

ABSTRACTS

Wim van Oorschot: Making the difference in social Europe: deservingness perceptions among citizens of European welfare states

Welfare states treat different groups of needy people differently. Such differential rationing may reflect various considerations of policymakers, who act in economic, political and cultural contexts. This article aims at contributing to a theoretical and empirical understanding of the popular cultural context of welfare rationing. It examines European public perceptions of the relative deservingness of four needy groups (elderly people, sick and disabled people, unemployed people, and immigrants). Hypotheses, deduced from a literature review, are tested against data from the 1999/2000 European Values Study survey. It is found that Europeans share a common and fundamental deservingness culture: across countries and social categories there is a consistent pattern that elderly people are seen as most deserving, closely followed by sick and disabled people; unemployed people are seen as less deserving still, and immigrants as least deserving of all. Conditionality is greater in poorer countries, in countries with lower unemployment, and in countries where people have less trust in fellow citizens and in state institutions. At the national level there is no relation with welfare regime type or welfare spending. Individual differences in conditionality are determined by several socio-demographic and attitudinal characteristics, as well as by certain features of the country people live in.

Ágnes Makó – Miklós Hajdu – István János Tóth: Vocational schools, education, poverty – Lessons from a qualitative research

The main goal of our study is to describe the situation of the vocational schools – a key element of the Hungarian educational system – based on some important aspects. The analysis is grounded on 28 in-depth interviews with directors, teachers and instructors of vocational schools. We summarize the main messages of these interviews organised by some topics.

We present the family background of the students and the circumstances characterising the work of the teachers and instructors: the school atmosphere, the basic pedagogical problems and the plans of the students regarding their future. In the part about the general education subjects we discuss the knowledge of students after finishing elementary school and the importance of high-school graduation. Finally, opinions on apprenticeship and labor market perspectives for graduates of vocational schools are summarized.

János Zolnay: Towards a castelike public education

This study assesses the impact of recently established religious elementary schools on educational selection and segregation mechanism in a small region with large population in Eastern Hungary. Network of attractive elite primary schools and pupils commuting games had already been developed before establishing religious schools. It is also a long standing practise that segregated primary schools are declared “national minority schools” abusing the law on rights of ethnic and national minorities just in order to avoid their closure. As a response to the establishment religious schools, and handing over the maintenance of formerly municipality maintained prestigious primary schools to churches, state maintained attractive primary schools anxious for their prestige, reintroduced the practise of internal segregation. Not solely religious schools but exclusionary educational and social policy shift is responsible for transforming social gaps like a caste system.

Ádám Nagy and Dániel Oross: Interpreting the youth field

The present study describes the origins of youth work in Hungary and interprets how the tradition of Hungarian youth work has influenced the development of the youth field. It presents a theoretical framework (the onion model) that has been invented by Hungarian youth researchers in order to arrange different elements of Hungarian youth work into a coherently integrated approach. While in most European countries the development of youth policy follows a cross-sectoral, integrated approach, in Hungary this approach is not yet in practice. Although youth work has proven its necessity and it has developed its own answers as to how the integrated approach could be made part of the Hungarian youth work practice, youth policy could not get included on the list of political priorities of policy making. The essential features of youth work are not carried out by young people, policymakers, researchers, youth workers, parents and other social professionals. Youth policy is characterized by centralized initiatives, centrally controlled processes, and aggregated resource allocation.

Balázs Krémer: On problem of “confection-factory needlewomen from the boonies” – it is not sure at all that we find the solution for future problems in the past...

Often we fall into mistake by supposing that we are capable to solve the problems of the future on the basis of our experiences and knowledges rooted in the past. One of our typical such mistake is how we design and implement inclusive policies/programs aiming at integrating youth – into the past (e.g. as “confection-factory needlewomen from the boonies”), instead into the future. The paper try to give insights in favor of reducing such mistakes by outlining new social boundaries, even gaps could be observed nowadays basically among the youth, but probably may play major roles in creation of the future social structure by making new social inequalities