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Child Protection and Education

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Abstract

The XXXI Act (1997) of Child Protection and Child Welfare Administration states it is a fundamental requirement that the children in family get every kind of support in order to have the children growing up in family, that is, the principle is that the preventive solution gets the major role. When it is impossible to have the children growing up in family, the instant after removal should the professional work focus on family reunion and if the child cannot be replaced in her/his family the aim of caring place should be the preparation of successful social integration including institutional and foster family forms as well. After removal, it is fundamental right of the children to get education in accordance to their age, development, health and other needs and to participate in programs for catching up and in talent programs. It is also a right of them to express their views about rearing, education and care. In our study, we examine how the children's school career can be promoted within the framework of child welfare service and child protection care then we present a good practice, the work of Children's Parliament which is very important from the point of view of young people view expression.

Keywords: child protection in Hungary, support of educational carrier, children's parliament

1. Preventive Solutions of Child Welfare Services

The legal aims of child welfare agencies through services are the promotion of the children's physical, mental, emotional and moral development and welfare, the promotion of keeping the children in their families, preventing threatens, eliminating the developed threatens and preventing the child's removal from the family. The tasks of the child welfare agency include information provision about children's rights and aids for ensuring the child's development, ensuring family planning, psychological counselling or transmitting services, organizing leisure activities, maintain threat detecting and alarming system, family care and suggesting authority interventions if they are needed. The target of child welfare services is every single child, however, the organizations proving the services do not actually contact with every child. The number of under the age youth who are at risk has been approximately 200 thousand people per year since 2007, the number of children receiving preventive services is approximately 163 thousand. (KSH, 2011)

Most of the children getting into the attention of child welfare are at school age so the colleagues often meet learning difficulties, behavioural problems and failure in fulfilling compulsory education. As for the range of social statuses of those children's families who receive service, the spectrum keeps widening, although, where typical is the presence of children whose families are disadvantaged, poor or live in extreme poverty. While they struggle with serious disadvantages, these children participate in the education system (too) that is currently unable to or only slightly able to overcome these existing deficiencies. The school transmits almost the same expectations from the families. However, the poverty fundamentally limits the chances of the children and families and the children's chances to be able to meet the expectations. The extent of the emergence of this problem is significant among Roma families. In their cases, the disadvantages are multiplied. The area of service provision is dependent on the demographic composition of each settlement, that is, how much the child welfare services can contact with gypsy children. The work with them can only be effective if the families (the father) accept the helper and even if it happens, it is still unsure whether the Roma children can be included in the different services successfully due to the problem caused by extreme poverty. The basic approach should be "working together" instead of "working on them".

School failure can have many reasons, prevention is important but we also should find solution to address the developed problems. Beside the changes in law, different programs tries/tried to introduce alternative possibilities and methods, however, only the simultaneous presence of different conditions (infrastructure, human resources, financial background, creativity, openness) can create the chance for children to have their skills and talents unfolded and their personalities developed.

The child welfare agencies use their own promoting tools to achieve that the children enjoy themselves in the school and be able to achieve as well as children and teachers feel success. The tools appear differently in each level of prevention. In the child protection work, the presence of secondary and tertiary prevention is typical which focus on families where the problems have already appeared. Little energy left for solutions that could actually prevent the development of more serious problems, although, this could be the most efficient tool to protect children. Organisational, number of participant and cost deficiencies are the reasons for it. In the cases of chances belonging to the child welfare thesaurus, the acceptance and openness towards the children and families are significant as well as willing to and ability of cooperation, tolerance and respect. If we have all these skills, our activities can have affect on the professionals of the institutions that we included into the cooperation which is an important element of promoting educational achievement besides the ensured chances.

2. Supporting Services of Child Protection's Long-Term Care

As for the data of long-term care, the number of children placed in foster care has been increasing since 2003, compared to the number of those who were placed in children's home. In 2011, 8431 children and young adults lived in children's home and 12638 in foster care. (Papházi, 2014: 208)

The task of child protection long-term care is ensuring the healthy physical, mental and intellectual development of children participating in substitute care. For this, the punctual assessment of individual needs is required as well as the determination of caring-rearing tasks adjusted to the former. Supporting educational achievement is not easy in the child protection's long-term care. The children's motivation regarding school is very poor. It is more typical when the child lived in his/her multiply disadvantaged family for a long time before. The lack of motivation is closely related to the low educational level of adults and the social disadvantages. Even the children's parents do not consider learning to be important and school attainment as the possible way of social elevation. In the case of Roma children, it can be said that their vocabulary is less sufficient than the curriculum requires when they start attending to school, moreover, it is not sure whether they understand and speak Hungarian properly. In their families they mostly use mixed language. Their lexical knowledge is less than the school expects. Therefore, it is obvious why they misbehave in these circumstances after getting in the periphery, the process of truancy starts. The conflicts with the teachers and peers became sharpened.

In order to promote their social inclusion and improve their position in labour market, finishing school successfully and acquiring professionals are needed and it cannot be achieved without increased support. In the child protection long-term care, there is a continuous knowledge transmission that is accompanied by communication and development of the children's verbal skills. Conscious attention should be paid to it. Children getting into the long-term care should be much talked to, in accordance with their age. Tale-telling, verse activities, singing together, puppetry and role-playing should become a part of their everyday lives in the case of small children, the drama pedagogy techniques can be very successful.

The most frequent reason of removing adolescents from the family is truancy. In their cases, making them attend to school is more difficult because they have already experienced a range of failures, grade repetition and stigmatization. The customized progress program, the educational form that has study hall nature, in which the inclusive liberal pedagogical attitudes prevail, can create an atmosphere that encourage them to learn. (Imrei, 2001)

3. Importance of Participation: Children's Parliament

According to the protocol of Children's Home care (2011), the basic principles of the care provision are the following:

- Self-determination: for the self-determination, the child should get autonomy in accordance with his/her age. The child gets support and confirmation in order to develop his/her skill of self-autonomy.
- Participation: The child get fully involved to the decision making about him/her as well as in the organization, fulfilment and evaluation of the services depending on his/her age and level of development.
- Increasing chances for enforcing interests: In order to develop the skills of enforcing interests, the children should get information about hi/her close (Child's Home) and extent (social) environment and she/he should participate in practicing the democratic forms of enforcement of interest.
- Efficiency: Those procedures, methods and interventions should be considered effective that contribute to the achievement of personal placement plan.
- The principle of the smallest possible intervention: At every level of child protection including primary and long-term care, pieces of advice, help and care should be given (beside meeting the child's best interest) in a way that does something instead of the recipient the least or against them. The maximum chances for expressing opinion and for decision should be given to children and parents as well.

Participation, that is, the inclusion of children and young adults in the decision making relating them is recorded as a basic principle in the Hungarian child protection, that is, the information about how to arrange their future should be provided in every case and they should engage in the decision making and they should be supporting regarding decision making. Obviously, it is a huge task, requires energy and time and the conditions are not available in every cases, furthermore, it demand significant change in the approach of the professionals. As a first step, a Children Government should work in every Children's Home and the institutions should treat these governments as partners that can strengthen the children's participation in decision making relating them. In addition, the Children's Parliament is an excellent place for protecting children's rights and interests; we detail it in the followings.

The Hungarian association of FICE was founded on 13rd of May in 1989. The aim of the association was the provision of help in the development rearing, education and inclusion into the labour market of those children who do not have family or who cannot live in their own family due to social health care or rearing reasons so they live in the institutional system of child and youth

protection (www.fice.hu). The first Children's Parliament of Children's Home meeting was held in 2001. The Children's Parliament is held 2-3 times a year and 60-80 people participate in it. Some of the issues addressed in the Children's Parliament were examined nationwide and earned legislation modifications.

The most common issues raised in the Children's Parliament:

- During the implementation of Child Protection Law, it was raised how much were the involved in choosing their new place of care relating the replacement of big institutions.
- The Children's Parliament dealt with the issues of under aged mothers many times, the young people made it clear that although they do not consider becoming underage parents to be right, they cannot accept that the underage parent and the child get separated from each other unnecessarily.
- The issue of adequate placement and care provision for disabled children is recurring problem. The proposals are ranged until the possibilities in contemporary help.
- The issue of placing siblings together was raised in the meeting of Children's Parliament.
- Many problems were raised relating the Children's Home placement as quasi-family nature of the placement. For example, the organisation of live due to different daily schedules in the cases of different age groups or how much the workers are burdened.
- Support for education has turned up many times, for example, by joining to the European Union, the studying abroad got more topical and each guardianship authority has different practice for judgement and authorization.
- Unfortunately, the public opinions are still negative in many ways of the people living in care and the children and young adults experience it every day. The Children's Parliament has already dealt with how much harm the press cause for children living in outside of their families since it only deals with them when a negative event happens and this mostly reinforces the negative stereotypes. (dr. Radoszav, 2009)

During each meeting of the Children's Parliament, a problem-catalogue is made which they forward to the child protection professionals. Observations on the operation of the system are forwarded to the responsible Ministry and they also indicate if they think change in law is necessary in order to address certain problem fields.

4. Conclusion

As for approaching school disadvantages from the side of child protection, achieving complex and special expertise, consistent work assuming good child-helper relationship are essential in order to overcome the disadvantages. The recognition and unfolding their talents and skill contribute to the personality development of the child. The conscious talent program and individual development of skills positively affect the entire development of the child.

The close contact with the school, joint determination on goals and tasks and consideration the solution in case of getting stuck have significant importance on the behalf of the children living in long-term care of child protection. *"If a child does not get the required quality and quantity of care that satisfies her/hers needs regarding safety, then the teacher has no chance for motivating neither encouraging that child."* (Hegedus, 1993: 217)

The child protection professionals can help the work of teachers with information and they can assist in the solving process – if it is needed – of conflicts between teacher and student and between student and student. The coordinated cooperation of teachers and professionals who provide help, accepting children unconditionally, accepting the children's values contribute the children to achieve success. For all these, it is important to hear the children's voice, to understand their views and to include them in the decision making relating their lives so the school carriers should be discussed with them as well.

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