk factors and deviances. Students will acquire knowledge of the 1997th year XXXI. Law on The institutions regulated by the Child Protection Act, and on the way they operate. Students learn about the role of the social pedagogues as well as their responsibilities in the institutions, and the jobs they can accept there. We will deepen their knowledge relating to the applicable work forms in the child protection institutions, the methods that may facilitate the design process, and data analysis. In the seminar related to the lecture the students will solve practical competency skill development tasks in groups and in individual forms. It aims to deepen the theoretical knowledge, to recognize connections and to learn problem-solving techniques.

The methods in the course are the following: training, exercise, independent and group work for the students, reading literature, interpretation and synthesis of prior knowledge and practical experiences, simulations, debate, discussion, explanation.

During the semester, the students will work in groups and individually as well, depending on the number of them, 3-4 work groups will be formed in a seminar. During the seminars we will usually use exercises that have been issued ahead – the students have to prepare at home – and they will be introduced by a member of the group. In the case where there is no exercise given in advance, the groups will receive a task on the lessons.

By the end of the semester, students produce a portfolio of processed tasks, which will be presented at the end of the semester.

Topics for the seminars related to the lectures

1. The current situation of children and youth ages in the Hungarian society

Questions, exercises:

Description and recommendation of journals (included on-line journals) related to child and youth protection (exercises provided in advance and group work)

By using the data from the research Youth 2008 (Ifjúság 2008) 2008 the presentation of the following topics (exercises provided in advance and group work):

- The 15-29 age group's way of life, deviances
- The cultural consumption characteristics and leisure habits of the 15-29 age group
- The labour market situation of young people

Literature:

Szabó Andrea - Bauer Béla (szerk.) (2009): Ifjúság 2008 Gyorsjelentés. Szociálpolitikai és Munkaügyi Intézet, Budapest
http://www.mobilitas.hu/uploads/1/hirek/2382/fajlok/ifjusag2008_gyorsjelentés_090520.pdf
2012. 08. 22.

Laki László - Szabó Andrea (2011): Szempontok az ifjúsági folyamatok értelmezéséhez. In Bauer Béla - Szabó Andrea (szerk.): Arctalan (?) nemzedék. Nemzeti Család- és Szociálpolitikai Intézet, Budapest pp. 13-25

Laki László (2011): Fiatalok a munkaerőpiacon. In Bauer Béla - Szabó Andrea (szerk.): Arctalan (?) nemzedék. Nemzeti Család- és Szociálpolitikai Intézet, Budapest pp. 115-131
http://www.ncsszi.hu/kutatasi-igazgatosag-1_10/ifjusagkutatas-2_14/fontosabb-publikaciok-4_120 2012. 07.21.

2. Groups and features children in need of child protection and the basic concepts of child protection

Notions

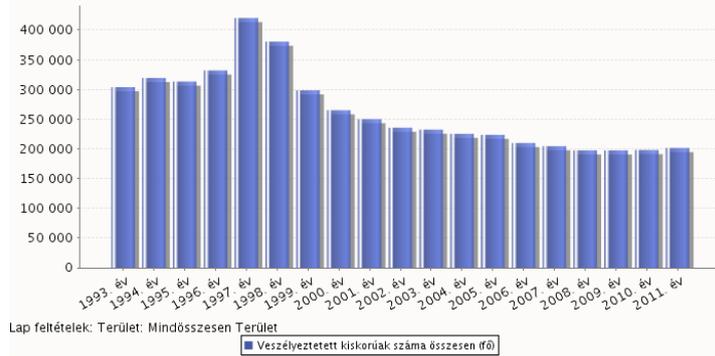
The discussion of the concept of vulnerability and disadvantage based on different authors, the exploration of the differences between the interpretations and the similarities:

The notion of vulnerability: Kerezi 1995, Szöllősi 2000, Domszky 2004, Herczog 2007

The notion of disadvantageous situation: A hátrányos helyzet fogalma: Kozma 1975, Huszár 1981, Papp 1997, Tót 1997, Liskó, 1997, Várnagy- Várnagy 2000, Fejes, Józsa, 2005, Andorka 2006, Liskó 1997, Papp 1997, Tót 1997, Kozma, 1975

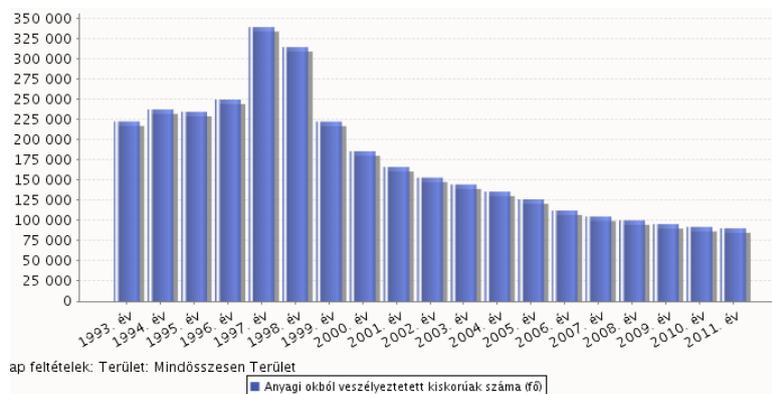
After reviewing the definitions of vulnerability and disadvantage it is clear that it is very important to emphasize the difference between the two concepts of child protection, as other types of intervention is required in the cases of disadvantage as in the cases of threat. It is not frequent that the authorities are taken out of the family because of the disadvantages, while in the case of vulnerable children it is often the case, depending on the degree of exposure. Interpretations of both concepts are appropriate because most of the institutions to be included in addition to the vulnerability of disadvantaged children as well. The most important task of the institutions is to provide a living environment for children, which eliminates the vulnerability and mitigate the disadvantages. (Rákó, 2011)

Figure 1. Number of infants in risk in Hungary (persons)



Source: <http://statinfo.ksh.hu/Statinfo/haViewer.jsp> 2012. 08. 22.

Figure 2. Infants in risk because of financial reasons (persons)



Source: <http://statinfo.ksh.hu/Statinfo/haViewer.jsp> 2012. 08. 22.

Questions, exercises:

Analyse the change in the number of children at risk during the period of your choice as shown in Figure 1!

Analyse the evolution of the number of vulnerable minors before the introduction of the Child Protection Act (before 1997) and post-period!

What can be the reason of the decrease in the number of children at risk? Do you think that the numbers are realistic?

What experiences did you acquire in connection with the vulnerable/disadvantaged children during your professional practice?

List what could be the cause of endangered phenomenon?

If you should rank the reasons, in your opinion what are the reasons of the vulnerability of children? What is shown in Figure 2?

Literature:

- Domszky András (2004): A gyermekvédelmi szakellátás értékhatára a szakellátás alapértékeinek érvényesülését szolgáló biztosítékok, technikák In Domszky András (szerk.): *Gyermekvédelmi szakellátás*. Budapest, NCSSZI
- Fejes József Balázs - Józsa Krisztián (2005): A tanulási motiváció jellegzetességei a hátrányos helyzetű tanulók körében. *Magyar Pedagógia*, 105. 2. sz. pp. 185-205
- Hanák Katalin (1983): *Gyermekvédelem és társadalom*. Akadémia Kiadó, Budapest
- Herczog Mária (2001): *Gyermekvédelmi kézikönyv* Kjk., Kerszöv Jogi és Üzleti Kiadó Kft. Bp. pp. 154-160, pp. 180-184
- Huszár István (1981): A hátrányos helyzet Magyarországon. *Társadalmi szemle*, 35. 6. sz.
- Kerezsi Klára (1995): *A védtelen gyermek (Erőszak és elhanyagolás a családban)*. Budapest, Közgazdasági és Jogi Könyvkiadó
- Kozma Tamás (1975): *Hátrányos helyzet*. Budapest, Tankönyvkiadó
- Liskó Ilona (1997): Hátrányos helyzetű gyerekek a szakképző iskolákban. *Educatio*, 6. 1. sz. pp. 60-73
- Papp János (1997): A hátrányos helyzet értelmezése. *Educatio* 6. 1. sz. pp. 3-7
- Rákó Erzsébet (2011): *A gyermekvédelmi szakellátás*. Debreceni Egyetem Kiadó, Debrecen
- Sziszik Erika - Klér Andrea (2000): Akikért a törvény szól In *Esély* 2000/2. sz. pp. 16-41
- Szöllősi Gábor (2003): A gyermekvédelmi probléma, mint társadalmi konstrukció. *Esély* 14. 2. sz. pp. 75-95
- Szöllősi Gábor (2000): Hogy fogalmunk legyen róla...A veszélyeztetettség fogalma az amerikai gyermekvédelemben. *Esély*, 11. 4. sz. pp. 39-71
- Várnagy Elemér - Várnagy Péter (2000): *A hátrányos helyzet pedagógiája*. Budapest, Corvinus
- Tót Éva (1997): Szakirodalmi áttekintés. In Papp Ágnes (szerk.): *A hátrányos helyzetű tanulók szakképzése*. Budapest, Munkaügyi Minisztérium

3. The change of the concept of child protection, children's rights

Questions, exercises:

1. Overview of children's rights in the United Nations Convention on Rights of Children on the basis of the review of major paragraphs.

2. Collaboration: Let us set out the cards containing the allegations in Annex No. 1 for the groups. The group members discuss the nine claims, in order of importance and settle them in a diamond shape. Put the most important claim on the table, then the following two most important ones below it. Below them come the three statements, which have moderate importance in the students' opinion. There should be two cards in the fourth line and one card in the fifth line: the claim, which will be held in the least important. In this way the cards are located in a diamond pattern.

The group is given 20 minutes to discuss and decide the order of priority. When everyone is ready the groups go around and look at which group has set up, how they prioritize, and process the outcomes based on guided aspects.

3. Processing

Each group should summarize the results of the discussion!

How the results are to be compared with each other for different groups? What are the similarities and the differences?

Why do different people have different priorities?

Are there groups of people who – after listening to others – would like to re-think their decisions about the order of the cards as a result? What arguments were the most persuasive?

Summarize, what are the rights of the children, which are not respected ?

Is there any law that is not included in the Convention and do you think should be included?

Do you think that a kids' Convention is necessary? Why?

If the Rights of the Children have a special Convention, would it be worth to create such an agreement for the 18-30 year olds?

What kind of special rights should be included into a Convention on the Rights of the young people?

While the Convention provides rights for children, how realistic it seems to you to enforce these rights ?

The **source** of the above described exercise: Patrícia Brander, Ellie Keen, Marie-Laure Lemineur (szerk.) (2004):KOMPASZ Kézikönyv a fiatalok emberi jogi képzéséhez. GYISM Mobilitás, Budapest. pp. 80-81

4. Whose duty is to protect children's rights in Hungary?

Children's rights have emerged as a result of a long development. What antecedents do you know of the adoption of the Convention on the Rights of the Child?

Children's rights are the third generation of human rights. What does this mean? Where can you turn for help if a child's rights are violated?

Summarize the functions of the children's rights advocate!

Have you met any case during your practice, where a child's rights were injured?

5. Create an information material (posters, flyers, etc) for children to help them learn about their rights, understand! (group work)

6. Bokorné Dr. Szegő Hanna (1996) divided children's rights into groups based on the following aspects:

civil political rights,
economic, social and cultural rights,
special protection of children in the family and in society,
protection of specific groups of children,
protection of children in emergency situations.

Fill in the following table by using the relevant articles of the Convention according to the criteria described above system!

Rights	Relevant paragraph of the Convention
Civil and political rights	Right for identity and for family relations Legal right for the prohibition of separation from parents Right for the protection of family unity Right of the expression of an opinion Right of free thoughts, conscience and religion Right of public meeting and peaceful assembly Right for privacy and good reputation Right for mass media
economic, social and cultural rights	Right for the protection of personal freedom The right for protection from economic exploitation The right to protection from sexual exploitation Legal protection against harmful agents Special protection rights in criminal procedure and imprisonment
the special protection of children in the family and in society	
protection of specific groups of children	
protection of children in emergency situations	

Literature

- Bokorné dr. Szegő Hanna: Egyezmény a Gyermekek Jogairól. In Szilvási Léna (szerk.) (1996): Gyermek-Család-Társadalom. Hilscher Rezső Szociálpolitika Egyesület, Budapest
- Domszky András(szerk.) (2004): Gyermekvédelmi szakellátás. NCSZI, Bp.
- Dr. Filó Erika - Dr. Katonáné dr. Pehr Erika (2006): Gyermeki jogok, gyermekvédelem, HVGORAC Lap és könyvkiadó, Bp.
- Herczog Mária (2001): Gyermekvédelmi kézikönyv Kjk., Kerszöv Jogi és Üzleti Kiadó Kft. Bp. pp. 25-63
- Tausz Katalin (2002): A gyermekek és családok szociális jogai. Család, gyermek, ifjúság 1. sz.
- ENSZ Gyermekek Jogairól Szóló New Yorkban 1989. november 20-án kelt Egyezménye, Magyarországon az 1991. évi LXIV. Törvény hirdette ki Magyar Közlöny 1991/129. 1997.évi XXXI. Törvény a gyermekek védelméről és a gyámügyi igazgatásról

4. Child abuse, domestic violence

Questions, exercises:

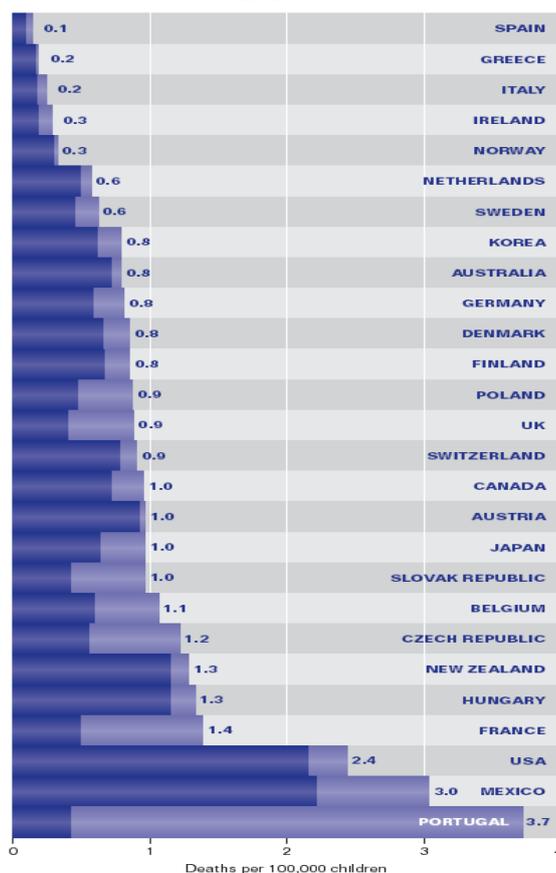
According to the 2003 year report of the UNICEF research centre in Florence (Innocenti Research Center) child abuse and neglecting is a problem in all countries, irrespective of whether the country belongs to the camp of rich or poor countries.

The Innocenti Research Centre examined the children's welfare and well-being in OECD countries. The research was carried out on the one hand, by the collection of the official statistical data on child abuse in the various countries, and on the other hand by a questionnaire survey. The questionnaires dealt with the childhood experiences in general or specifically connected to abuse, or the behaviour of the respondents relating to their children. According to the research of the Centre, each year nearly 3,500 young children (younger than fifteen years old) die as a result of abuse in developed countries. Each week two children die due to abuse and neglect in Germany and England, three in France, four in Japan and 27 children in the USA.

The risk of abuse is about three times higher among children younger than 1 year than in the 1-4 age group.

According to the data of Figure 3, in Hungary the number of children died as a result of physical abuse kids is thirteen times higher than in the country in the last place of the list, Spain. The graph also illustrates that among the five OECD countries – Belgium, Czech Republic, New Zealand, Hungary and France – the mortality rate due to child abuse, four times, six times higher than the average of leading countries.

Figure 3. Death rate of caused by abuse among children under 15 in the OECD countries



Source: UNICEF (2003): A league table of child maltreatment deaths in rich nations.

Innocenti ReportCard No. 5. september 2003. UNICEF Innocenti Research Centre, Florence. 4. p.

Based on the above presented data, let us discuss the following:

1. How widespread is child abuse in Hungary?
2. What rights are violated in connection with the abuse of children?
3. What could be the cause of child abuse?
4. What could be cause of domestic violence?
5. How can we prevent child abuse/domestic violence?
6. Who could be responsible for the prevention of child abuse and what are these responsibilities?

Based on the methodological booklet called Handbook for child welfare service providers for the care and treatment of cases of maltreatment of children and treatment, Budapest Document 2006 page 14-28. present the responsibilities of the child welfare service, the guardianship authority and city clerks guardianship authority in the field of the prevention of child abuse! /(exercises provided in advance and group work)

- Present cases in the same document (page 28-41) /(exercises provided in advance and group work)

7. Based on the following findings of the Ombudsman summarize what can be done as a social pedagogue to increase rights awareness among children?

"Particular attention should be paid to the low number of requests for assistance by children, which cannot be merely the result of the children involved are too young to indicate their own troubles and enforce their rights. In addition to the children's age characteristics - that is, in addition to a certain age cannot be expected from the child that you activate the child protection agencies one of - the lack of legal consciousness, also may be due to the low number of signals received" (ombudsman's report on abused children, AJB -2031/2011)

8. In terms of the type of violence what type of violence were implemented in the following case? Where could the parents ask for professional help?

What kind of professionals could be involved in the following cases?

Which one of the work forms of social work would you apply in the following cases?

The four-month son of Eva S., a 25 year old kindergarten teacher was hospitalized in intensive care for several weeks.

„First he was just whimpering but I tried to get him up in vain, I did him clean, I gave him water – he just did not want to relax. My husband who came home God knows how many times inebriated, he quickly acts on her hands. Since the birth of our son, a few months now we were just yelling at each other. I was full of anxiety: the little baby was crying almost non-stop. All this came on top of the fatigue, which attended the child's three-hour periods. That night my husband said, I cease out or he will make it. I was walking with him, swung him in his car, but he did not still. Finally, my husband got up and staggered towards us, snatched the baby out of my hand and slammed him to the little bed. I tried to defend him, but my husband was beating me already. We were fighting; I grabbed up the baby and ran to my mother in the middle of the night. I did not dare to tell my parents what happened. But the child has been unusually quiet in the morning, he became sleepy. I took her to the hospital, he was kept there because of concussion and haemorrhage between and meninges. The doctor pointed out that he suspected what had happened. She tried to make me talk, but I could report the child's father, I was talking nonsense."

Source: http://gyermekbantalmas.hu/szakmai-publikaciok/sose-razd-a-kisbabadat/item/siro-csecsemk-agressziv-szuelk-ketsegbeesett-orvosok?category_id=7 2012. 08.20

9. Present cases related to child abuse, which you met during the field trip!

Literature

Hegedűs Judit - Pintyi Zoltán (2008): Segédanyag a gyermekbántalmazás témájához pedagógusok számára www.rev8.hu/csatolmanyok/jogidokok/jogidokok_20.pdf 2012. 08. 10.

Herczog Mária (2007) :Gyermekbántalmazás. Complex Kiadó, Budapest

Kerecsi Klára(1996): A gyermek, mint a családi erőszak áldozata In Szilvási Léna (szerk.) (1996): Gyermek-Család-Társadalom. Hilscher Rezső Szociálpolitika Egyesület, Bp., pp. 56-78

Család, Gyermek, Ifjúság 2001/5.sz. tematikus száma

Kerecsi Klára (1995): A védtelen gyermek. (Erőszak és elhanyagolás a családban) Közgazdasági és Jogi Könyvkiadó. Budapest.

Ranschburg Jenő (2006): A meghitt erőszak Saxum Kiadó, Budapest

Révész György (2004): Szülői bánásmód - Gyermekbántalmazás Új Mandátum, Budapest

Virág György: Családi iszonyok – A családi erőszak kriminológiai vizsgálata KJK –Kerszöv Bántalmazott gyermekekről teljes ombudsmani jelentés
<http://www.obh.hu/allam/jelentes/201102031.rtf> oAJB-2031/2011

Kézikönyv a gyermekjóléti szolgáltatást nyújtók számára a gyermekekkel szembeni rossz bánásmóddal kapcsolatos esetek ellátáshoz és kezeléséhez.
www.szmm.gov.hu/download.php?ctag=download&docID=292 2012. aug. 21.

http://gyermekbantalmazas.hu/szakmai-publikaciok/sose-razd-a-kisbabadat/item/siro-csecsemk-agressziv-szuelk-ketsegbeesett-orvosok?category_id=7

UNICEF (2003): A league table of child maltreatment deaths in rich nations. Innocenti ReportCard No. 5. szeptember 2003. UNICEF Innocenti Research Centre, Florence. 4. p.
www.unicef-irc.org/publications/pdf/repcard5e.pdf 2012. 05.10.

5. Options for managing social problems related to children, the issue of child poverty.

Questions, exercises:

1. The main action strategies of the national program against child poverty strategies, document processing /group work (exercises provided in advance and group work)

2. Darvas Ágnes - Tausz Katalin (2006): Gyermekszegénység. DEMOS Bp. strategies of resolving, document processing /group work (exercises provided in advance and group work)

3. Gábos András - Szívós Péter (2006): A gyermekszegénység és néhány jellemzője Magyarországon In Kolosi –Tóth- Vukovich (szerk.) (2006): Társadalmi riport 2006. TÁRKI, Budapest. (exercises provided in advance and group work)

4. Processing of the following documents at the course, analysing, evaluating, summarizing of trends group work

4. A. Statisztikai tükör Jövedelmi helyzet 2010. 5. 82. sz. KSH 2011. december 6.
http://www.ksh.hu/apps/shop.kiadvany?p_kiadvany_id=9341&p_temakor_kod=KSH&p_session_id=323125325187568&p_lang=HU 2012. 08. 10

4. B. A családi háttér és a szegénységi kockázat. In A szegénység generációk közötti átörökítése KSH 2012. márc. 26. pp. 2-6
<http://www.ksh.hu/docs/hun/xftp/idoszaki/pdf/szegenysegatorokitese.pdf> 2012. 05. 12.

4. C. Létminimum értékek különböző háztartás típusokban. Létminimum 2011. KSH 2012. június 4. pp. 4-6.
http://www.ksh.hu/apps/shop.kiadvany?p_kiadvany_id=10858&p_temakor_kod=KSH&p_session_id=803195294447137&p_lang=HU 2012. 08. 20.

5. Summarize what financial and in-kind benefits do you know under the Child Protection Act!!

Statisztikai Tükör Gyermekvállalás és gyermeknevelés 2011. április KSH Budapest Pénzben folyósított ellátások p. 13-21.

7. The system of institutions providing child welfare and child protection services, operators, tasks, task sharing

1. Summarise by using the following table what role the various actors play in connection with child protection! (group work: each group presents one actor)

THE OPERATORS OF THE CHILD PROTECTION SYSTEM AND THEIR ROLES AFTER 1997

Local authority tasks Provisions	Governmental tasks Guardianship arrangements
<p>Local authorities</p> <p>Ensures: basic child welfare services</p> <ul style="list-style-type: none"> - regular child protection allowance - emergency child protection support - child welfare services - day care for children (child care, family day care, home child care) - temporary care for children (temporary home) <p><i>Organize and convey to others the available supply access</i></p>	<p>Town clerk</p> <p>Sphere of activity especially:</p> <ul style="list-style-type: none"> - receiving the protection for the children and the interruption of the protection - the temporary placement of children - adding full scope statement acknowledging paternity - adding consent statement to adoption by unknown person - trustee, legal guardian secondment - to enable the operation of child welfare services <ul style="list-style-type: none"> - additional childcare support - decide on the provision of in-kind support, on the suspension of education grant, on the acceptance of the report on the usage of these benefits by the seconded guardian, as well as initiates the pausing and termination of the suspension of the education support at the disbursing body, - establishes eligibility for kindergarten funding - contribute to the need for child support enforcement as set out in international treaties, - assist in the care fee and the anticipated recovery of child support,

	<p>City child welfare agency</p> <p>Its sphere of authority especially:</p> <ul style="list-style-type: none"> - imposition of educational supervision - child maintenance payments - housing support - place a temporary effect on the children - children receiving foster care - contact children affairs - financial affairs - guardianship and guardianship matters - allow family reception - adoption cases - settlement of family status - allow underage marriage - imposition of after-care and after-care - starting of legal procedures (guardianship, child custody) - report (endangering, failure to control, etc.). - proceed with the recovery of maintenance from abroad - delegates a guardian for the child, family guardian, a professional guardian - placing under guardianship affecting the ability and review of the termination, and in connection with the voting of the foreclosure and cancellation of the foreclosure
<p>County Institution Maintenance Center</p> <p>It coordinates the work of social and child protection institutions' network, coordinating of their financial management, improving of the quality of care.</p> <p>Provide: child protection care</p> <ul style="list-style-type: none"> - regional child protection services (expert, professional networking guardian and foster care network, family care, aftercare) - providing home care (foster care, children's homes) 	<p>Social and guardianship office</p> <p>Its sphere of authority especially:</p> <ul style="list-style-type: none"> - professional guidance and supervision of the 1st level guardianship authorities, - second instance decisions taken - allowance of child care institutions and the control of their activities - promotes and coordinates the launching of programs aimed crime prevention and the prevention of recidivism risk by those

<ul style="list-style-type: none"> - after-care, after-care service 	<p>who committed crime, but not punishable and subject to criminal proceedings for children.</p> <ul style="list-style-type: none"> - child and youth protection coordinator duties
<p>Ministry of Human Resources</p>	<p>National Committee of Child Protection Experts of the National Institute of Family and Social Policy</p>
<ul style="list-style-type: none"> - sector management and professional supervision - maintain direct institutions (correctional facilities, special children's homes) - Family and Child Protection Advisory Board - correctional facilities and special children's homes - central administrative tasks - National Adoption Register 	<p>The background institution of the Ministry of Human Resources in the fields of family policy, social policy, protection of children and youth, gender equality and supporting institutions serving sector drug prevention and management support. They cover the scientific research, methodological development and services, and range of statistical and information services. The preparation and implementation of development programs for these jobs to participate.</p>
<p>Central government (state contribution to the social and child welfare tasks of child and youth protection, etc.).</p>	

2. What does the neutral sector regulation mean in child protection?
3. Who can be maintainer of the child welfare and child protection institutions?
4. Which institutions belong basic child welfare support?

8. The functions of the social pedagogue in child welfare care: child welfare, child day care: nursery, family day care, home child care, family child care

Questions, exercises:

The processing of the following documents, analysis, evaluation of the tables in these document, summarizing of trends /group work

1. Statisztikai Tükör Gyermekvédelmi Jelzőrendszer 2010. V. 42. sz. KSH 2011. június 22.
www.ksh.hu/apps/shop.kiadvany?p_kiadvany_id=8500&p_temakor_kod=KSH&p_session_id=587420013250077&p_lang=HU 2012. September 12.

2. Statisztikai Tükör Gyermekvállalás és gyermeknevelés 2011. április KSH Budapest
http://www.ksh.hu/apps/shop.kiadvany?p_kiadvany_id=8227&p_temakor_kod=KSH&p_session_id=587420013250077&p_lang=HU 2012. szeptember 12.

- Day care for young children p. 21-25.
- The role of child welfare services and town clerks p. 27-30

3. Statisztikai Tükör Gyermekvállalás után- a munkaerőpiacra való visszatérést segítő tényezők 2010. IV. 6. sz.

Nursery care, preschool care, family day care,

http://www.ksh.hu/apps/shop.kiadvany?p_kiadvany_id=488&p_temakor_kod=KSH&p_session_id=587420013250077&p_lang=HU 2012-09-12.

4. Launching a debate on the detection system of child welfare services operation, according to the Ombudsman's report.

Question: How can we improve the efficiency of the warning system, what can a social pedagogue do for this?

"Further highlighting is needed for the general phenomenon that members of the child protection notification system did not fulfil their obligations, they are afraid of retaliation by persons involved in the signal. As I stated earlier in my report No. 2227/2010, I am convinced that children's rights should not be an obstacle to the realization of the fear from the menace. To avoid these situations the task of the state is to encourage and protect the operation of the members of the signalling system.

In my opinion, the reason of the postponement or backlog of the discussions of the cases is due to – beside the possible negligence or lack of interest signalling system members – mainly that the law of the case discussions held with a *lex imperfecta*, that is not the way to control the process, the authorized body does not specify nor provide any sanction for the case of inaction" (Ombudsman report on abused children, AJB-2031/2011) .

9. The functions of the social pedagogue in child welfare care: child welfare, child day care: nursery, family day care, home child care, family child care

Questions, exercises:

The process of the following literature based on individual acceptance by using a Power Point presentation:

1.Szőllősi Gábor (2000): A gyermekjóléti szolgálatok előzményei, közpolitikai kapcsolatai és funkciói. In Család, Gyermek , Ifjúság 2000/4.sz. pp. 17-23

2. Sidlovics Ferenc (2005): Biztos kezdet. Család, Gyermek, Ifjúság 2005 évi. 6. sz.

3. Czibere Károly, Korintus Mihályné (2004): Gyermekünk gondozása nevelése magyarországi háttér tanulmány az OECD „A kisgyermekkorai nevelés és gondozás szakmapolitikájának tematikus vizsgálata” c. programjához NCSSZI, OKI Budapest.

4. Possible work scope and tasks of social pedagogues in the child protection care - child welfare nursery, family day care, home child care, based on family aid babysitting/group work passed on the delivered materials (see Appendix 2). Presentation of fillable job duties in primary care, based on the field experience – short presentation of the institution and job. (exercises provided in advance and group work)

9. The functions of the social pedagogue in child welfare care for children of temporary shelters, transitional homes for families, deputy parent network

The process of the following literature based on individual acceptance by using a Power Point presentation:

1. Révész Piroska (1999): A helyettes szülői szolgáltatás. Esély, 1999. évi 2-3.sz. pp. 59-78
2. Papp Krisztina - Tüski Anna (szerk.) Átmeneti gondozás célszerű vagy ideális?! Módszertani kézikönyv NCSSZI, Kapocs könyvek 8. kötet
3. Possible work scope and tasks of social pedagogues in the child protection care - child welfare nursery, family day care, home child care, based on family aid babysitting/group work passed on the delivered materials (see Appendix 2). Presentation of fillable job duties in primary care, based on the field experience – short presentation of the institution and job. (exercises provided in advance and group work)

10-11. The functions of the social pedagogue in the institutions of the child protection services: children's homes, apartment homes, regional child protection services

Questions, exercises:

The process of the following literature based on individual acceptance by using a Power Point presentation:

1. Zsámbéki Eszter (2004): A lakásotthonba élő gyerekek helyzete In Család, Gyermek Ifjúság 2004/ 2. sz. pp. 5-20
2. Rácz Andrea (2006): A gyermekotthoni nevelés kihívásai a nagykorúságuk előtt álló fiatalok jövőképe In Kapocs 2006/8. sz.
3. Rákó Erzsébet (2011): A gyermekvédelmi szakellátás helyzete. Egyetemi Kiadó, Debrecen pp. 49-71
4. Rákó Erzsébet (2011): A gyermekvédelmi szakellátás helyzete. Egyetemi Kiadó, Debrecen pp. 76-106
5. Possible work scope and tasks of social pedagogues in the child protection care - children's homes, apartment homes, deputy parent network /group work passed on the delivered materials (see Appendix 2). Presentation of fillable job duties in primary care, based on the field experience – short presentation of the institution and job. (exercises provided in advance and group work)

12. System of services provided to the children's homes, particularly in the leisure organization. The social pedagogue is responsible for organizing leisure time.

Questions, exercises:

1. Domszky András (1999): A gyermekotthonok működésének szabályairól és követelményeiről Módszertani levél Országos Család- és Gyermekvédelmi Intézet, Budapest. (előre kiadott feladat, csoportmunka)

2. By taking the following statements of activities into account produce leisure time programmes for children living in children's home/apartment homes groups, each group will present their agenda. (group work)

"Regarding to the children living in institutions we make the following observations on the leisure habits. The majority of young people have a considerable amount of free time. They spend their free time on weekends and weekdays primarily in the home and with friends. Another scene of the leisure time activities beside home and friends are – especially among those, who live in children's home –the discos and bars. The visits at relatives, parent at the weekends are rare. This may be due to contact with the family is the first line of contact with the brothers and sisters, who are themselves residents of the institution.

Based on the above, it was concluded that the home plays a very significant role in the organization of free time, young people spend most of their time at the home. The organization of leisure time can help the social integration of young people, as they can appear as active participants in that town and other public educational institutions at their events. Its further significance includes that it has a prevention value for a variety of addictions, or the preventing the formation of gangs." (Rákó Erzsébet: A szabadidő eltöltésének lehetőségei a gyermekvédelmi intézményekben *Iskolakultúra* 20. 9.sz. p. 43-52.)

During the preparation of the program take the following aspects into account:

- Program location, time, material and personal conditions
- The program is intended duration
- Children's age, number, status
- A detailed description of the program, time schedule
- The methods used in the implementation of the program
- Combine the skills, capabilities are required in organizing leisure time!

13. Presentation of case studies in the field of child welfare, child protection presentation

Questions, exercises:

1. Present the groups created on the basis of the longitudinal case studies. (exercises provided in advance and group work)

The basic substance of a longitudinal case study

„ Be included in the study (age, sex, state of health, any disability, family relationships, living conditions - including income situations, the housing circumstances "social status", etc.), basic information about a client. The question, what data to that list is needed to show or just how to expand the list with further data in the study, can be answered based on the type and nature of its treatment. Note that during this presentation the secrecy rule should also be applied, that is it is necessary to pay attention to the fact that the client does not become identifiable.¹

- Beside the presentation of the physical and physiological characteristics, family, relationships, etc. it is a priority to present *clients' mental characteristics and the emotional relationships* of the family in a sufficiently detailed way.
- In the study, it is important to show in *what way we contact our clients* in the institution, as the success of the case, as well as the first task of the experts (i.e. if it is necessary to develop or strengthen motivation related to the clients' problems) can greatly affect if it is about a more motivated voluntary or a client, who is obliged to participate.
- It is important to show the *problem that the client has, if any other formal and informal actors involved in the case of the client from the definition of the sometimes differing problems, as well as how to see a specialist in the problem, and the final definition of the problem for interference basis* (ideally shared).
- In most cases, you need the *detailed history (of the case) to present*, that is, to show since when does the specific problem exist, has anyone tried to deal with it earlier, if so, how they received help earlier from another organization, specifically what kind of help, and this whether there was any effect, etc.
- Since a major goal of producing these studies is to help developing problem-solving ability, it is an *essential part of the study to describe in detail (content of specific interventions publisher), analytical (i.e. the causal relations-finding) of what actions have been taken in the case, what resources were mobilized, and how all of these effects resulted*. It is important that the analysis is unbiased, objective and honest as possible, and proceed to consider what it is that you could possibly have done in other ways.²
- If a *case is pending*, it must be clarified *where the case is now, and what further interventions are planned*. (The students who prepare the case studies have to think over what they would do in this case if they could take it forward.)
- In connection with *cases closed* it is necessary to describe the *results obtained*, highlighting the factors that contributed to the successful conclusion of the case. However, they are important to record any worries, problems, which will continue to exist –together with a description of the possible causes and possible consequences of the problems of survival. In case of failure is also necessary to take stock of the factors that contributed to the failure. The study generally concludes with *the summary of the most important lessons*, and the analytical findings.”

(Soós Zsolt (2012):Szociális munka módszerek alkalmazása a gyakorlatban - szociális esetmunka p. 28.)

14. Forms of work and methods in child protection

Questions, exercises:

1. Let us process the following cases according to the specified criteria! (group work)

- Prepare an individual case management plan for using the problem-solving model is!
- Summarize what kind of group they would create and how they would organize it for the actors!

A report arrived to the child welfare service from the school that the 10-year-old K.L. is often sleepy, weary when he comes to school. His relationship with his mates changed he is reluctant to participate in school programs either. His study results had been excellent, but by now he is often distracted in the classes and it is visible on his academic performance. However it is visible on his behaviour that he strives to achieve full compliance with external requirements.

As regards K. L. t's family circumstances, he lives alone with his mother since his father abandoned them. His relationship with her mother is characterized by strong emotional ties, he would do everything to meet the expectations set by himself, he wants to take care of his mother, he wants to maintain the appearance of a functioning family. The child's father sends some money to the child only occasionally, but does not satisfy his obligation to pay alimony, their personal relationship is characterised by rare meeting between father and son. The mother is struggling with psychological problems since her husband's departure, she is in need of medical treatment and she is currently on sick leave. The mother does not have a social life, she neglects family and friendships, and almost never leaves the apartment. The shopping and the official handling of cases are performed by the son. K.L triggers the prescribed medicines. The previously well-balanced, diligent boy has become reclusive, troubled children.

15. Review of the students' portfolio

The groups present their materials processed during the semester. Joint evaluation of the semester.

Annexes

Annex 1. for the processing of the topics of the changing approach of childcare children's rights

Source: Patrícia Brander, Ellie Keen, Marie-Laure Lemineur (szerk.)(2004): KOMPASZ Kézikönyv a fiatalok emberi jogi képzéséhez. GYISM Mobilitás, Budapest. p. 84

Claims, which the students receive on cards.

Children have the right to express their views on all matters of interest to them and the child's views need to be duly taken into account.

Respect the right of the child of thought, conscience, and religion. The child has the right for the freedom of association and peaceful assembly.

No child shall be subjected to unlawful interference in connection with their privacy, family, home or correspondence nor any unlawful attacks in connection with their honor and reputation.

Parents have the primary responsibility for the upbringing and development of children.

The child has the right to education. The states, which have signed the Convention will provide compulsory primary education which is available for free to all. The school discipline must be maintained so that it is compatible with the child's dignity. The education of the child shall be directed to the child's personality unfold, mental and physical ability and talent development, respect for human rights and fundamental freedoms, in a free society responsibility for the life commitment to peace, friendship, understanding, tolerance and equality spirit and respect must arouse the natural environment.

The child has the right to rest and leisure time, to play and to participate freely in cultural life and the arts.

They acknowledge the child's right to be protected against economic exploitation and that they should not be forced to any harmful work, which endanger their life and development. They protect children from sexual exploitation and sexual violence in any forms. Take measures to prevent the following: the exploitation of children aiming prostitution or other unlawful sexual activity or pornographic performances for the sake of preparing this kind of materials.

The states, which have signed the Convention shall take all possible practical measures to protect children, who are threatened by armed conflict.

Every child, who is suspected with misdemeanour or a criminal activities it is need to be presumed innocent until proved guilty according to law and not to be provided legal aid for the preparation and submission of their protection and cannot be compelled to give testimony or to confess guilt, their privacy need to be respected completed, and to be provided treatment in compliance with their age and well-being. Neither capital punishment nor life imprisonment may not be imposed for offenses without the prospect of release, which are accused of being committed by a child under the age of 18.

Annex 2

The table is prepared based on the decree of the Welfare Ministry 15/1998. (IV.30)	Prepared by Erzsébet Rákó	
Form of supply	sphere of activity	social pedagogue
Child welfare service	Superior leader/leader	Yes
	Social worker	Yes
	Methodological consultant	Yes
Crèche directorate	Superior leader	Yes
Crèche	Superior leader	Yes
	Child educator	Yes, but one of the following trainings need to be completed: special carer for crèche, or carer for babies and infants, or pedagogue and carer for infants
	Consultant	Yes
	Methodological consultant	Yes
Family day care	Child educator	Yes + preparatory course, special course for operators of family day care institutions [29/2003. (V. 20.) ESzCsM rendelet]
	Pedagogue	Yes + preparatory course
Family day care network	Family day care coordinator	Yes + preparatory course
Domestic babysitting	Pedagogue	Yes
Alternative day care service		Yes
Temporary home for children	Superior leader/leader	Yes
	Pedagogue	Yes
	Social worker	Yes
	Methodological consultant	Yes
Deputy parent network	Deputy parent advisor	Yes
	Leader	Yes
Temporary home for families	Superior leader/leader	Yes
	Social worker	Yes
	Methodological consultant	Yes
Children's home	Superior leader/leader	Yes
	Pedagogue	Yes
	Aftercarer, social worker	Yes
	Methodological consultant	Yes
Special children's home	Superior leader/leader	Yes
	Child educator	Yes, but one of the following trainings need to be completed: special carer for crèche, or carer for babies and infants, or pedagogue and

		carer for infants
	Aftercarer, social worker	Yes
Regional Child Protection Services	Superior leader/leader	Yes
	Foster parent advisor	Yes
	Aftercarer, social worker	Yes
	Adoption advisor	Yes
	Legal guardian, receiver guardian, professional guardian	Yes
	Guardian advisor	Yes
	Methodological consultant	Yes
County Child Protection Expert Committee	Leader	Yes
Foster parent network	Leader	Yes
	Foster parent advisor	Yes
	Aftercarer, social worker	Yes
	Methodological consultant	Yes