

ABSTRACTS

Abstracts

Júlia Szalai: Deepening deprivation: On the „merits” of segregation

The functions of school-segregation have undergone important changes during the past twenty years. While under state-socialism, segregation had mainly aimed to define the borderlines between distinct segments of the labour market, today it primarily serves to fill poverty with clear ethnic contents, and together with this, to draw sharp demarcation lines between the impoverishing lower-middle class and those living in long-term destitution. The paper argues that stigmatization by segregation does not stand on its own: being closely bound to the working of the welfare system, it contributes to the completion of the large-scale social process of ghettoization, i.e. a sharp exclusion from the mainstream of the second-order citizenry of the poor.

Ágnes Darvas – Ágnes Kende: All-day-school: experiences and possibilities

High quality all-day-school can be an important instrument in the fight against disadvantage and in the enhancement of equal opportunities, while at the same time expressing the importance of the socializing and civilizing role of schools. There is practically no data or analysis available on the current forms of all-day-schools within the Hungarian educational system, nor on the content or quality of these services. We find only scarce examples of this kind of school activities in the concepts of the development of public education or in the ongoing programs, and they are certainly not part of a pre-planned strategy. The following essay analyses examples of all-day-school experiments in other countries and the experiences connected to such school reforms, in order to find out whether this institution can be seen as a means to decrease inequalities and to be an efficient solution connected to the goal of a successful school career. Beyond the short description of the Hungarian situation, it suggests the possibilities of such local developments and reforms.

Petra Földes – Judit Lannert: Violence in Schools. Discomfort: Cause or Result ?

In 2008–2009 as a result of the violent events shocking public opinion, four comprehensive researches were carried out about aggression in schools. The findings reflect the structural problems of Hungarian public education: aggressive behaviour shows steep declining, grammar schools being on the top of the slope followed by comprehensive schools, and vocational training schools at the bottom, however there are also significant differences as far as geographical location, size of the community or schools are concerned. Data also reveal anomalies of the

inner world of schools: certain “guarding” or “risking” factors within the schools are in strong correlation with the presence of certain forms of aggressive behaviour. The K l knet-researchers present their results comparing them with three other research outcomes of the same issue.

Bor ka Feh r: Narrative practice in social work

In this article I introduce the theory of narrative therapy as well as its use in the practice of social work. The postmodern paradigm has conquered a considerable part of social sciences, including practical ones, in the recent decades. The narrative approach in the theory and case-work practice of social workers is one of the results of this process. Here I summarize the features of postmodern thought, introduce readers to narrative therapy and show them how the Biographic-Narrative Interpretive Method can be an integral part of social work practice. Lastly I sum up how the narrative approach of social work can enrich the individual work of people in the caring professions.

Zsuzsa Blask : How Long Should Mothers Stay at Home? – The Child Development’s Perspective. Research Evidence and Some Conclusions for Family Policy

The paper is looking at the optimum length of parental leave from the child development’s perspective. The investigation is guided by the existing Hungarian practice of staying at home for three years and the institutional and social surrounding supporting this. First existing research evidence on the impact of (early) maternal employment on the physical, cognitive and psycho-social development of the child is reviewed. Findings suggest that starting non-maternal care before the age of three is not necessarily disadvantageous and it can even have positive impacts for the child – provided that certain preconditions are given. These include the availability of high-standard institutional care, good labour market conditions to reconcile work and family life and a supporting social environment. In the final sections conclusions for restructuring the existing parental leave system in Hungary are drawn.