

## Abstracts

### **Péter Mózer: Social policy in future tense**

The history of social policy in the past twenty years can be interpreted as the history of unfulfilled reforms. If we just take Social Act as a starting point, since 1993 at least half a dozen concepts have been created concerning the entire social system, while the need for reforming other sub-systems, e.g. financial benefits (family allowances, pensions), the employment policy system, public healthcare or the educational system have also been brought up several times. The common denomination of these plans proposing significant changes and reforms is that they have been realised only partially, or not realised at all. Most of the proposals have remained printed paper, while the welfare system has changed significantly and several times. The question is evident: Why has this happened so? What consequences can we expect? Reform steps have been made, insitutions have been reorganized in vain, as the present state of the system of welfare institutions thus created does not render it possible to establish citizenship in the Marshallian sense, neither the construction of a modern welfare state in the European sense alongside with it, since the way in which social institutional systems have been operating – especially in the past few years – contradicts the logic according to which the civilian – political – social elements should be integrated into each other as a result of an organic development.

### **István Hoffman: The role of the local self-governments in the organization of personal social services**

Several models of the personal social care system were developed in the European countries. The characteristics of these models are depending on the social system and the spatial structure of the given country. The Hungarian personal social care system can be considered as a settlement centered, self-government based model. Several dysfunctional elements of the operation of that system can be observed. The scope of this paper is to review the theoretical and regulatory solutions of the first years of the 21<sup>st</sup> century to the dysfunctional problems of the administration of personal social care services.

### **Mária Bognár: A successful initiative for the integration of early school leavers: the Dobbantó (Springboard) project of FSZK (Public Foundation for the Equal Opportunities of Persons with Disabilities)**

Low levels of education and early school leaving act as serious barriers to individual, economic and social development. After a general theoretical introduction to the problem the study – based on accessible data – summarizes the consequences of early school leaving to our society. There is a special focus on vocational training schools where the concentration

of 'at risk' students is extremely high. The Dobbantó project of FSZK has found a real good answer for these problems. The project (2008-2011) with 15 participating schools offers the 'at risk' or already school leavers an additional year of education to understand and overcome their earlier failures at school, with changing the learning environment in its complexity and providing support to teachers.

**László Bruckner – Ildikó Gulyásné Fehér – Anikó Kovács –  
Orsolya Nagy: Preconditions and possibilities of the preparation  
for labour market participation in educational institutions**

The study first discusses those new professional challenges what schools have to face with while preparing students to enter into the labour market and outlines the needed changes inside the educational institutes and the instruments to deliver them. The second part of the study presents different programmes elaborated by the Public Foundation for Equal Opportunities of Persons with Disabilities. The Public Foundation generated some more service-development and curriculum development programmes to support disadvantaged target groups for getting better position in the labour market and also help institutes to become learning organisations. The study discusses the aims and results of two programmes: KOMP (means: ferry, comes from Competency-centred Educational Development, Personalised Programme to Prepare for Work) and SZAMSZ (Alternative Labour-market Service in Vocational Training Schools).